

I. **Catalog Description and Credit Hours of the Course:** Seminar studying the medieval phenomenon known as “the Crusades” through primary sources and a variety of historical perspectives, including gender history, spanning from the eleventh century to the present day. (3 Credit Hours)

II. **Prerequisite(s):** none

III. **Objectives:**

- a. To become familiar with key events, individuals and tensions within the history of the crusades, as well as within the broader context of medieval Europe.
- b. To develop an understanding of how the medieval Christian and Islamic worlds perceived and responded to each other.
- c. To learn how to read sources (both primary and secondary) critically, and to articulate ideas in a constructive, compelling manner.
- d. To gain proficiency at expressing ideas and arguments orally in debate.

IV. **Expectations of students:**

- a. Prepare for class by completing assigned readings.
- b. Participate vigorously in class discussion by posing discussion questions based on readings in each seminar, and responding constructively to others’ questions and comments.
- c. Engage in the five class *Disputationes* (a moderated form of class debate), both in a written and oral manner.
- d. Write a short paper (2-3 pages) engaging with primary sources.
- e. Write a longer historiographical paper (7-10 pages) exploring some aspect of current scholarly debate.

V. **Course Content (45 hours)**

- a. Week 1: The Medieval West (3 hours)
- b. Week 2: Islam, Byzantium, and Crusading Origins (3 hours)
- c. Week 3: The First Crusade (3 hours)
- d. Week 4: The First Crusade in Perspective (3 hours)
- e. Week 5: Life in the Levant (1100 to 1144) (3 hours)
- f. Week 6: The Second Crusade (3 hours)
- g. Week 7: Western Mentalities and Warrior-Monks (3 hours)
- h. Week 8: Historians and the Crusades (3 hours)
- i. Week 9: Saladin and the Third Crusade (3 hours)
- j. Week 10: Pope Innocent III and the Fourth Crusade (3 hours)
- k. Week 11: Extension of Crusading in the Thirteenth Century (3 hours)
- l. Week 12: Pressure East and West (3 hours)
- m. Week 13: Criticism after the Fall of Acre in 1291 (3 hours)
- n. Week 14: Later Crusades and Military Orders (3 hours)
- o. Week 15: Crusading Images and Influences (3 hours)

VI. Course Texts

a. main texts

- i. Jill Claster, *Sacred Violence: the European crusades to the Middle East, 1095-1396* (2009)
- ii. Thomas F. Madden, *The New Concise History of the Crusades* (2006)
- iii. Emilie Amt (ed.), *The Crusades: a reader* (2003)

b. suggested additional readings

- i. Jonathan Riley-Smith (ed.), *The Oxford Illustrated History of the Crusades* (2001)
- ii. Sarah Lambert, *Gendering the Crusades* (2002)
- iii. Robert Chazan, *European Jewry and the First Crusade* (1996)

VII. Basis for Student Evaluation

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| a. Participation | 15% |
| b. <i>Disputationes</i> (moderated class debate) | |
| i. Written position papers | 10% |
| ii. Oral debate and discussion | 10% |
| c. Short Primary Source Paper | 10% |
| d. Historiography Paper | 10% |
| e. Exam 1 | 15% |
| f. Exam 2 | 15% |
| g. Final Exam | 15% |

VIII. **Academic Honesty:** As part of the expected atmosphere of respect requested in class, academic honesty is also required. The Undergraduate Bulletin defines academic dishonesty as "...those acts which would deceive, cheat, or defraud so as to promote one's scholastic record...", and states that "[v]iolations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the university." For further information about policies relating to academic honesty, plagiarism, and cheating, please refer to pages 20-23 of the Undergraduate Bulletin (http://www.semo.edu/bulletin/pdf/2010_bulletin.pdf).

IX. **Civility and Harassment:** As members of an intellectual community, we must work to treat each other respect, allowing all students, faculty and staff to operate in a climate of mutual respect. For information on student conduct and civility, please reference: <http://www6.semo.edu/stuconduct/>.

X. **Accommodations:** Diversity in all its forms merits the respect of the faculty, as well as reasonable accommodations to enhance the learning of students with disabilities. It is the responsibility of the student to inform the faculty, as well as to work through the office of Learning Assistance and Disability Support Services. Please refer to <http://www.semo.edu/cs/services/lec.htm> for information regarding support services for learning assistance and disabilities.