

ENGL 8210 Sec. 1: Crusading in Medieval and Early Modern Culture
M 1:00-3:30 Spring 2016
Middlebush Hall 206

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Office Hours: W F 12-1 p.m. or by appt.



Course Description:

When Christopher Columbus “discovered” the New World, he told Ferdinand and Isabella of Aragon and Castile “to spend all the profits of...my enterprise on the conquest of Jerusalem,” calling for a religious war directed not to the West but to the East: a crusade. This disconcertingly “medieval” notion of holy warfare would continue to shape the seemingly enlightened Renaissance to an enormous extent. In this course we will explore the conceptual challenge of the crusade across its various registers—theological, social, economic, penitential, and personal—by focusing on literary representations of crusading in English texts both during the Middle Ages and the Early Modern period. Throughout the semester we will consider the implications of the continued ideal and vocabulary of holy violence on other religious groups, particularly Jews and Muslims, across the medieval-Renaissance divide. Supplementary and secondary readings will give us insight into related topics such as travel, pilgrimage, and the religious vow, while others will reveal how images of the Jew, Saracen, and Turk played a significant role in the religious and political discourse of Catholic and Reformation England.

Required Texts (Available at the MU Bookstore):

--Jonathan Riley-Smith, *The Crusades: A History*, 3rd ed. (Bloomsbury Academic, 2014)

ISBN# 9781472513519

--Richard Coeur de Lyon, ed. Peter Larkin (Medieval Institute Publications, 2015) ISBN# 9781580442015

--*Stanzaic Guy of Warwick*, ed. Alison Wiggins (Medieval Institute Publications, 2004)

ISBN# 9781580440882

--*Three Middle English Charlemagne Romances*, ed. Alan Lupack (Medieval Institute Publications, 1990)

ISBN# 9780918720443

--Christopher Marlowe, *Doctor Faustus and Other Plays*, ed. David Bevington and Eric Rasmussen, 1st ed. (Oxford Paperbacks, 2008) ISBN# 9780199537068
--William Shakespeare, *Othello*, ed. Michael Neill (Oxford UP, reissue ed. 2008) ISBN# 9780199535873
--Philip Massinger, *The Renegado*, ed. Michael Neill (Bloomsbury Arden Shakespeare, 2010) ISBN# 9781904271611

Useful Websites

--The Medieval Sourcebook on the Crusades online, which contains many primary texts (in translation) and is mainly reliable:

<http://legacy.fordham.edu/halsall/sbook1k.asp>

--The Crusades Project, hosted by the University of Rochester, provides summary and bibliography for literary texts organized by period:

<http://d.lib.rochester.edu/crusades>

Grade Distribution (note: this is more of a guideline than a mathematical absolute):

Participation: 15% (in-class discussion)

Discussion question postings: 5%

Presentation: 25% (including brief essay)

Final Paper Summary: 5%

Final Paper: 50%

Discussion Question Postings:

All members of the class are required to post 2 discussion questions to the class email list (available via Blackboard) a total of 3 separate times of your choosing over the course of the semester. The questions must be sent to the list by **Sunday night at midnight** to allow everyone a chance to read them and to count for the assignment. These should be questions that you would like the class to address and attempt to answer in that day's discussion based on the assigned reading. (Because there is no reading for the last day of class, posting then is not an option, so plan accordingly.)

Presentation:

Everyone will have the opportunity to begin one seminar meeting with an oral presentation. This presentation, which should be 15-20 mins. max, should be a provocative introduction of the text (or section of the text) under study to the group. The goal is to teach the text to an audience of non-specialists who are nonetheless familiar with the work (i.e., the class). Hence, you should analyze the text without spending too much time on plot, cast of characters, or setting (unless these are of particular relevance). You may offer your own claim about the text as a whole or raise significant questions about how it is put together; you may also draw upon other readings from the syllabus as long as their connection is clearly articulated. Spending some time working through a specific passage will be necessary regardless of your teaching strategy.

After the oral presentation, submit a brief essay of 3-5 pages max. to me via hardcopy and Blackboard electronic submission. This essay is meant to complement the presentation given during class, but does not need to cover the same material or divide its interests similarly.

Final Paper:

The semester paper is a paper of 12-15 pages on a topic of your choosing, though you should tell me your topic by April 18 at the latest. The paper must include at least 1 of the primary texts from our syllabus. I encourage you to explore other writings on your chosen text(s), to explore outside primary materials, and to employ any methodological approach(es) you find useful. Due **Thurs., May 5 by 5 p.m.** in my mailbox in Tate 114 in hardcopy and in electronic version on Blackboard.

Final Paper Summary:

Everyone will present to the class an overview of his/her final paper argument and its significance on Monday, May 2 so we can all hear what others are working on. Think of this assignment as a short conference paper deriving from your longer research project; 5-7 minutes max.

Written assignments: Please use double-spaced Times New Roman 12-point font or equivalent with 1" margins and MLA citation format for all written assignments. Use the following link as a guide if you are unfamiliar with this format: <https://owl.english.purdue.edu/owl/resource/747/01/>.

Attendance: Though unforeseen events can and will happen, in general I expect regular attendance in this seminar. Multiple absences can affect your final grade for the course.

Schedule

Week 1: Introduction to the course

Monday Jan. 25

-Aers, "A Whisper in the Ear of Early Modernists; or, Reflections on Literary Critics Writing the 'History of the Subject'," in *Culture and History 1350-1600* [on Blackboard]

Week 2: The Problem of Definitions; Historical Approaches

Mon. Feb. 1

-Riley-Smith, *The Crusades: A History*, "Holy and Penitential Warfare," p. 13-20

-Selections from *The Crusades: A Reader*, ed. Allen and Amt, p. 39-47 [on Blackboard]

-Riley-Smith, *The Crusades: A History*, "The Birth of the Crusading Movement: The Preaching of the First Crusade," p. 21-45

-Housley, "Defining the Crusade," in *Contesting the Crusades* [on Blackboard]

Week 3: Constructing English Crusade Discourse

Mon. Feb. 8

-Richard Coer de Lyon, lines 1-3026

-Riley-Smith, *The Crusades: A History*, "Crusading thought, privileges and propaganda in the mid-thirteenth century" and "Taxation," p. 209-13

-Selections from *The Crusades: A Reader*, ed. Allen and Amt, p. 193-6 [on Blackboard]

-Constable, "The Place of the Crusader in Medieval Society" [on Blackboard]

Week 4

Mon. Feb. 15

-Richard Coer de Lyon, lines 3027-end

-Selections from *The Crusades: A Reader*, ed. Allen and Amt, p. 163-6, p. 167-9, and p. 170-7 [on Blackboard]

-Heng, "The Romance of England: *Richard Coer de Lyon* and the Politics of Race, Religion, Sexuality, and Nation" in *Empire of Magic* [on Blackboard]

Week 5

Mon. Feb. 22

-*Stanzaic Guy of Warwick*, lines 1-1692

-Selections from *The Crusades: A Reader*, ed. Allen and Amt, p. 213-17, p. 252-6 [on Blackboard]

-Kaeuper, "Independence in Knightly Piety," in *Holy Warriors* [on Blackboard]

Week 6

Mon. Feb. 29

-*Stanzaic Guy of Warwick*, lines 1693-end

-Wilcox, "Romancing the East: Greeks and Saracens in *Guy of Warwick*" [on Blackboard]

Week 7

Mon. Mar. 7

-*Sultan of Babylon*, lines 1-1490 [in *Three Middle English Charlemagne Romances*]

-Cohen, "On Saracen Enjoyment: Some Fantasies of Race in Late Medieval France and England" [on Blackboard]

-Selections from Dubois, *The Recovery of the Holy Land* [on Blackboard]

Week 8

Mon. Mar. 14

-*Sultan of Babylon*, lines 1490-end

-Houlik-Ritchey, "Troubled Conversions: The Difference Gender Makes in *The Sultan of Babylon*" [on Blackboard]

Week 9: Transition, Transformation, or Termination? The Crusade in the Early Modern Period

Mon. Mar. 21

-Riley-Smith, *The Crusades: A History*, "The Variety of Crusading, c. 1291-1523," p. 275-315

-Riley-Smith, *The Crusades: A History*, "The Lingering Death of the Crusading Movement, 1523-1892," p. 317-44

-Tyerman, "The Tudors, the Reformation, and the Crusade," in *England and the Crusades 1095-1588* [on Blackboard]

-Selections from *Elizabeth I: Collected Works*, Armada Speech, p. 325-6, Speech to Parliament, p. 328-30, Letter to Mehmed III [1601], p. 400-2, Prayers on Defeat of Spanish Armada, Expeditions, p. 423-7 [on Blackboard]

-Selections from Fuller, *The Historie of the Holy Warre* [on Blackboard]

[Spring break Sat. Mar. 26-Sun. Apr. 3]

Week 10

Mon. Apr. 4

-Marlowe, *The Jew of Malta*

-Preedy, "Bring the House Down: Religion and the Household in Marlowe's *Jew of Malta*" [on Blackboard]

-Selections from *The Crusades: A Reader*, ed. Allen and Amt, p. 410-17 [on Blackboard]

Week 11

Mon. Apr. 11

-Selections from Knolles, *The Generall Historie of the Turkes* [on Blackboard]

-James I, "Lepanto" [on Blackboard]

-Jones, "'Othello,' 'Lepanto,' and the Cyprus Wars" [on Blackboard]

Week 12

Mon. Apr. 18

-Shakespeare, *Othello*

-Vitkus, "Turning Turk in *Othello*: The Conversion and Damnation of the Moor" [on Blackboard]

Week 13

Mon. Apr. 25

-Massinger, *The Renegado*

-Degenhardt, "Engendering Faith: Sexual Defilement and Spiritual Redemption in *The Renegado*" [on Blackboard]

Week 14: Wrap-up and Review

Mon. May 2—Last class

-Final Paper Summaries

Final Paper due Thurs., May 5 by 5 p.m. in my mailbox in Tate 114.