



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of History
HIS 115/MEDVL 115 Fall/2021

Crusade in the Middle Ages

M/W 2:30–3:50
SJ2 2003

INSTRUCTOR INFORMATION

Instructor: Eduardo Fabbro
Office: Virtual
Phone: N/A
Office Hours: by email
Email: e2fabbro@uwaterloo.ca

TAs: TBD

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.

COURSE OBJECTIVES

1. Learn the major names, dates, events, and historical “problems” associated with medieval crusading
2. Understand the importance of geography for historical and cultural studies
3. Acquire an introductory understanding of the foundations of modern societies, cultures, nations, institutions, and conflicts
4. Acquire an introductory understanding of the importance of primary historical sources and how to engage them
5. Acquire an introductory understanding of how and why historians construct the past
6. Research a medieval topic using the library’s print and electronic resources, structure an argument, and write an elegant essay

REQUIRED TEXTS

Madden, Thomas, *The Concise History of the Crusades*, third edition, Lanham: Rowman & Littlefield, 2014. [Abbreviated to M below]

Cobb, Paul M., *The Race for Paradise*, Oxford : OUP, 2016. [Abbreviated as C below]*

The Crusades: A Reader. S. J. Allen and Emilie Amt, eds. Toronto: University of Toronto Press, 2014. [Abbreviated as A&A below, or by the document number (#)] *— N.B. all students *must have* an accessible copy (physical or digital) of A&A for class. We will be doing close readings of the sources and you will need to have the texts in front of you for that!

*at SJU library reserve.

COURSE REQUIREMENTS AND ASSESSMENT

Grade Breakdown:

Quiz (week 6)	15%
Documentary Analysis	30%
Final Essay	40%
Participation	15% (up to 25%)*

1. Quizzes

We will write a midterm assessment quiz to check your progress. The quiz will include two sections, the first assessing your grasp basic concepts, events, and ideas, the second your capacity to read and interpret primary sources.

2. Document analysis and Final Essay

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

All students in HIST 115 must write a 1 000 word document 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.

The general parameters of a document 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 1 500-word essay, due at the end of term. The essay topic(s) will be assigned during the semester.

3. Participation

The course will rely heavily on your participation in class, including your engagement during lectures (asking questions, making connections), your preparation before class (watching the online lectures, reading the prep material), and especially your contributions to the sources analysis in class. Participation adds up to 15% of your grade, but exceptional participation can get up to 10% points extra, *especially* for students that need some extra points to turn a failing grade into a pass or a B into an A! Notice that participation will require you to speak in public, either to the full class or to your group—if you have a diagnosed condition that makes such engagements particularly challenging, please come talk to me.

LECTURES AND READINGS

Key

M2 = Madden, *chapter 2*C3 = Cobb, *chapter 3*#4 = Allen and Amt, *The Crusades: a Reader*, document number 4 (n.b., not *page 4*)*1. Introduction to the course*

W: Syllabus, review of methodology

Readings: -

Online Lecture: -

2. The World of the Crusades

M: Lecture: Intro to the Middle Ages (the West)

W: A&A #1 (Etheria), #8 (Song of Roland)

Readings: -

Online Lecture: Intro Lecture

3. The 'Abode of Peace', the 'Abode of War'

M: Lecture: Intro to the Middle Ages (the East)

W: #4 (Al-Baladhuri), #5 (Pact of Oman), #7 (Ibnu Hayyan), #10 (Matthew of Edessa)

Readings: C1

Online Lecture: 1.1

4. Precedents

M: A&A #2 (Augustine), #6 (Early Indulgences), # 9 (Truce of God), #11 (Gregory VII), and # 3 (Quran)

W: #12 (Urban II speech) + Muhyi al-Din sermon after the capture of Jerusalem by Saladin, pp. 633-43, here:

https://books.google.ca/books?id=CLpmAAAAMAAJ&printsec=frontcover&source=gbs_atb&redir_esc=y#v=onepage&q&f=false

Readings: M1

Online Lecture: 1.1

5. The First Crusade: the road

M: #13 (Albert of Aachen), #14 (Salomon), #15 (Anna), #16 (Deeds of the Franks)

W: # 17 (Stephen of Blois), # 18 (at Antioch), # 19 (Divisions)

Readings: M2

Online Lecture: 1.2

6. The First Crusade: Jerusalem

M: #20 (Raymond), #21 (Paschal), #22 (al-Sulami), #23 (al-Abiwardi)

W: Quiz.

Readings: M2, C3

Online Lecture: 1.2

7. Crusader States

M: Lecture: the Crusader States; # 24 (William of Tyre), # 25 (Fulcher), #27 (Laws), # 30 (Ibn Jubayr), #31 (Ibn Munqidh)

W: # 33 (Ibn al-Qalanisi), #34 (Ibn al-Athir), Chronicle of Damascus (excerpts) [provided]

Readings: M3, C4

Online Lecture: 1.3

8. *The Second Crusade*

M: #36 (Bernard), #37 (Rule of the Templars)

W: Siege of Lisbon [provided], #38 (Odo), #39 (John Kinnamos), # 40 (Analyses)

Readings: M3, C5

Online Lecture: 1.4

9. *Saladin and the Third Crusade*

M: Lecture: the political background of Saladin; # 41 (Saladin), #42 (Hattin), #44 (Letters)

W: #45 (Taxation), #47 (accounts)

Readings: M3, C5+ pp.184-193

Online Lecture: 2.3; 2.4

10. *Crusading closer to home*

M: #75 (Cid) #77 (Las Navas de Tolosa), #77-8 (Laws), #83 (Abu Abdilla)

W: #65 (Charter), #67 (Proclamations), #68-69 (Chronicles), #70 (rule)

Readings: M6, C: pp. 146-56 (double check chapter 2).

Online Lecture: 2.1; 2.2

11. *Crusades of Innocent III*

M: #62 (Latran IV), #58 (accounts), #59 (Sack of Constantinople)

W: #60 (Gui), #61 (William of Tudela)

Readings: M5, M7

Online Lecture: 3.1; 3.2

12. *Later Crusades*

M: #84 (Joinville), #86 (Ibn al-Athis), #92 (John Mandeville), #93 (Letters)

W: TBD: Uses and Abuses of Crusades in Modern Discourse + Crusades in Movies, Video Games, Fantasy Books.

Readings: M8-9; C8-9.

Online Lecture: 3.2

IMPORTANT DATES TO REMEMBER

7 Sept.	Classes begin
28 Sept.	Drop, no penalty period ends
8 – 16 Oct.	Reading Week (no classes)
19 Oct.	Quiz
11 Nov.	DUE: Document Analysis
22 Nov.	Drop with WD deadline
15 Dec.	DUE: Final Essay

POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

Late penalty: late assignments will receive a penalty of 5 percent per calendar day starting at 11:59pm of the due date.

Extension: if the deadline might prove problematic, you may ask for an extension at least 48 hours *before* the deadline. Applications should include a short statement of reason, as well as any work produced so far, even if only a rough draft.

Make-up tests: if you foresee missing the quiz, let the instructor know as soon as possible.

ATTENDANCE POLICY

Attendance is mandatory: students should come to class prepared (having done the readings + watch the lecture for that class) and with the necessary material (copy of A&A, a device connected to the internet for research).

ELECTRONIC DEVICE POLICY

Although cellphones and/or other devices will be necessary in class for research, it is recommended that students refrain from screens during discussions and lectures. The instructor trusts your maturity and common sense to regulate this usage—further measures may be taken in case your usage starts to disturb other students or the class.

CORRESPONDENCE

Apart from the forums available on LEARN, the instructor can be contacted by email. Virtual office hours (via Zoom) are also available by appointment. Notice that emails will be answered within 48h *during business days*. If you don't get a reply within this timeframe, please check if the info you have is correct and re-send your email.

OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check www.uwaterloo.ca/academicintegrity/ for more information.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on [Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check www.uwaterloo.ca/academicintegrity/ for more information. 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 instructor, 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 offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.