

## **Instructor Contact Information**

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**Office Hours:** Tuesday, 12:00 – 2:00 PM

## **HIST 322, CRN 40970**

# **The Crusades**

### **Required Reading (Available at the Duckstore)**

S. J. Allen & Emilie Amt, eds. *The Crusades: A Reader*. Broadview, 2003.

Francesca Gabrieli, *Arab Historians of the Crusades*. Berkeley: University of California Press, 1984.

Thomas F. Madden, *Crusades: The Illustrated History*. University of Michigan Press, 2004.

Additional readings indicated by an asterisk (\*) are available online via Canvas.

### **Course Description**

In 1095, Pope Urban II preached a sermon in which he urged Christian knights to ride to the aid of the Byzantine Emperor, Alexis I, in response to the loss of territory he had suffered at the hands of the Turks. The response to this call eventually resulted in the capture of Jerusalem and the establishment of several Crusader states, and ushered in an era of crusading warfare lasting nearly two centuries. Over the course of the term, we will explore the history of the Crusades and the political, social, economic, and ideological factors that led to them, the effect these conflicts had on European kingdoms, and their subsequent influence on the relationship between East and West.

No prior knowledge of the Middle Ages is necessary to enjoy this course.

### **Course Outcomes**

#### **Students completing this course will be able to:**

1. Master the basic elements of the historian's craft, including critical reading and analysis of primary source documents and the art of selecting evidence for use in supporting an argument.
2. Practice and improve their ability to think critically and write logical and organized arguments.
3. Define and discuss the concepts of Crusading within the medieval European context, using both primary and secondary sources in support of arguments they will write in short weekly papers and exam essays.
4. Evaluate and discuss the various theories forwarded by academics regarding Crusading and its influence on medieval institutions, including the role of chivalry in reducing violence in war, the relationship between knights and religion, and the changing nature of the roles of knights as warriors by the end of the Middle Ages.

### **Class Format**

**Please Note:** This is a summer course taught over a four-week period, but with the same level of academic rigor as any course taught during the regular academic year. That means that you will be doing roughly twice the amount of reading and preparation per week as you would during a regular term here at the University of Oregon.

As this is a survey course, you can expect lecture to govern the majority of class time. I will generally give two fifty minute lectures separated by a ten-minute break daily. However, there will also be opportunities to discuss primary source readings, generally on Thursday.

### **Assignments And Grading:**

- 1) **Two short reading response papers** based on weekly primary source readings, each worth 15% of your final grade, for a total of **30%**
- 2) **Attendance and participation** in periodic Discussions of Primary Sources, worth **10%**.
- 3) **Midterm Examination**, worth **25%**
- 4) **Final Examination**, worth **35%**

**A Word about Plagiarism:** Regrettably, I must make a statement regarding the offense of plagiarism. Any violation of the [University of Oregon's academic policy on plagiarism](#) will result in serious consequences up to and including failure of the course.

### **Policy Regarding Late Assignments or Make-up Examinations:**

All assignments are due by the end of class on the scheduled date unless I have granted an extension. Late assignments will *not receive an evaluation*.

You must make all requests for extensions or make-up exams in advance. In the case of exams, you must notify me no later than one week prior. Naturally, I will consider emergencies on a case-by-case basis, but be advised that only *verifiable* emergencies will be acceptable.

**Special Needs Note:** If you are a student registered with the **Alternative Education Center** as eligible for extra time on exams or for other specific needs associated with the class, please let me know immediately. Remember that it is your responsibility to make any arrangements necessary with the **Alternative Education Center** for exams or other accommodations.

### **Student Conduct:**

**General:** Please refrain from reading materials unrelated to our course during class. Please keep your voice down in the event you need to clarify a note with a neighbor, etc, and please keep any side conversations to a minimum. Never hesitate to ask a question if you need to do so.

**Electronics:** Please put cell phones into silent mode before class begins; no texting or viewing messages during class. You may use laptops only for note taking, as activities unrelated to the course are distracting to others and thus unacceptable (even if you sit in the back row). I reserve the right to prohibit the use of laptops in class at any time.

## Schedule of Lectures

### Week One

#### Monday, June 20

- (a) Introduction to the Course
- (b) Western Europe on the Eve of the Crusades

*Read:* Madden pp. 6 - 18  
Allen & Amt #8 *The Song of Roland* (pp. 25 – 28)  
#9 *Declaration of the Truce of God* (pp. 28 – 31)

#### Tuesday, June 21

- (a) Jerusalem and the Eastern Mediterranean on the Eve of the Crusades

*Read:* Madden pp. 18 – 28; 34 - 35  
Allen & Amt #10 *Matthew of Edessa on the Seljuk Conquests* (pp. 31 – 34)  
#7 *Ibnu Hayyan on Warfare in Spain* (pp. 20 – 24)

- (b) "Deus Le Volt": Call For The First Crusade And Aftermath

*Read:* Madden pp. 36 – 40.  
Allen & Amt #12 *Urban II's Call for a Crusade* (pp. 39 – 47)

#### Wednesday, June 22

- (a) The "People's Crusade"

*Read:* Marcus Bull "The Roots of Lay Enthusiasm for the First Crusade".\*  
Allen & Amt #13 *Albert of Aachen on the Peasant's Crusade* (pp. 47 – 53)  
#14 *Solomon bar Samson on the Massacres of Jews* (pp. 54 – 56)  
#15 *Anna Comnena's 'Alexiad'* (pp. 57 – 61)

- (b) The Barons' Crusade: From Constantinople To Jerusalem

*Read:* Madden pp. 40 – 48  
Gabrieli pp. 3 – 13  
Allen & Amt pp. 73 – 78  
Bernard Bachrach, "Some Observations on Administration and Logistics of the Siege of Nicaea."\* (*Optional*)

#### Thursday, June 23

- (a) The Establishment of the Crusader States

*Read:* Madden pp. 56 - 57  
Gabrieli pp. 14 - 24

- (b) Discussion of Primary Sources

### Week Two

#### Monday, June 27

(a) *De Laude Novae Militiae: The Military Orders*

Read: Madden pp. 48 – 57.  
Allen & Amt #49 Bernard of Clairvaux, *In Praise of the New Knighthood* (pp. 197 – 200).  
#50 *The Rule of the Templars* (pp. 200 – 204).

(b) Just War, Holy War, And Jihad

Read: Allen & Amt #2 *Augustine of Hippo on the Just War* (7 – 10)  
#3 *The Qur'an* (10 – 14)

## **Tuesday, June 28**

(a) New Leaders In The Islamic World

Read: Gabrieli pp. 41 – 56, 87 - 113

(b) The Second Crusade: Crusading as International Endeavor

Read: Madden pp. 60 – 64  
Gabrieli pp. 56 - 84

## **Wednesday, June 29**

(a) Disaster at the Horns of Hattin

Read: Gabrieli pp. 114 – 138; 139 – 176 (Saladin takes Jerusalem)  
Allen & Amt # 41 *Roger of Wendover on the Fall of Jerusalem* (pp. 159 – 161)

(b) The ‘A’-Team: The Third Crusade

Read: Madden pp. 80 – 97

## **Thursday, June 30**

*First Paper Due*

(a) Richard I, Saladin, and the Politics of Massacre

Read: Gabrieli pp. 138 – 139; 222 - 224  
Discussion of primary sources

## **Week Three**

### **Monday, July 4**

**INDEPENDENCE DAY HOLIDAY**

### **Tuesday, July 5**

(a) **MIDTERM EXAM**

(b) Crusading At Home, Pt. I; the Wendish and Albigensian Crusades

Read: Madden pp. 120 - 141

### **Wednesday, July 6**

(a) Crusading at Home Pt. II: The *Reconquista*

Read: Joseph O’Callaghan, “Reconquest, Holy War, and Crusade”\*

(b) Crusading and Motivation: The Fourth Crusade

Read: Madden pp. 100 – 117  
Allen & Amt #57 *Accounts of the Fourth Crusade*  
#58 *Documents on the Sack of Constantinople*

### **Thursday, July 7**

*Second Paper Due*

(a) Mixed Motivations: Frederick II and the Fifth Crusade

Read: Madden pp. 144 – 157  
Allen & Amt #71 *Phillip of Novara on Frederick II's Crusade*  
Gabrieli pp. 267 – 275

(b) The Crusades Of Louis IX

Read: Madden pp. 158 – 159; 166 – 167  
Allen & Amt #84 *Joinville's "Life of St. Louis."*  
Gabrieli pp. 300 - 304

### **Week Four**

#### **Monday, July 11**

(a) **The Rise Of The Mamluks And The Fall Of The Crusader States**

Read: Madden pp. 160 – 165; 168 – 171  
Gabrieli pp. 343 – 350  
Allen & Amt #88 Ludolph von Suchem on the Fall of Acre and its Aftermath (359 – 362)

(a) Discussion of Primary Sources

(b)

#### **Tuesday, July 12**

(a) Aftermath: The Fate of the Orders

Read: Madden pp. 190 – 191  
Allen & Amt #93 Order for the Arrest of the Templars

(b) Crusading at Home, Part III: The Eastern Crusade of the Teutonic Knights

#### **Wednesday, July 13**

*Third Paper Due*

(a) The Legacy Of The Crusades

Read: Madden pp. 202 -211

(b) Wrap up & Review

#### **Thursday, July 14**

a/b

**FINAL EXAMINATION**

## Paper Instructions

**You must submit two (2) of the following three (3) reading reaction papers during this term, each worth 10% of your Final Grade (30% overall).**

### *The People's Crusade*

**(Due Thurs, June 30)**

**Everyone must write this paper.**

**QUESTION: Compare and contrast the accounts of the People's Crusade written by Albert of Aachen and Anna Comnena.** Points to consider are the overall tone of their descriptions, their stated attitudes towards the actions of those involved, and how bias played a role, if you imagine it did. Be sure to provide specific examples from the primary source readings as support for your answer.

### *Saladin, Richard, and Violence*

**(Due Thurs, July 7)**

**QUESTION: Compare and contrast the Muslim chroniclers' accounts of the Fall of Jerusalem with their description of Saladin's massacre of the Templars and Richard's massacre of the prisoners at Acre.** Points to consider include the tone, Saladin and Richard's attitudes as portrayed by the author, and the author's revealed attitude about each event. How do you account for the differences in Saladin's apparent behavior? Is the author hostile to Richard? Be sure to provide specific examples from the primary source readings as support for your answer.

Do not stop with the "will of God." Choose a couple of examples that you think are especially important and compare/contrast the two works with regard to those points.

### *The Problem with Crusaders*

**(Due Wednesday, July 13)**

**QUESTION: What is your assessment of the motivation of the Crusaders in the chronicle accounts given about the Sack of Constantinople?** Points to consider include the author's bias, if any; his offering of justification for the actions of the Crusaders, if he gives any; and the motives that seem present in the account. Be sure to provide specific examples from the primary source readings as support for your answer.

### **FORMAT:**

1" Margins all around; 12 pt. Times New Roman Font, double-spaced, half-inch paragraph indentation. MLA Parenthetical citation e.g. (Allen & Amt 12)

### **LENGTH:**

Two page *minimum*. This may not be sufficient space for your response, so make the length fit your needs.

## GRADING:

I will use the following criteria in evaluating your reaction papers.

- 1) Thoroughness in response to the question
- 2) Quality and clarity of your writing
- 3) Judicious use of evidence in support of your argument.
- 4) Detail sufficient to suggest a solid engagement with the reading
- 5) **Spell check and Proof your Work.** Failure to do so may result in up to a one-letter grade reduction.

### Grading Standards

**‘A+’** This work demonstrates mastery of the material under consideration and contains insight of an exceptional level.

**‘A’** This work will clearly address the subject at hand, demonstrate a solid understanding of the material, and utilize appropriate and well-chosen examples in support of the response. There will be no more than a few if any grammatical or typographical errors and these will not affect the argument directly or cause significant problems with clarity.

**‘B’** This work will fulfill the requirements of the assignment at hand or, in the case of an exam essay, answer all parts of the question directly. This work will utilize appropriate evidence or examples in support of the central argument. However, unlike work warranting an ‘A’, the choice of examples may be less judicious, and ones that are more appropriate may exist. This paper may be uneven, with one point well developed and another scantily so. The paper may lack a formal conclusion, or even a clearly stated thesis, though the thesis must be apparent to the reader. There may be grammatical errors affecting clarity, poor word choices, or organizational problems that affect the quality of the argument to a minor degree.

**‘C’** This work frequently lacks a strong thesis (or has none at all), may simply provide points in support without any evidence or justification, or rambles at length without appearing to follow a particular argumentative pattern. This work often contains numerous spelling and grammatical errors, including fragmented sentences, continuity problems, no paragraphing, or other errors. This work will demonstrate some understanding of the material and will answer the question at hand in some way, however circuitous.

**‘D’** This work contains many of the problems noted in ‘C’ work, but lacks any significant direction. This work will engage the material under consideration, but will demonstrate a poor grasp of that material. The work falls short of satisfying the basic requirements of the assignment, but is sufficient to deserve minimal credit.

**‘F’** This work fails to demonstrate any understanding of the material or does not address the subject of the assignment in any meaningful way. This work may also contain a disrespectful or cavalier treatment of the material, blatant sarcasm, or nonsensical answers that do nothing to suggest that the writer is attempting to address the assignment.