

University of Wisconsin – Madison  
Department of History  
Spring Semester, 2013-2014

History 309  
HUMANITIES 1121  
Mondays, Wednesday, Fridays, 11:00-11:50



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Office hours: Mondays 10:00-10:50 and Tuesdays 10:10:50  
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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 addition to studying the political history of the crusades, we will discuss the ideas that made crusades possible and personal experiences of those involved in or affected by them. More specifically, we will analyze how Western Christians, Byzantine Christians, Jews and Muslims interacted with each other in the context of crusades and crusader states. Although the primary focus of the course will be on the crusades against Muslims in the Middle East, we will also discuss the crusades fought against pagans, heretics and other Christians.

#### READING ASSIGNMENTS:

Please bring all of the primary or secondary sources assigned for that week to your discussion sections. When it comes to sources available via Learn@UW, you can bring them to sections in either paper or electronic format. You do not have to bring the textbook to 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.

- *The First Crusade. The Chronicle of Fulcher of Chartres and Other Source Materials*, edited by Edward Peters

- *The Conquest of Jerusalem and the Third Crusade. Sources in Translation*, edited by Peter W. Edbury
- Joinville and Villehardouin, *Chronicles of the Crusades* (Penguin)
- *Arab Historians of the Crusades*, edited by Francesco Gabrieli
- *The Poem of the Cid. A Bilingual Edition with Parallel Text* (Penguin)

## TEXTBOOK

The textbook (Jonathan Riley-Smith, *The Crusades. A History*) is there primarily to help you either prepare for or revise the lectures. There are slight differences between the 2<sup>nd</sup> and the 3<sup>rd</sup> edition, but using either of them does not put you at a disadvantage.

## GRADING:

Short papers:	7% each, 49% total
Essay:	11%
Final:	25%
<u>Participation:</u>	15%

## SHORT PAPERS:

You have to write seven short responses to questions based on the assigned readings. The essays should focus on the readings other than the textbook, although you should draw on both the textbook and lectures. Each response should be about 1000 words. It is entirely up to you to choose the questions that you want to answer. 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 can answer only one question per week. You do not have to do any outside research for any of the short responses. 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) Are there at least two brief (sentence-length) quotations from the assigned text(s)?
- (e) Are these quotations well integrated into the essay? Are they relevant? Do they come from different parts of the assigned text(s)?
- (f) Does the essay reflect a careful reading of the assigned text(s) or does it discuss the topic very generally?
- (g) 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. Please do not forget to do the readings, even if you are not writing a response (otherwise, you will not get a good grade for participation AND will have a lot of catching up to do before the final exam!).

## THE FINAL EXAM

The final exam may contain a combination of the following assignments:

[1] Blank map (you will have to match a list of geographical / political entities with numbers on a blank map); [2] IDs; [3] Essay(s).

On the final, there might be a possibility to gain extra-credit points for answering a question about one or more images shown during lecture. There will be a **study sheet** to help you prepare for the final exam.

#### ESSAY ASSIGNMENT

Write a five- to seven-page paper evaluating the accuracy of representations of crusades in **one** of the **four** films, parts of which will be shown in class. It might be a good idea to focus on just one or two particularly revealing scenes, rather than to analyze a film in its entirety. Also, you should explain any reasons for behind the inaccuracies.

The essay has to have an introduction, a conclusion and a thesis statement. It also has to have either footnotes or endnotes. You are welcome to (a) use the sources required for the class and (b) to do your own research. However, the bibliography on the last page of the syllabus should serve as a good start. All of the films are available on reserve at the College Library.

Hard copies of the papers are due in class on December 12<sup>th</sup>. Late papers will be accepted with a penalty of 5% per day, excluding weekends.

#### TECHNOLOGY IN THE CLASSROOM:

As a courtesy to your fellow students, I ask that you turn off all devices that access the internet during lectures.

#### WRITING CENTER:

The Writing Center is a very useful resource if you want help with your papers. Information about the Center can be found here: <http://www.writing.wisc.edu/>

You can also contact the History Department's Research & Writing Specialist TA, David Rodriguez: [dmrodriguez@wisc.edu](mailto:dmrodriguez@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](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>

## Week 1

No Discussion Section

Sept 3 (W): Introduction to the course

Sept 5 (F): The Middle East on the eve of the First Crusade

## Week 2

Discussion Section: Jerusalem in Christianity, Islam and Judaism:

- Lamentations, Chapter 1. <http://www.mechon-mamre.org/p/pt/pt3201.htm>
- Lamentations. Chapter 5. <http://www.mechon-mamre.org/p/pt/pt3205.htm>
- [LEARN@UW] "Jerusalem," *New Encyclopedia of Judaism*, edited by Geoffrey Wigoder
- Quran, Sura 17:1. <http://quran.com/17>
- [LEARN@UW] "Jerusalem," *The New Encyclopedia of Islam*
- Gospel of John 19 (find a version on-line)
- [LEARN@UW] "Jerusalem," *New Catholic Encyclopedia*

Essay Question: What were some of the key holy sites in Jerusalem for Christians, Jews and Muslims?

Sept 8 (M): Western Europe on the eve of the First Crusade

Sept 10 (W): NO CLASS

Sept 12 (F): the First Crusade I

## Week 3

Discussion Section:

- "Pope Urban II at the Council of Clermont," *The First Crusade*, 25-37.
- "Peter the Hermit and the 'Crusade of the People,' *The First Crusade*, 102-151.
- "The Crusaders at Constantinople," *The First Crusade*, 159-179.
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 1-32.
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 13-53.

Essay Questions: (a) Why was the speech of Urban II of Clermont so convincing? OR (b) Why were the relations between crusaders and Byzantines so tense at Constantinople?

Sept 15 (M): The First Crusade II

Sept 17 (W): The First Crusade III

Sept 19 (F): The First Crusade IV

## Week 4

Discussion Section:

- "The Chronicle of Fulcher of Chartres, Book I," *The First Crusade*, 47-101.
- "The Siege and Capture of Antioch, Kerbogha's Attack, and the Discovery of the Holy Lance," *The First Crusade*, 187-237.
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 33-49

- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 53-70.

Essay Questions: (a) Why did Fulcher of Chartres write his chronicle? OR (b) What is Fulcher of Chartres' opinion of the First Crusade? OR (c) What are some of the most significant differences between the vision of the First Crusade found in the chronicle of Fulcher of Chartres and in the other sources?

Sept 22 (M): Just War and Holy War in Christianity

Sept 24 (W): Crusader States

Sept 26 (F): Principality of Antioch

### Week 5

Discussion Section:

- Gabrieli, *Arab Historians of the Crusades*, 73-83.
- Ora Limor, "Sharing Sacred Space: Holy Places in Jerusalem Between Christianity, Judaism and Islam," in Iris Shagrir, Ronnie Ellenblum and Jonathan Riley-Smith (eds.), *In Laudem Hierosolymitani: Studies in Crusades and Medieval Culture in Honour of Benjamin Z. Kedar* (pp. 219-231), Ashgate, Aldershot 2007.  
[http://www.openu.ac.il/Personal\\_sites/download/Ora-Limor/Limor-Sharing-Sacred-Space.pdf](http://www.openu.ac.il/Personal_sites/download/Ora-Limor/Limor-Sharing-Sacred-Space.pdf)
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 50-111
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 71-135  
(note that this reading assignment will get you ahead of lectures)

Essay Question: How much interfaith interaction was there in crusader states?

Sept 29 (M): Women and crusades

Oct 1 (W): Military orders: Templars and Hospitallers

Oct 3 (F): Crusades and the notion of chivalry

### Week 6

Discussion Section

- [Learn@UW] "Rebuilding of the castle of Safad"
- [Learn@UW] "The French Rule"
- [Learn@UW] "The Latin Rule"
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 247-251.
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 277-281.

Essay Question: Why were the Templars so effective?

Oct 6 (M): The Second Crusade

Oct 8 (W): Muslim response to the crusades

Oct 10 (F): Saladin and the Fall of Jerusalem

### Week 7

### Discussion Section

- *The Conquest of Jerusalem and the Third Crusade*, 11-90.
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 112-136.
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 137-161.

Essay Question: (a) Choose two or three figures discussed in *The Conquest of Jerusalem*. As far as you can tell, what is the author's opinion of them? OR (b) Why did Saladin manage to capture Jerusalem?

Oct 13 (M): Crusades in Film # 1: "Kingdom of Heaven" (2005)

Oct 15 (W): The Third Crusade

Oct 17 (F): NO CLASS (I will be away on the Midwest Medieval History Conference at the Dominican University in Chicago)

### Week 8

#### Discussion Section:

- *The Conquest of Jerusalem and the Third Crusade*, 91-124.
- [Learn@UW] Helen Nicholson, "Women on the Third Crusade"
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 137-149.
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 163-175.

Essay Question: (a) Was the Third Crusade a success or a failure? OR (b) What were some of the roles that women played during the Third Crusade?

Oct 20 (M): Crusades in Film # 2: "Saladin" (1963)

Oct 22 (W): Crusader states and Byzantium

Oct 24 (F): The Fourth Crusade

### Week 9

**Please note that if you have yet not turned in any essays, you have to turn one in every week (including this one).**

#### Discussion Section:

- Geoffrey of Villehardouin, *The Conquest of Constantinople* (entire)
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 149-160.
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 175-186.

Essay Question: (a) Do you think that the Venetians were sincere as crusaders, as Geoffrey of Villehardouin implies, or did they merely want to profit from the situation? OR (b) What was Geoffrey's attitude towards the "Greeks," the Byzantine Empire and the city of Constantinople?

Oct 27 (M): Crusader castles and siege warfare

Oct 29 (W): Crusades and Visual Culture (the Middle East)

Oct 31 (F): The Fifth Crusade

## Week 10

### Discussion Section:

- [Learn@UW] Oliver of Parborne, “The Capture of Damietta”
- Gabrieli, *Arab Historians of the Crusades*, 255-266.
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 171-189.
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 196-216.

Essay Question: Discuss some of the military tactics used by both sides during the Fifth Crusade.

Nov 3 (M): The Sixth Crusade

Nov 5 (W): The Mongols

Nov 7 (F): The Seventh Crusade

## Week 11

### Discussion Section:

- John of Joinville, *The Life of Saint Louis*, 173-261; 328-336
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 189-195; 207-212.
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 216-223; 234-239.

Essay Questions: (a) Why did John of Joinville spend so much time in his *Life of Saint Louis* on the Sixth Crusade, which was an abysmal failure? OR (b) Compare and contrast the behavior of King Louis to that of his brothers, Alphonse, count of Poitiers; Charles, count of Anjou and / or Robert, count of Artois.

Nov. 10 (M): The Eighth Crusade and the Fall of Acre.

Nov. 12 (W): Eastern Mediterranean after the Fall of Acre

Nov. 14 (F): The Jews in the Middle East during and after the Crusader States.

## Week 12

### Discussion Section:

- Gabrieli, *Arab Historians of the Crusades*, 334-350.
- [LEARN@UW] The Templar of Tyre
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 215-244.
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 243-273.

Essay Questions: (a) Compare and contrast the Muslim and the Christian accounts of the destruction of crusader states OR (b) Comment on the following statement by historian Jay Rubenstein: “With an unrelenting and merciless savagery, driven by a fanatical sense of religious mission, the Mamluks sought to purge the Holy Land of all Christians. In short, they acted like a bunch of crusaders.”

Nov. 17 (M): The Baltic Crusades

Nov. 19 (W): Military orders: Teutonic knights

Nov. 21 (F): The Middle Ages in Film # 3: “Alexander Nevsky” (1938)

## Week 13

### Discussion Section:

- [Learn@UW] “The Livonian Rhymed Chronicle”
- [Learn@UW] Henry of Livonia, *Chronicle*
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 161-169; 195-198; 251-254.
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 186-188; 223-25; 281-284.

Essay Question: (a) What were some of the motivations of the participants of the crusades in the Baltic region? OR (b) To what extent were the crusades in the Baltic region wars of religion?

Nov. 24 (M): The Albigensian Crusade

Nov. 26 (W): Political Crusades of Charles of Anjou

Nov. 28 (F): HAPPY THANKSGIVING!

## Week 14

### Discussion Section:

- [Learn@UW] “The Albigensian Crusade”
- [Learn@UW] Villani, *Chronicle*
- [Learn@UW] “Letter of Urban IV to Louis IX”
- Riley-Smith (2<sup>nd</sup> edition), *The Crusades*, 162-169; 201-207.
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 188-194; 228-232.

Essay Questions: (a) Compare and contrast the speech of Urban II at Clermont (choose any one version) and the letter of Pope Urban IV to Louis IX OR (b) To what extent were the Albigensian and/or the so-called “political crusades” similar to / different from the crusades in the Middle East?

Dec. 1 (M): The *Reconquista* in Spain I

Dec. 3 (W): The *Reconquista* in Spain II

Dec. 5 (F): The Middle Ages in Film # 4: “El Cid” (1961)

**Review questions for the exam distributed in class.**

## Week 15

### Discussion Section:

- *The Poem of the Cid* (entire)
- Riley-Smith, (2<sup>nd</sup> edition), *The Crusades*, 169-171; 199-200; 261-262.
- Riley-Smith (3<sup>rd</sup> edition), *The Crusades*, 194-196; 226-227; 292-293

Essay Question: (a) Is religion a central or a peripheral theme in *The Poem of the Cid*? OR (b) According to *The Poem of the Cid*, are the “Moors” enemies of the Christians?

Dec. 8 (M): Crusades in the early modern era

Dec. 10 (W): Crusades and Visual Culture (Western Europe)

Dec. 12 (F): Review.

Exam Date: 12/17/14; 02:45 pm

## BIBLIOGRAPHY

(all of the sources below are available via Learn@UW)

### (A) "The Kingdom of Heaven"

- 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.
- John Aberth, "Kingdom of Heaven," *The American Historical Review* (2005) 110 (4): 1235-1236.
- Michael Markowski, "Richard Lionheart: Bad King, Bad Crusader," *Journal of Medieval History* 23 (1997) 351-465.
- John Aberth, "God (and the Studio) Wills It!" *John, A Knight in the Movies: Medieval History on Film* (New York, 2003) 63-147.
- Anne-Marie Eddé, "The Victorious Campaigns," *Saladin*. Translated by Jane Marie Todd. Cambridge, Mass., 2011.

### (B) "Saladin"

- Maureen Kiernan. "Cultural Hegemony and National Film Language: Youssef Chahine." *Alif: Journal of Comparative Poetics* 15 (1995): 130-152.
- Michael Markowski, "Richard Lionheart: Bad King, Bad Crusader," *Journal of Medieval History* 23 (1997) 351-465.
- Anne-Marie Eddé, "The Victorious Campaigns," *Saladin*. Translated by Jane Marie Todd. Cambridge, Mass., 2011.
- Paul B. Sturtevant, "Nasser's Political Crusade in *El Naser Salah Ad-Din*." In *Hollywood in the Holy Land*, 123-146.
- John Aberth, "God (and the Studio) Wills It!"

### (C) "Alexander Nevsky"

- Paul A. Cohen, "Artful propaganda in World War II : Eisenstein's Alexander Nevsky and Olivier's Henry V," *History and popular memory: the power of story in moments of crisis* (New York, 2014)
- Richard Taylor, "Alexander Nevsky" *Film Propaganda: Soviet Russia and Nazi Germany* (London, 1998).
- Barry P. Sherr, "Alexander Nevsky. A Film without a Hero." In *Eisenstein at 100: A Reconsideration*, edited by Al LaValley and Barry P. Scherr. (New Brunswick, 2001)
- Richard Hellie, "Alexander Nevskii's April 5, 1242 Battle on the Ice." *Russian History / Histoire Russe* 33 (2005): 283-287.
- Donald Ostrowski, "Alexander Nevskii's April 5, 1242 Battle on the Ice: The Creation of a Legend." *History / Histoire Russe* 33 (2005): 289-312.
- Eric Christiansen, *The Northern Crusades* (London 1997).
- S. M. Eisenstein. "Alexander Nevsky and the Rout of the Germans." *Selected Works*. Volume 3. Writings, 1934-47. Edited by Richard Taylor. Translated by William Powell. London, 1996.
- John Aberth, "God (and the Studio) Wills It!"

### (D) "El Cid"

- Kevin J. Harty, "Agenda Layered Upon Agenda: Anthony Mann's 1961 Film *El Cid*." In *Hollywood in the Holy Land*, 161-168.
- Tom Shippey, "*El Cid*: Defeat of the Crescent." In *Hollywood in the Holy Land*, 169-185.
- Richard Fletcher, "The Prince of Valencia," *The Quest for El Cid*. London, 1989.
- John Aberth, "God (and the Studio) Wills It!"
- Simon Barton, "El Cid, Cluny and the Medieval Spanish *Reconquista*," *English Historical Review* 126 (2011) 517-543.  
<http://ehr.oxfordjournals.org/content/CXXVI/520/517.short>

## Goals of the History Major

(approved by the department, March 23, 2011; revised by the department, February 27, 2013)

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

### Skills Developed in the Major

#### *Define Important Historical Questions*

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

#### *Collect and Analyze Evidence*

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

#### *Present Original Conclusions*

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

#### *Contribute to Ongoing Discussions*

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.