

**HIST 5970-001 Crusade and Jihad in History
Spring 2013**

Auburn University

TUESDAY & THURSDAY, 9:30-10:45 AM

Petrie 118

Professor: Dr. Malczykcki

Open First-Come-First-Served Office hours: MWF 8AM-12PM

(If that time is inconvenient, e-mail to arrange a meeting.)

Office location: 329 Thach Hall

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SYLLABUS

Syllabus

I. Course Description and Goals

The course explores the history of European Christian armed pilgrimages to the Holy Land (crusades) and the Muslim response (jihad) in the period 1095-1291 CE. Development of research and writing skills is a major component of the course."

"Crusade and Jihad" has two kinds of goals: content goals and skills goals. The content goals are a.) learn the history of pre-modern Crusading movements and b.) learn the history of the Mediterranean Islamic world in the period 1100 to 1300 CE. The skills goals are a.) learn how to analyze primary sources; b.) learn how to assess the merits of secondary literature; c.) learn how to conduct historical research; d.) learn how to write historical papers.

II. Format and Key Assumptions

"Crusade and Jihad in History" has elements of a traditional lecture and discussion course, but it also aims to train students as historians. Basically, Dr. Malczykcki will guide the students through the master narratives and the sources. He will also teach the students research and writing skills. Students will learn about the subject matter not only from lectures and reading but also through their own research.

By this point in their academic careers, students can read history books for themselves. What they might need help doing is figuring out which history books are worth reading. This course will teach students how to assess the merits of historical works so that they may better form their own educated opinions. One aspect of that is teaching students how to evaluate historical sources. Another aspect is teaching them how to evaluate historical literature. Yet another aspect of that is teaching them how to do historical research and write historical papers.

"Crusade and Jihad" is a 5000-level course, so all of the students have enrolled voluntarily. The fact that no one is forcing students to take this course suggests that all of the students are curious about the subject matter and about history.

The course has a Blackboard component where students will find the syllabus, links, pdf files, announcements, and other important course resources. The professor will not post his lecture notes on the Blackboard module, and he will not provide them to any student for any reason. If a student misses a lecture for an excused absence, it is up to the student to obtain the notes from a classmate.

III. Textbooks and Suggested Reading

There is no perfect textbook for the course. In fact, there is no perfect combination of texts for "Crusade and Jihad" here at Auburn. Therefore, there are three types of readings: individual chapters of several books, primary sources in translation, and a textbook. The chapters and the primary sources are (or will be) available as pdf files on Canvas. The textbook is available for sale at the AU Bookstore. The textbook is Thomas F. Madden, *The New Concise History of the Crusades*, updated student ed. (New York: Rowan and Littlefield Publishers, 2006). There is a reading assignment for every class lecture. Students must do all of the assigned readings before coming to class.

The majority of the primary source readings come from these two works: S. J. Allen and Emilie Amt, *The Crusades: A Reader*, Readings in Medieval Civilizations and Cultures VIII (Toronto: University of Toronto Press, 2003) and Francesco Gabrieli, *Arab Historians of the Crusades*, trans. E. J. Costello (1969; repr. Berkeley, CA: University of California Press, 1984).

Dr. Malczycki suggests reading *The Student Policy eHandbook*. Students can find it online at http://www.auburn.edu/student_info/student_policies/. There will be no assignments based on *The Student Policy eHandbook*, but it is a very useful resource for understanding AU policy and procedure. *The AU Bulletin* is also a valuable resource.

Dr. Malczycki also suggests investing in Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th ed., ed. Wayne C. Booth, Gregory G. Colomb, and Joseph Williams (Chicago: University of Chicago Press, 2007). History majors will find this book indispensable for all of their courses.

IV. Grades

Grades in HIST 5970-002 are determined by student performance on quizzes and projects. Students do not earn points for attendance, but they can lose points for unexcused absences. (See "V. Attendance" below.)

A. Quizzes

There will be more than ten quizzes during the semester. The ten highest scores count toward the overall quiz grade. Each quiz is worth ten points and all the quizzes together are worth one hundred points. The overall quiz grade counts for 25% of the final grade.

Most of the quizzes will be either research/writing quizzes or lecture/reading quizzes. Some quizzes are take-home quizzes while others are in-class quizzes. On occasion, in-class quizzes will consist of group discussions. Students will earn discussion quiz grades based on their level of participation and the quality of their contributions. A "quality contribution" is one that demonstrates that the student has read and thought about the assigned readings. Students who are absent for in-class quizzes earn a score of zero. Late take-home quizzes suffer a grade reduction of 25% per day late.

Students might not be quizzed on the lecture material, but that does not mean that students should not pay attention. The way the course is set up, students are supposed to construct three term papers based on what they learn in the lectures, what they learn from the assigned readings, and what they find from their research in the library.

B. Major Projects

There will be three major projects during the semester, at least one of which will be a research paper. Each major project is worth 100 points or 25% of the final grade. Each of the three projects will have its own grading rubric. The guides and grading rubrics will appear on Blackboard.

C. Summary and Grading Scale

There are a total of 400 possible points in HIST 5970-002:

10 best quizzes	= 100 points	= 25% of total grade
Project 1	= 100 points	= 25% of total grade
Project 2	= 100 points	= 25% of total grade
<u>Project 3</u>	<u>= 100 points</u>	<u>= 25% of total grade</u>
TOTAL	= 400 points	= 100% of grade

Dr. Malczycki will calculate the final grade by adding up the points and dividing the total by four hundred. The grading scale is as follows:

A=100-89.500%

B=89.499-79.500%

C=79.499-69.500%

D=69.499-59.500%

F=59.499% and below.

The grading scale is non-negotiable and the faculty will assign final grades in strict accordance with the scale. There is no extra credit in HIST 5970-001. Poor attendance can affect the grade negatively. (See below.)

V. Attendance

Students must attend class in order to earn high marks in “Crusade and Jihad in History.” Attendance affects the final grade in the following ways:

4-5 unexcused absences = 10% reduction on final grade (i.e. original final grade x .9 = reported final grade; e.g. 360/400 = .9 x .9 = .81; the student went from an A to a B)

6-7 unexcused absences = 20% reduction on final grade (i.e. original final grade x .8 = reported final grade; e.g. 360/400 = .9 x .8 = .72 = C; the student went from an A to a C)

8+ unexcused absences = student fails the course with an FA = impossible to GAP

Dr. Malczycki will circulate an attendance ledger at the beginning of class. If a student fails to sign in, the student is counted absent. If a student wants an absence counted as excused, then he/she must submit a valid written excuse within one week of the absence. Dr. Malczycki counts only those reasons specified in the *Student Policy eHandbook* as excused.

Note that attendance is more than a student’s physical presence. Students who sleep, read newspapers, surf the net, send text messages, or otherwise ignore or interrupt the lecture will be counted absent and their disruptive behavior will be noted. Students who are more than 5 min. late to class are counted absent. Students should not attend if they are going to be more than 10 min. late.

VI. Improper Behavior, Cheating, and Plagiarism

Improper behavior detracts from everyone’s learning experience. It shows a lack of respect not only for the professor but also for one’s classmates. Examples of improper behavior include but are not limited to chatting in class, the use of cell phones (including texting) in class, use of laptops, arriving late to class, eating in class, and interrupting the lecturer. (If a student has a question, the student should raise his/her hand.) The instructor reserves the right to define what constitutes improper behavior and will deal with such cases in accordance with the guidelines set forth in the *Student Policy eHandbook*, pgs. 99-100.

Dr. Malczycki prohibits the use of laptop computers, cell phones, cameras, voice recorders, and all other electronic devices in class. Anyone who violates this policy twice will lose a letter grade and then an additional letter grade for every additional infraction. Dr. Malczycki has the right to maintain this policy according to the *Student Policy eHandbook*.

Failure to comply with faculty directions is, according to Auburn University policy, improper behavior. If the faculty ask students to desist from improper behavior and the students refuse to comply, then the faculty are within their rights to file charges with the Dean of Students.

Academic honesty violations (cheating and plagiarism) are very serious and will be dealt with in accordance with the Academic Honesty Code, which one can find in the *Student Policy eHandbook*, pgs. 91-9. Dr. Malczycki will report violations of academic honesty to the

Academic Honesty Committee. Students are required to know the History Department's policy on academic honesty, which can be found at http://www.cla.auburn.edu/history/ug/academic_honesty.cfm.

VII. Communication with the Faculty

Dr. Malczycki will communicate with the students in class and via TigerMail. Students can e-mail Dr. Malczycki (wmm0002@auburn.edu) or come to office hours (see above for times and location). Students must use their AU e-mail addresses for all correspondence. Mail from all other servers (e.g. Gmail and Yahoo) is processed as junk mail. Students can expect a response to e-mail within three business days (i.e. M-F excluding holidays). If the professor has not replied after three business days, then students should re-send the email. Although it is possible to contact the faculty via phone, students are encouraged to use e-mail instead. Dr. Malczycki will not distribute grades or lecture notes via e-mail.

Students must include the following information in the subject heading of every e-mail: course number (HIST 5970), name (i.e. "John Doe"), topic (i.e. "Quiz 2"). A proper subject heading might look like this: "HIST_5970_John_Doe_Quiz_2."

If a student has a grievance with the faculty, Auburn policy maintains that the student should speak with the faculty directly before going to a chairperson, dean, or higher authority. See the *Student Policy eHandbook* pgs. 84-91 for details on AU policy.

VIII. Academic Support

If a student is having trouble with the readings or taking notes, AU has many resources to help. The place to begin is Academic Support Services (315 Martin, 844-4388). The professionals there are always happy to help students develop better study skills.

IX. Students with Special Needs

The AU Bulletin (pg. 12) reads,

It is the policy of Auburn University to provide accessibility to its programs and activities and reasonable accommodations for persons defined as having disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. Students with disabilities desiring additional information should contact the Program for Students with Disabilities, 1244 Haley Center (334) 844-2096.

If a student has a documented disability or otherwise has special needs, the student must inform the instructor by 5:00 PM on Thurs., Jan. 17. The student should bring his or her "Accommodation Memo" and an "Instructor Verification Form" from the Program for Students with Disabilities. All discussions on such matters are fully confidential.

X. Miscellanea

A. Contact with Parents/Guardians

The Privacy Act of 1974 and the Family Education Rights and Privacy Act (FERPA) are federal laws that protect students' privacy. AU policy also protects students' rights to privacy. The faculty cannot and indeed will not discuss grades with parents. Students should contact faculty directly rather than asking their parents to do it for them.

B. Extra Credit

There is no extra credit in this course.

C. The Student Policy eHandbook and the AU Bulletin

The Student Policy eHandbook and the *AU Bulletin* are the final arbiters in any disputes between faculty and students.

D. Faculty absence due to research obligation

Auburn University fully expects its faculty to conduct research and participate in academic life outside the University. If Dr. Malczycki is going to miss lectures for other research-related reasons, he will inform the students at least a week ahead of time.

XI. Disclaimer

Dr. Malczycki reserves the right to modify this syllabus at any time during the semester. Dr. Malczycki will make students aware of syllabus changes in class and via e-mail.

XII. Agreement and Consent

By enrolling in this class you agree to accept the policies described in this document. You have the right to withdraw if you do not accept these policies.

II. Schedule

Week 1 January 9-11

Thurs., Jan. 10: Welcome to HIST 5970-001 w/ Prof. Malczycki

Week 2 January 14-18

Tues., Jan. 15: Introduction to Christian History

Assigned Reading: Donald Johnson and Jean Elliot Johnson, *Universal Religions in World History: The Spread of Buddhism, Christianity, and Islam to 1500* (New York: McGraw-Hill, 2007), 75-106, 114-127. (NOTE: Pages 106-114 are in the pdf file, but you are not responsible for them.)

Thurs., Jan. 17: Introduction to Islamic History

Assigned Reading: John L. Esposito, *Islam The Straight Path*, 4th ed. (New York: Oxford University Press, 2011), 1-34.

Week 3 January 21-25**Tues., Jan. 22: Europe in the Middle Ages**

Assigned Reading: John M. Riddle, *A History of the Middle Ages 300-1500* (New York: Rowan and Littlefield Publishers, 2008), 237-270.

Thurs., Jan 24: The Byzantine Empire Up to the 4th Crusade

Assigned Reading: Paul Magdalino, "The Medieval Empire (780-1204)," in *The Oxford History of Byzantium*, ed. Cyril Mango (New York: Oxford University Press, 2002), 169-208. (NOTE: This chapter does get us a little ahead of ourselves, but I am confident we will survive.)

Week 4 January 28-February 1**Tues., Jan 29: The Islamic World From the Origins to the 10th Century**

Assigned Reading: Mahmoud M. Ayoub, *Islam: Faith and History* (Oxford: Oneworld Publications, 2005), 70-90.

WED. JAN 30: 15th Class Day = Last day to withdraw from a course with no grade assignment and last day to apply for refund!

Thurs., Jan. 31: The Islamic World in the Fatimid & Seljuk Eras

Assigned Reading: Marshall G.S. Hodgson, "Book Three, Chapter I: The Formation of the International Political Order, 945-1118," in *The Venture of Islam*, Vol. II (Chicago: University Of Chicago press, 1974), 12-61.

Week 5 February 4-8**Tues., Feb. 5: From al-Andalus to Spain I: The Iberian Peninsula up to 1085**

Assigned Reading: Bernard F. Reilly, *The Medieval Spains* (New York: Cambridge University Press, 1993), 51-89.

Thurs., Feb. 7: The Council of Clermont 1095

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 39-47; Madden, *New Concise History of the Crusades*, 1-14.

Week 6 February 11-15**Tues., Feb. 12: The First Crusade**

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 57-69; Gabrieli, *Arab Historians of the Crusades*, 5-12; Madden, *New Concise History of the Crusades*, 15-36.

Thurs., Feb. 14: The Kingdom of Heaven in its Prime

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 83-91, 93-99, 200-204; Gabrieli, *Arab Historians of the Crusades*, 36-40, 49-55, 73-84; Madden, *New Concise History of the Crusades*, 37-49.

Week 7 February 18-22

Prof. Malczycki will be away for a research obligation.

Week 8 February 25-March 1**Tues., Feb. 26: From al-Andalus to Spain II: Iberia from 1085 to 1147**

Assigned Reading: Hugh Kennedy, *Muslim Spain and Portugal: A Political History of al-Andalus* (New York: Longman, 1996), 154-188.

Thurs., Feb. 28: The Second Crusade

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 125-147; Gabrieli, *Arab Historians of the Crusades*, 56-63; Madden, *New Concise History of the Crusades*, 49-61.

(NOTE: Mid-Semester/36th Class Day = last day to withdraw without grade penalty)

Week 9 March 4-8**Tues., March 5: Resurgent Islam: Zangi and Nur al-Din**

Assigned Reading: Gabrieli, *Arab Historians of the Crusades*, 87-113; Madden, *New Concise History of the Crusades*, 63-79.

Thurs., March 7: Salah al-Din al-Ayyubi Better Known to Westerners as "Saladin"

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 154-166; Gabrieli, *Arab Historians of the Crusades*, 87-125.

Week 10 March 11-15

SPRING BREAK!

Week 11 March 18-22**Tues., March 19: The Third Crusade**

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 170-177; Gabrieli, *Arab Historians of the Crusades*, 208-224; Madden, *New Concise History of the Crusades*, 79-95.

Thurs., March 21: The Curious Case of the Fourth Crusade

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 225-240; Madden, *New Concise History of the Crusades*, 97-120.

Week 12 March 25-29**Tues., March 26: "Kill them all. God will know his own." Crusading in France.**

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 241-255, 263-284; Madden, *New Concise History of the Crusades*, 121-136.

Thurs., March 27: The Baltic and Eastern European Crusades

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 263-284.

Week 13 April 1-5**Tues., April 2: The Fifth Crusade**

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 256-261; Gabrieli, *Arab Historians of the Crusades*, 255-266; Madden, *New Concise History of the Crusades*, 143-155.

Thurs., April 4: The Crusade of Frederick II

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 285-295; Gabrieli, *Arab Historians of the Crusades*, 266-283; Madden, *New Concise History of the Crusades*, 155-165.

Week 14 April 8-12**Tues., April 9: From al-Andalus to Spain III: Iberia from 1147-1269**

Assigned Reading: Reilly, *The Medieval Spains*, 129-159.

Thurs., April 11: The Crusades of St. Louis and the Rise of the Mamluk Sultanate

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 343-347; Gabrieli, *Arab Historians of the Crusades*, 284-304; Madden, *New Concise History of the Crusades*, 167-186.

Week 15 April 15-19**Tues., April 16: The Mamluks and the Mongols**

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 352-355, 387-397; Gabrieli, *Arab Historians of the Crusades*, 307-322; Madden, *New Concise History of the Crusades*, 167-186.

Thurs., April 18: Outremer to the Fall of Acre

Assigned Reading: Allen and Amt, *The Crusades: A Reader*, 352-384; Gabrieli, *Arab Historians of the Crusades*, 323-350; Madden, *New Concise History of the Crusades*, 187-212.

Sat. April 20: AU eValueate opens (For better or worse, please do the online evaluations.)

Week 16 April 22-26**Tues., April 23: From al-Andalus to Spain IV: Iberia from 1269-1492**

Assigned Reading: Kennedy, *Muslim Spain and Portugal*, 273-304.

Thurs., April 25: Sins of the Fathers: Modern Crusades and the Idea of Crusading

Madden, *New Concise History of the Crusades*, 213-225.

Sun. April 28: AU eValueate CLOSSES at 11:59 PM

FINAL PROJECT DUE: FRIDAY 3 MAY, 8 AM