

History 211.301 The Crusades and the Meaning of Crusading, preliminary syllabus

Professor Jessica Goldberg

Spring 2007

Office Hours: Tuesdays, 10-12, College Hall 308D

Class meetings: Thursdays, 1:30-4:30, Lea Library, 6th Floor, Van Pelt

“Crusade” is a word with a variety of powerful meanings in the contemporary world, suggesting to some the noxious roots of European imperialism, to others an unparalleled example of religious commitment. In this seminar, we study the phenomenon known as the crusades from the perspectives of both Christian Europe and the Islamic Mediterranean to see how these events were understood by different cultures both at the time and in later generations. In the first half of the course, we examine the development of the idea of crusading in Europe, and follow the successful progress of the first crusade. In the second part of the course, we will devote each week to a different aspect of the implications of the Crusade: we look at how eastern and western Christians, Jews and Muslims lived and failed to live together in the Crusader states, and the extent to which their contact led to both cultural synthesis and a new cultural antagonism. We also look at how the idea of crusade developed in medieval Europe after the first Crusade, and how the Crusades have been understood in the modern world.

Assignments

This course is a seminar; your preparation and willingness to discuss the material will determine whether it is a success on a week-to-week basis. It is also a research seminar: I have arranged lots of assignments that should help you plan, write, discuss, and revise your own work. The types of assignments that pertain to each half of the seminar are detailed below.

Because this is a research seminar, it should be one of your primary academic responsibilities to attend to this class each week. Each week’s assignment does involve a substantial amount of your time and effort, whether in reading through material, or working on your research, and, for many weeks, both. The reward of your hard work throughout the semester is that you will be done with this course before reading period even starts. As the course is planned, your main job for the first few weeks of class will be to read and then briefly summarize your readings in preparation for our discussions in class. After that, you will be dividing your time between readings and research. If you read through the course schedule below, you will see that there are weeks with either a reduced or absent reading load. These weeks are planned to give you time to work on key components of your research project. You will also see that the research project is broken up into components to be completed throughout the semester, rather than in a big rush at the end, and graded in chunks as well.

1. Being part of the seminar

Reading and response: As you look over the syllabus, you will see that the amount of reading, by page, varies from week to week, even when you don’t have a research assignment. This variation reflects the type of writing: primary sources, secondary articles, and selections from monographs, as each kind of writing requires different time and attention from you. But no matter the length or type of reading, for most of the weeks of class (every week but weeks 1, 9, and 13), you have the same basic assignment: read the assigned materials, think about them, and write a cogent and concise one-page summary. Your summary should address two issues:

1. What is the historical problem the readings raise or are attempting to solve?
2. What are the most important arguments in the readings?

The balance between the two issues may change, of course, depending on how much primary and secondary reading we are doing from week to week. But in either case, you need to finish by 10 am of the day class meets so that your responses are available to the rest of the group via blackboard (not to mention your professor!). I will be grading these summaries each week, and count the best eight out of eleven in your final grade. But remember that the other audience for these papers is your classmates, who will be getting a preview of your interpretation of the week's material from your blackboard posting. Please bear that in mind as you write, and be aware that this means that your last assignment before coming to class each week is to make sure you've read all of your colleagues' summaries.

Participation in seminar, spoken and written: Participation is essential in this class. I will consider both your attendance and the quality of your comments during class discussion in assessing your work. Each absence from class will affect your final grade. In addition, I expect you to contribute, both in bringing your ideas on the reading to discussion, and by listening and thoughtfully responding to your classmates' ideas. I know that some people find it difficult to speak in public; I will encourage your participation, but also allow you to use blackboard as an alternative to speaking in class. (The weekly one-page papers do not, however, substitute for class participation. They are only a basis for discussion, and that discussion should be continued either in class or in subsequent and timely postings to blackboard.) I also know that some people find it difficult to stop talking, but remember that contributing means listening and responding to each other, not just talking to yourself or lecturing the group.

Make sure that you keep up with the blackboard discussion on a regular basis, as it will play a vital part in our class discussions, and you will be presumed to have read all postings.

2. *Research paper*

Your main project in this class is to produce a polished research paper of 4500-5500 words. Your paper may follow one of two formats.

1. An investigation of a single event or problem from the crusading period, using and analyzing a variety of primary and secondary sources.
2. An analysis of a single chronicle and its treatment of several different events, discussing its content, form, use of rhetoric, and the author's relationship to the events and actors described.

You are only expected to consult materials available in English or English translation. If, however, you have other language skills, you are very much encouraged to make use of them in pursuing your research: there are materials available in many languages, among them Latin, Old French, Hebrew, Arabic, Greek, and Judeo-Arabic.

Deadlines

- You must meet with me to discuss a topic and turn in a two-page proposal for your research paper, including a working bibliography, on Friday, February 16, by midnight, via e-mail. (Setting up your appointment to meet with me is your responsibility, I am on campus Tuesdays and Thursdays.)
- By Tuesday, March 12, you should have a prospectus of your paper ready, consisting of:
 - ⇒ a one-paragraph abstract of your argument;
 - ⇒ a two-page introduction;
 - ⇒ an outline of your paper.

Our class on Thursday, March 15, will be a workshop in which you will read and critique each other's prospectuses. (You are encouraged to hand in your prospectus by March 2, leaving yourself a freer spring break.)

- Your research papers are due in paper copies on Tuesday, April 10, by 5 p.m., in the folder outside my office door. If your paper is of truly exceptional quality, you will not need to revise it. Otherwise, I will return your paper with comments and suggestions for rewriting.
- On Thursday, April 19, you will briefly present your topic and main findings in the final meeting of the seminar.
- Rewritten versions are due in paper copies on Friday, April 20, by 5 p.m., in the folder outside my office door.

I will grade each step in the process individually. Work that is handed in late will be penalized 1/3 grade per 24-hour period (that is, an A- on Tuesday becomes Wednesday's B+ and Thursday's B).

Grades

Your grades will be based roughly on the following distribution:

- Weekly papers: 20%
- Preparation of reading and participation in discussion: 25%
- Paper proposal: 10%
- Prospectus: 10%
- Research paper: 35%

Books

All these books are on order at the Penn Book Center

- Marc Bloch, *The historian's Craft*. Vintage, 1964. (ISBN-10: 0394705122)
- S. J. Allen and Emilie Amt. *The crusades: a reader*. Readings in medieval civilizations and cultures: VIII. Broadview Press, 2003 (ISBN 1551115379)
- Francesco Gabrieli. *Arab historians of the crusades*. University of California, 1984 (ISBN 0520052242)
- Carole Hillenbrand, *The crusades: Islamic perspectives*. Routledge, 2000 (ISBN 0415929148)
- Thomas F. Madden, ed. *The Crusades: The Essential Readings* (Blackwell Essential Readings in History). Blackwell, 2002 (ISBN 0631230238)
- Usamah ibn Munqidh (trans. Philip K. Hitti, ed. Richard Bulliet). *An Arab-Syrian Gentleman and Warrior in the Period of the Crusades*. Columbia University Press, 2000 (ISBN 0231121253)

- Edward M. Peters. *The first crusade: the chronicle of Fulcher of Chartres and other source materials*. University of Pennsylvania, 1998 (ISBN 0812216563)
- Christopher Tyerman, *The Crusades: a very short history*. Oxford University Press, 2004 (ISBN 0192803255).
- Joinville and Villehardouin. *Chronicles of the Crusades*. Trans. M.R. B. Shaw. Penguin Classics, 1963. (ISBN-10: 0140441247)

Optional:

- Amin Maalouf. *The crusades through Arab Eyes*. Schocken/Random House, 1984 (ISBN 0805208984)
- Riley-Smith, ed. *The Oxford illustrated history of the Crusades*. Oxford University Press, 2001 (ISBN: 0192854283).
- Chazan, *European Jewry and the first Crusade*. University of California Press, 1996 (ISBN 0520205065)
- Umberto Eco. *Baudolino*. Harvest, 2003. (ISBN 0156029065)
- Sir Walter Scott, *The talisman*. Bibliobazaar, 2006 (ISBN 1426405413)

Readings from outside the required textbooks will be available in the course reader or via electronic reserves. Each of the required textbooks is also on 2-hour reserve at Rosegarten.

Research aids

This course meets on the sixth floor of Van Pelt Library, which is itself the central research aid of the course. We will meet with the research staff of the library in the fourth week of class to discuss how to use the library and work with staff in forming a bibliography and creating a research paper. In addition, the following books are on 1-day reserve at the circulation desk in Rosegarten:

- Sir Steven Runciman, *A History of the Crusades* (3 vols., Cambridge University Press, 1951-54). (Note: use this edition only. Subsequent editions of individual volumes are abridged.) Each volume of this work contains an extensive bibliography of primary sources. This will be of infinite value to you for your research papers.
- Jonathan Riley-Smith, *The Crusades: A Short History* (Yale University Press, 1987). This work also contains a very brief bibliography of primary sources for each of the Crusades.
- Riley-Smith, *The Crusades: A History*, second ed. (Yale University Press, 2005).

Internet resources are nearly innumerable, but the internet is a tricky place, especially with a topic with as many enthusiastic and partisan commentators as the Crusades: caution and a critical eye are necessary (be especially careful with Wikipedia on the Crusades). I do recommend the following:

- Encyclopaedia Britannica Online (available via Franklin). Should you be confused about historical events, figures, or places, consult it in addition to the atlases and other reference works in the library. A more dependable source than Wikipedia (though sometimes less up-to-date).
- The website of Prof. Paul Halsall (Fordham University) at <http://www.fordham.edu/halsall/sbook1k.html>. (it has many dead links as well as many useful live ones)
- Kenneth Setton, ed., *A History of the Crusades*, 6 vols. (the "Wisconsin history"): <http://digioll.library.wisc.edu/History/subcollections/HistCrusadesAbout.shtml>

Schedule of class meetings, reading and research assignments

1. Thursday, January 11 Introduction to the Crusades
2. Thursday, January 18 Introduction to writing history

Readings

Bloch, *The Historian's Craft*

3. Thursday, January 25 Some historians define the Crusades, and give us a narrative survey

Readings

Hugh Trevor-Roper, "The crusades," from *The rise of Christian Europe*, 101-130

Jonathan Riley-Smith, "The crusading movement and historians," in Riley-Smith, ed., *The Oxford illustrated history of the crusades*, 1-12 (Reader)

Christopher Tyerman, *The Crusades*, 1-35, 79-92, 190-210

Research Be sure that you've met with me about your paper proposal before class this week, if you haven't already!

4. Thursday, February 1 The pope calls a Crusade, Introduction to the Library

Readings

Accounts of Urban II's call to crusade in Peters, 25-46

Hayden White, *Metahistory*, 5-11 (Reader)

H. E. J. Cowdrey, "Pope Urban II's preaching of the first crusade," in Madden, *The crusades*, 15-30 or Penny J. Cole, *The preaching of the Crusade to the Holy Land* (Medieval Academy Books 98; Cambridge, MA, 1991): 1-36 (Reader)

Research Library resources and research session.

5. Thursday, February 8 Let's go back and consider some roots of the First Crusade

Readings

Marcus Bull, "The roots of lay enthusiasm for the First Crusade," *History* 78 (1993) 353-71.

Reprinted in Madden, *The Crusades*, 172-193.

H.E.J. Cowdrey, "From the Peace of God to the First Crusade," *La primera Cruzada novecientos años después: el concilio de Clermont y los orígenes del movimiento cruzado*, ed Luis García-Guijarro Ramos (Madrid, 1997), 51-61 (Reader)

H.E.J. Cowdrey, "Pope Gregory VII and the Bearing of Arms," *Montjoie: Studies in Crusading History in Honour of Hans Eberhard Mayer*, ed. Benjamin Z. Kedar, Jonathan Riley-Smith, and Rudolf Hiestand (Aldershot 1997) 23-35. (Reader)

Selections from letters of Pope Gregory VII, from James Brundage, *The Crusades: A documentary Survey* (Milwaukee, 1962), 7-11 (Reader)

R. A. Fletcher, "Reconquest and crusade in Spain, c. 1050-1150," in Madden, *The crusades*, 51-67
Steven Runciman. "The Pilgrimages to Palestine before 1095," in *A History of the Crusades I. The First Hundred Years 2d ed. ed. Marshall W. Baldwin* (1969) (Reader)

6. Thursday, February 15 On the way: The Rhineland massacres, martyrs and avengers

Readings

Accounts of the massacres in Peters, 102-151

Selections from Albert of Aachen (Reader)

Rabbi Solomon b. Isaac of Troyes (Rashi): *responsum* on an apostate of 1096 (Reader)
Yosef Hayim Yerushalmi, "The Middle Ages: vessels and vehicles of Jewish memory," from *Zakhor: Jewish history and Jewish memory*, 31-52 (Reader)
Ivan Marcus, "A Jewish-Christian symbiosis: the culture of early Ashkenaz," in David Biale, ed., *The cultures of the Jews*, 449-514. Part 1, part 2. (Reader)

Optional:

Jeremy Cohen, "A 1096 complex? Constructing the first crusade in Jewish historical memory, medieval and modern," in *Jews and Christians in twelfth-century Europe*, ed. Michael Signer and John Van Engen. Part 1, part 2, part 3, part 4 (Reader)

Research F February 16 *Research paper proposals due by midnight via e-mail.*

7. Thursday, February 22 Fulcher of Chartres' Chronicle of the First Crusade: a single viewpoint

Readings

The chronicle of Fulcher of Chartres, book 1, in Peters, 47-101.
Dana C. Munro, "A crusader," *Speculum* 7 (1932): 321-335 (Reader)

Research Note the shorter reading assignment. Use the time to work on your prospectus.

8. Thursday, March 1 The conquest of Jerusalem: a variety of viewpoints

Readings

Primary sources in Peters, 238-282
Primary sources in Allen & Amt, *The crusades: a reader*, 78-79
Primary sources in Gabrieli, 1-35
Take note of the Four Geniza letters in Peters, 263-272, then look at a more complete version of the first letter, in S. D. Goitein, *A Mediterranean Society*, volume 5 pp. 372-379 (Reader)
Goitein, "Geniza sources for the Crusader period: a survey," in *Outremer*, pp. 306-322 (Reader)
Moshe Gil, "The Crusaders' conquest and the fate of Palestinian Jewry," in Gil, *A History of Palestine*, 634-1099, pp. 826-837 (Reader)
Carole Hillenbrand, "The first crusade and the Muslims' initial reactions to the coming of the Franks," from *The crusades: Islamic perspectives*, 31-54, 63-66, 69-84

9. Thursday, March 15 Paper-writing workshop

Research T March 13 Prospectuses due by 9 a.m. (via e-mail, posted to blackboard). **NOTE: two days BEFORE our meeting**

10. Thursday, March 22 The crusader states and daily life

Usama ibn Munqidh, *Memoirs*, in *An Arab-Syrian Gentleman and Warrior in the Period of the Crusades*, 25-132, 143-170

Benjamin Z. Kedar, "The subjected Muslims of the Frankish Levant," in Madden, ed., *The crusades*, 233-264

Ronnie Ellenblum, "A Segregated Society or an Integrated Society?" in *Frankish Rural Settlement in the Latin Kingdom of Jerusalem*, 3-38 (Reader)

Hillenbrand, "Aspects of life in the Levant in the crusading period," from *The crusades: Islamic perspectives*, 329-420

Optional:

Jaroslav Folda, *Art of the Crusaders in the Holy Land 1098-1187*.

Oleg Grabar, "The Crusades and the development of Islamic Art," in Laiou and Mottahedeh, 235-246 (Reader)

11. Thursday, March 29 Saladin and changing ideas of jihad

Readings

Primary sources in Gabrieli, 87-175.

Primary sources in Allen & Amt, 108-111, 162-166.

Andrew Ehrenkreuz, "Saladin in historical perspective: a dissenting view," from Saladin, 233-238 (available as e-book)

Roy Parviz Mottahedeh and Ridwan al-Sayyid, "The idea of the jihad in Islam before the crusades," in Angelika Laiou and Mottahedeh, eds., *The crusades from the perspective of Byzantium and the Muslim world*, 23-29 (Reader)

Hillenbrand, "Jihad in the period 493-569/1100-1174," from *The crusades: Islamic perspectives*, 89-170.

Giovanni Boccaccio, *Decameron*. Trans. G.H. McWilliam (London, 1995), Day 1, Story 3, Day 10, story 9, 41-44, 764-783. (Reader)

Optional: Baha' al-Din Ibn Shaddad, *The rare and excellent history of Saladin*, trans. D.S. Richards (Ashgate, 2001).

12. Thursday, April 5 Changing European views of Crusading: the 13th century

Readings

Purcell, "Changing views of the Crusades in the 13th century" *Journal of Religious History* 7 (1972) 2-19 (Reader)

Villehardouin, "The conquest of Constantinople," in Joinville and Villehardouin, *Chronicles of the Crusades*, 29-160

Allen and Amt, 245-255, 268-295

13. Thursday, April 12 Motivation and Mentality

Readings

Riley-Smith "Crusading as an act of love," in Madden, *The crusades*, 31-50

Ridley Scott, Kingdom of Heaven (in class)

Research Note the shortened reading assignment (no summary required). Use time to finish your research paper.

T April 10 Research papers due by 5 p.m. (paper copies, in the slot outside my office door).

NOTE: due TWO DAY BEFORE class

14. Thursday, April 19 Research presentations, the fictional afterlife of the Crusades

Readings

Umberto Eco, *Baudolino*

Research April 20: Re-written papers due by 5pm.