



# SYLLABUS (Proposed) The Second Crusade: The War Council of Acer, 1148

Freshman Seminar 1137.xx

The Ohio State University  
Fall Semester (Session 2) 2016  
Tuesday & Thursday 2:20-3:40

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

**Office:** 257 Dulles Hall

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

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## Course Objectives

### Content:

1. To understand the complex and interacting historical factors that sparked the medieval crusades...
2. To engage with the complex and interacting 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 source texts...
3. To develop teamwork and leadership skills.

### Historical Study Expected Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them to understand how human beings view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

## Course Overview

This course brings to life a dramatic moment in the history of the crusades. Students become the great gathering of monarchs, barons, religious figures, and others who met as a war council in Acre on the even of the Second Crusade, and "react" as participants in the discussions and debates that might have been held there.

As William of Tyre, the most important historian of the twelfth-century crusader states explains, after the armies led by the French and German monarchs had arrived in the holy land in response to the Pope's call for crusade, "a general court was proclaimed at the city of Acre to consider the results of the great pilgrimage, the completion of such great labors, and also the enlargement of the realm. On the appointed day they assembled in Acre, as had been arranged. Then, together with the nobles of the realm who possessed an accurate knowledge of affairs and places, they entered into a careful consideration as to what plan was most expedient." (William of Tyre, *History of Deeds Done Beyond the Sea*, trans. Babcock and Krey (Columbia, 1943), p. 183.

You, the war council, much discuss and debate the idea of "crusading," the justifications for this crusade, and the reasons why it must be launched at this time. You must consider what city should be attacked and how. Finally, you must decide who from among the council's participants should lead the crusade, and if the authority for the crusade should lie in secular or religious hands.

The debates are informed by selections from key primary sources by Augustine, William of Tyre, Odo of Deuil, Otto of Freising, Usamah ibn Munqidh, and Ibn al-Qalanisi, as well as from selections from the New Testament and the Quran.

While the game's debates are designed to introduce the history of the crusades and Europe and the Levant in the twelfth century, they will also engage players (i.e. students!) in some of the biggest questions of the time: who has rightful authority in spiritual and secular matters: popes or monarchs? Will the grown powers of the papacy guarantee much needed contemporary church reform? How will this crusade affect power struggles in the political and religious settings, in the East and the West? How and when can war be justified? Could the crusade help the Latin and Greek Churches end the schism between them?

The game is set in the walled crusader city of Acer on 24 June 1148. This is the most important port city on the Mediterranean coast in the Latin Kingdom of Jerusalem that is ruled by the crusaders. Each council session takes place in the assembly hall of the fortress, located in the northern area of the city and occupied by the Hospitallers, a military order dedicated to serving the sick, sheltering the homeless, housing pilgrims from the West, and defending the kingdom from its enemies.

**The concept for the game and the above text used with the kind permission of Helen Gaudette, the author of *The Second Crusade: the War Council of Acre, 1148*, a simulation game-in-development for the Reacting to the Past series pioneered at Barnard College, Columbia University by Mark C. Carnes.**

## Course Requirements

1. Class Participation (30% of final grade)
2. Three Short Papers totaling 8-10 pages (65% 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            |

## 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)

## Schedule of Classes & Readings

| Class Meeting   | Agenda  | Readings & Assignments  |
|---|---|---|
| 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 <i>Gaudette, 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> ; Gratian, <i>Decretum</i> ; Texts from the Investiture Controversy; Fulcher of Chartres; Crusading Bull of Pope Eugenius III |
| 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<br><br><b>Content Quiz</b>                   |
| 5. Council Session 1<br>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<br>Debate 1 continues  | Debate 1 continues, points awarded for best speeches  | <b>Paper 1 Due</b>  |
| 7. Work Session for Factions in preparation for Debate 2  | Students work in faction groups; Indeterminates meet with instructor as needed  | Students determine which sources to consult based on the results of Debate 1 and in preparation for Debate 2  |
| 8. Council Session 3<br>Debate 2 begins: "Against which city should the crusade be directed? Ascalon, Edessa, or Damascus?"   | 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 Munqidh, Ibn al-Qalanisi, William of Tyre, and Otto of Freising.  |
| 9. Council Session 4<br>Debate 2 continues  | Students will decide where to attack. Secret ballot vote determines geographical target. Points awarded for best speeches   | Reread excerpts from William of Tyre, Otto of Freising, and Odo of Deuil.<br><br><b>Paper 2 Due</b>   |
| 10. Factions meet and negotiate with Indeterminates   | Factions meet with Indeterminates to negotiate in an attempt to win the strongest over to their faction   |   |

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| 11. Council Session 5<br>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. |
| 12. Council Session 6<br>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>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                     |

## 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.