Syllabus – HIS 3313-500
The Crusades
Summer II 2021

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Office: LAN 313
Office Hours: TBD
Department: History

A. Course Description
This course will survey the history of crusading movement in Europe, the Near East, and the Mediterranean. While the broader context of the crusades will be established in some detail, the chronological focus of the course will be the 11th through the 15th centuries. In addition to a political and military overview, the course will address the social, cultural, intellectual, and religious trends which contributed to the rise and evolution of the crusades or which resulted from the crusading period.

B. Program Learning Outcomes
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:
- Interpret the past in context
- Understand the nature of the historical record
- Engage in historical inquiry, research, and analysis
- Craft historical narrative and argument

C. Required Texts


4. You will need access to the film *Kingdom of Heaven* (2005), which may require you to rent or purchase a copy. I suggest you start by checking whether it is available to stream on any online subscription platforms to which you may have access (or the possibility of a fee trial). Let me know if you cannot find anywhere that hosts the film – I can point you in the right direction.

5. Additional readings and sources will be posted to Brightspace (D2L).
In this class, we’ll be taking a “flipped” approach, so you will be responsible for reading and digesting the historical narrative, while I will mainly guide your focus and craft activities to help you synthesize what you learn. In addition to broad reflections and group discussion, you will complete individual primary-source worksheet responses for each unit to help guide your understanding and build your primary-source analysis skills. It is therefore critical to your success that you keep up on the readings and take the time to ensure that you understand what you read.

We will focus in particular on the primary source excerpts I assign each unit from the reader, with additional primary sources posted to Brightspace (especially for the first several units of the course as we explore the deep and immediate context for the crusades). I recommend you begin each unit by reading the assigned sections from Madden’s survey and any other surveys assigned for that week so that you will have the proper context to understand better the primary sources, which can sometimes require more time to comprehend fully. Allen’s short introduction to the crusades will provide occasional supplements as a survey and will prove critical for you to complete the Perspectives Journal Assignment.

D. Course Requirements

1. Reflections & Discussion Participation (15% of course grade)
   - For each unit week, you will write an informal, free-form reflection of about 400-500 words, which you will post to a weekly attendance forum. Your post can address whatever aspects of the unit’s readings and materials you found most interesting, but it should convince me that you read and thought about all the assigned readings, both from the textbook and the primary sources. Do not merely summarize or report how much you enjoyed the assigned readings (or, for that matter, whether or not you personally agree with the actions or beliefs of historical figures), but rather spend some time reflecting on the material and making connections, then share your ideas. I will not grade these for quality of writing, but I do want to see evidence of comprehension and analysis.
   - Once you have shared your own thoughts, you will respond to two other classmates’ posts in at least 100 words. Once again, spend a little time considering the thinking about the substance of your peer’s post before responding. Do their conclusions match your own? Would you nuance or revise them in any way? Does it help you make further connections?

2. Primary Readings Worksheets (20% of course grade)
   - For every unit’s worth of primary source readings, I will post a word document with four broad questions meant to draw connections between the individual sources. You will use the primary sources you read for the week to answer each question thoroughly, thoughtfully, and with support from the sources. Across all four questions, your completed worksheet should total 2-3 pages (single-spaced).
• I will evaluate your worksheet on a 3-point scale: 3 (outstanding), 2 (good), 1 (acceptable), or 0 (does not meet minimum standards). Note: I reserve 3s for truly exceptional work, and you can earn full credit in this section by earning all 2s with even a few lower scores in the mix.

• Across the semester, you must earn at least 24 points (of 39 possible) to achieve full credit for this portion of your grade. If your total points amount to fewer than 24, 10% of the grade will be deducted for each point under 24 earned. For example, if you earned a total of only 20 points over the semester, you would have a 60% in this category. You will need to do reasonably well to earn full credit in this category.

3. Kingdom of Heaven Critical Review (10% of course grade)
• After we learn about the events leading up to the Third Crusade, you will watch the representation of these historical figures and events in the film Kingdom of Heaven and write a critical review of it evaluating its merits and shortcomings as a representation of the history and events it depicts.
• Your paper should be 3-5 pages (double-spaced).

4. Crusade Perspectives Journal (15% of course grade)
• Toward the end of the term, you will use what you have learned from the primary readings, Madden’s survey, and especially Allen’s discussion of the crusader experience to choose a crusade and create two fictional but realistic first-person accounts of that crusade from two different cultural perspectives (e.g., Latin crusader, Byzantine princess, Muslim civilian, Jewish townswoman, etc.).
• While fictional, your accounts should reflect a firm understanding of both the factual narrative of the crusade and contemporary cultures and perspectives. You will use frequent footnotes to indicate the inspiration for various details and statements from the primary and secondary readings.
• This assignment should total 6-8 pages (double-spaced). I will post additional guidance prior to the assignment for you to consider.

5. Midterm & Final Exams (40% of course grade)
• You will have two timed essay exams during the semester, each worth 20% of your grade. The final exam will cover only material after the mid-term. I will post study-guides a priori to each exam to help you focus your efforts, but expect the exams to cover the assigned selections from Madden’s survey in addition to the other assigned readings.
• These exams are open-note and open-book, but not open-browser. If I detect any evidence that you have turned to outside resources, I will treat this as cheating and you will receive a 0 on the exam and a report on academic misconduct filed with the dean. Suffice it to say, the exams will not be designed in such a way that turning to outside resources will very fruitful anyway.
• Similarly, while you may use your books, you will not have sufficient time to go hunting for every part of your answer. The best approach is simply to take detailed notes and study them as you would for an in-person class.

E. Grading Scale

A 90-100%
B 80-89.9%
C 70-79.9%
D 60-69.9%
F 59.9% & below

F. Course Policies

a. Course Pacing: This course is not self-paced. For each unit, students will complete all of the assigned readings and assignments by the deadlines specified in the course calendar. Unless otherwise stated, late work will be penalized by the deduction of 20% for every day after the assignment was due. Because this is an accelerated course, I will generally not accept late work submitted more than 24 hours after the deadline.

b. Discussion Participation: Please maintain a respectful tone in all your discussion posts. In this class, we will be discussing some sensitive topics. Don’t be a jerk. Ways that you can be a jerk include: denigrating a fellow student; being dismissive toward a fellow student for their academic opinions; failing to read other students’ posts carefully before responding; and wasting other students’ time with posts that are not thoughtfully written. While I encourage active discussion and engagement with the material, I will intervene if a discussion has become overly hostile or non-academic. In addition to grade penalties, students will be warned on the first offense and potentially removed from discussion groups on the second (this would of course adversely affect one’s grade).

c. Communication: Communication for this course will be conducted entirely through the university email or Brightspace (D2L), although students are also welcome to come in person to visit with me during my scheduled office hours. It is essential for your success in this course that you check your email and the Brightspace course page frequently. Barring an unforeseen emergency, I will do my best to respond to all emails received between Monday morning and Friday at noon within 24 hours. Emails sent between Friday at noon and Sunday night will receive replies the first weekday after they are received.

d. Academic Integrity: Students are to consult only the assigned textbook, primary sources, and items posted to Brightspace to complete their work; no external resources are permitted. I expect all written work in this course to be the student’s own. In particular, if I detect that a student has plagiarized online sources or another’s work – even if the student has not used any words from that source – he or she will be
penalized at a minimum with a zero on the assignment and possibly with an F in the course and a report to the dean and department chair.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

e. Withheld Grades *(Semester Grades Policy, A-54)*: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

f. Students with Disabilities: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

g. Technical Support and Issues: If you need help navigating Brightspace (D2L), visit [SFA Online's Brightspace Student Support & Tutorials](http://www.sfasu.edu/brightspacestudent/support) page immediately. Specifically, make sure your browser settings are appropriate for Brightspace. (View [this video on browser settings](http://www.sfasu.edu/brightspacestudent/support) )
The technical nature of the course demands preparation on your part. It is the responsibility of the student to ensure that all electronic submissions of worksheets, essays, and exams are successful, and any incorrect files or broken attachments will be considered as late until corrected, so always check that the correct document was uploaded successfully. Similarly with quizzes, students should take care to begin a quiz only in an environment with a stable internet connection and that is free from any foreseeable interruption. Unless adequate documentation of a legitimate technical issue can be provided, students will not be permitted to restart a quiz once they have begun, but note also that the lowest quiz grade is dropped partially to cover a one-time undocumented issue.

SFA Online's Student Services page offers a variety of support. Students who have technical difficulties with Brightspace (D2L) should email SFA's Brightspace Support Team at d2l@sfasu.edu (from your SFA or personal email account) or call them at 888.357.3278 or 936.468.1919 (available Monday through Friday from 8 a.m. to 5 p.m.) The members of SFA's Brightspace Support Team are true professionals and will do their best to help you. Though you may be frustrated and exasperated by technological difficulties when you call them, please remember to extend to them the utmost respect and courtesy. For general computer and Internet issues that are not Brightspace-related, visit the Technical Support Center.

*I reserve the right to emend this syllabus to enhance student learning

G. Course Calendar

*Note: Unless otherwise stated, all assignments are due by 11:59 pm CST on the specified due date.

<table>
<thead>
<tr>
<th>Readings:</th>
<th>Date:</th>
<th>Due:</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Units 1-2: Background: Origins of Latin Christendom</td>
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<tr>
<td>• <em>Making of the West</em> scans on D2L</td>
<td>M 6/28</td>
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<tr>
<td>• Sources 1-2 &amp; 6 from <em>The Crusades: A Reader</em></td>
<td>T 6/29</td>
<td>&gt; Introduction Post due</td>
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<td>o (i.e., read the sources numbered 1, 2, and 6 (<em>Pilgrimage of Etheria</em>, <em>Augustine of Hippo</em>, &amp; <em>Early Indulgences</em>), not pages 1-2 and 6).</td>
<td>W 6/30</td>
<td>&gt; Units 1-2 Reflection Post</td>
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<tr>
<td>• Read the additional sources on D2L</td>
<td>R 7/1</td>
<td>&gt; Units 1-2 Worksheet</td>
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<tr>
<td>Unit 3: Background: Byzantium &amp; the Islamic World</td>
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<tr>
<td>• <em>Making of the West</em> scans on D2L</td>
<td>F 7/2</td>
<td>&gt; Unit 3 Reflection Post</td>
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<tr>
<td>• p. 1-4 from Madden, <em>A Concise History</em></td>
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<td>&gt; Unit 3 Worksheet</td>
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<td>• p. 3-8 from Allen, <em>Introduction to the Crusades</em></td>
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<tr>
<td>• Sources 3-5 from <em>The Crusades: A Reader</em></td>
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<td>• Additional sources on D2L</td>
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### Week 2
#### Unit 4: Roots of the First Crusade
- p. 9-12 from Allen, *Introduction to the Crusades*
- *Worlds of Medieval Europe* scans on D2L
- p. 4-13 from Madden, *A Concise History*
- Sources 9-11 from *The Crusades: A Reader*
- Additional sources on D2L

#### Unit 5: The First Crusade
- p. 15-32 from Madden, *A Concise History*
- Sources 12-16, 20, & 23 from *The Crusades: A Reader*
- Additional sources on D2L

| M 7/5 | > Unit 3 Discussion Responses |
| T 7/6 | > Unit 4 Reflection Post |
|       | > Unit 4 Worksheet |
| W 7/7 | > Unit 4 Discussion Responses |
| R 7/8 | > Unit 5 Reflection Post |
|       | > Unit 5 Worksheet |
| F 7/9 | *Start studying for Exam 1*

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### Week 3
#### Unit 6: Crusader States & Military Orders
- p. 35-48 from Madden, *A Concise History*
- Sources 24-26, 30-31, & 36-37 from *The Crusades: A Reader*

> **Midterm Exam** (Thursday 7/15)
  - Available from noon until 2 pm. Once you open the exam, you will have 100 minutes to complete it.
  - If your work schedule will prevent you from taking the exam at the usual time, you must notify me with *at least 48 hours’ notice* so I can arrange an alternative time for you to take your exam on the same day.

#### Unit 7: The Second Crusade
- p. 48-59 from Madden, *A Concise History*
- Sources 33-35 & 38-40 from *The Crusades: A Reader*

| M 7/12 | > Unit 5 Discussion Responses |
| T 7/13 | > Unit 6 Reflection Post |
|       | > Unit 6 Worksheet |
| W 7/14 | |
| R 7/15 | > **Midterm Exam** - available from noon until 2 pm. |
| F 7/16 | > Unit 7 Reflection Post |
|       | > Unit 7 Worksheet |
|       | *Procure the Kingdom of Heaven movie for the critical review due next week. Watch it after reading the Madden pages for Unit 8.* |

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### Week 4
#### Unit 8: The Third Crusade
- p. 61-91 from Madden, *A Concise History*
- Sources 42-44 & 46-47 from *The Crusades: A Reader*

#### Unit 9: The Fourth Crusade
- p. 93-114 from Madden, *A Concise History*
- Sources 57-59 from *The Crusades: A Reader*

| M 7/19 | > Unit 7 Discussion Responses |
| T 7/20 | > Unit 8 Reflection Post |
|       | > Unit 8 Worksheet |
| W 7/21 | > Unit 8 Discussion Responses |
| R 7/22 | > **Kingdom of Heaven Critical Review due** |
| F 7/23 | > Unit 9 Reflection Post |
|       | > Unit 9 Worksheet |

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### Week 5
#### Unit 10: Crusading in Europe
- p. 117-133 from Madden, *A Concise History*

| M 7/26 | > Unit 9 Discussion Responses |
| T 7/27 | > Unit 10 Reflection Post |
|       | > Unit 10 Worksheet |
| W 7/28 | > Unit 10 Discussion Responses |
Unit 11: The Spanish Reconquista & Crusading
- p. 115-117 from Madden, A Concise History
- Worlds of Medieval Europe scans on D2L
- Sources 7, 75, 78-80, 82-83 from The Crusades: A Reader

Unit 12: Crusades 5-8
- p. 135-172 from Madden, A Concise History
- Sources 64, 72-74, 84-85 from The Crusades: A Reader

Week 6
Unit 13: The Later Crusades
- p. 173-195 from Madden, A Concise History
- Sources 88-89, 95-97 from The Crusades: A Reader
- p. 62-103 from Allen, Introduction to the Crusades

Unit 14: The Legacy of the Crusades
- p. 197-205 from Madden, A Concise History
- p. 121-136 from Allen, An Introduction to the Crusades
- Sources 98-103, 105, 107-108 from The Crusades: A Reader

> Final Exam (Friday 8/6)
  ➢ Available 12-2 pm. Once you open the exam, you will have 100 minutes to complete it.
  ➢ If your work schedule will prevent you from taking the exam at the usual time, you must notify me with at least 48 hours’ notice so I can arrange an alternative time for you to take your exam on the same day.

H. Explanation of credit hours awarded for course: This is an upper-level history course. Upper-level lecture courses in history meet for 150 minutes each week for 15 weeks and also meet for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc) are typically required in upper-level courses. Course instructors are required to
hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.