

**COURSE:** HP401N, History of the Crusades  
**CREDIT:** 3 Semester Hours  
**SEMESTER:** Fall 2021 Cycle 2 (August 23-October 15, 2021)  
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## I. DESCRIPTION

A study of the history of the Crusades. This course will introduce the student to the crusading movement, including the themes of cultural diffusion, conquest and colonization within the context of interactions between competing societies of Western Europe, Eastern Europe, Northern Africa and West Asia. (Prerequisites: HP231 and HP232)

## II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Recall the basic facts and chronology of the Crusades (PLO 1) (Assessments A & C).
2. Recall the people who made major contributions to Western society (PLO 1) (Assessments A & C).
3. Relate the study of history to a theologically based philosophy of history (PLO 1, 4) (Assessment A, B, C, D).
4. Acquire an understanding of the characteristics of civilizations involved in the cause, conduct and conclusion of the Crusader era. (PLO 1). (Assessments A, B, C, D).
5. Gain an appreciation of the range of diverse primary sources, literature, and other media (local, national, and international) to illustrate and explore citizenship in other times and places. (PLO 1) (Assessment B & C).

B. Specific competencies to be achieved. The student will:

1. Create instructional material to assess history, how past and present interact, and key historical concepts, including time, chronology, cause and effect, change, conflict and point of view. (PLO 1, 3, 4) (Assessment A, C).
2. Understands major historical periods, people, events, developments and documents including (but not limited to): (PLO 1, 4) (Assessment A, C).
  - a. Background and events leading to the Crusader era;
  - b. Unique aspects of Crusader society both in Europe and the Middle East;

- c. Leaders, events, activities, causes and conclusions of each of the numbered Crusades;
  - d. Interaction between Crusader society and native peoples of the Middle East;
  - e. Impact of European Crusades on relations between the papacy and secular rulers; and the coming Reformation;
  - f. Economic and social impacts of the Crusades on the growth and development of Western Europe;
  - g. Unique aspects of the military orders.
3. Evaluates how and why individuals (including historians) may hold and espouse different views about the past. (PLO 1, 4) (Assessments A, B, C, D)
  4. Assesses the linkages between human decisions and consequences. (PLO 1, 4) (Assessments A, B, C, D)
  5. Assesses current and historical examples of interaction and interdependence of science, technology and society in a variety of cultural settings. (PLO 1, 4) (Assessments A, B, C, D)

### III. REQUIREMENTS (ASSESSMENTS)

- A. Reading and Questions. You will be expected to complete the assigned reading from the texts per the schedule outlined in the online course structure. As you read the assignments, pay attention to the general threads of history, and how specific individuals and events fit within the patterns of social movements. Answer questions associated with each lesson and submit with each examination for the appropriate period of study.
- B. You are required to read Riley-Smith's *The First Crusade and the Idea of Crusading* and prepare an eight page book report due with the last paper. The book report will include the following elements (at a minimum):
  - a. Introduction
  - b. Summary of the book (what did Riley-Smith cover in the book)
  - c. Major themes (what point[s] is Riley-Smith trying to make?) that you identified during your reading
  - d. Your assessment of Riley-Smith themes (do you agree with him, why or why not)
  - e. Conclusion
- A. Research Papers. You will be required to prepare two research papers. Topics will include reviews of individuals, events, or developments in the history of the crusades. The papers should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.) **and are due as indicated in the Canvas portal for this class.** The grade for the papers will be calculated based on the Calvary University evaluation sheet (enclosed). The papers should cite a minimum of scholarly references using books or peer reviewed articles (including articles sourced from databases such as ProQuest). Internet references may also be used (but may not substitute for the three references required).

Students who use the Clark Academic Center (CAC) to review a draft of their papers and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper. **Students will prepare their papers following the Turabian format specified in the Calvary University Turabian Style Guide 2019 Edition.**

- B. Discussion. You will participate in answering discussion questions as you work through the course units.

#### IV. METHODS

- A. Attendance. Attendance for "distance" students will consist of validated academic activity at a weekly minimum. Attendance validation for "distance" students includes such activities as participation in class assignments and discussion typically derived from the recorded lectures. I will record attendance by checking academic activity during the previous 7 days **each Wednesday**. If you miss more than one week, your grade will be lowered by one letter grade. If you miss more than two weeks of class, your grade will be lowered by one additional letter grade (a total of two letter grades).
- B. Grading. The grading scale is given in the University Catalog (letter grades with numerical equivalents). Course work is weighted in the following proportions:

Unit One	15%
Unit Two	15%
Unit Three	15%
Unit Four	15%
Unit Five	10%
Research Papers	20%
Book Report	10%

#### V. MATERIALS

Madden, Thomas F., *A Concise History of the Crusades: Critical Issues in History* (Third Edition), New York: Rowman & Littlefield, 2013. ISBN: 9781442215757. Price: \$32.92; Kindle \$31.27.

Riley-Smith, Jonathan (Editor), *The Oxford History of the Crusades*, Oxford: Oxford Paperbacks, 2002. ISBN: 9780192803122. Price: \$22.95; Kindle \$11.99.

Riley-Smith, Jonathan, *The First Crusade and the Idea of Crusading*, Philadelphia: University of Pennsylvania Press, 2009. ISBN: 9780812220766. Price: \$24.95.

*The New American Standard Bible*, La Habra, CA: Foundation Publications, 1995. ISBN: 9781885217721. Price: \$5.99. Available used for about \$ 0.01. NOTE: The

Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. COURSE SCHEDULE:

Section	Dates
Unit One	Dates for each section will be set within the online course system.
Unit Two	
Unit Three	
Unit Four	
Unit Five	
Research Papers	
Book Report	
Conclusion	

**Special Notes:**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2019 update.

**CALVARY EVALUATION SHEET**

Student Name: \_\_\_\_\_ Date Due: \_\_\_\_\_

Faculty Name: \_\_\_\_\_ Course Number/Name: \_\_\_\_\_

ASSESSMENT OF LESSON

Categories 1-10: Maximum 100 points (Instructor assigns percentage weight to each category)

	<b>KNOWLEDGE</b> Recalls details of previously learned material, including relevant facts and theories.
	<b>COMPREHENSION</b> Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.
	<b>APPLICATION</b> Applies rules, methods, concepts, principles, and laws as required by questions.
	<b>ANALYSIS</b> Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole.
	<b>SYNTHESIS</b> Sees the whole of a concept, theory or idea by means of its constituent parts.
	<b>EVALUATION</b> Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression.
	<b>PROPER CITATION OF AUTHORITIES AND FREQUENCY OF REFERENCES</b> Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content.
	<b>SPELLING/GRAMMAR/SYNTAX</b> Follows the accepted norms of spelling, grammar, and syntax.
	<b>TURABIAN STYLE</b> The lesson has been submitted neatly and according to relevant school submission guidelines.
	<b>ACADEMIC LEVEL SATISFIED</b> Answers are insightful, original, scholarly, developed with adequate detail, and appropriate to degree level.
	<b>TOTAL POINTS</b>
	<b><u>FINAL GRADE</u></b>

_____	_____
Faculty Signature	Date

<b>COMMENTS ON LESSON:</b>		
<input type="checkbox"/> This lesson shows improvement	<input type="checkbox"/> Unique, helpful expressions employed	<input type="checkbox"/> Strong in area of application
<input type="checkbox"/> Exemplary development of ideas	<input type="checkbox"/> Nice mix of theological and pastoral ideas	<input type="checkbox"/> References very strong relevant
<input type="checkbox"/> Lesson work shows much promise	<input type="checkbox"/> Excellent recall of material	<input type="checkbox"/> Aware of important intricacies of issue
<input type="checkbox"/> Submission requirements not fulfilled	<input type="checkbox"/> Lacking depth of treatment	<input type="checkbox"/> Lack of flow in communication
<input type="checkbox"/> References cited incorrectly	<input type="checkbox"/> Grammatical errors excessive	<input type="checkbox"/> Misunderstanding of question asked
<input type="checkbox"/> Insufficient reference material	<input type="checkbox"/> Weakness in paragraph format	<input type="checkbox"/> Improper conclusions drawn

**REMARKS:**