

SUL ROSS STATE UNIVERSITY
SUMMER II 2025

Matthew G Marsh
HIST 4316 Sec 2W1
Web-Delivered

Office: LH 301
Office Hours: By Arrangement
Office Phone: (432) 837-8199
E-mail: mmarsh@sulross.edu

The Crusades – Readings & Research

Course Description:

The Crusades – Readings & Research (3-0). An introduction to the history, historiography and sources of the Crusading movements. The course spans the beginning of the Crusades in 1095 until the late 14th century. Students will complete readings not only into the history, but also analyse primary sources from the period.

Required Texts:

Sacred Violence: The European Crusades to the Middle East, 1095-1396. Jill N. Claster. (Toronto: University of Toronto Press, 2009.) ISBN: 978-1-4426-0060-7
The Crusades: A Reader. 3rd Edition. S.J. Allen and Emilie Amt, Eds. (Toronto: University of Toronto Press, 2024.) ISBN: 978-1-4875-2578-1
Muslim Sources of the Crusades Period: An Anthology. James E. Lindsey & Suleiman A. Mourad, Eds. (Indianapolis, IN: Hackett Publishing Company, Inc., 2021.) ISBN: 978-1-62466-984-2

Assignments:

Syntheses & Analysis (9)	Historiography (1)
Primary Source Analysis (7)	

**Student Learning
Outcomes:**

The graduating student with a B. A. in History will:

Develop an informed, critical and articulate approach to the study of history.

Marketable Skills: *Critical Thinking: Absorption, comprehension, synthesis of Data*

Ibid: *Development of pattern recognition and causal skills.*

Global Fluency: *Ability to place the United States in a global context*

The history student will demonstrate knowledge of American History, World History, and Non-American History

Marketable Skills: *Students can meet deadlines in a successful manner.*

Students can discharge responsibilities in an adequate manner.

Students can manage the absorption of data.

Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.

Marketable Skills: Professionalism: *Knowledge and understanding of the civic roles and responsibilities of a United States citizen.*

Critical Thinking/Professionalism: *Ability to relate the importance of the historical past when considering public policy decisions.*

The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable Skills: *Students can utilize data to persuade various audiences.*

Students can utilize data to generate and strengthen ideas.

Students can decipher stances adopted by various individuals.

The history student will demonstrate historical research skills in a

logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content

Marketable skills: *Students can identify useful resources from a pool of data.*

Students can select and organize data in a relevant manner.

Students can make written presentations to various audiences

SLO's are assessed as follows:

Reading Syntheses & Analysis = SLOs 1-3 & 5	Historiography Paper = SLO's 1-5
	Primary Source Analyses = SLO's 1-5

Course Learning

Outcomes

Students who complete HIST 4316 with a grade of "C" or higher will be able:

- ❖ Be able to trace the causes, historical development, and impact of the Crusades through political, economic, socio-cultural developments.
- ❖ Be able to chart long-term historical & political trends in Byzantine Roman, Islamic and European history between 1095 to 1396CE.
- ❖ Demonstrate knowledge of key historical events, movements and personalities in Indian history between 1095 to 1396CE.
- ❖ Understand the role that historical interpretation plays in the assessment of the past and be able to identify and critique various and differing interpretations of the past.
- ❖ The development of critical thinking and writing skills through reading syntheses, primary source analyses, and a historiography paper.

TExES Standards:

Students seeking teacher certification in the History and Social Studies 7-12 areas will cover some or all of the following standards.

Core Subjects EC-6/4-8: Social Studies Standards IV, V, VII & IX

History 7-12: Standards II, IV, V & IX

Social Studies 7-12: Standards II, IV, V & IX

Course Requirements:

Academic Integrity - Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

A. D. A. Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility services must contact:

Mary Schwartz-Grisham, M.Ed./LPC

SRSU Accessibility Services Director

Counseling and Accessibility Services,

Ferguson Hall 112

Mailing Address: P. O. Box C-122; Alpine, TX 79832
Phone: (432) 837-8203
E-mail: mschwartz@sulross.edu

OR

Alejandra Valdez
Title V Retention Specialist and Career Services Coordinator- Eagle Pass
Phone: (830) 758-5006
E-mail: Alejandra.valdez@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

Appealing the Final Grade: If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

Attendance- It is highly recommended you attend class. Per SRSU requirements attendance is taken at the beginning of each class.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Cell Phone Policy: Turn all electronic devices to silent and put them away. Use of electronic devices during the class is strictly prohibited, and users electronic devices may be asked to leave the class.

Contacting the Instructor: My office telephone number and e-mail are included for emergencies. E-mail is the preferred method of communication. Please use the following format in your subject line for any e-mail communications: YOUR NAME: HIST 4316-Subject of E-mail.

Late Assignments: Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you will receive a grade of "F".

Libraries: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare

Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

On Writing Well: The members of the history faculty believe that it is important that students be encouraged to write well in classes other than English. To that end, each examination will contain essay questions; while major assignments such as readings summaries, concise historical notebooks, and a critical book review will be required. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (HINT: Use **Spelling & Grammar Check**).

SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Student Responsibilities - All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

Writing Tutoring: Students needing assistance with writing are urged to use the services of the **SRSU Writing Centre**, found in Blackboard. If logged into Blackboard click: https://shsu.blackboard.com/ultra/organizations/195798_1/cl/outline. Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors.

Contact: Robin Alvarez, Writing Center Coordinator, rka19ro@sulross.edu

Students in Alpine may also visit the **Lobo Den Tutoring Centre**, part of the Lobo Den Advising Centre, located in the Bryan Wildenthal Memorial Library first floor. The Tutoring Centre provides guidance in Writing, mathematics, Science, Spanish, and more.

Contact: Anthony Quintana, Coordinator of Tutoring Services,

anthony.quintana@sulross.edu

Student

Responsibilities:

You are responsible for attending all lectures, taking notes and completing the readings.

You are responsible for getting notes from a missed class from a classmate.

You are responsible for turning in assignments on time.

You are responsible for being in class to take quizzes and exams

You are responsible for verifying your enrollment in or withdrawal from the course. If you quit the class, but your name still appears on the Banner grade sheet at the end of the semester you will receive an "F" for the course.

Instructor

Responsibilities:

Mr. Marsh will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.

Mr. Marsh will field any question on the course content

Mr. Marsh will return assignments in a reasonable amount of time.

Mr. Marsh will hold office hours and answer student e-mails on the course.

Course Assignments:

Reading Syntheses & Analysis: History is a discipline based around the written word, which makes reading the text a critical part of understanding the material and successfully completing the course. With each chapter you will write a one-to-two page synthesis based on the readings for that lesson. Second, you must also analyse, based on your reading and synthesis, what the main thesis of the chapter is. *See Appendix I for Complete Details)*

Primary Source Analysis: After reading the narrative textbook *Sacred Violence* you read several primary sources based around specific themes of the crusades that will have assigned questions to answer. *(See Appendix II for Complete Details.)*

Historiography Paper:

Each student will complete a 6-8 page historiography paper on the evolving approaches historians have taken to the understanding and perception of the Crusades. Finished essays will be uploaded to Blackboard and run through SafeAssign. *(See Appendix III for further Details).*

Grading Breakdown:

Assignment	Number	Points Ea.	Assignment Total Points
Reading Syntheses	9	50 pts	450 pts
Primary Source Analyses	7	50 pts	350 pts
Historiography Paper	1	200pts	200 pts
			1000 Total Points Possible

Grade System:

A = 1000 – 900

B = 899 – 800

C = 799 – 700

D = 699 – 600

F = 599 - 0 points

Schedule of Lectures & Readings

Week I

Assignment: Synthesis & Analysis #1-3

Reading: Claster, *Sacred Violence*, Part 1, Ch. 1-3

Week II

Assignment: Synthesis & Analysis #4-6

Reading: Claster, *Sacred Violence*, Part 2, Ch. 4-6

Week III

Assignment: Synthesis & Analysis #7-9

Reading: Claster, *Sacred Violence*, Part 3, Ch. 7-9 &
Epilogue

Week IV

Assignment: Primary Source Analyses #1-7

Reading: Allen & Amt *The Crusades: A Reader*, Lindsey
& Mourad, *Muslim Sources of the Crusades*;

Week V

Assignment: Historiography Paper

Reading: Historiography Readings from Allen & Amt
The Crusades: A Reader (If not finished)

**Note: Lectures and Readings are tentative and may be
changed at the discretion of the Instructor**

Appendix I: Reading Syntheses & Analysis

I: Learning Objective

The book readings are designed to introduce students to the world of Crusades, the socio-economic and political growth and fall of the Crusader states, and promote critical thinking. The reading synthesis is designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in Standard English.

II. Directions

For each chapter you will complete a reading synthesis & analysis. After reading the assigned pages, first, write a two-three page synthesis of the topics and information found in the readings. A synthesis is not designed to be exhaustive, but to give a brief overview of what is being covered. Look at what the main ideas and topics are in the chapter when beginning to outline your summary.

Second, you must also analyse what the main thesis or theses for the chapter. What is the author's argument or thesis for that chapter, how effective is it, does it support the overarching thesis of the book? Your analysis will be one page.

III. Format

Assignments need to be completed in Microsoft Word. All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

- Your Name, Date, HIST 4316 and the assignment week need to be in the upper right-hand corner of the page.
- Original title for the summary on next line, centred
- Body of the synthesis
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SYNTHESIS

IV. Discussion Board Grade Sheet

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Evidence of Reading	7.5	6	5	4
Recognizes and Discusses Primary Themes of Reading	10	8	7	6
Recognizes and discusses impact of major historical figures	6.5	5	4.5	4
Evidence of Synthesis and Interpretation	6.5	5	4.5	4
Analysis - Identifies the main thesis of the chapter.	5	4	3.5	3
Analysis - Examines and discusses the thesis, its effectiveness and support of the overall thesis of the book.	10	8	7	6
Formatting	4.5	4	3.5	2
	50pts	40pts	35pts	30pts

Appendix II: Primary Source Readings & Questions

I: Learning Objective

Primary Source readings are designed to expose students to the literature and thought of the Crusading period, from secular and religious writings, and promote critical thinking. The critical thinking questions that accompany the primary source readings are designed to build knowledge and skills related to the study of history including but not limited to: historical interpretation and synthesis, reading comprehension, critical thinking, time management and writing in standard English.

II. Directions

For each primary source analysis assignment, you will read an excerpt from a group of Primary Sources focused on a broad theme. With each primary source will be critical thinking questions you to respond to. After reading the assigned excerpt answer the following critical thinking questions based on the reading. Each question's answer must be a minimum of one paragraph (200 words) in length.

III. Format

Sample Question: In Tablet I - what type of ruler does the reading depict Gilgamesh to be, how do the citizens of Uruk view Gilgamesh? How common do you think the form of government in Uruk would be in this period of history?

Answer: Write your answer using complete sentences and be sure to use spell check and grammar check BEFORE posting. Points will be deducted for spelling and grammar mistakes. Each answer needs to be a least a paragraph long.

IV. Primary Source Readings & Questions Grade Sheet

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Recognizes and discusses primary components of reflection question	15	12	10.5	9
Answers all components of the Reflection Question	10	8	7	6
Answers show understanding of the authorship and context of the primary source.	7.5	6	5.25	4.5
Answers are historically/factually accurate	7.5	6	5.25	4.5
Evidence of Reading	5	4	3.5	3
Formatting	5	4	3.5	3
	50pts	40pts	35pts	30pts

Appendix III: Historiography Paper

I: Learning Objective

The Historiography paper is designed to build knowledge and skills related to the study of history including but not limited to: research skills, knowledge of trends in historical research, evaluation of sources, historical interpretation and synthesis, reading comprehension, critical thinking, time management and writing in standard English.

II. Historiography Paper Directions

1. Each student will write a historiography paper on varying historiographical frameworks and approaches taken towards the Crusades in the 19th, 20th, and 21st centuries.
2. Students will use the section of *The Crusades: A Reader* dedicated to the perception of the crusades as the primary sources for the paper. **WIKIPEDIA OR OTHER ONLINE SOURCES MAY NOT BE USED IN THIS PAPER.**
3. The historiography paper must be a minimum of 6-8 pages long.
 - a. The 6 pages DOES NOT include the title page or the bibliography.
 - b. Historiography Papers must include an introduction, a conclusion beginning with "In Conclusion" and a thesis (topic) statement.
4. The historiography paper is an individual assignment. **No co-written papers.**

III. Historiography Paper Format

- Turabian format and footnote citation will be used.
- All pages must be double spaced and in 12 pt. font, either Time New Roman or Cambria.
- **Title Page:** Must include original title, name and date centred on page
- **Main Text:** Must include an introduction and conclusion. All source citations whether directly quoted or paraphrased must be cited in footnotes. Page numbers in upper right corner. Conclusion must begin with "In conclusion."
- **Bibliography:** Minimum of all provided sources from instructor. Additional sources may be included, but hard copy or EBSCO E-Books/Articles only. **WIKIPEDIAS AND NON-PEER REVIEWED ONLINE SOURCES ARE PROHIBITED.**

V. Easy Ways to Fail the Historiography Paper

- Turning another students paper as your own = F
- Stealing work off the internet and turning it in as your own (plagiarism) = F
- Turning in the same paper as another student in class = F
- No Bibliography + no sources cited = plagiarism = F
- No citation of sources = F

VIII. Term Research Paper & Presentation Grade Sheet

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Introduction				
Introduces topic, coverage, and scope of the historiographical framework	30	24	21	18
Details main topics of paper	25	19	17	15
Comprehension				
Clear thesis statement	30	24	21	18

Develops thesis throughout paper through historical argument.	45	36	32	27
Uses sources to support thesis arguments	35	30	25	22
Shows ability to offer synthesis of historical material	25	19	17	15
Integrates sources into paper	20	17	15	12
Conclusion				
Begins with "In Conclusion"	10	7	6	5
Effective restatement of the primary thesis of research paper.	30	24	21	18
Formatting				
All formatting requirements met.	50	40	35	30
	300pts	240pts	210pts	180pts