1. **Course Learning Outcomes**

Students will be able to explain the origins of the Crusade movement, historical definitions of the crusade, the political, social, and cultural consequences of the movement, and the use of the idea of the crusade in the modern world.

Students will develop their critical thinking skills in the analysis and evaluation of historical sources that form part of the weekly reading assignments.

Students will develop their writing skills in the composition of two essays based on assigned historical sources that they have analyzed and evaluated.

2. **Resources Available to Students**

Students are expected to purchase Jonathan Riley-Smith, *The Crusades: A Short History* (Yale University Press), available in the university bookstore, which will form the core of the reading assignments. Class readings consist of a variety of readings—primary sources in translation as well as some secondary literature on selected topics. These additional readings are available in the Reserve Reading Room of Jafet Memorial Library, or, in some cases on the World Wide Web. Most of the Web selections are taken from a website developed by the medieval history program at the Department of History at Fordham University: http://www.fordham.edu/halsall/sbook1k.html

3. **Grading Criteria**

Class participation, including field trips (15 percent)
Two short essays (15 percent each)
Mid-term examination (15 percent)
Final examination (40 percent)

4. **Schedule**
Week 1: **Introduction and Overview**

**Introduction**

**Chronological Overview**

**Definitions: What is a crusade?**

**Readings:**

Week 2: **Historical and Geographical Context**

**European Context**

**Middle Eastern Context**

**Readings:**

Week 3: **Motivations**

**Society and Economy**

**Religion**

**Sources: Propaganda**

**Readings:**
- Clermont selections: [http://www.fordham.edu/halsall/source/urban2-5vers.html](http://www.fordham.edu/halsall/source/urban2-5vers.html)

Week 4: **First Crusade**

**Essay due**

**Clermont**

**“Waves” Theory**

**Sources: The “first crusade” in Europe**

**Readings:**
- Edward Peters, *The First Crusade*, pp. 103-125, 139-151.

Week 5: **First Crusade**

**The Crusade as Idea**

**Sources: In the Near East**

**Readings:**
Week 6: Crusader Society
Castles and Politics
Social Structure
Sources: City and Countryside
Readings:
Adrian Boas, “The Rural Landscape,” in *Crusader Archaeology*, pp. 60-75.

Week 7: Crusader Society
Social Interaction
Video to be shown in class
Readings:
http://www.fordham.edu/halsall/source/fulk3.html
http://www.fordham.edu/halsall/source/usamah2.html
http://www.humanities.ccny.cuny.edu/history/reader/13thcpiety.htm
http://www.humanities.ccny.cuny.edu/history/reader/islamonpiracy.htm

Week 8: Crusade and Counter-Crusade
Mid-term
Nur al-Din and the Muslim “Crusade”
Readings:

Week 9: Crusade and Counter-Crusade
Second Crusade
Jerusalem
Salah al-Din
Readings:

Week 10:
Crusading at its Height
Chronological Overview
European Politics
Crusading Heroes
Readings:

Week 11:
Assaults from East and West
Louis IX
The Mongols
The Mamluks
Readings:

Week 12:
**Cultural Interaction in the Near East**
*Essay due*
Chronicle sources
Sources: Rural Life
Readings:

Week 13:
**Cultural Interaction in the Near East**
Cultural Interaction
Readings:

Week 14:
**Crusading in Europe**
Overview
Politics
Society
Readings:

Week 15:
**Crusade in the Modern World and Review**
Vestiges and Images
Review
Readings:
5. Course Policy (if any)

Students are expected to be present and prepared to discuss the assigned readings in class; while lectures form the core of the course, discussion of the assigned material is an integral part of each class. No make-up tests will be given or late assignments accepted. Assigned essays will be based on the weekly reading assignments. Plagiarized work is unacceptable.