

Hist 200 Crusades: Violence and Religion

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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=UUtEODQfTDI4aW1TfGRlZmF1bHR8MzRjYjQwYWY0YjJmNmUxYjVkJmJjZjU1NTViNDUyMTU>

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Historical Content: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 crusades

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, Crecentia Stegner-Freitag and Luke Schroeder. They will serve as advisors and mentors throughout the class.

Class Schedule:

Week	Topic	Common Reading	Article Review Options	Book Review Options
1, Sept. 8	Overview	Madden, ed. Crusades	Riley-Smith, Jonathan. "Early Crusaders to the East and the Costs of Crusading, 1095-1130." In <i>Cross Cultural Convergences in the Crusader Period</i> , edited by Michael Goodich, Sophia Menache and Slyvia Schein, 237-58. New York: Peter Lang, 1995. (Peer Advisors Only)	
2, Sept. 15	Medieval Christianity & Papal Reform	Riley-Smith, Jonathan. "Crusading as an act of love." <i>History: The Journal of the Historical Association</i> 65, no. 214 (1980): 177-92; Housley Chpt. 1;		Bull, Marcus. <i>Knightly piety and the lay response to the First Crusade: the Limousin and Gascony, c. 970-c. 1130</i> . Oxford: Clarendon Press, 1993. (Peer Advisors Only)

		Peters 1		Erdmann, Carl. <i>The origin of the idea of crusade</i> . Translated by Walter A. Goffart and Marshall Baldwin. Princeton, N.J.: Princeton University Press, 1977. (Peer Advisors Only)
3, Sept. 22	Eastern Politics & Perceptions	Mottahedeh, Roy, and Ridwan al-Sayyid. "The Idea of Jihad in Islam before the Crusades." In <i>The Crusades from the perspective of Byzantium and the Muslim world</i> , edited by Angeliki Laiou and Roy Mottahedeh, 23-30. Washington, D. C.: Dumbarton Oaks, 2001	Kolbaba, Tia. "Fighting for Christianity: holy war in the Byzantine empire." <i>Byzantion: Revue internationale des études byzantines</i> 68, no. 1 (1998): 194-221.	Hillenbrand, Carole. <i>Turkish myth and Muslim symbol: the battle of Manzikert</i> . Edinburgh: Edinburgh University Press, 2007.
			Riley-Smith, Jonathan. "The Motives of the Earliest Crusaders and the Settlement of Latin Palestine, 1095-1100." <i>English Historical Review</i> 98, no. 389 (1983): 721-36.	
			Rubenstein, Jay. "How, or how much, to reevaluate Peter the Hermit." In <i>The Medieval Crusade</i> , edited by Susan Ridyard, 53-69. Woodbridge: The Boydell Press, 2004.	
4, Sept. 29	Library Research	Houseley Chpt 2. & 4		

5, Oct. 6	First Crusade	Peters, 103-151 & 180-237	Jensen, Janus Møller "Peregrinatio sive expeditio: why the First Crusade was not a pilgrimage." <i>Al-Masaq: Islam and the Medieval Mediterranean</i> 15, no. 2 (2003): 119-37.	Riley-Smith, Jonathan. <i>The First Crusade and the idea of crusading</i> . Philadelphia: University of Pennsylvania Press, 2009.
			Chazan, Robert. "“Let not a remnant or a residue escape”: millenarian enthusiasm in the First Crusade." <i>Speculum</i> 84, no. 2 (2009): 289-313.	Riley-Smith, Jonathan. <i>The first crusaders, 1095-1131</i> . Cambridge, U.K. ; New York, N.Y.: Cambridge University Press, 1997.
6, Oct. 13	Cannibalism	Allen #19, Peters 235-237; Peters 238-282	Rubenstein, Jay. "Cannibals and Crusaders." <i>French Historical Studies</i> 31, no. 4 (2008): 525-52.	
7, Oct. 20	Jihad	Houseley Chpt 3.; Hillenbrand	Christie, Niall. "Jerusalem in the <i>Kitab al-Jihad</i> by `Ali ibn Tahir Al-Sulami." <i>Medieval Encounters</i> 13, (2007): 209-21.	
8, Oct. 27	Military Orders		Riley-Smith, Jonathan "Were the Templars guilty?" In <i>The Medieval Crusade</i> , edited by Susan Ridyard, 107- 24. Woodbridge: The Boydell Press, 2004.	Barber, Malcolm. <i>The new knighthood : a history of the Order of the Temple</i> . Cambridge: Cambridge University Press, 1994.

			<p>Brundage, James A. "Crusades, clerics and violence: reflections on a canonical theme." In <i>The Experience of Crusading, 1: Western Approaches</i>, edited by Marcus Bull and Norman Housley, 147-56. Cambridge: CUP, 2003.</p>	<p>Hamilton, Bernard. <i>The Leper King and his Heirs: Baldwin IV and the Crusader Kingdom of Jerusalem</i>. Cambridge: Cambridge University Press, 2000.</p>
			<p>Riley-Smith, Jonathan. "Were the Templars guilty?" In <i>The Medieval Crusade</i>, edited by Susan Ridyard, 107-24. Woodbridge: The Boydell Press, 2004.</p>	<p>Jordan, William C. <i>Louis IX and the challenge of the Crusade : a study in rulership</i>. Princeton, N.J.: Princeton University Press, 1979.</p>
				<p>Nicholson, Helen J. <i>Love, war, and the Grail</i>. Leiden: Brill, 2001.</p>
				<p>Throop, Susanna A. <i>Crusading as an act of vengeance, 1095-1216</i>. Farnham: Ashgate, 2011.</p>

9, Nov. 3	Settlement & Colony		<p>MacEvitt, Christopher. "Christian authority in the Latin East: Edessa in crusader history." In <i>The Medieval Crusade</i>, edited by Susan Ridyard, 71-83. Woodbridge: The Boydell Press, 2004.</p>	<p>Bartlett, Robert. <i>The making of Europe : conquest, colonization, and cultural change, 950-1350</i>. Princeton, N.J.: Princeton University Press, 1993.</p>
			<p>Asbridge, Thomas. "Alice of Antioch: a case study of female power in the twelfth century." In <i>The Experience of Crusading vol.2: Defining the Crusader Kingdom</i>, edited by Peter Edbury and Jonathan Phillips, 29-47. Cambridge: Cambridge University Press, 2003.</p>	<p>Ellenblum, Ronni. <i>Crusader castles and modern histories</i>. Cambridge: Cambridge University Press, 2007.</p>
			<p>Asbridge, Thomas. "The 'Crusader' Community at Antioch: The Impact of Interaction with Byzantium and Islam." <i>Transactions of the Royal Historical Society Series 6</i> 9, (1999): 305-25</p>	<p>Ellenblum, Ronnie. <i>Frankish Rural Settlement in the Latin Kingdom of Jerusalem</i>. Cambridge: Cambridge University Press, 1998.</p>

			Hodgson, Natasha. "Nobility, women and historical narratives of the crusades and the latin east." <i>Al-Masaq: Islam and the Medieval Mediterranean</i> 17, no. 1 (2005): 61-85.	France, John. <i>The Crusades and the expansion of Catholic Christendom, 1000-1714</i> . London ; New York: Routledge, 2005.
			Nader, Marwan. "Urban Muslims, Latin Laws, and Legal Institutions in the Kingdom of Jerusalem." <i>Medieval Encounters</i> 13, (2007): 243-70.	Prawer, Joshua. <i>The Crusaders' Kingdom: European Colonialism in the Middle Ages</i> . London: Phoenix Press, 1972.
10, Nov. 10	Popular History	View History Channel "Crescent vs. Cross"	Research Prospectus Due	
11, Nov. 17	Political Crusades	Housley Chpt. 5	Housley, Norman. "The Crusades and Islam." <i>Medieval Encounters</i> 13, (2007): 189-208	Pegg, Mark Gregory. <i>A most holy war : the Albigensian Crusade and the battle for Christendom</i> . Oxford: Oxford University Press, 2008.
			Pegg, Mark. "On Cathars, Albigenses, and good men of Languedoc." <i>Journal of Medieval History</i> 27, (2001): 181-95.	Powell, James M. <i>Anatomy of a crusade, 1213-1221</i> . Philadelphia: University of Pennsylvania Press, 1986.

			Throop, Susanna. "Combat and Conversion: Interfaith Dialog in Twelfth-Century Crusading Narratives." <i>Medieval Encounters</i> 13, (2007): 310-25.	Tyerman, Christopher. <i>The invention of the Crusades</i> . Houndmills, Basingstoke, Hampshire: Macmillan Press, 1998.
			Powell, James M. "Church and Crusade: Frederick II and Louis IX." <i>Catholic Historical Review</i> 93, no. 2 (2007): 251-64.	
12, Dec. 1	4th Crusade	Housley Chpt. 7	Pryor, John. "The Venetian fleet for the Fourth Crusade and the diversion of the crusade to Constantinople." In <i>The Experience of Crusading, 1: Western Approaches</i> , edited by Marcus Bull and Norman Housley, 103-123. Woodbridge: The Boydell Press, 2003.	Harris, Jonathan. <i>Byzantium and the Crusades</i> . London: Hambledon and London, 2003.
			Jacoby, David. "The Encounter of Two Societies: Western Conquerors and Byzantines in the Peloponnesus after the Fourth Crusade." <i>The American Historical Review</i> 78, no. 4 (1973): 873-906.	MacEvitt, Christopher Hatch. <i>The crusades and the Christian world of the east : rough tolerance</i> , The Middle Ages series. Philadelphia, Pa.: University of Pennsylvania Press, 2008.

			Petkov, Kiril. "'To Disdain the Truth and Look at Others with Contempt': Byzantines and Muslims on Latin Pride and Arrogance, ca. 1100-1300." <i>Al-Masaq: Islam and the Medieval Mediterranean</i> 19, no. 2 (2007): 99-119.	Phillips, Jonathan. <i>The Fourth Crusade and the sack of Constantinople</i> . London: Jonathan Cape, 2004.
				Shawcross, Clare Teresa M. <i>The chronicle of Morea : historiography in crusader Greece</i> , Oxford studies in Byzantium. Oxford: Oxford University Press, 2009.
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:
 - It displays an entirely accurate and nuanced understanding of the assigned article/book.
 - The analysis displays considered and subtle thought about the argument.
 - The analysis makes good logical sense.
 - The analysis displays historical insight and acuity.
 - The conclusions drawn are supported by solid argumentation.
 - It amply fulfills the instructions of the paper assignment.
 - All claims are supported by citations and explanations of the textual evidence or logical argumentation.
 - 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 displays a good understanding of the article.
 - The analysis displays thought.
 - The analysis is logical.
 - It follows the instructions of the paper assignment.
 - Claims are supported by textual evidence or argumentation.

- 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:
- 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.