New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit ☑️ Graduate credit ☐ Professional credit ☐

1. School/Division: Liberal Arts & Sciences
2. Academic Subject Code: HIST
3. Course Number: B346 (must be cleared with University Enrollment Services)
4. Instructor: O'Connor
5. Course Title: The Crusades
   Recommended Abbreviation (Optional) ____________________________ (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Spring 2007
7. Credit Hours: Fixed at __3____ or Variable from __________ to __________
8. Is this course to be graded S-F (only)? Yes ☐ No ☑
9. Is variable title approval being requested? Yes ☐ No ☑
10. Course description (not to exceed 50 words) for Bulletin publication:
    Military expeditions undertaken by Christians to recover the Holy Land between 1095 and 1291. It explores the concept of holy war, Church reform, the military campaigns, the crusades ideal, the crusaders' motivations, women's involvement, life in the crusader states, and cultural exchanges between Muslims, Christians and Jews.
11. Lecture Contact Hours: Fixed at __3____ or Variable from __________ to __________
12. Non-Lecture Contact Hours: Fixed at __0____ or Variable from __________ to __________
13. Estimated enrollment: __40____ of which __0____ percent are expected to be graduate students.
14. Frequency of scheduling: Every 2 years
   Will this course be required for majors? Yes ☐ No ☑
15. Justification for new course: Increase the 300-Level course offerings in European History
16. Are the necessary reading materials currently available in the appropriate library? Yes ☑
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: ____________________________ Date 7-10-06

Department Chairman/Division Director

Dean of Graduate School (when required) Date ____________

Approved by: ____________________________ Date 5/22/06

Dean/Chancellor/Vice-President Date ____________

University Enrollment Services Date ____________

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
SYLLABUS

Course Number: HIST-B 346
Course Title: The Crusades
Professor: Dr. Isabel O’Connor
Office: DW 3255
Phone: 520-4255
e-mail: isoconnor@iusb.edu
Office Hours: M 11:30 am to 1 pm
            W 11:30 am to 1 pm
            W 4:30 pm to 5:30 pm
            By Appointment

Course Description: This course provides an in-depth analysis of the crusades. In 1095, the pope issued an unprecedented call to Christians to reconquer Jerusalem and the Holy Land from the Muslims. This event marked the beginning of Christendom’s holy war against Islam, which resulted in the Christian conquest of Jerusalem in 1099, as well as the establishment of crusader states in the Holy Land. By 1291, however, the Muslims had regained control of the entire region. We will explore issues such as: the crusading ideal, the motivations of the people who went on crusade, women’s involvement in the campaigns, and the internal organization of the crusader states. Moreover, we will pay special attention to the cultural exchanges between Muslims, Christians and Jews that resulted from the crusades. As usual, we will explore the crusades by using sources from several disciplines, such as literature, law, religion and art.

Course Goals:

I. Content:

1. Students will analyze the economic, cultural and religious ties that existed between Europe and the Middle East from the eleventh to the fifteenth centuries.

2. Students will gain knowledge of the geography of Europe and the Middle East.

3. Students will gain an understanding of the Christian, Islamic and Jewish faiths, including major beliefs, rituals and historical evolution from the eleventh to the fifteenth centuries.

4. Students will gain an understanding of the important role that religion played in medieval society and the relationship between religion and individual identity in the medieval world.

5. Students will analyze how the different religious groups involved in the crusades perceived “the other.”

6. Students will analyze the cross-cultural exchanges that resulted from the crusades.
II. Skills:

1. Students will practice their critical thinking skills through careful reading and written interpretation of primary and secondary sources from a variety of disciplines, including literature, art and music.

2. Students will be exposed to historical methodology and inquiry.

3. Students will have a chance to practice their public speaking skills.

Required Texts:

I. Primary Sources:

Shlomo Eidelberg, *The Jews and the Crusades. The Hebrew Chronicles of the First and Second Crusades.*

Rita Hamilton, *The Poem of the Cid.*

Francesco Gabrieli, *Arab Historians of the Crusades.*

Glyn Sheridan Burgess, *The Song of Roland.*

II. Secondary Sources:


Sarah Lambert, *Gendering the Crusades.*

III. Recommended:

1. Content:

A. Students who lack background on the Middle Ages should consult Norman Cantor, *The Civilization of the Middle Ages.*

B. These websites are particularly useful:

http://www.fordham.edu/halsall
http://www.georgetown.edu/labyrinth
http://www.libro.uca.edu/aarhms


Course Format: This is a course designed to improve the students’ analytical and critical thinking skills. The best way to achieve this goal is to engage in classroom discussion of the weekly assigned readings. Students are expected to have completed the reading assignments prior to coming to class. In order to be productive members of the class, students should come to class
ready to offer their own analysis, comments and questions about the readings.

Course Requirements:

I. Writing Assignments:

1. Short Writing Assignments:


B. Students will write a three-page paper comparing Christian attitudes towards non-Christians in *The Poem of the Cid* and *The Song of Roland*.

C. Students will write a three-page book review of Sarah Lambert, *Gendering the Crusades*.

2. Research Paper: Using primary and secondary sources, students will write a research paper of about 10 pages in length regarding a topic related to the crusades of their choosing. Individual paper topics have to be approved by me. The paper should be typed (12 point) and double-spaced. All citations should follow *The Chicago Manual of Style*.

3. Paper Abstract: This assignment is designed to help students focus their interests for the research paper. Students are required to turn in a one-page outline, typed (12 point) and double-spaced, detailing their proposed paper topic and bibliography. This assignment is required but not graded.

4. Portfolio: Students need to keep all the work that they complete during the semester. At the end of the course, students will turn in their portfolios, which should include a one-page, typed and double-spaced, self-analysis of their learning experience in this class.

Specific writing instructions will be handed out in class prior to each assignment.

Please proofread your papers, which will be graded based on content and style. I can help you by reading drafts and offering suggestions, provided that you turn in your draft several days before the paper is due. Also, remember that the writing center on campus can assist you as well. For all the written assignments, *late papers will be penalized at the rate of half a grade per day*.

II. Oral Presentation: The goal of this assignment is to analyze data and to present it to the class in an organized and clear manner. Each student will give an oral presentation to the class. A schedule and specific instructions will be distributed in class.

III. Exams: There will be a final exam consisting mainly of essays. The final exam will not emphasize memorization, but analysis of the themes studied in the class.
Note on Plagiarism: Copying or reproducing another person’s words without proper acknowledgment constitutes plagiarism. See IUSB’s detailed explanation concerning plagiarism at http://www.campuslife.indiana.edu/code/index1.html. Please note that plagiarism is a very serious academic offense that will not be tolerated in my class. Thus, in this course, failure to comply with the university policy on plagiarism will result in an “F” for the assignment or for the course.

Class Attendance: Attendance to class is required. In a course that covers so much material in such a short time, students cannot afford to miss class. Moreover, students are an integral part of the class. Active participation in discussion of class materials is highly encouraged, and together with attendance, it will count for 20% of the final grade. Missing one class (the equivalent to one week) without a justifiable cause will result in an “F” for that portion of the final grade.

Disability Statement: “Any student who feels that an accommodation may be needed based on the impact of a disability should contact Disabled Student Services at 237-4135 in office 148 of the Administration Building. Staff will work to provide reasonable accommodations for students with documented disabilities.”

Student Expectations: We will be covering a large historical period and geographical area. Thus, it is important to keep on schedule with the reading. Please do the reading before coming to class. This is especially important for those days when we discuss primary sources.

Come to class ready to learn. Do not hide in the audience. I use a very interactive teaching approach that demands active student participation. I combine lectures and group discussions of primary sources with the goal of increasing student interest in history as well as helping students develop analytical skills. We analyze maps, literary texts, pictures, etc. to comprehend the past. Remember that our task is not to memorize names and dates, but to discover and analyze their meaning.

Use your time wisely. Take notes in class. This will help you process the information that you hear. Also, mastering this skill will help you succeed in college.

Please turn off your cell phones!

Grades:

Oral Presentation: 10%
*Hebrew Chronicles Paper:* 10%
Comparative Paper: 10%
Book Review: 10%
Research Paper: 25%
Portfolio: 5%
Final Exam: 10%
Participation: 20%
READING ASSIGNMENTS

Week 1: Introduction. Europe by the Year 1000.

Week 2: Islam and the Islamic World by the Year 1000.  
Class discussion of Christopher Tyerman, The Invention of the Crusades, pp. 99-126. (On electronic reserve at the library).


Paper on The Jews and the Crusades. The Hebrew Chronicles of the First and Second Crusades due at the beginning of class.

Paper Abstract due at the beginning of class.


Week 10: No Class. Individual student meetings with the instructor to discuss the research paper. Paper comparing The Poem of the Cid and The Song of Roland due.
Week 11: Women and the Crusades. Class discussion of Sarah Lambert, *Gendering the Crusades*.


**Book review of Sarah Lambert, *Gendering the Crusades* due at the beginning of class.**


*The Conversion Movement.*

Week 14: Student Paper Presentations.

Week 15: Conclusion.

**Research Paper due at the Beginning of Class.**

**Portfolio due at the Beginning of Class.**

Final Exams' Week: Final Exam