

University of Wisconsin – Madison
Department of History
Spring Semester, 2019-2020

History 309
The Crusades

Humanities 1131
Tuesdays and Thursdays, 9:30 – 10:45



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The crusades were a new type of war believed by participants and contemporaries to be not only just, but also holy. The rallying cry of the First Crusade was “God wills it!” In this class we will study political and military history of crusades, analyze the ideas that made crusades possible and discuss experiences of those involved in or affected by them, including men and women, Christians, Jews and Muslims.

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

COURSE LEARNING OBJECTIVES:

- To learn about crusades, interfaith and cross-cultural relations during the period of crusades and religious violence.
- To engage with a variety of primary and secondary sources, both orally and in writing
- To undertake independent research
- To work in small groups in order to prepare a Powerpoint presentation for the entire class

READING ASSIGNMENTS:

Please bring all of the primary sources assigned for that week to your discussion sections. The following primary sources are available at the University of Wisconsin bookstore and on reserve at the College Library (Helen C. White Hall, 600 North Park Street). If you wish, you can use different editions as long as you are aware of and accept the inconveniences this might cause you.

- (1) Jonathan Phillips, *Holy Warriors. A Modern History of the Crusades* (please note that the bookstore might not have enough copies for everyone; however, the book is easily available for purchase on-line in paper, hardcover and kindle versions)
- (2) Joinville and Villehardouin, *Chronicles of the Crusades*
- (3) Usama ibn Munquidh, *The Book of Contemplation*
- (4) *Song of Roland*

GRADING:

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| • 3 Short Essays (10% each) | 30% |
| • Top 3 grades for the 4 unannounced quizzes based on previous section's readings | 15% |
| • History Through Objects:
(15% for the written part and 5% for the presentation) | 20% |
| • Participation in discussion sections: | 15% |
| • Final Exam | 20% |

ESSAYS ON ASSIGNED READINGS:

You have to write THREE essays on questions based on the assigned readings. Each essay should be about 1000 words. Unless specified otherwise on the syllabus, the papers are due in sections where the assigned readings are to be discussed. No later papers will be accepted. No electronic submissions will be accepted. You cannot write an extra paper to compensate for a poor grade. You do not have to do any outside research for any of the essays. While grading, we will be asking the following questions:

- (a) Are spelling and grammar adequate?
- (b) Are there both an introduction and a conclusion?
- (c) Is the essay well-structured? Does each paragraph develop one theme / idea? Are there effective transitions between paragraphs?

- (d) Does the essay illustrate the main points with quotations? Are these quotations well integrated into the essay? Are they relevant?
- (e) Does the essay reflect a careful reading of the assigned text(s) or does it discuss the topic very generally?
- (f) Does the essay answer the question asked?

When quoting the assigned text(s) or referring to specific passages, you should identify the page numbers either in parenthesis or in a footnote.

FINAL EXAM

The Final Exam will consist of a combination of ID's, analysis of quotations from primary sources you have read in the class, and essays. It will take place on Tuesday, May 5th, from 12:25 to 2:25 (location to be announced).

HISTORY LAB AND WRITING CENTER:

Both are very useful if you want help with your papers.

Information about the History Lab can be found here: <https://history.wisc.edu/thehistorylab.htm>

Information about the Writing Center can be found here: <http://www.writing.wisc.edu/>

ACADEMIC HONESTY

The University of Wisconsin considers academic honesty to be a very serious issue. I will **always** enforce the university policies on academic honesty. I suggest that you read carefully the following website dealing with the rules about plagiarism: http://writing.wisc.edu/Handbook/QPA_plagiarism.html If you have questions about plagiarism, please contact me or your TA. Further information about student codes of conduct is found here: <http://students.wisc.edu/saja/misconduct/UWS14.html#points>

DISABILITY

Disability guidelines for course accommodations are found at the UW McBurney Disability Resource Center site: <http://www.mcburney.wisc.edu>

REQUIREMENTS FOR GRADUATE STUDENTS

Graduate students are not supposed to attend sections. Their grades will consist of the following:

1. Six response papers (30%)
2. Final exam (20%)
3. A 20-page research paper (50%)

Week 1

Jan 21 (Tuesday): Introduction

Jan 23 (Thursday): The First Crusade I

READ: Rubenstein, *The First Crusade*, Documents 16 and 17 (on Canvas); also start reading Phillips, Introduction and Chapter 1

Week 2

Jan 28: The First Crusade II

Jan 30: Christianity and Warfare

READ: Rubenstein, *The First Crusade*, Document 20, 21, 23, 27, 33, 37, 38, 39, 41, 50 (on Canvas); finish reading Phillips, Introduction and Chapter 1.

ESSAY (optional): Basing your analysis on at least four different documents, discuss the characteristics that made the First Crusade unlike all other wars in the eyes of its contemporaries.

Week 3

Feb 4: Perceptions of Muslims in the Middle Ages.

Feb 6: The Second Crusade

READ: begin reading Phillips, Chapter 2; read *The Song of Roland* (entire).

ESSAY (optional): What general conclusions can you draw about the author's perceptions of and attitudes towards Muslims and Islam?

Week 4

Feb 11: Military Orders.

Feb 13: The Latin States.

READ: finish reading Phillips, Chapter 2; read the following selections from Usama ibn Munqidh, *The Book of Contemplation*:

At Ascalon: fighting with the Franks (24-26); Franks at al-Muwaylih (36-37); An Encounter with Tancred of Antioch (77-79); Digression: A Bridal Surprise (83); Usama Ransoms Muslim Captives at Acre (93-95); Cheetahs versus Leopards (124); Franks do not Mix (142-143); A Frank converts to Islam (143); The Franks' Lack of Intelligence (144); The Marvels of Frankish Medicine (145-146); Newly Arrived Franks are the Roughest (147); Franks have no Honor (148-150); Two Old Women Race (150-151); Franks that are Acclimatized are Better (153-154).

ESSAY (optional): According Usama ibn Munqidh, how much did Muslims and Christians interact in the context of crusades and the Latin States other than on the field of battle?

Week 5

Feb 18: Interfaith relations on Sicily.

Feb 20: Crusader Warfare: Castles and Sieges

READ: TBD

ESSAY (optional): TBD

Week 6

Feb 25: Crusader Warfare: Battlefield Medicine and Captivity

Feb 27: Women and Crusades

READ:

- (1) Christoph T. Maier, “The roles of women in the crusade movement: a survey” (locating this article on your own is part of the assignment).
- (2) Piers Mitchell, “Wounds and Their Treatment,” *Medicine and the Crusades*, New York, 2004 (on Canvas)

ESSAY (optional): What roles did women perform in the context of crusades? Why do extant sources make it difficult to learn about women’s roles?

Week 7

March 3: The Third Crusade

March 5: The Fourth Crusade

READ: Phillips, Chapters 6 and 7; read Villehardouin, *The Conquest of Constantinople in Chronicles of the Crusades*, pages 5-68 (Chapters 1 through 7).

ESSAY (optional): What strategies does Villehardouin use to justify the change in crusaders’ destination and the conquest of Constantinople?

Week 8

March 10: Albigensian Crusade.

March 12: The Fifth Crusade.

READ: Phillips, Chapter 8; begin reading Chapter 9; extracts from the *Song of the Albigensian Crusade* by William of Tudela and the Anonymous Continuator; extracts from the chronicle of Peter of Les-Vaux-de-Cernay (both from *The Cathars and the Albigensian Crusade. A Source book*, edited by Catherine Léglu, Rebecca Rist and Claire Taylor, London and New York, 2014 (on canvas) – make sure not to confuse editors’ comments and actual primary sources!

ESSAY (optional): You have read accounts of various episodes of the Albigensian Crusade by three different authors: William of Tudela, the Anonymous Continuator and Peter of Les-Vaux-de-Cernay. Pick any two of these three authors and compare their attitudes towards crusaders, crusaders’ enemies and atrocities committed in the course of the crusade.

Week 9

March 17: SPRING RECESS

March 19: SPRING RECESS

Week 10.

March 24: The Sixth Crusade.

March 26: Spain

READ: Phillips, Chapter 9; Bird, *Crusade and Christendom*, selections on the Sixth Crusade (on Canvas).

ESSAY (optional): The primary readings for today contain the writings of five authors, three Christians and two Muslims (Philip of Novara, Frederick II, Ibn Wasil, Ibn al Jauzi and Gerold of Jerusalem). Read all texts carefully and find between three and five points of disagreement between the authors. How do you explain these disagreements? Note that you do not have to give equal weight to all five authors in your essay.

Week 11

March 31: The Baltic Frontier

April 2: The Seventh and Eighth Crusade

READ: John of Joinville, *The Life of Saint Louis* in *Chronicles of the Crusades*, 173-311 (Part II, Chapter 3 – Part II, Chapter 13); Phillips, Chapter 10.

ESSAY (optional): According to Joinville, what characteristics made Louis a “saint”?

Week 12

April 7: Later Crusades

April 9: Crusades today I. *Kingdom of Heaven*.

WATCH: *Kingdom of Heaven* (director’s cut).

READ: Matthew Richard Schlimm, “The Necessity of Permanent Criticism: A Postcolonial Critique of Ridley Scott’s *Kingdom of Heaven*,” *Journal of Media and Religion*, 9 (2010): 129–149 (on Canvas). Phillips, Chapter 11 and begin reading Chapter 12.

ESSAY (optional): Pretend that you are a historical consultant for Ridley Scott. Write an e-mail to him about one of the scenes in *Kingdom of Heaven* that you find particularly problematic. Explain why and give him suggestions on how to improve it.

Week 13

April 14: Crusades Today II. *Alexander Nevsky* (1938) and *Saladin the Victorious* (1963)

April 16: Crusades Today III.

READ: Chapter 6 (“The Poor Fellow Soldiers of Christ”: Anders Behring Breivik and the Templar Knights) and Chapter 7 (“God bless the EDL, the new Templar Knights”: The EDL, the Far Right and the Crusaders”) from Andrew B. R. Elliott, *Medievalism, Politics and Mass Media. Appropriating the Middle Ages in the Twenty-First Century* (Cambridge, 2017).

ESSAY (optional): Do a search in a journal of your choice, be it local or national, for the uses of the word “crusade.” Argue that (1) all of these uses of the word “crusade” are problematic; (2) none of the used that you have found are problematic; or (3) some are problematic while others are not.

Week 14

April 21: History through Objects I. Presentations.

April 23: History through Objects II. Presentations

Week 15

April 28: History through Objects III. Presentations.

April 30: Last day of class. Review

History through Objects

1. I will come up with groups – assembled randomly – by the end of January. Contact each other and come up with a plan of action.
2. Choose an object from the list (see google document: <https://docs.google.com/document/d/10f1gO8GAYAxFI10QqzBBfldTwJFLcXp5-GWVsArD9pM/edit?usp=sharing>). You should probably browse the books (on reserve at the Art Library) beforehand.
3. Make sure to choose an object that no one else in the class has chosen. Write your names in the Table next to the object you have chosen. If you want to research an object not on the list, make sure to contact your instructor for permission.
4. Read the discussion of the object in the book cited on the list. Read selections of the book that do not deal with the object directly for general background.
5. Check out the books that the initial book cites. (Note that I am not expecting you to be able to be able to read books in any language other than English).
6. Do research. Find other books or articles that (a) discuss the object in question or (b) allow you to understand the background.
7. Write a paper of no fewer than 4 and no more than 6 pages (double-space) about the object. Although you will do your research as a group, your paper is an independent project. The paper should include an answer to the following question: **What does this object tell us about the period of crusades?** It should also include the following information arranged in the order that works best for you:
 - a. A description of the object.
 - b. A discussion of the materials and technique used in making the object (and also the origins of the materials and techniques).
 - c. A discussion of the date. How do we know the date?
 - d. A discussion of the place of production, of the artist and of the patron who commissioned it (even if you do not know their names, you can discuss their identity and background). How do we know this information?
 - e. A discussion of the uses of the object.
 - f. A discussion of any alterations of the object since its initial fabrication.
 - g. A discussion of the object's history. How did it make it from the place where it was made to the place where it is found today?

- h. A discussion of any other factors that are useful for understanding the object.
- i. A discussion of any disagreements among scholars regarding the interpretation of the object.

Your final paper should include an appendix (not counted in the total number of pages) with the following items:

- a reproduction of the object
- a map with the relevant location(s) clearly marked
- a glossary of names and terms that you mention in the paper and that would not be familiar to your classmates

Your paper should be based on at least three different secondary sources.

- j. Do a presentation of about 7-10 minutes (I will have a timer that will go off at 10 minutes) to the entire class. Make sure to upload your Powerpoint presentation to the BOX at least 2 hours before the presentation.

Books on Reserve:

- Louise W. Macke, *Symbols of Power. Luxury Textiles from Islamic Lands, 7th-21st Century*. New Haven and London, 2015.
- Avinoam Shalem, *Islam Christianized. Islamic Portable Objects in the Medieval Church Treasuries of the Latin West*. Frankfurt am Main, 1998
- *Jerusalem. 1000-14000. Every People Under Heaven*, edited by Barbara Drake Boehm and Melanie Holcomb (New Heaven and London, 2016)
- Jaroslav Folda, *Crusader art: the art of the Crusades in the Holy Land, 1099-1291* (Burlington, 2008)
- Cynthia Hahn, *Strange Beauty. Issues in the Making and Meaning of Reliquaries, 400-circa 1204*. Pennsylvania, 2012.
- Bianca Kuhnel et al, *Visual Constructs of Jerusalem*. Turnhout, 2014. [If you are working on reliquaries, make sure to consult the following articles: Bruno Reudenbach “Holy Places and Their Relics” and Nikolas Jaspert, “The True Cross of Jerusalem and the Latin West: Mediterranean Connections and Institutional Agency.”]
- Alex G. Malloy, *Coins of the Crusader States, 1098-1291: including the Kingdom of Jerusalem and its vassal states of Syria and Palestine, the Lusignan Kingdom of Cyprus (1192-1489), and the Latin Empire of Constantinople and its vassal states of Greece and the Archipelago* (New York, 1994)
- Silvia Rozenberg, *Knights of the Holy Land*. Jerusalem, 1999.
- Adele Cilento, *Arabs and Normans in Sicily and the South of Italy*. New York, 2007.