



Course Syllabus: Crusades
Prothro-Yeager College of Humanities and Social Sciences
History 4563
Fall 2025 Tuesday/Thursday 11:00 – 12:20 BW 122

Contact Information

Instructor: Tiffany A. Ziegler, PhD
Office: O'Donohoe 214 and Ferguson 214
Office hours: By appointment
Office Phone: (940) 397-4151
E-mail: tiffany.ziegler@msutexas.edu

Instructor Response Policy

The best way to contact me is via e-mail. I will respond to e-mails on business days within 24 hours. E-mails sent after hours will be responded to on the next business day (this means Friday e-mails sent after 5:00 pm will receive a response on Monday).

Course Description

This course surveys the period of the "Crusades" from its inception in the late eleventh century, to its maturity in the twelfth and thirteenth century, and through its final demise in the later Middle Ages. The examination of the development of the idea of crusade throughout these periods proves crucial to understanding the Crusades themselves, as the idea of crusade changed dramatically during each period. In this course we will examine each of these periods carefully, taking into consideration the various developments in the idea of crusade. We will also consider the impact that the Crusades have had on modern events.

Textbooks & Instructional Materials

Required

Arab Historians of the Crusades. Translated by Francesco Gabrieli, Berkeley: University of California Press, 1969. ISBN 9780520052246

Crusade and Christendom: Annotated Documents in Translation from Innocent III to the Fall of Acre, 1187-1291. Edited by Jessalynn Bird, Edward Peters, and James M. Powell. Philadelphia: University of Pennsylvania Press, 2013. ISBN 9780812223132

Geibfried, John J. and Kyle C. Lincoln. *The Remaking of the Medieval World, 1204: The Fourth Crusade*. Chapel Hill: University of North Carolina Press,

2021. ISBN 9781469664118

Madden, Thomas. *The Concise History of the Crusades*. Third Student Edition. New York: Rowman and Littlefield, 2013. ISBN 9781442215757

The Crusades: A Reader. Edited by S. J. Allen and Emilie Amt. Toronto: University of Toronto Press, 2010, 2014, or 2024. ISBN 97814875-2578-1 or [partially accessible here](#).

Handouts provided by the professor and/or on D2L.

Recommended

Turabian, K. L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth Edition. Chicago: University of Chicago Press, 2018. ISBN: 978-0-226-43057-7 [Quick Guide Website](#).

There are the five books for this course. The textbook for this course is Thomas Madden's *The Concise History of the Crusades*. *Arab Historians of the Crusades*, *Crusade and Christendom*, and *The Crusades: A Reader* are all collections of primary sources. Finally, *The Remaking of the Medieval World* is the guidebook for our Reacting to the Past assignment. More on this later.

Please purchase or rent these books (with the exception of *The Crusades: A Reader*, if you choose). If you would like to get a different edition or digital copy, you are welcome to do so. Please be warned, however, that if I refer to a page number, I will denote the page of the edition listed in the syllabus. Be ready to cite all books appropriately regardless of format.

Study Hours and Tutoring Assistance

Located in Moffett Library, the Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom, including both on campus and distance education tutoring. For more information go [here](#).

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Furthermore, writing, analytical, and critical thinking skills are all part of the learning outcomes of this course, and thus all assignments should be prepared

by the student. AI-generated submissions are not permitted and will be treated as plagiarism.

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Course Grade - The grade for this course will be based on attendance and participation, three papers, and two take-home exams.

Table 1: Points allocated to each assignment

Assignments	Points
Attendance and Participation	150
Paper One	150
Paper Two	150
Paper Three	150
Midterms Exam	150
RTTP/Final Exam	250
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Assignments

All assignments must be turned in at the beginning of class time on the day due. All assignments should be submitted electronically on D2L.

Quizzes

I will not give quizzes as long as there is regular class participation.

Exams

There is one midterm and one final—the midterm is a 'take-home exam' and covers the first half of the class. It is worth 150 points, or 15% of the grade.

The final exam is the Reacting to the Past experience, which covers the second half of the class. It is worth 250 points each, or 25% of the grade. More detailed information will be provided later.

Papers

Students will write three formal papers over the primary source readings. Each is worth 150 points, or 15% of the grade. The assignments are provided at the end of this syllabus.

Extra Credit

No extra credit assignments are provided.

Late Work

Late work is not permitted.

Make-up Work/Tests

All assignments are due the to D2L on the date indicated. This includes 'take-home exams'. Because you will know of all assignments beforehand, and because tests are take-home, there will be no make-up work or tests. Please plan accordingly; get your assignment in before you know you will miss. If you are ill, let me know and I will work with you on when/how to submit.

Important Dates

Last day for term schedule changes: 25 August 2025

Deadline to file for graduation: 22 September 2025

Last Day to drop with a grade of "W:" 24 November 2025

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

I am assuming that you are an adult and that you can make your own decisions about coming to class. This is, however, an upper-division history course in which most information will be conveyed in person and in class. Your attendance grade is worth 150 points, or 15% of your grade. You will be given one unexcused absence; the total points allocated for attendance will drop by ten points for every additional time missed. You will also be counted as absent if you show up more than fifteen minutes late for class without an appropriate excuse or if you are consistently unprepared for class, fail to pay attention during class, and/or fail to participate in class discussion.

INCLEMENT WEATHER STATEMENT: If the university closes due to weather during our assigned class time, we will not meet. Assignments/meetings will be shifted accordingly.

Computer Requirements

While this is not an online class, we do rely rather extensively on D2L, which requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Please refrain from behavior disruptive to the conduct of class, including but not limited to arriving late, leaving early, making trips to the vending machines, talking with other students, and viewing videos on TikTok. Do not bring work unrelated to class. Do not watch soccer (or other games) in class. Think carefully about how you are spending your tuition money. If you sleep in class and if you snore, people are likely to laugh at you.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request.)

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Northwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Northwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. Refer to: [Campus Carry Rules and Policies](#)

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.**

Course Schedule:

Week or Module	Activities/Assignments/Exams	Readings and Due Dates
Week 1 8/25-8/29	Introductions, Background, and Origins: Geography and Pilgrimage	READINGS: <ul style="list-style-type: none">• <i>The Crusades: A Reader</i>, xi-6• Handouts:<ul style="list-style-type: none">-Jerusalem Pilgrims before the Crusades-The Earliest Phase of Christian Pilgrimage-The Piacenza Pilgrim• Madden, vi-7• D2L Maps

Week or Module	Activities/Assignments/Exams	Readings and Due Dates
<p>Week 2 9/2-9/5</p> <p>9/1 Labor Day— No classes</p>	<p>Islam and the Greek East at 1000 CE</p>	<p>READINGS:</p> <ul style="list-style-type: none"> • <i>The Crusades: A Reader</i>, 10-19; 31-34 • Islamic Beliefs • The Structure of Politics in the Muslim Common Wealth (only chapter seven) • The Byzantine Empire: Equilibrium to expansion (886-1025) (only chapter 13) • Luitprand, Report of his Mission to Constantinople • Madden, vi-7
<p>Week 3 9/8-9/12</p>	<p>The Latin West at 1000 CE</p>	<p>READINGS:</p> <ul style="list-style-type: none"> • <i>The Crusades: A Reader</i>, 7-9, 19-31; 34-36 • On the First Millennium • Enter Confidently into the War of the Lord God (only chapter 2) • Madden pp. vi-7

Week or Module	Activities/Assignments/Exams	Readings and Due Dates
Week 4 9/15-9/19	The Rise of Christendom and Holy War	READINGS: <ul style="list-style-type: none"> • <i>The Crusades: A Reader</i>, 7-9, 19-31; 34-36 • On the First Millennium • Enter Confidently into the War of the Lord God (only chapter 2) Madden pp. vi-7 Paper One Due 9/18
Week 5 9/22-9/26	The First Crusade and Its Aftermath: Settlement and Assimilation	READINGS: <ul style="list-style-type: none"> • <i>The Crusades: A Reader</i>, 37-124 • Madden, 7-34 • Gabrieli, xi-xxxvi; 3-84
Week 6 9/29-10/3	The Second and Third Crusades	READINGS: <ul style="list-style-type: none"> • The Siege of Damascus Variations • Madden, 35-92 • Gabrieli, 87-252 • <i>Crusade and Christendom</i>, 1-23
Week 7 10/6-10/10	The Fourth Crusade and Its Aftermath	READINGS: <ul style="list-style-type: none"> • Madden, 93-114 • Villehardouin, 29-118 • <i>Crusade and Christendom</i>, 24-65 Exam One Due

Week or Module	Activities/Assignments/Exams	Readings and Due Dates
Week 8 10/13-10/17	The Crusades of the Holy Roman Empire	READINGS: <ul style="list-style-type: none"> • Madden, 155-172 • Joinville, 191-353 • <i>Crusade and Christendom</i>, 348-393
Week 9 10/20-10/24	The Crusades of Saint Louis and RTTP Setup 1	READINGS: <ul style="list-style-type: none"> • Madden, 173-196 • <i>Crusade and Christendom</i> pp. 448-492 • <i>The Remaking of the Medieval World</i>, 3-25
Week 10 10/27-10/31	The Twilight of the Crusading Movement and Peripheral Crusades	READINGS: <ul style="list-style-type: none"> • Madden ,115-134; 197-210 • <i>Crusade and Christendom</i>, 66-105 Paper Two Due 10/30
Week 11 11/3-11/7	Internal Crusades and RTTP Setup 2	READINGS: <ul style="list-style-type: none"> • <i>The Crusades: A Reader</i>, 241-255; 297-340; 385-422 • Madden ,115-134; 197-210 • <i>Crusade and Christendom</i>, 66-105 • <i>The Remaking of the Medieval World</i>, 3-25

Week or Module	Activities/Assignments/Exams	Readings and Due Dates
Week 12 11/10-11/14	RTTP 1 and RTTP 2	READINGS: <ul style="list-style-type: none"> <i>The Remaking of the Medieval World</i>
Week 13 11/17-11/21	RTTP 3 and RTTP 4	READINGS: <ul style="list-style-type: none"> <i>The Remaking of the Medieval World</i>
Week 14 11/24-11/25 Last day to drop for a "W": 11/24	RTTP 5	READINGS: <ul style="list-style-type: none"> <i>The Remaking of the Medieval World</i>
Week 15 12/1-12/5 Last Day of Classes 12/5	RTTP 6 and RTTP Outcomes and Debriefings	READINGS: <ul style="list-style-type: none"> <i>The Remaking of the Medieval World</i> All Reacting to the Past Materials Due 12/4
Finals	The Long Aftermath	Paper Three Due

History 4563: The Crusades

Paper One: Crusades before the Crusades

Purpose: I want you to think about the concept of 'crusade'. What is it? What does it mean? When does 'crusading' emerge? This conceptual background will allow us to better understand the Crusades as we study their official unfolding.

The Background:

When discussing 'the Crusades', most begin with 1095. In 1095, envoys—on behalf of Emperor Alexios I Comnenus (1081-1181)—arrived in the West at the Council of Piacenza. The envoys requested western knights to help in the fight between the Eastern Empire and the Seljuk Turks. Later, at the Council of Clermont on 27 November 1095, Pope Urban II called the First Crusade stating, "Whoever for devotion alone, but not to gain honour or money, goes to Jerusalem to liberate the Church of God can substitute this journey for all penance."¹ Pope Urban II's call for participation was (allegedly) met with an enthusiastic response: God wills it! (*deus lo vult*). Although a great tale, one is left wondering, is this recounting of history an accurate reflection of the *idea* of crusade and crusading? Is this truly the beginning of 'the Crusades'?

Task: In the format of a formal paper (introduction, thesis, body paragraphs, and conclusion all required):

1. Define 'crusade'. What is it? When does this word come about? What does it mean? Who does crusading? Why does one crusade?
2. Make an argument: Does crusading begin with the First Crusade or sooner?
3. Be sure to back up your response with argument and evidence and not just conjecture and opinion.

Other Items of Consideration:

1. Typed with reasonable, 12-point font.
2. At least three pages; no more than four pages.
3. Cite using Chicago/Turabian and footnotes. I have modeled this for you.² Copy and paste if you must.

¹ Urban II, "Clermont Decree," in Christopher Tyerman, *God's War: A New History of the Crusades* (London and New York: Penguin Books, 2007), n.p., accessed on 30 August 2021. https://books.google.com/books?id=tNDCpBNqXuUC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

² If I want to cite something in word/Google Docs, I go to References, then Insert Footnote, being sure to place the cursor where I want the citation to go.

4. Use primary sources from weeks 1-3,³ as well as Madden.⁴
5. Only use class materials;⁵ do not use materials from outside of class.⁶
6. Due at the beginning of class to the dropbox on D2L.

³ If I want to cite one of the primary sources from the reader, I would start with its title and then do the citation: "Augustine of Hippo on the Just War" in *The Crusades: A Reader*, S. J. Allen and Emilie Amt, eds (Toronto: University of Toronto Press, 2010), 7.

⁴ If I want to cite Madden, I would do so this way: Thomas Madden, *The Concise History of the Crusades*, Third Student Edition (New York: Rowman and Littlefield, 2013), *insert page number where you got the information*.

⁵ Perhaps I want to use the Wilkinson article from D2L—follow this format: Author, *Title* (Place of Publication: Publisher, date), page. For online sites, follow my example on Urban II's call above!

⁶ Still confused? Ask for help!

History 4563: The Crusades

Paper Two: The Idea of Crusade—External

Purpose: This paper asks that you continue to think about and evaluate the concept of crusade as it changed and as it was changed by the crusaders. For this version you will be using the Second Crusade, the Third Crusade, the Fifth Crusade, the Emperor's Crusade, and the Crusades of Saint Louis.

Background: Earlier in the semester we determined that although many historians mark the beginning of the Crusades in 1095, the movement itself had antecedents long before the eleventh century. In looking for the beginning of the Crusades, you were asked to define a crusade and even *the* Crusades. Since that first paper, however, much has happened on the crusading front, forcing us to reevaluate how we look at the concept of crusade.

Task: In the format of a formal paper (introduction, thesis, body paragraphs, and conclusion all required):

1. Define crusade: Please do not reinvent the wheel. This should be a quick discussion in the introduction. Also, do not use sources from outside of class to define crusade. Please use only class materials).
2. Answer: How does the idea of crusade change from the First Crusade to later crusades?
3. Finally, argue: Are these crusades a shameful example of Western imperialism insofar as they are viewed as a gratuitous effort on the part of Christian Europeans to grab land and assert dominance over the Islamic East or do they perhaps represent a defensive response of European Christians against a militant aggressive Islam? (Pay special attention to the Mongols, the Mamluks, and the Turks.)
4. You may mix and match views and crusades, but you must address both upholding the idea and perverting the idea, and you must use three different crusades in your discussion:
 - The Second Crusade
 - The Third Crusade
 - The Fifth Crusade and The Sixth Crusade/The Emperor's Crusade
 - The Crusades of Saint Louis (Seventh and Eighth)

Other Items of Consideration:

- Typed and reasonable, 12-point font.
- At least three pages; no more than four pages.
- Use primary sources.
- Must cite all sources in Chicago/Turabian using footnotes—don't screw this up! I have modeled this for you. Copy and paste if you must. See paper one for examples
- Only use class materials; do not use materials from outside of class.
- Due at the beginning of class to the dropbox on D2L.

History 4563: The Crusades

Paper Three: The Idea of Crusade—Internal

Purpose: I would like you to think about the concept of crusade one last time. For this version you will be using the Fourth Crusade, Internal Crusades, and Peripheral Crusades. The majority of these crusades saw Christians attacking other Christians.

Background: You have spent much time with the concept of crusade, from its beginnings before 1095 to the first through eighth crusades, to internal and peripheral crusades. I have asked you to think about that concept in connection with those crusades where Christians attacked non-Christians. Now I want you to think about how the concept evolves when Christians attacked other Christians.

Task: In the format of a formal paper (introduction, thesis, body paragraphs, and conclusion all required):

1. Answer: In what ways do the Albigensian Crusade, the Spanish Reconquista, and the Eastern Crusades (Baltic, for example) seem to represent a “crusade” in the true sense; in what way do they seem to represent a perversion of “crusade” in that same true sense? In addressing this question, be sure to argue how these are either genuine crusades or not, how these might represent a political rather than religious venture, and how these ‘perpetual crusades’ helped to redefine the concept of crusading altogether. Can we include the Fourth Crusade in this category of crusade?
2. You may mix and match views and crusades, but you must use three different crusades in your discussion:
 - The Reconquest in Spain
 - The Albigensian Crusade (Cathars)
 - The Eastern Crusades/Baltic (*Drang nach Osten*)
 - The Fourth Crusade

Other Items of Consideration:

- Typed and reasonable, 12-point font.
- At least three pages; no more than four pages.
- Use primary sources.
- Must cite all sources in Chicago/Turabian using footnotes—don’t screw this up! I have modeled this for you. Copy and paste if you must. Use paper one as an example.
- Only use class materials; do not use materials from outside of class.
- Due at the beginning of class to the dropbox on D2L.