Hist 200 Crusades: Violence and Religion

Dr. Leonora Neville
Lnevile@wisc.edu; Office: HUM 4106
Office Hours Tuesday 2:45-4:45, or by appointment
To reserve time in my office hours please use the following google appointments page:
https://www.google.com/calendar/selfsched?sstoken=UUtEODQrTDlj4aW1TfGRIZmF1bHR8MzRjYjQwYWyUYjNmUxYjVkJmdjZjU1NTVjNDUyMTU

Course Goals:

The seminar will explore the history of the crusading movement from the eleventh to the fourteenth centuries with a particular view to understanding changing conceptions of piety and violence and intercultural interactions.

The course will use the topic of the medieval crusades to explore two major questions of historical study: how do we know what happened in the past, and, how do we now explain what happened then.

Goals for Student Learning:

Students will improve their knowledge, understanding and abilities regarding the following:

- Historical Content:
  - The basic outlines of the events of the twelfth-fourteenth century crusades
  - The medieval context of the crusades
  - The ideas and ideologies that motivated and sustained the crusades

- Historical Method:
  - The texts and materials that survive from the middle ages which give us information about the crusades
  - How the agendas of the medieval writers affected the texts they left for us
  - How we can use their texts to figure out what happened
  - Different methods contemporary historians use to analyze medieval data
  - How the agendas of modern historians affect their presentation of the past
  - How modern political ideologies craft contemporary images of the past

- Practical Skills:
  - Analytical reading
  - Expository writing
  - Oral expository presentation
Assessment:

Discussion Participation 14%
Article review presentation 10%
Article review essay 10%
Book review presentation 12%
Book review essay 18%
Research prospectus 3%
Research presentation 12%
Research draft 3%
Research Paper 18%

Assignments in Brief

Participation and discussion: 14%
  • See participation grading criteria below

Article Review Presentation: 10%
  • The Article Review Presentation will be a summary, review and analysis of the article which forms the basis of your Article Review Essay. The dates for each article presentation are listed in the class schedule. Your presentation will be made during your discussion section.

Article Review Essay: 10%
  • The Article Review Essay will be a 5-6 page review and analysis of an academic article. The list of articles for you to choose from is below. The article review essay is due at the time of your in-class presentation on that article. The dates for each article presentation are listed in the class schedule. Only one student may present on each article.

Book Review Presentation: 12%
  The Book Review Presentation will be a summary, review and analysis of the article which forms the basis of your Book Review Essay.

Book Review Essay: 18%
  • The Book Review Essay will be a 5-6 page review and analysis an academic book. The list of books for you to choose from is below. The book review essay is due at the time of your in-class presentation on that book.

Research Paper:
  Prospectus: DUE November 10 3%
  This is an outline/plan for your research project.
  Research Paper draft: This will be circulated for peer review on December 5th. 3%
  Research Paper Presentation: A presentation of the results of your research project on either December 8 or 15th. 12%
Research Paper: an 8-10 page paper that uses primary and secondary sources to come to some conclusion about some aspect of the medieval crusades. **DUE December 21 at 12 noon.** 18%

**Peer Advisors**

This seminar will have two peer advisors, Crescентia Stegner-Freitag and Luke Schroeder. They will serve as advisors and mentors throughout the class.

**Class Schedule:**

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<th>Week</th>
<th>Topic</th>
<th>Common Reading</th>
<th>Article Review Options</th>
<th>Book Review Options</th>
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<td>3, Sept. 22</td>
<td>Eastern Politics &amp; Perceptions</td>
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<td>4, Sept. 29</td>
<td>Library Research</td>
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| 5, Oct. 6 | First Crusade | Peters, 103-151 & 180-237  
Jensen, Janus Møller
| 6, Oct. 13 | Cannibalism | Allen #19, Peters 235-237; Peters 238-282  
Rubenstein, Jay.  
Riley-Smith, Jonathan  
<p>| 8, Oct. 27 | Military Orders | |</p>
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<td>9, Nov. 3</td>
<td>Settlement &amp; Colony</td>
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<td>10 Nov 10</td>
<td>Popular History</td>
<td>View History Channel &quot;Crescent vs. Cross&quot;</td>
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<td>11 Nov 17</td>
<td>Political Crusades</td>
<td>Housley Chpt. 5</td>
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<td><em>Catholic Historical Review</em> 93, no. 2 (2007): 251-64.</td>
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| 13, Dec 8 | Research Presentations |
| 14, Dec. 15 | Research Presentations |

**Participation Grading Criteria**

**A**
These students always have read and understood all of the reading assignment. They always make interesting comments about the readings that help the class understand the material better. Their comments are clearly presented, to the point, and based on careful reading of the material.

**A-**
These students have always read all of the assignment; except for very occasional lapses due to midterms or other life-trauma. Even then they have read part of the assignment. They make comments that are to the point and move the discussion forward.
B+  These students have always read the assignment, although they may have had
difficulty understanding it. They occasionally make comments that are to the
point and move the discussion forward.

B   These students have usually read most of the assignment. They say things in
class, from time to time, that are pertinent to the discussion.

B-  These students have usually read at least some of the assignment. They rarely
volunteer comments in class but can speak sensibly about the reading when
called upon.

C   There is no evidence that these students have read the assignment. Either they
cannot participate in the discussion, or their comments are not based on the
assigned readings. These students can participate when they have been given
the opportunity to read in class and think about a specific question.

D:  These students will not say anything in class and cannot answer simple
questions about the readings.

F:  These students do not come to class regularly. They do not bring the book or
say anything when they do show up.

Paper Grading Criteria for Article/Book Review essays:

➢ Characteristics of an A paper:
  o It displays an entirely accurate and nuanced understanding of the assigned
    article/book.
  o The analysis displays considered and subtle thought about the argument.
  o The analysis makes good logical sense.
  o The analysis displays historical insight and acuity.
  o The conclusions drawn are supported by solid argumentation.
  o It amply fulfills the instructions of the paper assignment.
  o All claims are supported by citations and explanations of the textual evidence
    or logical argumentation.
  o It has excellent English grammar and usage
  o It has a well-organized structure.
  o It has no proofreading errors.
  o It has correct citations for all sources.

➢ Characteristics of a B paper:
  o It displays a good understanding of the article.
  o The analysis displays thought.
  o The analysis is logical.
  o It follows the instructions of the paper assignment.
  o Claims are supported by textual evidence or argumentation.
Characteristics of a C paper:
- It displays cursory reading or misunderstanding of the article.
- It does not display significant thought about the article.
- The analysis is not logical.
- It does not have clear paragraphs.
- It does not follow the instructions.
- It contains unnecessary digressions or vacuous generalizations.
- The textual evidence cited does not support the claims.
- It has not been proofread.
- It contains errors in grammar or usage.
- The citations of sources are inadequate.

Characteristics of a D paper:
- It shows that the article has not been read.
- It displays no thought.
- It does not fulfill the assignment.
- It does not have paragraphs.
- It contains errors in grammar or usage or inadequate proofreading.
- Claims are unsubstantiated by citation or argument.

Characteristics of an F paper:
- It does not exist.
- It has worse examples of the D paper problems.
- It is gobbledygook.

Research Paper Grading Criteria

Characteristics of an A paper:
- It has a clear, well-articulated thesis in the first paragraph.
- The argument of the paper supports the thesis well and thoroughly.
- It amply fulfills the instructions of the paper assignment.
- It displays careful reading of the source material.
- It displays considered thought about the material.
- All claims are supported by citations and explanations of the textual evidence.
- It has excellent English grammar and usage
- It has a well-organized structure.
- It has no proofreading errors.
- It has correct citations for all sources.

Characteristics of a B paper:
- It has a thesis
· It follows the instructions of the paper assignment.
· It indicates reading of the source material.
· It displays thought about the material.
· Claims are supported by textual evidence.
· It uses correct English grammar and usage.
· It has good paragraph structure.
· It has adequate citations for all sources.
· It may have some errors in proof-reading.

Characteristics of a C paper:
· The thesis is unclear.
· It does not have clear paragraphs.
· It does not follow the instructions.
· It displays cursory reading or misunderstanding of the material.
· It does not display significant thought about the material.
· It contains unnecessary digressions or vacuous generalizations.
· Claims are not supported by the textual evidence cited.
· The thesis is not supported by the argument of the paper.
· It has not been proofread.
· It contains errors in grammar or usage.
· The citations of sources are inadequate.

Characteristics of a D paper:
· It does not fulfill the assignment.
· It does not have a thesis.
· It does not have paragraphs.
· It shows that the source material has not been read.
· It contains errors in grammar or usage or inadequate proofreading.
· It does not indicate quotations.
· Claims are unsubstantiated.

Characteristics of an F paper:
· It was submitted late.
· It has worse examples of the D paper problems.
· It is gobbledygook.
Class Policies

Practice Graciousness

Act Honorably

Cheating is Evil!

When you lie or cheat for any reason you turn yourself into a liar and a cheater. Cheaters are bad and dishonorable people. They are placed in the tenth ditch of the eighth circle of hell in Dante's Inferno. There they are afflicted with loathsome and disgusting diseases. If you hand in someone else's work or copy someone else's work you are cheating and turning yourself into a lousy person. No grade in any class is worth becoming a bad person.

Those who are not dissuaded by moral exhortation but are caught cheating in any way will fail this class.

Dr. Neville’s Patent-Pending Draconian Late Paper Policy

Writing assignments are due at the beginning of class. No extensions will be given. Taking extra time with your papers is unfair. As with all tasks in life, do the best job you can with the time you have. Do not hand in your assignments late. Do not even think about handing in your assignments late.

As the flesh is weak, the following procedures are in place in order to deal with the unlikely event of a late paper. No assignment handed in late will receive a grade higher than C. The following scale applies:

1 Day late: $A$ becomes $C$, $A- = C$, $B+ = D+$, $B = D$, $B- = D-$, $C = F$
2 Days Late: $A$ becomes $C-$, $A- = D+$, $B+ = D$, $B = D-$, $B- = F$
3 Days Late: $A$ becomes $D+$, $A- = D$, $B+ = D-$, $B = F$
4 Days Late: $A$ becomes $D$, $A- = D-$, $B+ = F$
5 Days Late: $A$ becomes $D-$, $A- = F$

No papers more than five days late will be read.