



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>New College of Interdisciplinary Arts & Sciences</u>	Department	<u>School of Humanities, Arts & Cultural Studies</u>
Subject	<u>HST</u>	Number	<u>360</u>
		Title	<u>The Crusades: Religion & Conflict in the Middle Ages</u>
			Units: <u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>		
Is this a shared course? Course description:	<u>No</u>	If so, list all academic units offering this course	<u>N/A</u>

Catalog Description: Examines the origins, the development, and the outcomes of the movement that we call "crusades" by connecting the military aspect of the crusades to broader developments. Focuses primarily, but not exclusively, on the period 1095-1453. Geographically covers chiefly the Mediterranean, and, to a lesser extent, northeastern Europe.

Syllabus Description: This course will examine the origins, development, and multiple outcomes of the movement that came to be known as "the crusades" by focusing on primary source material and by connecting the military aspect of the crusades to broader developments. This includes studying the basic aspects of western, Byzantine, and Islamic societies, western and Islamic law on interfaith relations, the development of centralized church and states in the west, the decline of the Byzantine Empire, and the emergence of the Ottoman Empire. The class focuses primarily, but not exclusively on the period 1095-1453. Geographically, we will deal chiefly with the Mediterranean, and, to a lesser extent, with western and northeastern Europe. This class will help diligent students develop skills useful no matter the career path one chooses, such as analysis and synthesis of written information, including sources and studies, formulation of arguments, and their presentation in convincing fashion. The class presupposes regular attendance and active student participation; these will help students achieve a deep and nuanced understanding of complex historical processes, including inter-religious/inter-cultural conflict. This class is designed to help all students in acquiring the skills necessary for composing longer papers based on individual research.

Requested designation: Historical Awareness-H

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials



ARIZONA STATE UNIVERSITY

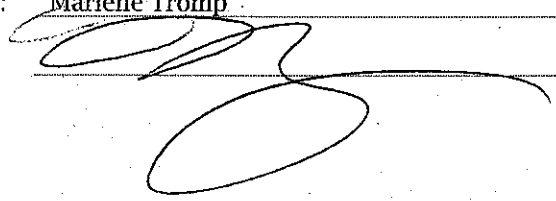
Contact information:

Name Stefan Stantchev Phone 602-543-6314

Mail code 2151 E-mail: stefan.stantchev@asu.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Marlene Tromp Date: 4/12/13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	Designation
HST	360	THE CRUSADES: RELIGION & CONFLICT IN THE MIDDLE AGES	Historical awareness

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	This is a course on the history of the crusade movement.	History is the focus of each meeting; i.e. syllabus, throughout.
2	The course examines the origins and development of the movement that we call crusades and its impact on human relations in Europe and the broader Mediterranean from ca. 1100 until ca. 1500.	The syllabus as a whole. Some less self-evident examples include the development of western (and, to a lesser extent, Islamic law) on interfaith relations (weeks 1, 2, 7 and 11), of the gradual transformation of papal policies against individual targets into comprehensive tools, such as crusades against Christians (week 10), and the gradual transformation of what had once been an inclusive nomadic tribe into a veritable empire (Week 15), among others.

3-4	In addition to tracing the development of the crusades over time, this course connects the movement to broader developments, especially the Gregorian reform of the western church, the centralization of royal power in western Europe, and the impact of economic, religious, and cultural factors on the crusading movement.	Throughout the syllabus. For example, Weeks 1, 2, 3, and 6 connect developments within the western church and the social elite in western Europe while weeks 5, 8, 11, 12, and 13 discuss the changing relationships between feudal nobility and royal power.
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HST 360

THE CRUSADES: RELIGION & CONFLICT IN THE MIDDLE AGES

Spring 2014, [Date and Time], [Location]

Stefan Stantchev, PhD

Assistant Professor of History, HARCS

stefan.stantchev@asu.edu

Office hours:

[Date and Time], or by appointment, FAB N234

602-543-6314 (to be used only if you are running late for an appointment or similar)

I. Course Description:

We will examine the origins, development, and multiple outcomes of the movement that came to be known as “the crusades” by focusing on primary source material and by connecting the military aspect of the crusades to broader developments. This includes studying the basic aspects of western, Byzantine, and Islamic societies, western and Islamic law on interfaith relations, the development of centralized church and states in the west, the decline of the Byzantine Empire, and the emergence of the Ottoman Empire. The class focuses primarily, but not exclusively on the period 1095-1453. Geographically, we will deal chiefly with the Mediterranean, and, to a lesser extent, with western and northeastern Europe. This class will help diligent students develop skills useful no matter the career path one chooses, such as analysis and synthesis of written information, including sources and studies, formulation of arguments, and their presentation in convincing fashion. The class presupposes regular attendance and active student participation; these will help students achieve a deep and nuanced understanding of complex historical processes, including inter-religious/inter-cultural conflict. This class is designed to help all students in acquiring the skills necessary for composing longer papers based on individual research.

Sources (also “primary sources”) = in our case, what the peoples we study wrote in the past
Studies (also “secondary sources”) = what modern historians write about those peoples

II. Course Requirements **points (1 point = 1% of final grade):**

ASSIGNMENTS/GRADE COMPONENTS:

#1. Primary Source Analysis (In Class)	5	[date]
#2. Analysis of A Scholarly Article (In Class)	5	[date]
#3. Midterm Examination (In Class)	20	[date]
#4. Paper, Step 1. Source Selection	2.5	[date]
#5. Paper, Step 2. Complete Paper (best effort, not rough draft!)	2.5	[date]
#6. Paper, Step 3. Revised Paper	45**	[date]
#7. Final Examination (In Class)	20	[date]
Class Attendance	*	see note

* This course involves a great deal of hands-on work in class with sources and studies.

Attendance is mandatory. You will lose 2.5 points per missed meeting except for the first occurrence prior to Spring Break, and the first occurrence after Spring Break. No exceptions without documented/allowed per university regulations reason (sickness, observance of religious holidays, university events, etc.) will be made (consult ACD 304-04: Accommodation for Religious Practices: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>; ACD 304-02: Missed Classes Due to University-Sanctioned Activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>). Two and a half points can easily be the difference between two grades.

** Papers (5 double-spaced pages) are graded on a 40-point scale. The points awarded for steps 1 and 2 as well as 5 of the points for Step 3 are automatic for every student who submits the paper *in time*. Whoever is late without a documented acceptable reason will forgo these points. Re-writing is a critical component of the learning process; all students must re-write their papers. Re-written papers must be submitted by the last day of class.

Work that does not adhere to the assignment guidelines, for example analysis of a document or a paper on a topic and/or sources not approved by the instructor will receive a score of zero (0).

Work in which plagiarism is detected will receive a score of zero (0) and other, more substantial penalties, may also be assessed. On plagiarism see the section on academic integrity below.

Grading Scale

A+	A	A-	B+	B	B-	C+	C	D	E
(4.33)	(4.00)	(3.67)	(3.33)	(3.00)	(2.67)	(2.33)	(2.00)	(1.00)	(0.00)
100- 97,5%	97- 93%	92,5- 90%	89,5- 87,5%	87- 83%	82,5- 80%	79,5- 77,5%	77- 70%	69,5- 60%	59,5 or less

Please note that the university does not award the grades of C-, D+, or D-.

III. TEXTS:

At ASU-West's Bookstore:

1. S. J. Allen and Emily Amt, *The Crusades. A Reader* (Toronto: University of Toronto Press, 2010). ISBN 978-1-44260-002-7.
 2. William of Adam, *How to Defeat the Saracens*, Giles Constable, ed. (Washington, D.C.: Dumbarton Oaks Research Library and Collection, 2012). ISBN: 978-0884023760
 3. Norman Housley, *Contesting the Crusades* (Oxford: Blackwell, 2006). ISBN: 978-1-4051-1188-1.
 4. Thomas F. Madden, *The New Concise History of the Crusades* (Lanham: Rowman & Littlefield, 2006). ISBN: 0-7425-3823-0.
 5. **On-line sources and studies, freely accessible to ASU students, listed below.**
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IV. Attendance and Office Hours:

Attendance: this course aims at providing knowledge about past cultures while fostering skills that may be useful to students in any career path. Obtaining the skills and knowledge necessary for a good final grade will be least challenging if you regularly attend our meetings, do the assigned readings, and if you do not hesitate to come to office hours to discuss any difficult points with your professor.

OFFICE HOURS: If you have trouble with something, say something: You are strongly encouraged to come to office hours and discuss any difficult points. Office hours, however, are no substitute for meetings and readings. You are required to come prepared. If you come to discuss primary sources, for example, you must have already read and sought to understand the primary source(s) in question.

If you need a recommendation letter please inform your instructor no less than 10 days prior to the date you need it.

IMPORTANT NOTE:

IN ACCORDANCE WITH UNIVERSITY GUIDELINES, YOUR PROFESSOR IS AVAILABLE TO PRIVATELY DISCUSS ANY NEEDS, INCLUDING DISABILITY ACCOMMODATIONS.

V. CLASS GUIDELINES

By this stage in life, most students have internalized a reasonable level of basic ethics. Nevertheless, here is a simple guide for the semester.

1. Academic Integrity: Generally, each student is responsible to observe the college rules concerning academic integrity found at <https://provost.asu.edu/academicintegrity>. Specifically, it is required that all work submitted will be a student's own. Therefore, it is necessary to give credit to all material used in building your paper by citing all words, content, and/or ideas taken from primary and secondary works and used in your paper. Cite these upon each occasion that you have drawn upon them (that is, it is not enough to cite a source only once in your paper if you use it on more than one occasion). It is forbidden to submit the work of another as one's own as well as to submit one's own work from another class without prior authorization by your professor. Any student found to have violated the college's academic standards will be subject to penalties. **These include, as a minimum, a significant reduction of the score for assignments in which a single plagiarized sentence is found or a score of 0 for any assignment in which more than a single plagiarized sentence is found. Potentially, plagiarism may result in exclusion from the university.**

2. Respect the Learning Environment: Avoid any action that may disturb the lecturer or other students. In case of doubt, simply consider if an action contributes to the *purpose* and *benefit* of the class as a whole. **Turn-off cell phones to prevent disrupting class.** Exceptions will be made for emergencies, such as child-care needs, or other critical issues. **Computers** are a most useful learning tool. I will not police the way you use them in class. However, using your computer for purposes other than working for *this* class would not provide you with any positive return to your investment in this class.

Agree to disagree: Learning can be challenging on many levels. Some issues we will discuss may be perceived as sensitive and controversial. You are asked to respect everyone's right to hold views different from your own. Vigorous debate in class that is based on the class material is a most useful learning tool. The promotion of one's personal take on a given matter through blanket, general statements, however, is of no use to the learning process and is therefore poor use of a precious resource: time. Be thoughtful: some statements may be interpreted as hostile and offensive. Finally, the goal of your instructor is to foster your knowledge of past cultures, your analytical skills, and your ability to make well-argued cases. Hence **expect your instructor to challenge any views and/or to play the devil's advocate** whenever he feels that this will foster the learning process.

Threatening Behavior: All students are expected to maintain proper conduct. Consult <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>: "Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime."

3. Email Correspondence: Throughout the semester, I will send course announcements to the class via e-mail, whenever necessary. **I will use your official college e-mail addresses only.** Please be sure that your accounts are working and check them regularly. Messages will not be sent to non-college e-mail addresses. If you wish to contact me, e-mail should only be used for scheduling appointments or for any other brief communication. E-mail is not appropriate for substantive questions about the course material. For the latter, visit office hours or schedule an appointment. Please adhere to a standard courteous format for email correspondence. Barring emergencies on my end I will answer e-mails with appropriate content as soon as I can, typically within 48 hours. You should not expect me to answer during the weekend (though I may), during holidays, or during the spring break, and **I will not answer to e-mails that do not adhere to the guidelines in this paragraph.**

Course/Instructor Evaluation

NCIAS evaluation policy statement "The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is theoretically an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "NCIAS Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file." You can check this online at the following URL: <http://www.asu.edu/epoupdate/>.

FINAL NOTE:

I may make adjustments to this syllabus, such as altering the topic of a specific meeting or substituting some readings with others, if I feel that this would facilitate the learning process.

CLASS SCHEDULE:

Remember to use the materials posted on Blackboard!

WEEK 1

Class Introduction: Europe and the Mediterranean ca. 1000.

WEEK 2

Background: Pilgrimages and Conquests

Read: "The Crusades," Chapter 1, pp. 1-35.

Read: *The New Concise History of the Crusades*, pp. 1-13.

WEEK 3

ASSIGNMENT #1. PRIMARY SOURCE ANALYSIS. IN CLASS.

"A New Means of Attaining Salvation:" The First Crusade

Read: "The Crusades," Chapter 2, pp. 37-80.

Read: *The New Concise History of the Crusades*, pp. 15-34.

WEEK 4.

The Crusader States

Read: "The Crusades," Chapter 3, pp. 81-124.

Read: *The New Concise History of the Crusades*, pp. 37-49.

Read: Sophia Menache, "When Jesus met Mohammed in the Holy Land: Attitudes toward the 'Other' in the Crusader Kingdom," *Medieval Encounters* 15 (2009): 66-85, available via the ASU catalogue.

WEEK 5

From Triumph to Defeat and Stalemate: The Second and Third Crusades

Read: "The Crusades," Chapter 4, pp. 125-177.

Read quickly: *The New Concise History of the Crusades*, pp. 49-95.

WEEK 6

Debating the Crusades.

Read: *Contesting the Crusades*, Chapter 1: Defining the Crusade, Chapter 2. Origins and Character of the First Crusade, and Chapter 4. The Intentions and Motivations of Crusaders.

WEEK 7

ASSIGNMENT #2. SCHOLARLY WORK ANALYSIS. IN CLASS.

Making the Crusades Possible: The Culture and Logistics of Crusades

Read: "The Crusades," Chapter 5, pp. 179-217.

Read: Christoph T. Maier, "The roles of women in the crusade movement: a survey," *Journal of Medieval History* 30 (2004) 61-82, available via the ASU catalogue.

Read: David M. Freidenreich, "Sharing Meals with Non-Christians in Canon Law Commentaries, Circa 1160-1260: A Case Study in Legal Development," *Medieval Encounters* 14 (2008): 41-77. Available via the ASU catalogue.

WEEK 8

Wrong Way?: The Fourth Crusade

Read: Geoffrey of Villehardouin, *The Conquest of Constantinople*,

<http://www.fordham.edu/Halsall/basis/villehardouin.asp> down to "BALDWIN, COUNT OF FLANDERS, ELECTED EMPEROR."

Read: *The Crusades*, pp. 234-240.

Read: *The New Concise History of the Crusades*, pp. 97-120.

WEEK 9

ASSIGNMENT #3. Midterm Examination.

SPRING BREAK. NO CLASS.

WEEK 10

ASSIGNMENT #4. Paper Step 1. SOURCE SELECTION DUE BY E-MAIL

[TBA, 36 hours prior to class time].

Crusading within Christendom.

Read: "The Crusades," Chapter 6, pp. 241-251.

Read: *The New Concise History of the Crusades*, pp. 121-141.

Read: Norman Housley, "Crusades against Christians: their origins and early development," in idem, *Crusading and Warfare in Medieval and Renaissance Europe* (Ashgate: Variorum, 2001), #I, pp. 17-36. Available on e-reserve.

WEEK 11:

The Crusade as Success: *The Reconquista*

Read: "The Crusades," Chapter 8, pp. 297-339.

Read: Marcel A. Boisard, "On the Probable Influence of Islam on Western Public and International Law," *International Journal of Middle East Studies* 11 (1980, 4): 429-450.

Available via the ASU catalogue.

Contesting the Crusades, Chapter 5, Crusading Outside the Latin East, pp. 99-109.

WEEK 12

ASSIGNMENT #5. COMPLETE PAPER DUE BY E-MAIL BEFORE CLASS

The Crusade as Success: The Northern Crusades

Read: "The Crusades," Chapter 7, pp. 263-295.

Read: *Contesting the Crusades*, Chapter 5, Crusading Outside the Latin East, pp. 110-115.

WEEK 13

The Crusade as Failure: The Holy Land

Read: "The Crusades," Chapter 9, pp. 285-295 and 343-366.

Read: *The New Concise History of the Crusades*, pp. 143-186.

Read: *Contesting the Crusades*, Chapter 6, Crusading after 1291.

WEEK 14

The Later Crusades

Read: William of Adam, *How to Defeat the Saracens*. The whole book (but half is the Latin text).

WEEK 15

The Crusades in Reverse: The Rise of the Ottoman Empire

Read: Rudi Paul Lindner, "What Was a Nomadic Tribe?," *Comparative Studies in Society and History* 24 (1982, 4): 689-711. Available electronically.

Read Norman Housley, *Crusading and the Ottoman Threat*, Chapters 3.1, 4.4., 5.2., 6.2, available on e-reserve.

Read: *The New Concise History of the Crusades*, pp. 194-204.

WEEK 16

ASSIGNMENT #6. REVISED PAPER DUE DATE (this is a firm deadline).

Beyond the Crusades: Class Conclusion.

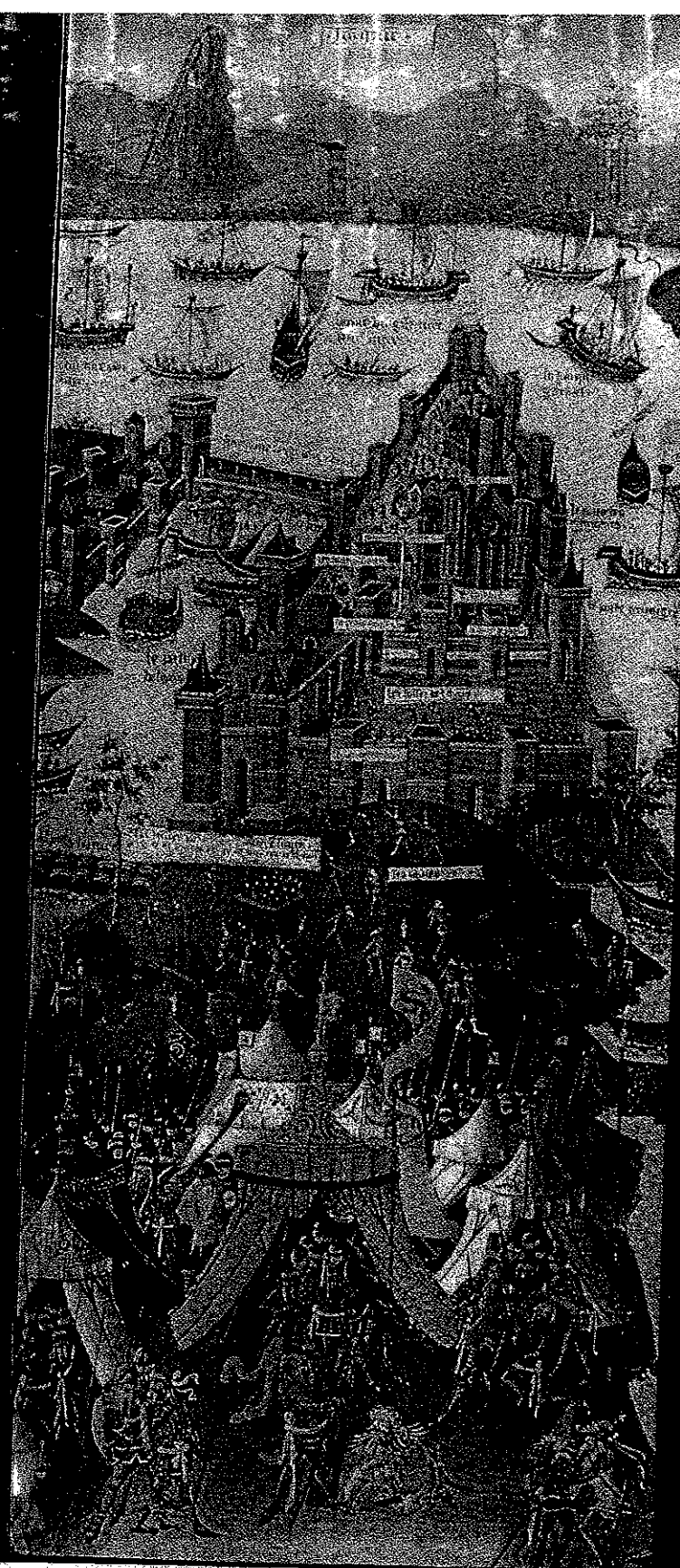
Read: "The Crusades," Chapter 10, pp. 385-422.

Read: *Contesting the Crusades*, Chapter 7, Consequences: The Effect of the Crusades on the Development of Europe and Interfaith Relations.

ASSIGNMENT #7.

FINAL EXAMINATION (TBA)

THANK YOU!



THE CRUSADES

A Reader

edited by

S. J. Allen and Emilie Amt

READINGS IN MEDIEVAL

CIVILIZATIONS AND

CULTURES: VIII

series editor: Paul Edward Dutton

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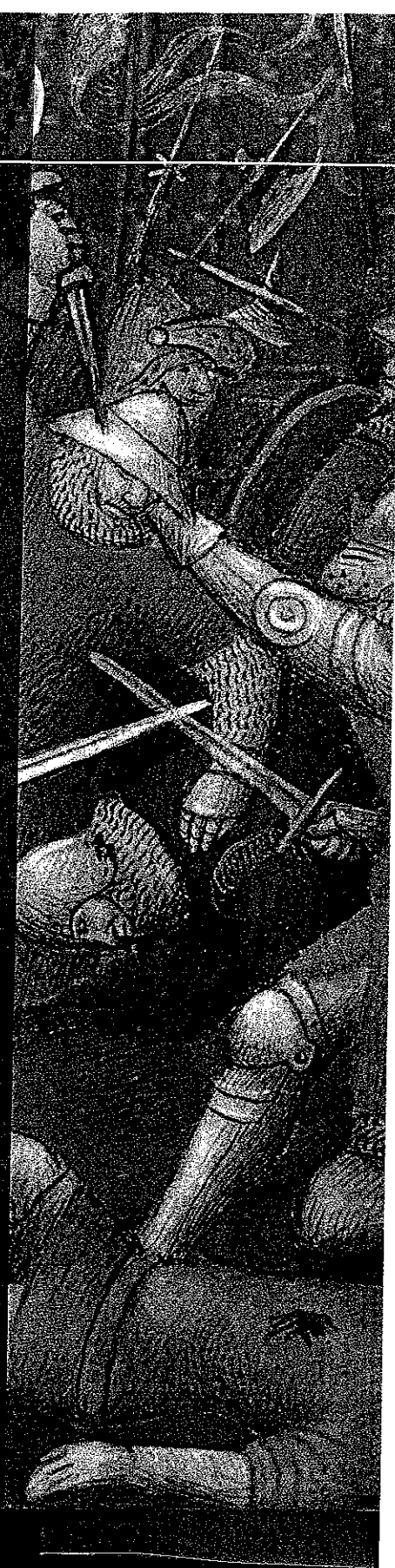
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