



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 &amp; Sciences</u>	Department	<u>School of Humanities, Arts &amp; Cultural Studies</u>
Subject	<u>HST</u>	Number	<u>360</u>
		Title	<u>The Crusades: Religion &amp; 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:** Social and Behavioral Sciences-SB

*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 (SQ/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

**SOCIAL AND BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

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

<b>ASU--[SB] CRITERIA</b>			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>	
		• Courses with primarily fine arts, humanities, literary, or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

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

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. Understanding and knowledge of human interaction.	This class discusses the premises, nature, and outcomes of violent interfaith contact in a historical perspective.	For example, Weeks 1-3 outline historical developments in Christian and Islamic thought on religious violence while a number of meetings are geared to a significant extent to examining the motivations of historical actors. For example, Week 3 discusses the motivations of ecclesiastical leaders, Week 5 of Muslim rulers, Week 6 those of feudal elites, Week 13, that of monarchs, Week 15 those of nomads. All of the students' in-class discussions and assignments revolve around understanding human interaction in a specific time period.
2.	This is a course on the history of the crusade movement and as such it deals with social behavior in a specific time period (ca. 1100--ca.1500).	Every meeting is dedicated to the study of social behavior in history, i.e. syllabus, throughout. Examples of other relevant approaches are listed below.

<p>3-4. Course emphasizes...such as historical analysis Use of social science perspectives</p>	<p>This is a history course, which is built around historical analysis with some links to related disciplines, when appropriate.</p>	<p>Throughout the syllabus. In addition, approaches from Economics are discussed in Week 4 (nature of pre-modern economies, transportation, and commercial exchanges), Gender and Women's studies in Week 7 (construction of gender-specific crusade roles, women's participation in the movement), political science in Week 14 (economic sanctions as a tool of foreign policy), anthropology in Week 15 (nature of tribal organization). Students' assignments are predicated upon the analysis of primary source material and, to a lesser extent, work with studies. The work includes a revised paper.</p>
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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.

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### 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-*.

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### 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.**



#### 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.

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#### 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!

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### WEEK 1

**Class Introduction: Europe and the Mediterranean ca. 1000.**

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### 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.

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### 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.

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### 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.

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### 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.

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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.

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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.

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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.

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WEEK 9

**ASSIGNMENT #3. Midterm Examination.**

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SPRING BREAK. NO CLASS.

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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.

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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.

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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.

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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.

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WEEK 14

**The Later Crusades**

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

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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.

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WEEK 16

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

**Beyond the Crusades: Class Conclusion.**

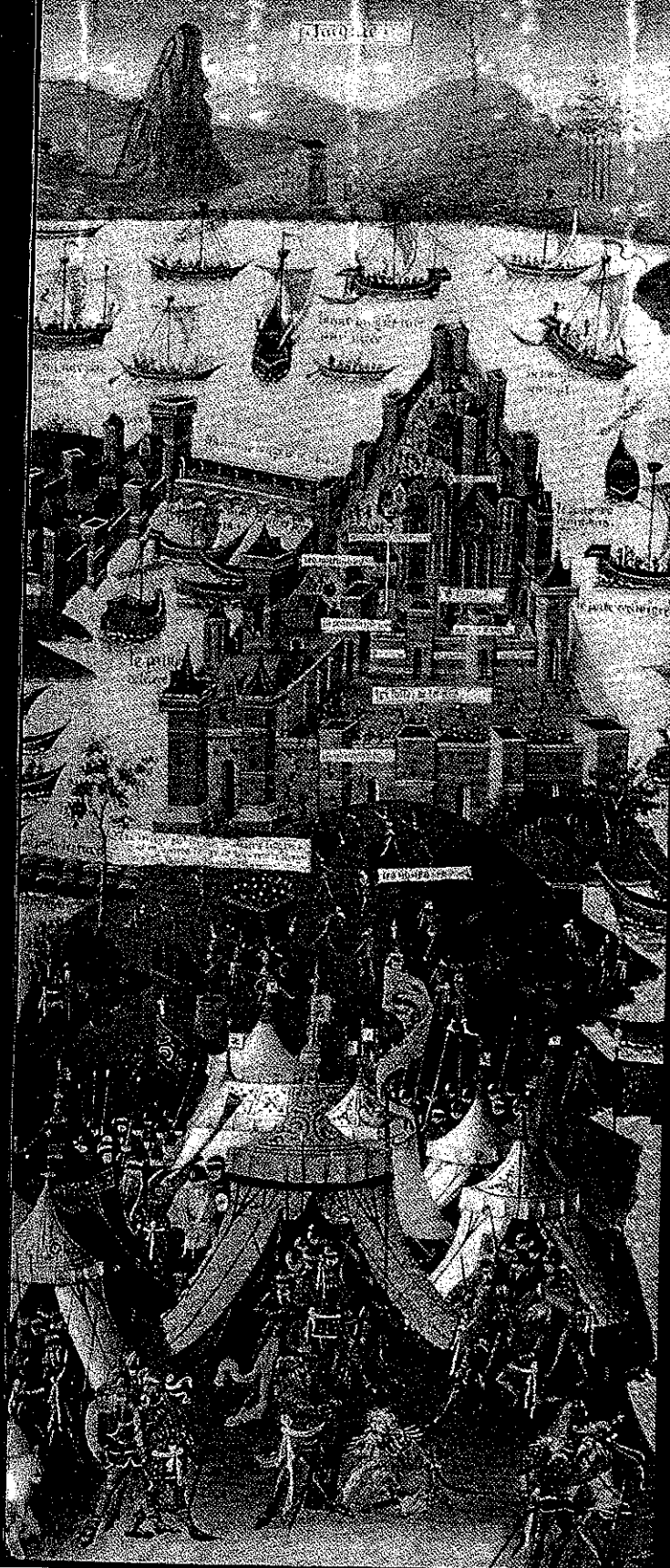
Read: "The Crusades," Chapter 10, pp. 385-422.

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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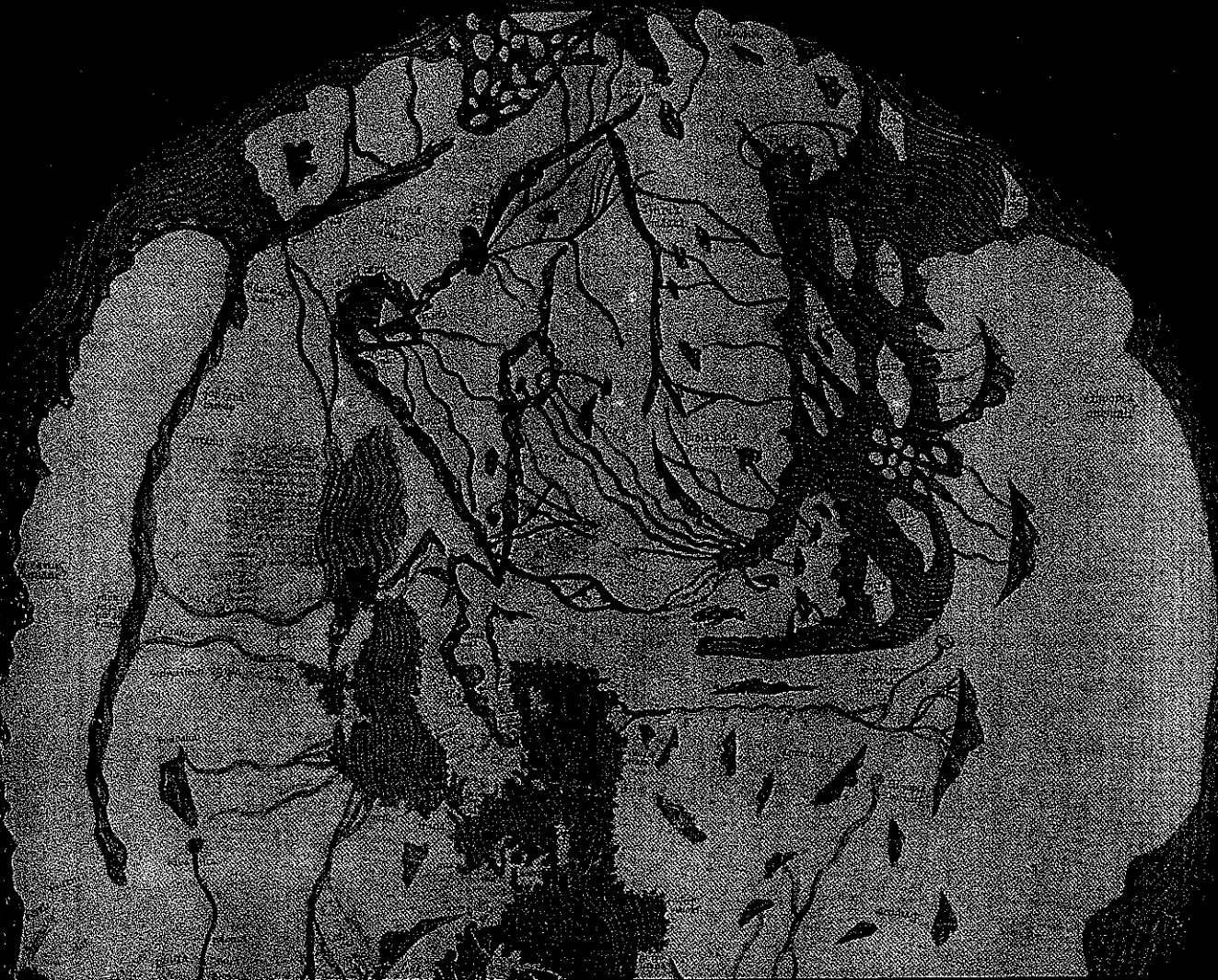
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*Guillelmus Ade*

*Tractatus quomodo Sarraceni sunt expugnandi*

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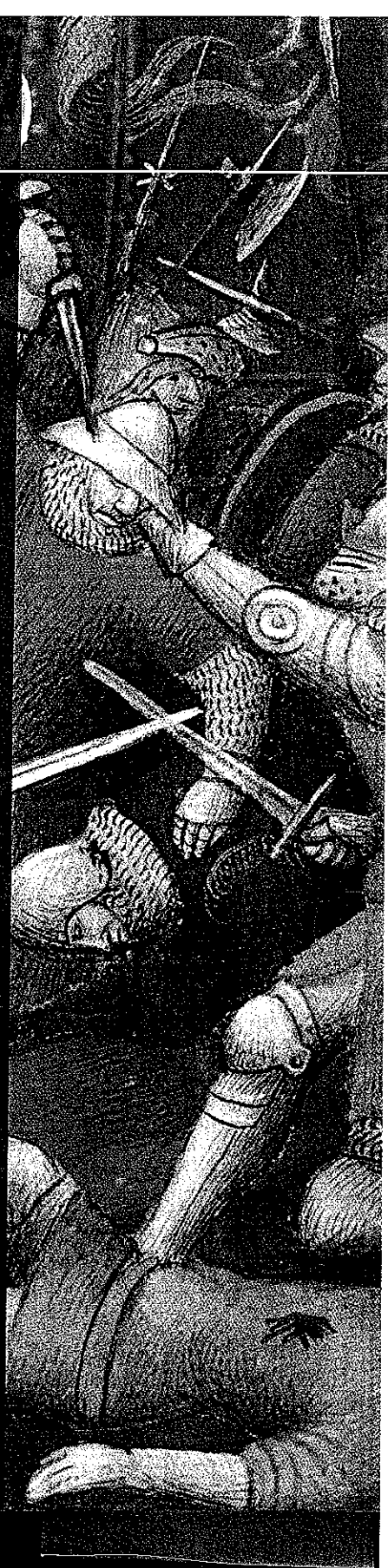
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CONTESTING THE PAST

# Contesting the Crusades

Norman Housley

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THOMAS F. MADDEN



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