

History B301

THE CRUSADES

**Taught by Leah Shopkow
with Rick Lockton**

**Section 26128
Ballantine Hall 228
Tuesday & Thursday, 2:30-3:45**

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About the Course

Course Content

In this modern world, many people make reference to the Crusades to justify their beliefs and actions. In this course we won't be looking directly at the ways the Crusades are invoked for modern purposes, although we'll probably come to understand a lot about why they are used in these ways. Instead, we'll be looking at the Crusades (from the First Crusade in 1095 through the Fourth Crusade in 1204) as they were experienced by the willing or unwilling participants in them: Christians, Muslims, Byzantines (the East Roman Empire), and Jews. We will be examining primary source accounts from all four perspectives as a way of understanding how contemporaries viewed the crusades, which we will combine with two modern accounts and assorted other secondary materials. At the end you may think twice about calling anything a crusade but the crusades!

Course Goals

History teachers always want their students to master the factual material of their subjects. That's a given. But history isn't simply an unchanging factual account of the past; it is a narrative

reconstruction of the past or a story told about the past, which is created following certain, often unspoken, rules. Historians sift through the surviving evidence of the past and weigh it. In the process they have to deal with ambiguity, uncertainty, and contradiction. Learning how to do this last task is a major goal of this course. In this class you will not simply “learn” history; you will “do” history, that is, create historical narratives yourselves, and in the process you will become more experienced in working with the complications provided by evidence.

Course Structure

This course will be a combination of lecture and discussion. You will be assigned to a permanent learning group, with whom you will sit in an assigned place for each class, with whom you will periodically have discussions. Some in-class assignments will be done as individuals, but some assignments will be done by the entire group. Because “doing history” is the goal of this course, it is vitally important that you come to class having done the reading and prepared to work, not just to listen.

Course Work

Books to purchase

Schlomo Eidelberg, *The Jews and the Crusaders: The Hebrew Chronicles of the First and Second Crusades*
 Francesco Gabrieli, *Arab Historians of the Crusades*
 Amin Maalouf, *The Crusades Through Arab Eyes*
 Thomas Madden, *A Short History of the Crusades*
 Helen J. Nicholson, *The Chronicle of the Third Crusade: The Itinerarium Peregrinorum et Gesta Regis Ricardi*
 Edward Peters, *The First Crusade*
 D. S. Richards, *The Rare and Excellent History of Saladin or al-Nawādir al-Sulṭāniyya wa'l-Maḥāsin al-Yūsufiyya* by Bahā' al-Dīn Ibn Shaddād

On-line readings

Other readings will be available on-line at
 <<http://www.indiana.edu/~shopkow/b301/readings/index.htm>>. This is a restricted site and you will have to log in to get the readings using your IU username and password. There will be a link to this site from our resources page on Oncourse.

Assignments

Four papers:

Paper 1 (individual assignment, due Feb. 1) - 10%

Paper 2 (group assignment, due Mar. 1) - 10%

Paper 3 (group assignment with dissent available, paper due Apr. 6, dissents due Apr. 10) - 15%

Paper 4 (final paper, individual assignment or group, individual choice) - 15%

In-class assignments - 15%

Class participation - 35%

All assignments except the in-class assignments will be submitted via Oncourse. Participation grades

will be submitted via Oncourse as well.

Assessment of Assigned Work

Papers: The papers, whether individual or group papers, will be assigned a numeric grade corresponding to a letter grade (A range = 90-100, B range = 80-89, C range = 70-79, D range = 60-69, F < 60). A grading rubric will be handed out with each assignment. Each of the two group assignments will be associated with a wiki. Wikis will be ungraded; however, students who do not contribute to the wiki will not be awarded credit for the group papers, even if they contribute to the discussions based on the wikis. When a student dissents from the second group paper, the student's dissent will be taken into account in his or her grade.

In-class assignments. These assignments will be worth one or two points. For the group assignments, all members of the group will receive the same number of points for the assignments. These will be cumulatively assigned a grade based on the percentage of possible points an individual has received, with a 5% upward adjustment.

Class participation. Students in the learning groups will collectively assign the class participation grade. Each student will receive 100 points to divide among the members of the group (including him or herself) based on the contributions of each individual. No student may award himself or herself more than 30 points, however. Each student will receive a grading rubric to help him or her decide how to assign the points. The points assigned by each individual will be added up to determine the participation grade for each grading period. There will be three grading periods for participation, the first and second worth 10% of the total grade each, the last worth 15%. A student who fails to submit participation grades for the group will receive a participation grade of "0" for that grading period and the points for the other group members will be adjusted proportionally.

Course Policies

Rewriting Assignments

The first three papers may be rewritten, provided that they are rewritten within a week of being received back. As the second and third papers are group papers, they may not be rewritten as individual papers. We will read one and only one rewritten paper from each group, although the entire group need not work on the paper. If the grade on the paper improves, only those students who participated in rewriting will receive the higher grade. While the grade on a rewritten paper may not go up, it will never go down.

Computer Use in Class

Computers may be used in this class, provided that they are used for course work.

Cell Phones

Please turn them off!

Late and Missing Assignments

Your assignments are due by noon on the day indicated. After that time, your assignment is late. Late assignments will be assessed a penalty and will not be accepted at all more than seven (7)

calendar days after the assignment was due. Late assignments may not be rewritten.

Attendance

Your attendance is expected in every class. An attendance sheet will be passed out in class; our tally of your attendance will be posted with your grades. Students who are not present when an in-class assignment is given will not receive credit for the assignment.

In the case of illness or other crisis which makes it difficult for you to meet the course requirements, you will be required to provide full documentation in writing and inform us about it as soon as you can. Please don't come to us in December with a note about an illness in October. In the case of an extended illness, you will need to show a doctor's order not to participate in class that covers the entire period you were out, not just a portion of it. A letter from your physician on letterhead explaining your illness and its requirements would be a good form of documentation. A form from Student Health Services is not sufficient, as they will protect your privacy whether you want them to or not and will not provide specific information. You will have to provide suitable documentation of any other kind of emergency (a program from a funeral or a newspaper obituary in which you are mentioned, incarceration papers, summonses or the like). If you request special consideration, please expect that we will ask intrusive and personal questions and require documentation even about sensitive matters.

The last day to withdraw from 15-week courses with an automatic grade of "W" is March 7. We will permit students to take incompletes only in the case of serious illness or other appropriately documented crises (see above). The reason is that, in our experience, most students never complete incompletes and they just turn into "F"s. It is better to get it over with at once and get on with your life.

Special Needs

Please come talk to us about them as soon as possible. The same is true for conflicts you know about ahead of time. It is *easy* to make arrangements ahead of time and hard to fix things afterwards.

Conduct

Your personal conduct

We expect you to treat each other and the teachers of the course with respect, and we will treat you with respect in return. **Respect is not the same thing as agreement.** When you respect your fellow students, you use respectful language when stating your ideas, asking questions or disagreeing with others, and you look at them and listen to them when it is their turn to speak. When you act respectfully toward the teachers, you do only the work of the class in class. Leaving class early or coming late is also a form of disrespect, because it disrupts the work of the class; it is also a sign of fecklessness, something for which the world will punish you quite harshly in the due course of time. Failing to turn off cell phones is probably more feckless than disrespectful, but please, remember!

If we see you behaving in a disrespectful way (i.e. doing your email or reading a book or gossiping with your neighbor or jeering at another student), we will ask you to stop. If it is repeated problem, you do not stop when we ask, or we consider the particular instance very serious, we may ask you to

leave the class. In the most serious cases, we will file a complaint against you with Student Rights and Responsibilities. Please! Don't make us stop this car!

Your Academic Conduct

We expect all students to do their own work in this class and to follow the normal academic standards of citation, quotation, and paraphrase. (Please see the *Student Code of Ethics* for the University's policies concerning your academic conduct.) If you are asked to do an assignment individually, you may certainly discuss the topic with other students, but we expect you to write alone and not to share your written work with other students (if you give someone a copy of your written work, it *will* end up being copied, and you may be held responsible). If you are unsure of what is permissible at any time, please do ask us. If your academic conduct violates the rules established by the university, we may sanction you a little or a lot, but we will assuredly report you.

Our Conduct

This syllabus has thus far emphasized what you are supposed to do, but we, the teachers, have responsibilities too. We will treat you courteously, which includes not only how we speak to you, but also getting your assignments back to you in a timely fashion. We will be in class as scheduled, on time, and in our offices during our office hours, barring unforeseen circumstances (notice will be posted if we are unavoidably absent). We will answer your email questions and will call you back promptly if you leave a phone message. (Email is wonderful! The best way to ask that question you feel too shy to ask in class.) We are always glad to discuss your work with you; we will schedule appointments with you, if you cannot come to office hours, and we will offer as much assistance as we can, if you have difficulties in the class or if you just want to talk more about what we're doing! However, if you don't ask for help, we will assume that you don't want it, so remember to ask!

Syllabus Adjustment

We have made every effort to make sure that this syllabus is correct, but we reserve the right to make adjustments to clarify the course, to deal with unforeseen problems, or to correct errors.

Course Calendar

Readings are due *as of* the day indicated (that is, if a reading is listed after a particular day, it should be completed by the time you come to class on that day). Additional readings may be handed out in class, for which you will also be responsible as specified. This calendar is subject to change by the instructors with one week's advance notice or by mutual agreement between the instructors and students.

Topics and Readings		Class Business and Due Dates
Introduction		
Jan 9	The starter's pistol	
Jan 11	Why Crusade? Reading: Marcus Bull, "Origins" in <i>The Oxford Illustrated History of the Crusades</i> , 13-33 (on-line) Madden, <i>A Concise History of the Crusades</i> , chapter 1, "The Call"	
The First Crusade: The Contemporaries		The topic for the first paper will be assigned on Jan 16 (individual paper)
Jan 16	The Muslim Points of View Reading: Gabrieli, <i>Arab Historians of the Crusades</i> , 1-46	
Jan 18	Understanding the Historical Context Reading: Albert Hourani, <i>A History of the Arab Peoples</i> , chapters 1-5 (on-line)	
Jan 23	The Jewish Experience Reading: <i>The Jews and the Crusaders</i> , 15-72 (<i>The Chronicle of Solomon bar Simson</i>)	Permanent learning groups will be assigned on Jan 23. From now on, please sit with your learning group
Jan. 25	Understanding the Historical Context Reading: Ora Limor, "A Rejected People," <i>The Illustrated History of the Jewish People</i> , 87-132 (on-line) (the remainder of the chapter is also on-line for those who want to read to the end)	

Jan 30	The Latin Christian View: Reading: <i>The Chronicle of Fulcher of Chartres</i> in Peters, <i>The First Crusade</i> , 47-101	First paper due Feb 1 by noon (Individual paper)
Feb 1	The Latin Christian View Reading: “The Discovery of the Holy Lance” in Peters, <i>The First Crusade</i> , 213-221; “Letters of the Crusaders” in Peters, <i>The First Crusade</i> , 283-97.	The question for second paper assigned; you may begin working on your group’s wiki
Feb 6	The Eastern Christian View Reading: Anna Comnena, <i>Alexiad</i> , 309-368 (on-line)	First participation grades are due on Oncourse
Feb 8	Understanding the Historical Context Reading: Timothy E. Gregory, <i>A History of Byzantium</i> , 217-66 (on-line)	Feb 6 by noon. You should be working on your group’s wiki
The First Crusade: The Historians		Keep working on your group’s wiki
Feb 13	Reading: Madden, <i>Concise History</i> , chapter 2, “The First Crusade”	
Feb 15	Reading: Maalouf, <i>The Crusades Through Arab Eyes</i> , Parts 1 & 2	
Feb 20	Reading: Jonathan Riley-Smith, “The Crusading Movement and Historians” in <i>The Oxford Illustrated History of the Crusades</i> , 1-12 (on-line)	Bring a copy of your group’s wiki to class on Feb 22; you’ll be working on the paper.
The Second Time Around		
Feb 22	Maalouf, <i>Crusades Through Arab Eyes</i> , Part 3	
Feb 27	Madden, <i>Concise History</i> , chapter 3	Please bring a print-out of your wiki to class on Feb. 27--groups will meet to work on the group paper that will be based on your wiki.
Mar 1	The Jewish View Reading: <i>The Jews and the Crusaders</i> , 117-33 (<i>Sefer Zekbirab</i>)	Papers are due Mar 1 by 5:00.
Mar 6	Muslim Points of View Reading: <i>Arab Historians of the Crusades</i> , 49-84	Question for third paper assigned, Mar 6. Work may start on second wiki.
Mar 8	A Latin Christian version Reading: Odo of Deuil, <i>The Crusade of Louis VII</i>	Second participation grade due by noon Mar 8 on Oncourse.
Spring Break		

Third Time Pays for All?		Contribute to your group's wiki
Mar 20	The Moderns Weigh In Reading: Maalouf, <i>Crusades Through Arab Eyes</i> , Part 4, and chapter 11 Madden, <i>Concise History</i> , Chapter 4	
Mar 22	Two Contemporary Views: Reading: Introductions: <i>Chronicle of the Third Crusade</i> and <i>Rare and Excellent History of Saladin</i>	
Mar 27 Mar 29	<i>The Rare and Excellent History of Saladin</i> , 13-75 <i>Chronicle of the Third Crusade</i> , Introduction and book 1	Bring a copy of your group's wiki to class on Mar 27; you'll work on them
Apr 3 Apr 5	<i>The Rare and Excellent History of Saladin</i> , 75-162 <i>Chronicle of the Third Crusade</i> , books 2 & 3	Bring a copy of your group's wiki to class on Apr. 3; you'll work on them. Paper due on Apr 6 by noon
Apr 10 Apr 12	<i>The Rare and Excellent History of Saladin</i> , 162-245 <i>Chronicle of the Third Crusade</i> , books 4 & 5 (finish if you can)	Dissents due by noon, April 10.
The Fourth Crusade		
Apr 17	A Latin View Reading: Robert de Clari, <i>Conquest of Constantinople</i> (on-line)	
Apr 19	A Greek View Nicetas Choniates, <i>O City of Byzantium</i> (on-line) Madden, <i>Concise History</i> , chapter 5	
The End		
Apr 24 Apr 26	Madden, <i>Concise History</i> , chapters 7-9 Maalouf, <i>Crusades through Arab Eyes</i> , chapters 12-14.	
Apr 30 Final paper due by 5 pm on Oncourse		