1. **Title of the module**

HIST6041 (HI6041) - The Crusades in the Thirteenth Century

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

60 credits (30 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA History (Joint and Single Honours)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Been taught skills which enable them to work with a variety of historical sources, including primary visual and literary sources; to evaluate the relative strengths and limitations of these sources; and to interpret these sources verbally and in writing.

8.2 Gained an understanding of the complexity of medieval religion and warfare through the investigation of the crusades and their milieu.

8.3 Gained an awareness of different disciplinary approaches to the theme of holy war and cultural encounters in the Middle Ages (especially social history, theology, military history and literary sources), and to approach sources with an understanding of their potential as evidence addressing different disciplinary concerns.

8.4 Improved their ability to interpret primary sources verbally and in writing.

8.5 Acquired knowledge and understanding of the past and particular aspects of the historiography and methodology.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.2 Enhanced communication, presentational skills and information technology skills.

9.3 Demonstrated the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form.

9.4 Analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.

9.5 Approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches.

1. **A synopsis of the curriculum**

This course examines the place of crusading within Medieval society focusing on the thirteenth century, especially on the period between c. 1200 and 1291. It will consider crusading against the Muslims in the Holy Land as well as crusading within Europe, especially in Southern France against the Cathar heresy and in northern Europe, where crusading was used as a device to convert the pagans in the Baltic region. The module will deal with issues such as holy war, ecclesiastical control over crusading, conversion of heretics and pagans, trades within the Mediterranean and with Medieval Russia, military strategies, funding warfare, political alliances, military orders, diplomatic relations with the Greek and Arab worlds, preaching, pilgrimage and cultural encounters. The course will be structured around themes including: what is a crusade; how to plan a crusade; crusades in the twelfth century; the Third Crusade; the military orders; crusading castles; trades; cultural encounters; crusade and mission; the Fourth crusade; the crusades against the Cathars; crusades in northern Europe; the Fifth crusade; St. Francis of Assisi and the conversion of al-Kamil; Frederick II and the conquest of Jerusalem; Louis IX and the crusades; the fall of Acre in 1291; the trial of the Templars.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

J. Riley-Smith, What were the crusades? 3rd edn. (Palgrave MacMillan, 2002)

C. Tyerman, ‘Were there any crusades in the Twelfth Century?’, English Historical Review 110 (1995)

S. Runciman, A history of the crusades, 3 vols. (Cambridge University Press,1951-4)

The crusades: a reader, ed. S. J. Allen (University of Toronto Press, 2003)

The Conquest of Jerusalem and the Third Crusade, ed. P. Edbury (Ashgate, 1996)

A. Andrea, Contemporary sources of the Fourth Crusade (Leiden, 2008).

D.E. Queller and T.F. Madden, The Fourth Crusade (University of Pennsylvania Press,1997)

Oliver of Paderborn, Christian Society and the Crusades 1198-1228, ed. E. Peters (University of Pennsylvania Press, 1948)

J. M. Powell, Anatomy of a Crusade 1213-1221 (University of Pennsylvania Press,1986)

Joinville. The Life of Saint Louis. In Chronicles of the Crusades, trans. M.R.B. Shaw. (N.Y., 1963).

W. Jordan, Louis IX and the Challenge of the Crusade (Princeton University Press, 1979)

J. Richard, Louis IX, crusader king of France (Cambridge, 1992)

The Seventh Crusade, 1244-1254: sources and documents, trans. P. Jackson (Ashgate, 2007)

Shirley J. (tr.), Song of the Cathar Wars (Aldershot, 1996).

The History of the Albigensian Crusade by Peter of les Vaux-de-Cernay, trans. W. and M. Sibly (Boydell Press,1998)

Hamilton B., The Albigensian crusade (Manchester University Press,1974)

Sumption J., The Albigensian crusade (Faber and Faber, 1978)

Henricus de Lettis, The chronicle of Henry of Livonia, trans. J. Brundage (Madison, 2003)

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

1. **Assessment methods**
   1. Main assessment methods

Essay 3000 words 10%

Essay 3000 words 10%

Critique 1500 words 5%

Critique 1500 words 5%

Presentation 15 minutes 5%

Presentation 15 minutes 5%

Examination 1 2-hours 30%

Examination 2 2-hours 30%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Critique 1 | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Critique 2 | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Presentation 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Examination 2 | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018