



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of History
HIS 115/MEDVL 115 Fall/2021

Crusading in the Middle Ages
Remote

INSTRUCTOR INFORMATION

Instructor: Eduardo Fabbro
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Office Hours: by email
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TAs: N/A

COURSE DESCRIPTION

This introductory history course examines the events and cultural assumptions that led to the European phenomenon of crusading, or holy war, between 1095 and 1453. On the surface, the course uses traditional lectures, discussions, and readings to teach the major names, dates, and events associated with medieval crusading. At a deeper and more significant level, though, the course introduces students to historical theories and methods. It presents Christian and Muslim primary and secondary source literature to explain our state of understanding about historical phenomena. Ultimately, it frames historical analysis as a means to understand cultural products and cross-cultural dialogues. Although this course gives students foundational knowledge about a contentious period in east-west relations, it aims ultimately to raise questions about how and why societies use history to construct past realities.

COURSE OBJECTIVES

1. Learn the major names, dates, events, and historical “problems” associated with medieval crusading
2. Understand the importance of geography for historical and cultural studies
3. Acquire an introductory understanding of the foundations of modern societies, cultures, nations, institutions, and conflicts
4. Acquire an introductory understanding of the importance of primary historical sources and how to engage them
5. Acquire an introductory understanding of how and why historians construct the past
6. Research a medieval topic using the library’s print and electronic resources, structure an argument, and write an elegant essay

REQUIRED TEXTS

Note: All readings will be available through the library's e-reserve and (paper) reserve systems and online.

Maalouf, Amin. *The Crusades through Arab Eyes*. London: Saqui Essentials, 2006.

Richard, Jean. *The Crusades, c. 1071 – 1291*. Cambridge Medieval Textbooks. Cambridge: Cambridge University Press, 1999.

The Crusades: A Reader. S. J. Allen and Emilie Amt, eds. Toronto: University of Toronto Press, 2014.

COURSE STRUCTURE

Crusading in the Middle Ages will be held remotely and asynchronously, comprising of video lectures, forum debates and questions, and guided reading. The course is divided in *three* main modules: 'Origins', 'Zenith', and 'Nadir'. Each module includes a set of mandatory readings, lectures, quizzes, and forum questions. To guarantee most students follow the course at roughly the same time, modules will be gradually released during the term (see dates below).

Modules:

Origins (available: Sept 8th, due: Oct 18th)

Zenith (available: Oct 1st, due Nov 15th)

Nadir (available: Nov 1st, due Dec 7th)

COURSE REQUIREMENTS AND ASSESSMENT

Grade Breakdown:

Forum Questions	15%
Online Quizzes	35 %
Documentary Analysis	20%
Final Essay	30 %
Participation	+10%

1. Forum Questions

Each module has one graded forum question. Students are expected to contribute *twice* in this forum, once with an original entry and once a comment to another student's (or students') post. Your original entry should tackle the question/topic, engage with primary and secondary material seen in the module, and advance a thesis. Aim for c.500 words, but there are no firm word-count limits. Make sure to check previous postings before posting your own. Reproducing existing posts will be considered plagiarism—but you are certainly allowed to agree and share opinions, as long as you reference them ("as Joan Smith said in her original post...") *and* add your own two cents. Check the rubric for forum postings in the course content page.

2. Online Quizzes

Each lecture has a set of online quizzes associated with it. The quizzes are usually straightforward and aim to assess your comprehension of the lectures and readings. You are allowed (and expected) to double check your material as you write each quiz: in previous interactions of the course, successful students usually took on average 30 min to complete them. Take your time, make sure you finish *all* the readings and lectures, and good luck.

3. Document analysis and Final Essay

Students must complete two independent written assignments as part of their coursework in HIST 115: a document analysis and a final research essay. Both assignments must conform to the following parameters:

All written work must be typed using Times New Roman (or something comparable) at a character pitch of 12. Margins must be 1" on all sides and the assignment must not have a cover page. Students must use footnotes as opposed to endnotes or parenthetical references. They should consult the *Chicago Manual of Style* for further formatting details.

Style counts when writing! The instructor awards points for smooth prose and deducts them for awkward, or incorrect, use of the English language. Students at every level are encouraged to make use of the University of Waterloo's Writing Centre (<https://uwaterloo.ca/writing-centre/>).

I. Document analysis:

All students in HIST 115 must write a 1 000 word document analysis based on one of several pre-selected primary sources provided by the instructor. The purpose of the assignment is to train students to interpret edited and translated medieval documents. As part of the assignment, students will submit a bibliography comprising four scholarly secondary sources.

The general parameters of a document analysis require students first to answer basic questions about the source:

- What is it?
- Who created it and how?
- When was it created?
- Why was it created?
- Where was it created?

Beyond that, students must demonstrate an ability to analyze primary source material. This means placing it within some sort of context: cultural, intellectual, historical, etc. The instructor awards higher scores to students who demonstrate an ability to relate the source to broader problems.

Some of the selections offered by the instructor may not have an introduction. Students will need to investigate to learn more about them. Other selections may indeed contain an introduction. There, too, though, students will need to perform more serious research to understand what they are reading. All of this depends upon an analysis of relevant secondary sources, which students must cite diligently in their assignments. In addition to footnoting, students must also attach a bibliography with no less than four secondary sources.

Some selections offered by the instructor are longer than others. Students who chose to study a longer document may choose to analyze the entire text. Alternately, they may provide an overview of the entire text and then focus in on a particular section. Students who do focus mostly on a given section (or sections) must make certain that it is an important passage with sufficient interest to sustain their analysis. Similarly, students may opt to provide an overview, and then to compare and contrast the information contained in two important sections. In general, however, although there are many different ways to study longer sources, students should adopt the principle that they are not *summarizing* a text but *analyzing* its historical importance.

II. Final essay:

Students in HIST 115 must also write a 1 500-word essay, due at the end of term. The essay topic(s) will be assigned during the semester.

4. Participation

Apart from the forum questions, each module has a forum for discussion of primary and secondary. Participation on the forums should by no means be onerous, but make sure to bring questions, points of interest, and any material you found particularly surprising, engaging, etc. The forums are there to create a sense of community and to allow you to engage with the material. Participation marks *are extra*, and might be key to move your grade a letter-point up.

LECTURES AND READINGS

1. ORIGINS

1.1. Introduction

Primary Sources:

- “Augustine of Hippo On the Just War,” *The Crusades: A Reader*, pp. 5 - 8;
- “Early Indulgences,” *The Crusades: A Reader*, pp. 17 – 18.
- Urban II: Speech at Clermont: Five Versions [<http://legacy.fordham.edu/Halsall/source/urban2-5vers.asp>]
- Peter the Hermit and the Popular Crusade [<http://legacy.fordham.edu/Halsall/source/peterhermit.asp>]
- Children's Crusade, 1212 [<http://legacy.fordham.edu/Halsall/source/1212pueri.asp>]
- “The Qur’an,” *The Crusades: A Reader*, pp. 8 – 12
- “Al-Baladhuri on Early Muslim Conquests” and “The Pact of Omar,” *The Crusades: A Reader*, pp. 12 - 16
- “I. The Pilgrimage of Etheria,” *The Crusades: A Reader*, pp. 2 - 4
- *Pope John VIII: Indulgence for Fighting the Heathen, 878* [<http://legacy.fordham.edu/Halsall/source/john2-ind878.asp>]

Secondary Source:

- “Introduction,” *The Crusades: A Reader*, edited by S. J. Allen and Emilie Amt. Toronto: University of Toronto Press, 2014: xv – xxii;
- Tyerman, Christopher. “Chapter 5: Holy War.” In *Fighting for Christendom: Holy War and the Crusades*. New York: Oxford University Press, 2004. (22 pages) **eReserve item**

1.2. The First Crusade

Primary Sources:

- *Fulk of Chartres: The Capture of Jerusalem, 1099*. [<http://legacy.fordham.edu/Halsall/source/fulk2.asp>]
- “Raymond of Aguilers on the fall of Jerusalem” and “Letter of Pope Paschal on the Capture of Jerusalem,” *The Crusades: A Reader*, pp. 67 – 72.
- “Abu L-Muzaffar Al-Abiwardi on the Fall of Jerusalem,” *The Crusades: A Reader*, pp. 78 – 79.
- “Anna Comnena’s Alexiad,” *The Crusades: A Reader*, pp. 51-55

Secondary Sources:

- Riley-Smith, Jonathan. “Chapter 1: The Birth of the Crusading Movement.” In *The Crusades: A Short History*. New Haven: Yale University Press, 1987. (17 pages) **eReserve item**
- Maalouf, Amin. “Chapter 1: The Franj Arrive,” *The Crusades Through Arab Eyes*, read Part 1, Chapter 1, pp. 3 – 18.

1.3. The Creation of the Crusader States

Primary Sources:

- “William of Tyre” *The Crusades a Reader*, pp. 81 – 84.
- “Fulcher of Chartres” *The Crusades: A Reader*, pp 85 – 88.

Secondary Source:

- Richard, Jean. “Chapter 4: The Holy Land: A New Country Overseas,” in *The Crusades c. 1071-1291*. Pp. 77-123. (47 pages)

1.4. The Second Crusade

Primary Sources:

- *William of Tyre: The Fall of Edessa*. [<http://legacy.fordham.edu/halsall/source/tyre-edessa.html>]
- “Ibn al-Athir on the Fall of Edessa,” *The Crusades: A Reader*, pp. 124 – 125.
- “Letter of Bernard of Clairvaux,” “On the New Knighthood,” and “The Rule of the Templars,” *The Crusades: A Reader*, pp. 125 - 134
- Kinnamos, John. *Deeds of John and Manuel Comnenus*. New York: Columbia University Press, 1976. (16 pages); read Book 2.12-20, pp. 58 – 73. **eReserve item**

Secondary Sources:

- Maalouf, Amin. "Chapter 7: An Emir among Barbarians." In *The Crusades Through Arab Eyes*, pp. 123-139.
- Richard, Jean. “Chapter 5: From the First to the Second Crusade.” In *The Crusades c. 1071-1291*, pp. 155-169.
 - NB: the instructor also suggests the first part of Chapter 5 for background reading.

2. Zenith

2.1. Reconquista; the Iberian Peninsula

Primary Source:

- “The Conquest of Lisbon,” *The Crusades: A Reader*, pp. 292 – 296
- “Muslim-Christian Treaty,” *The Crusades: A Reader*, pp. 301 – 303

- “Moorish Laws,” and “Christian Laws,” *The Crusades: A Reader*, pp. 303 - 313

Secondary Sources:

- Phillips, Jonathan. “Chapter 13: Crusading in Iberia.” In *The Second Crusade: Extending the Frontiers of Christendom*. New Haven: Yale University Press, 2007. (25 pages) **eReserve item**
- Lomax, Derek. “Chapter 4: Conditions of Warfare.” In *The Reconquest of Spain*. New York: Longman, 1978. pp 94-111 (18 pages) **eReserve item**

2.2. The Northern Crusades

Primary Source:

- “Helmold’s Chronicle of the Slavs,” *The Crusades: A Reader*, pp. 261 – 262
- “The Chronicle of Henry of Livonia,” *The Crusades: A Reader*, pp. 263 – 267
- “The Rule of the Teutonic Knights,” *The Crusades: A Reader*, pp. 267 – 279.

Secondary Sources:

- Phillips, Jonathan. “Chapter 12: The Wendish Crusade.” In *The Second Crusade: Extending the Frontiers of Christendom*, 228-243. New Haven: Yale University Press, 2007. (16 pages) **eReserve item**
- Christiansen, Eric. “Chapter 4: Conquest of the East Baltic Lands.” In *The Northern Crusades*. London: MacMillan, 1980. (29 pages) **eReserve item**

2.3. The Fall of Jerusalem to Saladin

Primary Sources:

- *The Decline of Christian Power in the Holy Land, 1164* [<http://legacy.fordham.edu/halsall/source/aymeric1164.asp>]
- *The Capture of Jerusalem by Saladin, 1187* [<http://legacy.fordham.edu/halsall/source/1187saladin.asp>]
- “Baha Ad-Din’s *Life of Saladin*,” *The Crusades: A Reader*, pp. 144 – 150.
- “Imad Ad-Din on the Battle of Hattin,” *The Crusades: A Reader*, pp. 150 – 155.
- “Roger of Wendover on the Fall of Jerusalem,” and “Letters on the Fall of Jerusalem,” *The Crusades: A Reader*, pp. 155 – 162.

Secondary Source:

- Maalouf, Amin. “Chapter 10: The Tears of Saladin,” *The Crusades Through Arab Eyes*.

2.4. The Third Crusade

Primary Source:

- *Richard the Lionheart Makes Peace with Saladin, 1192* [<http://legacy.fordham.edu/halsall/source/1192peace.asp>]
- “Accounts of the Third Crusade,” *The Crusades: A Reader*, pp. 169 – 177.

Secondary Sources:

- Tyerman, Christopher. "Chapter 12: The Call of the Cross." In *God's War*. London: Penguin Books, 2006. Pp 375-399. (25 pages) **eReserve item**
- Maalouf, Amin. "Chapter 11: The Impossible Encounte," *The Crusades Through Arab Eyes*.

3. Nadir

3.1. The Fourth Crusade

Primary Sources:

- *Robert de Clari: The Capture of Constantinople* [<http://legacy.fordham.edu/halsall/source/clari1.asp>]
- *Pope Innocent III: Reprimand of Papal Legate* [<http://legacy.fordham.edu/halsall/source/1204innocent.asp>]
- "Documents on the Sack of Constantinople," *The Crusades: A Reader*, pp. 228 – 234.

Secondary Source:

- Phillips, Jonathan. "Chapter 16 and Afterward." In *The Fourth Crusade and the Sack of Constantinople*. London: Pimlico, 2004. Pp 304-320 (17 pages) **eReserve item**

3.2. The End of the Crusading Movement

Primary Sources:

- *Philip de Novare: The Crusade of Frederick II, 1228-29* [<http://legacy.fordham.edu/Halsall/source/1228frederick2.asp>]
- *Ludolph of Suchem: The Fall of Acre, 1291* [<http://legacy.fordham.edu/halsall/source/1291acre.asp>]

Secondary Source:

- Atiya, Aziz Suryal. "Chapter 1: The Background." In *The Crusade in the Later Middle Ages*. New York: Kraus Reprint, 1970. (21 pages) **eReserve item**

IMPORTANT DATES TO REMEMBER

8 Sept. **Classes begin**

28 Sept. **Drop, no penalty period ends**

9 – 17 Oct. **Reading Week (no classes)**

22 Oct. **DUE: Documentary Analysis**

23 Nov. **Drop with WD deadline**

20 Dec. **DUE:** Final Essay

POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

Late penalty: late assignments will receive a penalty of 5 percent per calendar day starting at 11:59pm of the due date.

Extension: if the deadline might prove problematic, you may ask for an extension at least 48 hours *before* the deadline. Applications should include a short statement of reason, as well as any work produced so far, even if only a rough draft.

ATTENDANCE POLICY

This Fall, Crusading in the Middle Ages is offered online and there are no requirements for physical presence. Attendance requirements still apply for your asynchronous participation online, meaning you should log in regularly, follow online activities, and participate.

CORRESPONDENCE

Apart from the forums available on LEARN, the instructor can be contacted by email. Virtual office hours (via Zoom) are also available by appointment.

OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students

should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.