



# SYLLABUS

## The Second Crusade: The War Council of Acer, 1148

Freshman Seminar 1137.12-10

The Ohio State University  
Fall Semester (Session 2) 2016  
Tuesday & Thursday 3:00-3:55

**Instructor:** Prof. Alison I. Beach

**Office:** 257 Dulles Hall

**Office Hours:** Wednesday 12:45-2:45 and by appointment

**Telephone:** 292-6594

**email:** [beach.174@osu.edu](mailto:beach.174@osu.edu)

### A. Course Objectives and Requirements

#### Course Objectives

##### Content:

1. To understand the complex and interacting historical factors that sparked the medieval crusades...
2. To engage with the political, economic, spiritual, intellectual, and institutional dimensions and impacts of crusades and crusading...
3. To explore the medieval roots of contemporary religious and geo-political conflict from a variety of perspectives.

##### Skills:

1. To read and reflect critically upon key sources of medieval history...
2. To speak confidently and persuasively about sources texts...
3. To develop teamwork and leadership skills...

#### Course Requirements

1. Class Participation (50% of final grade)
2. Three Short Papers totaling 6-9 pages (45% of final grade)
3. Content Quiz (5% of final grade)

## Grading Scale

From	To	Letter Grade
100%	93%	A
92%	90%	A-
89%	87%	B+
86%	83%	B
82%	80%	B-
79%	77%	C+
76%	73%	C
72%	70%	C-
69%	67%	D+
66%	63%	D
62%	60%	D-
59% and Below		F

## B. Course Readings

### Required:

Helen A. Gaudette, *The Second Crusade: the War Council of Acre, 1148*  
(excerpted primary sources included: Augustine, *On the City of God*; Documents from the Investiture Controversy; Fulcher of Chartres, *A History of the Expedition to Jerusalem*; Bernard of Clairvaux, *In Praise of the New Knighthood*; Usamah ibn Munquidh, *Autobiography*; Ibn al-Qalanisi, *The Damascus Chronicle of the Crusades*; William of Tyre, *A History of Deeds Done Beyond the Sea*; Odo of Deuil, *The Deeds of Louis VII in the East*; Otto of Freising, *The Deeds of Frederick Barbarossa*) [Distributed in advance of the course]

### Optional Resources on Reserve:

Chazan, Robert. *European Jewry and the First Crusade* (Berkeley, 1987)  
Edington, Susan and Sara Lambert, eds. *Gendering the Crusades* (New York, 2002)  
Hillenbrand, Carole. *The Crusades: Islamic Perspectives* (New York, 1999)  
Phillips, Jonathan. *Defenders of the Holy Land: Relations between the Latin East and the West, 1119-87* (Oxford, 1986)  
*Phillips, Jonathan. The Second Crusade: Extending the Frontiers of Christendom* (New Haven, 2007)

### C. Schedule of Classes & Readings

<b>Class Meeting</b>	<b>Agenda</b>	<b>Readings &amp; Assignments</b>
1. Introduction to the Reacting to the Past concept, the Second Crusade Game, and the historical moment of 1148	Instructor lectures and leads class discussion about the game, the historical background to the Second Crusade. Roles are distributed at the end of class	Read the Introduction and game rules in Gaudette, <i>Second Crusade</i> , pp. 1-53
2 & 3 Class discussion about medieval politics, war, and the rise of the papacy	Instructor leads discussion Faction meetings (French, German, Jerusalem, Eastern Allies). Indeterminates meet with instructor.	Augustine, <i>City of God</i> (Gaudette, 162-179); Gratian, <i>Decretum</i> (Gaudette, pp. 170-176); Texts from the Investiture Controversy (Gaudette, pp. 146-152); Fulcher of Chartres (Gaudette, pp. 61-66); Crusading Bull of Pope Eugenius III (Gaudette, pp. 153-154)
4. Class discussion about the history of the crusader kingdoms in the Levant to 1148, the call to the Second Crusade, and the journey of the German and French armies to the Outremer	Instructor leads discussion Faction meetings	Bernard of Clairvaux, William of Tyre, Usamah ibn Munquidh, Ibn al-Qalnisi, Otto of Freising, and Odo of Deuil (Gaudette, pp. 67-117 and 135-145)  <b>Content Quiz</b>
5. Council Session 1: Debate 1 begins: "How can this Crusade be Justified?"	Students will debate questions surrounding Just War and Crusade	Reread excerpts from the sources and prepare arguments for Debate 1
6. Council Session 2: Debate 1 continues	Debate 1 continues, points awarded for best speeches	<b>Short Paper 1 Due</b>
7. Work Session for Factions in preparation for Debate 2: "Against which city should the crusade be directed? Ascalon, Edessa, or Damascus?"	Students work in faction groups; Indeterminates meet with instructor as needed	Students determine what sources to consult based on the results of Debate 1
8. Council Session 3: Debate 2 begins	Students will debate the pros and cons of attacking each city, including: the possibility of breaking the truce with Damascus, the potential southward expansion of the Crusader Kingdoms, and the benefits of restoring the pre-1144 status quo.	Reread excerpts from Usamah ibn Munquidh, Ibn al-Qalanisi, William of Tyre, and Otto of Freising.

9. Council Session 4: Debate 2 continues	Students will decide where to attack. Secret ballot vote determines geographical target	Reread excerpts from William of Tyre, Otto of Freising, and Odo of Deuil.  <b>Short Paper 2 Due</b>
10. Factions meet with Indeterminates	Factions meet with Indeterminates to negotiate in an attempt to win the strongest for their faction	
11. Council Session 5: Debate 3 Begins: "Who should lead the crusade?"	Students will begin to discuss who should lead the crusade in order to ensure its victory. Nominations will be made and candidates will describe their qualifications. Council will decide on a specific list of issues that will become probative questions to ask the candidates during the next session.	Read documents from the Investiture Controversy and find relevant passages from the New Testament that indicate the basis of religious or secular authority (Gaudette, pp. 177-232)
12. Council Session 6: Debate 3 continues	Roundtable discussion of the issues decided upon during the previous session. Each candidate will take a turn to address the questions at hand. Non-candidates will have the opportunity to direct particular questions for debate at particular candidates or at the candidates in general. Indeterminates submit their petition to the faction they wish to support. Election for the leader of the crusade is held by secret ballot.	<b>Short Paper 3 Due</b>
13. Game Conclusion	Results of the election announced; points tallied; Instructor determines the success of the crusade	
14. Post-Mortem Evaluation	What really happened in 1148 and beyond?	Read Chapter 10 in <i>The Second Crusade: Scope and Consequences</i> , eds. Phillips and Hoch and Berry, "The Second Crusade," on Carmen

## **D. Departmental and University Policies**

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

### Statement on Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

### Official Enrollment

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.