

HIST 115 Course Syllabus Fall 2018
Crusading in the Middle Ages

Andrew Moore

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*Please note that the instructor replies to e-mail within 48 hrs., Monday through Friday. E-mail is, therefore, a convenient way to communicate during the week but it should not be relied upon in an emergency or when deadlines are pressing. Please be certain to include first and last name, student number, and course code in the subject line of all e-mail correspondence.

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.



Grade Breakdown:

Participation	10%
Documentary Analysis	15%
Midterm Quiz	20 %
Final Essay	30 %
Final Test	25 %

Monday 12:30 – 1:20
Wednesday 12:30 – 2:20
LOCATION: SJ1 2009

Important Course Dates:

10 Sept. Orientation lecture
19 Sept. Course registration closes
26 Sept. Drop, no penalty period ends
15 Oct. DUE: Documentary Analysis
24 Oct. Deadline for 50% tuition refund
24 Oct. Midterm Quiz
20 Nov. Drop with WD deadline
28 Nov. DUE: Final essay
Exam Period Final Test

Learning Outcomes / Course Objectives:

OUTCOME / OBJECTIVE:	CORRESPONDING ASSIGNMENTS:
Learn the major names, dates, events, and historical “problems” associated with medieval crusading	Lectures, readings, discussions, midterm quiz, final exam
Understand the importance of geography for historical and cultural studies	Lectures, midterm quiz, final exam
Acquire an introductory understanding of the foundations of modern societies, cultures, nations, institutions, and conflicts	Lectures, discussions, readings, discussions
Acquire an introductory understanding of the importance of primary historical sources and how to engage them	Readings, discussions, documentary analysis
Acquire an introductory understanding of how and why historians construct the past	Readings, discussions, documentary analysis, research essay
Research a medieval topic using the library’s print and electronic resources, structure an argument, and write an elegant essay	Research essay

Required Texts:

The following required texts are available for purchase through the University bookstore. Other readings are 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.

Expectations:

Attendance in HIST 115 is strictly mandatory. Students who do not attend classes will find it very difficult to achieve success in this course. The course begins quickly and students who do not attend the first lecture will be denied enrolment.

Students, moreover, must fulfill all the course requirements in order to receive credit for HIST 115. This includes weekly attendance, all written and oral assignments, tests, quizzes, and examinations.

History 115 is an introductory university history course. It covers a lengthy and significant period in East-West development. It spans different regions and cultures, and reflects the deeds and thoughts of many individuals. In short, the course is heavy on data. The instructor moves quickly to touch upon all this material. Students who do not participate in weekly classes, or who fall behind on weekly readings, will find it a challenge to catch up. The best way to avoid this difficulty is to keep up to date with the workload. This means, each week, reading carefully

and making meticulous notes. Students should come to class armed with questions or opinions and be prepared to voice them.

Some students find it helpful to read more extensively on the material covered in the course. The best reference source for quick facts about medieval topics is the *Dictionary of the Middle Ages*, which is available in Porter Library's reference department at D114.D5 1982. A second copy is also available in the reference room of the St. Jerome's library. The best online academic site for medieval primary sources is Fordham University's *Medieval Sourcebook*.

Participation:

Part of the grade for HIST 115 comes from meaningful participation. The first requirement of participation, however, is attendance (see below for statement on mandatory attendance). Participation scores are derived from evidence of student engagement. For each unit in HIST 115, students have the opportunity to earn up to three attendance points. The first is for being present and showing signs of understanding. The second is for speaking and making a contribution to class discussion. The third is for demonstrating evidence of deeper thought, asking a complex question, making a more sophisticated contribution, etc.

Assignments:

Students must complete two independent written assignments as part of their coursework in HIST 115: a documentary 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. Documentary analysis:

All students in HIST 115 must write a 1 200 word documentary 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. A copy of the marking rubrics is attached to this syllabus.

The general parameters of a documentary 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 2 000 word essay, due at the end of term. The essay topic(s) will be assigned during the semester. A copy of the marking rubric is attached to this syllabus

Copies of Assignments:

Students are required to keep paper and/or other reliable back-up copies of all out-of-class assignments. The instructor may require them to resubmit work at any time.

Deadlines:

The instructor imposes a five per cent late penalty for each day after the due date on all assignments. This includes weekends and holidays.

Please consult the list of important dates at the beginning of this document for specific assignments' deadlines.

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect, and responsibility.

UW maintains an Academic Integrity Office (www.uwaterloo.ca/academic-integrity/) as a resource for students and instructors.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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 professor, 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](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 \(Student Discipline\)](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome's University.

Appeals: A student may appeal the finding and/or penalty in a decision made under the St. Jerome's University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services \(AS\) Office](#), located in Needles Hall, Room 1132, 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 the AS Office at the beginning of each academic term.

Illness and Missed Tests:

The University of Waterloo Examination Regulations are available online at <https://uwaterloo.ca/registrar/final-examinations/examination-regulations-and-related-matters>.

If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.

Students who are ill and unable to meet assignment due dates or write a term test or final examination should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours by submitting a completed *University of Waterloo Verification of Illness Form* to support requests for accommodation due to illness. The University of Waterloo Verification of Illness Form is normally the only acceptable medical documentation and is available on line at <http://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>. Students who consult their physician or use the services of an off-campus walk-in clinic must provide this form to the attending physician for completion; doctors' notes and forms created by the physician or clinic are normally not acceptable.

Adjustment of due dates or deferrals of term tests or final examinations are not automatic upon the presentation of suitable medical verification. The instructor(s) will use this documentation among all information available to them to determine whether accommodation is warranted. In the case of HIST 115, the instructor(s) only accept(s) UW Verification of Illness forms that indicate a Severe illness. Students who obtain Verification of Illness forms that indicate Moderate, Slight, or Negligible illness will under no circumstances be permitted to write a make-up examination and will receive a grade of zero for that examination.

Note that student travel plans are not acceptable grounds for granting an alternative final examination period.

The University acknowledges that, due to the pluralistic nature of the University community, some students may, on religious grounds, require alternative times to write tests and examinations.

Grading Scale:

Courses in the Faculty of Arts are graded according to the following scale:

Letter Grade	Numeric Value	Description
A+	90-100	Exceptional
A	85-89	Excellent
A-	80-84	Excellent
B+	77-79	Very good
B	73-76	Good
B-	70-72	Good
C+	67-69	Competent
C	63-66	Fairly Competent
C-	60-62	Fairly Competent
D+	57-59	Passing
D	53-56	Barely passing
D-	50-52	Barely passing
F+	42-49	Marginally failing
F	35-41	Failing
F-	0-34	Failing

According to this system, a grade of C-, C, or C+ indicates that the evaluated work meets the basic requirements of the assignment. In order to achieve a mark above C+, the assignment must demonstrate superior characteristics such as a sophisticated understanding of the topic, an awareness or ability to use more advanced methodologies, a creative approach, etc.

Lecture Schedule & Tentative Reading List (subject to modification one week in advance)

Lectures will occur on Wednesdays and the readings will be discussed in a tutorial format on the Monday following. Students are encouraged to complete readings in time to prepare for the lecture as well as tutorial.

Week 1: Orientation & Overview Lecture (12 September)

Primary Sources:

- "Introduction," *The Crusades: A Reader*, edited by S. J. Allen and Emilie Amt. Toronto: University of Toronto Press, 2014: xv – xxii;
- "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://sourcebooks.fordham.edu/source/urban2-5vers.asp>]
- Peter the Hermit and the Popular Crusade [<http://sourcebooks.fordham.edu/source/peterhermit.asp>]
- Children's Crusade, 1212 [<http://sourcebooks.fordham.edu/source/1212pueri.asp>]

Week 2: Introduction (19 September)

Primary Sources:

- "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://sourcebooks.fordham.edu/source/john2-ind878.asp>]

Secondary Source:

- 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**

Week 3: The First Crusade (26 September)

Primary Sources:

- *Fulk of Chartres: The Capture of Jerusalem, 1099*. [<http://sourcebooks.fordham.edu/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.

Week 4: The Crusader States (3 October)

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)

Week 5: The Second Crusade (12 October) ***on Friday due to Fall Reading Break**

Due: Documentary Analysis (can be submitted on the following Monday, see Important Dates)

Primary Sources:

- *William of Tyre: The Fall of Edessa*. [<http://sourcebooks.fordham.edu/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.

Week 6: *Reconquista; the Iberian Peninsula* (17 October)

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**

Week 7: *The Northern Crusades* (24 October)

Due: Midterm Quiz

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**

Week 8: *The Fall of Jerusalem to Saladin* (31 October)

Primary Sources:

- *The Decline of Christian Power in the Holy Land, 1164* [<http://sourcebooks.fordham.edu/source/aymeric1164.asp>]
- *The Capture of Jerusalem by Saladin, 1187* [<http://sourcebooks.fordham.edu/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*.

Week 9: *The Third Crusade* (7 November)

Primary Source:

- *Richard the Lionheart Makes Peace with Saladin, 1192* [<http://sourcebooks.fordham.edu/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 Encounter," *The Crusades Through Arab Eyes*.

Week 10: The Fourth Crusade (14 November)

Primary Sources:

- *Robert de Clari: The Capture of Constantinople* [<http://sourcebooks.fordham.edu/source/clari1.asp>]
- *Pope Innocent III: Reprimand of Papal Legate* [<http://sourcebooks.fordham.edu/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**

Week 11: The Decline of the Crusading Movement (28 November)

Due: Final Essay

Primary Sources:

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

Week 12: Exam Prep (3 December)

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Marking Rubrics:
Documentary Analysis

NAME:

Format:

Excellent	Line spacing, margins, font style and size
Very good	Correctly formatted page numbers
Good	Footnote citations (see <i>Chicago Manual of Style</i>)
Weak	Bibliographic citations (see <i>Chicago Manual of Style</i>)
Very weak	First page headers (in lieu of cover page)
	Length (1200 words)

Writing:

Excellent	Syntax and grammar (apostrophes, punctuation, noun/pronoun agreement, subject/verb agreement, sentence fragments, convoluted syntax, adjectival hyphens, etc.)
Very good	
Good	Spelling, contractions, homophone (e.g., bear/bare; it's/its; their/there/they're)
Weak	Structure
Very weak	Strong topic sentences at the top of each paragraph
	Style (use of passive verbs, dangling modifiers, participles, split infinitives, run-on sentences, etc.)

Research:

Excellent	Use of secondary sources?
Very good	Adequate bibliographic content?
Good	
Weak	
Very weak	

Analysis:

Excellent	What is this document?
Very good	Who created it and how?
Good	When was it created?
Weak	Why was it created?
Very weak	Where was it created?
	Contextualization (cultural, intellectual, historical, etc.)

TOTAL SCORE:

HIST 115

Name: _____

Final Essay Marking Rubrics

Format:	Poor	Good	Very Good	Excellent
	<ul style="list-style-type: none"> - Line spacing - First page headers - Page numbers - Font size 		<ul style="list-style-type: none"> - Margin size - Length (1500 words) - Footnotes (Chicago Manual of Style) - Bibliography (Chicago Manual of Style) 	

Syntax & Grammar:	Poor	Good	Very Good	Excellent
	<ul style="list-style-type: none"> - Spelling, contractions, homophones (e.g., bear / bare; its / it's; their / there / they're) - Apostrophes - Subject-verb agreement - Noun-pronoun agreement - Split infinitives - Convoluted syntax - Sentence fragments - Adjectival hyphens (e.g., fourteenth-century people) 			

Style:	Poor	Good	Very Good	Excellent
	<ul style="list-style-type: none"> - Passive voice - Dangling modifiers - Run-on sentences - Weak or missing topic sentences at start of every paragraph 			

Quality of Thesis:	Poor	Good	Very Good	Excellent
	lacks focus; unclear argument	basic argument	solid argument	argument shows awareness of historical methodologies

Structure:	Poor	Good	Very Good	Excellent
	<ul style="list-style-type: none"> - Development (exposition) of argument (is the argument logically structured?) - Persuasiveness of argument (does the argument convince?) - Use of historical evidence such as names, dates, events as proof 			

Quality of Research:	Poor	Good	Very Good	Excellent
	<ul style="list-style-type: none"> - Consulted the <i>Dictionary of the Middle Ages</i> - Located an appropriate mixture of monographs (books) and articles (journals, chapters) - Used appropriate scholarly sources and not popular ones (i.e. Wikipedia, personal websites, etc.) - Located at least five secondary sources and one primary source 			

Other Comments:

<hr style="width: 80%; margin: auto;"/> <p>100</p>
