

**COURSE:** HP401N History of the Crusades  
**CREDIT:** 3 Semester Hours  
**SEMESTER:** Summer 2025, Session 1 (May 6 to June 28, 2025)  
**TIME:** As indicated in Schedule  
**CONTACT:** Dr. Teddy D. Bitner, Office: (816) 425-6164; Email: [teddy.bitner@calvary.edu](mailto:teddy.bitner@calvary.edu), Cell: 816 914-5119

## 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 submitted 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
- C. Research Papers. You will be required to prepare two research papers. The first paper should include an appropriate topic from the First through Fourth Crusade. The second paper should include an appropriate topic from the Fifth Crusade to the end of the Crusader Era.

Topics should include a review of an individual, event, or culture within the period being discussed. Each paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.) **and is due not later than indicated in the schedule in the Canvas portal.** The grade for the papers will be calculated based on the Calvary University evaluation sheet (enclosed). Each paper

should cite a minimum of three books or peer reviewed articles. 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 paper and provide a copy of the draft signed by a CAC tutor will receive up to a 5% bonus for each paper submitted. All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition.

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

#### IV. METHODS

- A. This is an online class. The class will be composed of reading, answering questions, engaging in forum responses, and providing writing reflections of each portion of the course.

- B. Attendance and Grading

For online students, I will take attendance once a week on Friday. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. I will deduct 2.50% from your grade for each week in which an online student fails to demonstrate academic activity.

The grading scale is provided in the University Catalog (letter grades with numerical equivalents). In computing the final grade, I will weigh the work of the course in the following proportions:

Answers to Reading Questions	20%
Research Paper 1	15%
Research Paper 2	15%
Book Report	15%
Discussion Questions	15%
Attendance	20%

#### 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 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
Module 1	Dates for each section will be set within the online course system.
Module 2	
Module 3	
Module 4	
Module 5	
Module 6	
Module 7	
Module 8	

**Special Notes:**

Grades on late assignments will be reduced by 4% for each day the assignment is late.

I will accept late assignments until midnight on the last day of the cycle. I will not accept assignments beyond that point. Students may contact the registrar to apply for additional time to complete the class.

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.

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted

by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

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.

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**Rubric for History Assignments (Papers, Book Reports, Theses, Other Projects) at Calvary University**

	<b>Above Standards = 3</b>	<b>Meets Standards = 2</b>	<b>Approaches Standards = 1</b>	<b>Fails to Meet Standards = 0</b>
Knowledge	Recalls details of previously learned material, including relevant facts and theories. Student is able to articulate and reflect on the details in written form effectively.	Recalls details of previously learned material, including relevant facts and theories. Student is able to describe the details in written form.	Recalls the general outline of previously learned material, including relevant facts and theories. Student is able to describe the general outline in written form.	Fails to recall the general outline of previously learned material, including relevant facts and theories. Student is unable to describe the general outline in written form.
Comprehension	Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.	Answers are mostly relevant to questions. Exhibits the ability to grasp the meaning of previously learned material. Displays the ability to explain, interpret, and summarize as appropriate.	Answers generally relate to questions. Exhibits marginal grasp of the meaning of previously learned material. Struggles with the ability to explain, interpret, and summarize as appropriate.	Answers do not correlate with questions. Exhibits no grasp of the meaning of previously learned material. Fails to display the ability to explain, interpret, and summarize as appropriate.
Application	Applies rules, methods, concepts, principles, and laws as required by questions.	Generally, applies rules, methods, concepts, principles, and laws as required by questions.	Demonstrates comprehension of rules, methods, concepts, principles, and laws present in the material, struggles with finding and articulating appropriate applications.	Demonstrates a failure to comprehend rules, methods, concepts, principles, and laws present in the material. Fails to articulate applications with finding and articulating appropriate applications. Fails to understand the idea of application.
Analysis	Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole. Evidences strong critical thinking skills with logical and thoughtful development of analytical conclusions.	Identifies and describes parts of a concept, theory, or idea and relate those parts to the whole. Evidences good critical thinking skills with reasonably developed analytical conclusions.	Identifies most parts of a concept, theory, or idea and relate those parts to the whole. Evidences basic critical thinking skills with marginally developed analytical conclusions.	Fails to identify parts of a concept, theory, or idea and relate those parts to the whole. Demonstrates the lack of basic critical thinking skills with poorly developed analytical conclusions.
Synthesis	Masters the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are sophisticatedly and cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	Sees the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	Approaches the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are marginally synthesized to undergird the central argument. Able to articulate the results of synthesis.	Fails to comprehend the whole of a concept, theory, or idea by means of its constituent parts. Fails to synthesize artifacts to undergird the central argument. Unable to articulate the results of synthesis.
Evaluation	Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Masters the data, synthesizes theory and outcomes, and draws insightful conclusions based on the evidence.	Describes and articulates theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Comprehends the data, synthesizes theory and outcomes, and draws appropriate conclusions based on the evidence.	Approaches and recites theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Recognizes the data, considers the theory and outcomes, and draws some conclusions based on the evidence.	Fails to comprehend theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Fails to consider the data, unable to apply or synthesize the theory and outcomes, and fails to draw conclusions based on the evidence.
Citations and Plagiarism	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct	The student fails to cite direct sources (cut and paste from Wikipedia or other sources). Student fails to properly paraphrase and cite material. Student does not list

	<b>Above Standards = 3</b>	<b>Meets Standards = 2</b>	<b>Approaches Standards = 1</b>	<b>Fails to Meet Standards = 0</b>
	quotes are cited, all paraphrased material is cited, evidence of frequent and accurate citations throughout the paper. All source material appears in the Bibliography / References.	quotes are cited, paraphrased material generally is cited, with adequate frequency. All source material appears in the Bibliography / References	quotes are cited, paraphrased material generally is marginally cited, student shows evidence of struggling with paraphrasing. Most source material appears in the Bibliography / References	source material in the Bibliography / References, or the paper completely lacks a Bibliography / References.
Spelling / Grammar / Syntax	Writes clearly, follows the accepted norms of spelling, grammar, and syntax with no errors	Generally writes clearly and follows the accepted norms of spelling, grammar, and syntax with minor errors.	Does not write clearly, exhibits several spelling, syntax, and grammar errors	Does not write clearly, fails to follow spelling, grammar, and syntax guidelines and acceptable use.
Format Style (Turabian, APA, MLA)	The assignment has been submitted neatly and according to relevant submission guidelines per Turabian, APA, or MLA.	The assignment follows nearly all of the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges, but generally follows the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges and fails to follow the relevant submission guidelines per Turabian, APA, or MLA.
Academic Level Satisfied	Content / answers are insightful, original, scholarly, developed with exceptional detail, and appropriate to degree level.	Content / answers are appropriate, original, scholarly, developed with adequate detail, and appropriate to degree level.	Content / answers approach original scholarship, developed with some detail, and appropriate to degree level.	Content / answers do not display original scholarship, adequate detail, or appropriate to degree level.

Sources:

Mamta Saxena, Melanie Kasparian, Donna DiGiovanni, Hattie Hammonds, “Rubrics: Building, Grading, and Providing Targeted Feedback to Students,” Northeastern University. Accessed January 6, 2022, <https://www.northeastern.edu/cpsfacultycentral/wp-content/uploads/2018/11/RubricsBuildingGradingAndProvidingTargetedFeedbackToStudents.pdf>