History 335 Crusades: Contact and Conflict in the Mediterranean World

Monday King 335: 2:30-4:20

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Office: Rice 307 Office Hours Tu 11-12:20; Thu. 1-2:00 and by
Phone: 775-8528 appointment

![Christ leading the Crusaders, 14th century.](image)

Course Description:
The Crusades *in tota* comprise one of the most well studied phenomena of the Middle Ages. They are also one of the most puzzling, since essential questions about what happened and why are still hotly contested among historians and in the popular imagination. The Crusades took place over a long period, beginning in 1095 with Pope Urban II’s call to help beleaguered Byzantium and liberate Jerusalem and ending, some believe, with the disastrous Eighth Crusade of St. Louis in 1270; to others they lasted into the eighteenth century. Crusaders fought not only in the Middle East but also in areas of Europe as well, and not only Muslims, but Jews, other Christians and heretics. Through a study of some of the key moments and important concepts of the Crusades—pilgrimage, holy war and military orders, but also historiographical lenses through which we can
analyze them—of economics, gender, religion and race—we will together debate the nature of this phenomenon and why it was, and remains, significant in world history.

**Course Goals:** A research seminar puts together several important aspects of the historians’ craft: understanding (often unreliable) primary sources and catching the thread of historiographical debate before joining it with your own interpretation. The primary focus of the first half of the semester is to familiarize you with sources, historiography and questions historians have debated as well as choose your topic and analyze your own primary sources; the second half of the semester will focus much more on your own work. We will workshop your process of analyzing primary sources, revising earlier theories and imagining your own fresh ones. You will be responsible for a 20-25 pp. paper on your research. This course is designated as Writing-Advanced.

**These texts are available for purchase and also will be on print reserve in the library. Except for these texts, all readings will be available on Blackboard under Course Materials**

Required Books:
Jean Joinville and Geoffrey Villehardouin, *Chronicles of the Crusades*

And ONE of the following:
Thomas Madden, *The Concise History of the Crusades*
Jonathan Riley-Smith, *The Crusades: A History*
Amin Maalouf, *Crusades Through Arab Eyes*
Christopher Tyerman, *Crusades: a very short introduction*

An excellent primary source website we will use often is: [http://legacy.fordham.edu/Halsall/sbook1k.asp](http://legacy.fordham.edu/Halsall/sbook1k.asp)

**Course requirements**

All work must be turned in to receive credit for the course. The breakdown of grades is as follows:

- Attendance and participation: 20%
- Group questions/discussion and feedback on other presentations: 20%
- Two 2-3pp. exercises (second one graded): 10%

**Research Paper**
- a. Discussion of primary source/s (10%)
- b. Literature review (10%)
- c. Rough draft of paper (ungraded)
- c. Final paper 20-25 pp. (30%)

Grading based on the following: A+ 100-97; A 96-93; A- 92-90; B+ 89-87; B 86-83; B- 82-80; C+ 79-77; C 76-73; C- 72-70; D 65-69, F below 65.
Details

1. **Attendance and Participation.** Please come to class on time and prepared. Although I will sometimes provide lectures with background/historical information and answer questions you have on the period, we will have discussion every class. During discussion, I expect you to do the lion’s share of the talking, in a meaningful, well-informed way. This means that you have prepared all the reading for that class, have brought the reading to class, and have marked any pertinent passages and page numbers that you want to discuss or question. I will check attendance during the semester. If you have more than 3 unexcused absences, you risk a 0 for 20% of your grade.

2. **You and someone else will lead discussion 1 week.** That means you and your partner will do all the reading carefully and send in a small group of discussion questions to Blackboard by Thursday before class. Everyone else in class will also be prepared with at least one question they had based on their own reading and will be ready to ask it in class if the discussion leader calls on him/her. We will start the 3rd week of class.

3. **Short Assignments.** These are described below. The first one will not be graded.

4. **Research Workshops.** You will give the class a short article/reading the Thursday before you present and during class (I will post everything on Blackboard), present the current state of your work, answer questions and raise problems you’ve encountered. We will have three presenters each session so figure 35 minutes for your own time. The Friday after you present you will turn in your 5 pp. literature review that also includes how your work complements or changes the historiography on your topic.

5. **Research Paper.** This will be your original research on a topic of your choice that arises from the themes raised in this seminar and also reflects your own interests. I will describe in more detail the rest of the research components in separate documents, but you will be responsible for: 1. a short prospectus outlining your topic and questions you want to raise and analyzing your primary source/s, 2. a literature review, 3. a rough draft and 4. a final paper. We will be presenting ideas and working on some of these sections in small groups (this is how professors work too!)

**Guidelines for all written work**

There are only a few simple rules. 1. Be clear in your writing, specific rather than general in your claims, and faithful to the sources themselves. 2. Proofread!! 3. Please, please, please number your pages! 4. Papers should be one and a half or double-spaced, with at least 1” margins but not more than 1.25” 5. When you are using primary sources and other historians’ work, you will need to include footnotes and a bibliography. To do this, refer to some of the reference guides from the Oberlin History Department that I have posted on Blackboard. When in doubt, get in touch with me. I do evaluate students’ work on the basis of form as well as content.

**Disabilities**
If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Jane Boomer in the Office of Disability Services in Peters G-27/G-28.

**Lateness**
Unexcused late assignments will be penalized by dropping 3 points from your grade every day a paper is late. I take deadlines seriously.

**Plagiarism**
All work turned in for this course must be your own. I can’t stress this enough. The College requires that students sign an "Honor Code" for all assignments. This pledge states: "I affirm that I have adhered to the Honor Code in this assignment." For further information, see the student Honor Code which you can access via Blackboard>Lookup/Directories>Honor Code. If you have questions about what constitutes plagiarism, especially in the context of group assignments, please see me or raise it in class.

**Schedule of Classes:**
*Since we are meeting once a week on Mondays, I will have assignments leading to your research project due on Fridays*

2/2 **Introductory overview**
What do you think when you hear the word Crusade? What were they? What’s the chronology? What do you need to know about to “get” the Crusades? Sources?

2/9 **Problems of interpretation**

**Due in class: 2-3 pp.** (ungraded) Based on your reading of the historiographical essays above, please assess the Crusade overview you have picked (either Jonathan Riley-Smith, Thomas Madden, Amin Maalouf or Christopher Tyerman) for how the author describes the Crusades. What does the organization tell you about this author’s vision of the Crusades? Which camp does he fall into? What is emphasized and what is left out? Why does it matter? I do not expect you to read the entire book (you will by the end of the module) but to understand how it’s structured and what that tells you. You will want to read the introduction carefully, though.

**Due Friday 2/13:** Send me an email with one or more topics you are interested in exploring for your research paper.
2/16 **Crusading Concepts: armed pilgrimage and holy war**

We will meet with Jen Starkey, research librarian, for part of the class


Due Friday 2/20: 1-2 pp. summary of what two medieval dictionaries/encyclopedias (from what we saw with Jen Starkey) have to say about your topic and what you think is interesting about it. Send in by email.

2/23 **Comparing accounts: The First Crusade**

Readings: Go to [http://legacy.fordham.edu/Halsall/sbook1k.asp](http://legacy.fordham.edu/Halsall/sbook1k.asp) and find the section on first crusade accounts. Pick one or more of the accounts or a particular grouping. You may choose to do a comparison of a particular incident, moments in time, or people, particular places. Also read Bb. Jay Rubenstein, “Guibert of Nogent, Albert of Aachen and Fulcher of Chartres,” and Peter Frankopan, “Understanding Greek Sources for the First Crusade,” in Marcus Bull and Damien Kempf, eds, *Writing the Early Crusades* (Boydell, 2014): 24-52.

Due in class: 3-4 pp. discussion of the first crusade account and the perspective of its author/s.

Due Friday 2/27 Have first primary source/s picked out

3/2 **Crusader States and the call of Jerusalem**


Due Friday 3/6 preliminary sense of secondary sources available and what questions have been answered

3/9 **Race and Gender and the Crusades**

Date TBA: I will meet with you individually in special office hours.

3/16 Crusades at a crossroads: The Infamous Fourth Crusade
Readings: Read the section in your survey on the 4th crusade and Villehardouin, “The Sack of Constantinople,” in Joinville and Villehardouin, Crusade Accounts

Due Friday 3/20: Research proposal, 5-7pp: includes research question you want to investigate, the primary source/s you’re using and what it can tell you about your question and list of secondary sources that will be useful in helping understand the topic and have a historiographical perspective that’s useful.

3/23 Spring Break!!

3/30 Kingship and the making of heroes
Al Makrisi, Essulouk li Mariset il Mulik (a account of crusade of St. Louis) http://legacy.fordham.edu/Halsall/source/makrisi.asp; Baha Ad-Din’s Life of Saladin in Allen and Amt, ed., Crusades: a reader, 148-166

4/6 Research workshops
Due Friday (if you’re presenting) 4/10: literature review, 5pp.

4/13 Research workshops
Due Friday (if you’re presenting) 4/17: literature review, 5pp.

4/20 Research workshops
Due Friday (if you’re presenting) 4/24: literature review, 5pp.

4/27 Research workshops
3 people per class
Due Friday (you’re presenting) 5/1: literature review, 5pp.

5/4 Crusades in Historical Memory/Legacy of the Crusades
Due in Class: 20 pp. rough draft

Final Paper due: Saturday, 5/16 at 2PM