

AS.100.390
**The Medieval Crusades:
Cultural Convergence and Religious Conflict, 1000-1400**

SYLLABUS



Spring 2019

Prof. A. E. Lester
Office: Gilman 322
Office Hours: Thursdays 2-4pm
and by appointment
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M & W 12:00-1:15
Gilman 119

Course Description

Between 1095 and 1291 thousands of European men and women, knights, pilgrims, foot soldiers, and peasants traveled to the Levant coast and the eastern shores of the Mediterranean, to Syria and Palestine, as well as Greece and Egypt, on expeditions that became known as the medieval Crusades. For most, the journey was long and arduous, spanning about 4,000 miles. Many walked for months to reach the east, others braved sea routes, marshalling supplies, horses, battlements and family. For nearly everyone involved in crusading, whether Christian, Muslim, or Jewish the endeavor entailed a measure of suffering that had a profound ideological, political, and religious impact. This course explores the origins of the idea of the crusades and the culture of crusading that developed during the twelfth and thirteenth centuries.

The course is divided into four parts. We will begin by analyzing how men and women conceptualized the crusades. We will consider how the initial expeditions were framed as militant pilgrimage, an idea predicated on a specific understanding of the Holy Land as a destination and an ideal. But we will also analyze how crusading developed in relation to profound changes in Christian spirituality and a theological definition of the just causes for war in the name of God. The second part of the course considers the culture of crusading, and the role of settlement in the east as well as objects, anxieties, and

ideas that crusading created. Once western Christians settled in the Holy Land, they forged a colonial society that drew upon Muslim, Byzantine and Western Christian cultures. We will explore this world by looking closely at artistic productions, buildings, warfare, literature, crusader songs, laws and chronicles. Yet crusading was not a static enterprise but changed in profound ways over the course of the high Middle Ages. In part three, we will look at how the crusades of the thirteenth century differed from those that came before. To this end, we will also consider the crusades in Europe: the Albigensian Crusades against heretics in southern France; the *Reconquista* in Iberia against the local Muslim population; and the crusades in eastern Europe against the pagan Slavs. By the end of the thirteenth century crusading had become a way of looking at the world and a concept through which Europeans encountered new peoples in their midst. Crusading had become a social dynamic that influenced the interactions between westerners and easterners, between Christians and Muslims, between orthodox and heretical points of view. Throughout the course we will also consider the impact of the idea of the crusades and the meaning of this term, which has come to have a long and contentious history. We will spend the final days of the course looking at the modern uses and misuses of crusade and crusading.

Goals and Aims

This course has three main goals:

First is to shift perspectives: to engage with the history of a topic and set of ideas that have modern meanings, but a very distinct and complex medieval past. Analyzing the origins and ideas behind the medieval crusades is a crucial goal for the course.

Second is to read like historians. To understand the medieval past entails a deep appreciation for what medieval people thought, believed, and experienced. This means cultivating an empathetic understanding of a very different worldview. Practicing the skills of critical reading and historical reconstruction is another goal of the course. I will make available Critical Source Questions to help hone these skills.

Third is to help you express your ideas and interpretations in a clear and cogent manner. To this end the assignments in the course ask you to construct clear and well-written arguments and to craft your thoughts, ideas and opinions, both in class discussion (more on that below) and in the written exams and papers that are the culmination of the course.

Course Requirements

Lectures and Discussions

The lectures in the course provide not only an outline of historical events and their significance, but also offer an interpretation of these events with an eye to how historians, in the past as well as in the present, interpret and reconstruct the medieval crusades. The lecture and discussion components are designed to complement one another. In the discussions, you are strongly encouraged to share your thoughts and interpretations of the readings and to engage with the comments and ideas raised by others in a respectful and useful manner. Writing and reading history is part of a much larger dialogue that involves you, the texts listed below, their authors and copyists, as well as modern historians and your colleagues in this class. I strongly urge you to complete the readings a few days in advance of the lectures

and discussions and to generate your own thoughts and questions beforehand. I will indicate which texts we will focus on in discussion, but ALWAYS bring all components of the weekly readings with you to discussions. Your participation is crucial for the success of intellectual exchange in the course as well as for your grade!

From time to time we will also break into small discussion groups that may serve as a departure point for larger discussions of sources, historical methodologies, and ideas. They will also be key for reading and critiquing drafts of your papers and for discussing the questions and format of the Midterm and Final Exams.

Grades for the course are based on an assessment in **five** areas:

- (1) Attendance, but most importantly, *engaged* and *active participation* in discussions – **15%**
- (2) Two 5-page papers (Guidelines handed out in class)– **35 %**
- (3) Midterm take-home Exam (Questions pre-circulated in class)– **20 %**
- (4) Final take-home Exam, **OR** Final Paper **OR** Final Project (in consultation with me) – **30 %**

Your final grade will reflect a consideration of all the above components. Each student is **required** to attend all lectures and discussions; attendance will be monitored. All papers are due in-class at the beginning of the class period and are to be uploaded to the Blackboard course site. Any paper handed in late without a medical excuse (even an hour after class) will be graded down a full letter grade (therefore an A- will be a B-) for everyday they are late.

A note on classroom etiquette & technology:

Please be sure to consider your fellow colleagues in this course. The classroom is an environment of mutual respect and dialogue. We won't all agree all the time, but having constructive conversations is the goal. Please be sure to **turn off** and **put away** all cell phones, iPads, etc. before lecture and discussion begins.

I ask that you NOT use computers in the classroom to take notes or to surf the internet during lecture and discussion. IF you require the use of a computer please come and speak to me before the course begins. There are a few days that may offer exceptions to this rule, especially towards the end of class. I will make you aware should you need a computer in class.

Email is an essential component of this course and one of the primary means by which I will communicate with you during the semester regarding discussions, reading assignments, and other materials. Be aware too that email will not always garner an instant response. If you need a question answered be sure to consider what you are asking well in advance of when you need a reply.

TEXTS

Books for the course will be on reserve in the Library. The following books are available for purchase at the Bookstore.

REQUIRED:

Christopher Tyerman, *The Crusades: A Very Short Introduction* (Oxford UP, 2006) **ISBN-10:** 0192806556 | **ISBN-13:** 978-0192806550.

Chronicles of the First Crusade (Penguin Classics), ed. Christopher Tyerman (New York: Penguin, 2011) **ISBN-10:** 024195522X | **ISBN-13:** 978-0241955222.

Bernard of Clairvaux, *In Praise of the New Knighthood*, trans. M. Conrad Greenia (Cistercian Publications, 2000) **ISBN:** 087907-120-6.

Robert of Clari, *The Conquest of Constantinople*, trans. Edgar Holmes McNeal (Records of Western Civilization) (Columbia, 2005) **ISBN-10:** 0231136692 | **ISBN-13:** 978-0231136693

Usama ibn Munqidh, *The Book of Contemplation: Islam and the Crusades*, ed. and trans. Paul Cobb (Penguin 2008) **ISBN-10:** 0140455132 | **ISBN-13:** 978-0140455137.

Jean de Joinville and Geoffrey de Villehardouin, *Chronicles of the Crusades*, trans. Caroline Smith (Penguin, 2008) **ISBN-10:** 0140449981 | **ISBN-13:** 978-0140449983.

The Mission of Friar William of Rubruck: His Journey to the Court of the Great Khan, Mongke, 1253-1255, trans. Peter Jackson (New York: Hackett Classics, 2009). **ISBN-13:** 978-0872209817.

RECOMMENDED:

Jonathan Riley-Smith, *The Crusades: A History*, (Yale University Press, 2005) **ISBN-10:** 0300101287 | **ISBN-13:** 978-0300101287.

Christopher Tyerman, *God's War: A New History of the Crusades* (New York: Penguin, 2007) **ISBN-10:** 0140269800 | **ISBN-13:** 978-0140269802.

Articles and other sources on Blackboard and e-reserve:

Several articles and primary sources will also be available on Blackboard and through e-reserves as indicated below under the weekly reading assignment. Please, ideally, plan to print and read these required texts closely. Reading on the screen is rarely as thorough.

Note on sources:

In this course you will be asked to engage and analyze a wide variety of sources, many of which are written texts that take different forms. Some will no doubt prove more accessible than others. In addition to written texts a significant emphasis will be given to visual material, including manuscript illuminations, and architectural and archaeological remains. Occasionally you will be asked to “read” visual sources and give equal weight to what they can tell us and how they can supplement our interpretations of the period. A willingness to imagine the circumstances of a different period in time, that is, to take seriously the descriptions, claims, and forms authors and artists use to communicate their contemporary concerns is the most useful tool you can bring to these sources.

SCHEDULE OF LECTURES, DISCUSSIONS AND READINGS



(First Crusade: Godefroi de Bouillon leading his army (13th century, BN MS Fr. 9084, f. 20v))

PART ONE: THE FIRST CRUSADE AND THE IDEA OF CRUSADING

Week 1: Introductions and the Idea of Christendom

28 Jan	M	[Lecture 1]: Introduction, the Syllabus and Medieval Europe in the 11 th Century *please read through full syllabus on your own*
30 Jan	W	[Lecture 2]: Charlemagne's Heirs: Christendom ca. 1095 Readings: Christopher Tyerman, <i>The Crusades: A Very Short Introduction</i> pp. 1-18.

NB: All readings should be completed at the latest by the day on which they will be discussed

Week 2: Religious Difference and Political Boundaries, ca. 1050

4 Feb	M	[Lecture 3]: Islam and the Frontiers of the Muslim World Readings: Excerpts from: <i>The Song of Roland</i> ; <i>El Cid</i> , and selections from the Qur'an on Blackboard and e-reserve .
6 Feb	W	[Lecture 4]: Pilgrimage and Penances: Prehistories & Preaching Readings: Tyerman, <i>The Crusades: A Very Short Introduction</i> , 19-26. <i>Chronicles of the First Crusade</i> , 1-29 Marcus Bull, "The Roots of Lay Enthusiasm for the First Crusade," 353-372, on Blackboard and e-reserve . **Come prepared to discuss Bull's argument and the nature of his sources.



(Peter the Hermit preaches the First Crusade)

Week 3: The Call to Crusade

11 Feb	M	[Lecture 5]: Calling the First Crusade and Its Consequences <i>Readings: Chronicles of the First Crusade</i> , 30-107. ** First Paper Guidelines circulated **
13 Feb	W	[Lecture 6]: What was Holy War in 1095?: Proofs, Relics, Justifications <i>Readings: Chronicles of the First Crusade</i> , 108-245; Tyerman, <i>The Crusades: A Very Short Introduction</i> , pp. 64-85.

Week 4: Holy War, Victory, and Sacred History

18 Feb	M	DISCUSSION – Greater Consequences and the Rise of Jewish Persecution <i>Readings: Jeremy Cohen, Sanctifying the Name of God: Jewish Martyrs and Jewish memories of the First Crusade</i> , pp. 1-69, 106-129 – on Blackboard and e-reserve .
20 Feb	W	DISCUSSION – Sacred History?: Writing, Reading, and Historical Literacy Small Group discussions of First Paper Assignment; and class discussion of articles and critical reading techniques. <i>Readings: Jay Rubenstein, "What is the Gesta Francorum, and Who Was Peter Tudebode?"</i> pp. 179-204, and Carol Symes, "Popular Literacies and the First Historians of the First Crusade," pp. 37-67. – on Blackboard and e-reserve .

** First Paper Due Monday February 25th 2019 **

PART TWO: SETTLEMENT AND CAMPAIGNS IN THE EAST – THE CULTURAL WORLD OF CRUSADING



(Siege warfare and crusader castles)

Week 5: A New Knighthood: Protecting and Keeping the Holy Land

25 Feb	M	<p>[Lecture 7]: Crusader Kingdoms: Victories, Settlements, and Consequences Readings: <i>Chronicles of the First Crusade</i>, 246-374</p> <p>☛ First Paper Due to Blackboard and Hardcopy in class</p>
27 Feb	W	<p>[Lecture 8]: Soldiers of Christ: Monks and the New Knighthood Readings: Bernard of Clairvaux, <i>In Praise of the New Knighthood</i> **Pre-circulate Take Home Exam Questions **</p>

Week 6: Kings, Crusaders and their Chronicles

4 Mar	M	<p>[Lecture 9]: Losses in the East; Preaching in the West: The Second Crusade and Royal Ideology Readings: Tyerman, <i>The Crusades: A Very Short Introduction</i>, pp. 26-30; Odo of Deuil, <i>The Journey of Louis VII to the East</i> – on Blackboard and e-reserve.</p>
6 Mar	W	<p>NO CLASS – Professor Lester at the Medieval Academy of America meeting</p> <p>Recommended Reading: Bernard Hamilton, “Women in the Crusader States: The Queens of Jerusalem,” – on Blackboard and e-reserve.</p>

Week 7: Getting Crusaded: Life in Crusader Syria

11 Mar	M	<p>[Lecture 10]: Court Culture, Royal Authority, and the Third Crusade Tyerman, <i>The Crusades: A Very Short Introduction</i>, pp. 30-36;</p>
13 Mar	W	<p>[Lecture 11]: Crusader Syria at the end of the Twelfth Century Readings: Usama ibn Munqidh, <i>The Book of Contemplation: Islam and the Crusades</i>, Introduction, xv-xli, pp. 1-45, 62-73, 76-95, 103-115, 125-154, 173-179, and 241-259.</p> <p>*** If you plan to write a final paper or do a final project you must submit a 1-page proposal with 1-page bibliography TODAY ***</p>

Week 8: SPRING BREAK**PART THREE: EXPANDING THE MOVEMENT: IDEOLOGY, IMAGINATION, CONQUESTS****Week 9:** Hybrid Cultures: Art, Architecture and Objects in the East

25 Mar	M	<p>[Lecture 12]: Crusader Castles & Cities: Living in the East Recommended Reading: Hugh Kennedy, "Castles of the Twelfth-Century Kingdom of Jerusalem," in Kennedy, <i>Crusader Castles</i>, pp. 21-61.</p> <p>☛ Submit Midterm Exam through Blackboard AND a hardcopy in class</p>
27 Mar	W	<p>[Lecture 13]: The Fall of Constantinople – A New Jerusalem? Readings: Tyerman, <i>The Crusades: A Very Short Introduction</i>, pp. 36-51; Robert of Clari, <i>The Conquest of Constantinople</i>. ** Second Paper Guidelines Circulated in class **</p>



(Stavelot Triptych, 12th C Belgium, Morgan Museum, New York)

Week 10: Imagining Jerusalem in Europe: Building, Making, and Displaying the "East"

1 April	M	NO CLASS – Prof. Lester at a Meeting in New York
3 April	W	<p>[Lecture 14]: The Holy Land in the West: Chapels, Gifts, and Caskets -- The Material World of Crusading Readings: Robert Ousterhout and D. Fairchild Ruggles, "Encounters with Islam: The Material Mediterranean Experience," <i>Gesta</i> 43/2 (2004): 83-85; and Mohammad al-Asad, "Encounters: A Preliminary Anatomy," <i>Gesta</i> 43/2 (2004): 177-181. ONE OF THE FOLLOWING: Maria Georgopoulou, "The Artistic World of the Crusaders and Oriental Christians in the Twelfth and Thirteenth Centuries," <i>Gesta</i> 43/2 (2004): 115-128; OR Eva R. Hoffman, "Christian-Islamic Encounters on Thirteenth-Century Ayyubid Metalwork: Local Culture, Authenticity, and Memory," <i>Gesta</i> 43/2 (2004): 129-142; OR Richard Leson, "Constellation of Crusade: The Resafa Heraldry Cup and the Aspirations of Raoul I, Lord of Coucy," OR Elina Gertsman and Asa Simon Mittman, "Rocks of Jerusalem: Bringing the Holy Land Home," 157-171.</p>

Week 11: The Legal Culture of Colonial Societies

8 April	M	<p>[Lecture 15]: Crusader Colonialism Compared: Spain, Languedoc and Poland Readings: <i>Sources from Crusade Reader</i>: Spain, pp. 183-92, Greece and France: 219-248, Germany: 265-76, Spain: 304-326; and Burns and Chevedden, "A Unique Bilingual Surrender Treaty from Muslim-Crusader Spain," – on Blackboard and e-reserve. ** If you are writing a final paper or doing a final project, schedule a meeting with me this week for a progress report.**</p>
10 April	W	<p>DISCUSSION: Conditions of Crusader Colonialism and the Role of Law ** Come prepared to discuss the case-study you will write about for your second paper **</p>

Week 12: Preaching and Public Penitential Appeals: Reading, Singing, Gendering the Crusades

15 April	M	<p>[Lecture 16]: Romance and the East: Literature and Songs Readings: Chrétien de Troyes, <i>Cligés</i>, in <i>Arthurian Romances</i>, ed. and trans. William W. Kibler (New York: Penguin, 1991), 123-205; and Crusader Songs – excerpts. – on Blackboard and e-reserve.</p>
17 April	W	<p>[Lecture 17]: New Recruitment and the Policy of Vow Redemption: Preachers and the Role of Women in Crusading Readings: Tyerman, <i>The Crusades: A Very Short Introduction</i>, pp. 86-108; Innocent III, <i>Quia Maior</i>, Constance M. Rousseau, "Home Front and Battlefield: The Gendering of Papal Crusading Policy (1095-1221)," 31-44; OR Lester, "A Shared Imitation," 353-370. – on Blackboard and e-reserve. ☞ Second Paper DUE to Blackboard and Hardcopy in class **</p>



(Louis IX sails East)

PART FOUR: FAILURES AND FANTASIES: VISIONS OF CONVERSION AND UNIVERSAL EMPIRES

Week 13: A Saint on Crusade: Captivity and the Consequences of Failure

22 April	M	[Lecture 18]: Louis IX and Planning the Crusade of 1248 Readings: Begin Jean de Joinville's, <i>Life of St. Louis</i> in: <i>Chronicles of the Crusades</i> , trans. Caroline Smith (NB: read only Joinville, the second text, pp. 161-353) – selections highlighted in class. ** Final Exam Questions Circulated in class **
24 April	W	[Lecture 19]: Failure, Penitence, and Consequences Readings: Finish Jean de Joinville's, <i>Life of St. Louis</i> in: <i>Chronicles of the Crusades</i> ; and William Chester Jordan, "Etiam Reges," OR Lester, "From Captivity to Liberation," OR Lower, "Conversion and St. Louis's Last Crusade,"

(Mongol invasions of eastern Europe; 15th C illumination from the Life of St. Hedwig)**Week 14:** Another Orient: The Mongols, Conversion, and Imperial Dreams

29 April	M	[Lecture 20]: Mongols and the Empire to the Far East Readings: Begin: <i>The Mission of Friar William of Rubruck: His Journey to the Court of the Great Khan, Mongke, 1253-1255</i> , trans. Peter Jackson.
1 May	W	[Lecture 21]: 1291: Acre's Fall, Dreams of Conversion, and the End of (Medieval) Crusading? Readings: Complete: <i>The Mission of William of Rubruck</i> ; Zrinka Stahuljak, "The Pilgrim Translation Market and the Meaning of <i>Courtoisie</i> ," 201-220, OR Renate Blumenfeld-Kosinski, "Roles for Women in Colonial Fantasies of Fourteenth-Century France: Pierre Dubois and Philippe de Mézières," 247-281.

☞ Final Take home Exam and Final Papers/Projects due on the day of the Class Final; TBA **