

ANCIENT AND MEDIEVAL CULTURES

(HUMN 101)

FALL 2008

The Humanities Program: Background and Overview

The humanities program at Milligan College is a four-semester interdisciplinary program that integrates history, literature, philosophy, theology, and fine arts. The program employs a variety of teaching methods, including small group discussions, extensive reading and writing, lectures, films, demonstrations, and a travel option. Emphasis is given to books regarded as classics in Western tradition. The course carries four semester hours credit each semester.

Milligan College values the innovative humanities approach for several reasons. First, it expresses the Milligan philosophy that knowledge is holistic and should not be divided arbitrarily into departments or fragments of learning. In the words of John Henry Newman, “all branches of knowledge are connected together, because the subject matter of knowledge is intimately united in itself, as being the acts and the work of the Creator” (The Idea of a University, Discourse V). Although certain divisions of learning are practically necessary, they are theoretically misleading. Hence every effort is made in humanities not to see literature, music, art, philosophy, history, and religion as separate entities clearly differentiated, but as closely related expressions of the human experience.

The second reason for Milligan's adoption of this unified program is that all students can now study more widely in the humanities than before. Now every student can have a broader experience in his or her cultural heritage.

The third reason is better teaching and learning opportunities. Because the course is team-taught, all professors have an opportunity to share their strengths with the students. In addition to the lecturers from the permanent staff, other guest lecturers from the Milligan and Emmanuel faculties are invited to participate.

A fourth reason for adopting and continuing the program is that this unified program substantially increases the general academic expectations of the College. Tests results affirm the effectiveness of the program. In the years when the general senior exam was given, students received higher scores on the humanities sections after the implementation of the program than they did under the old program of study. Milligan students continue to score above the national mean on the humanities sections of the Academic Profile.

As a result of the humanities program, several majors have been revised to allow for increased specialization at the junior and senior level. For example, the English curriculum was revised so that after students complete their humanities program, they need to take only junior and senior level courses which are specifically designed as courses for majors and minors. The same revision was made by the history faculty. As a further result of the program, a humanities major is offered for those students who wish to pursue a broad course of studies in their junior and senior years. In addition, beginning with the fall of 2008, a humanities minor is available for students with other majors who wish to continue their study in the humanities. Over the years that the program has been in place, the humanities faculty has made a number of changes to make the program more effective and to respond to the needs of students. A significant reorganization of the writing component of

the humanities program began in the fall of 2002, and a further reorganization is being implemented this year. Strong academic writing will continue to be an expectation of the humanities program.

All four semesters of the humanities program address the following questions:

1. What does it mean to be fully human?
2. Who is God and how does a person know God?
3. What responsibilities do we, as both part of creation and stewards of it, have to the rest of the created order?
4. How does one relate to one's fellow human beings?
5. How does one answer life's inescapable questions--of love, hate, belonging, vocation, meaning, death?

The goal of the program is to discover what it means to be fully human, as the above themes indicate.

Traditionally, educated persons are marked by self-awareness. They are not necessarily any smarter, nor any richer, nor any happier than uneducated persons, but they are not strangers to themselves. They have learned about themselves through studying what their fellow creatures have thought and accomplished. As a result they perceive more clearly both the limitations and the potential capacity of humanity.

This kind of education is a continuing process that extends far beyond the college commencement service; however, the humanities program specifically and the college generally offer assistance toward the goal of self-knowledge. The program will introduce some of the great minds and the great books throughout the ages, show how human beings have shaped and been shaped by their history and environment, and offer glimpses of those few times that individuals have seemingly transcended themselves by their artistic creations.

While the required Old and New Testament courses focus specifically on the study of the Bible, the humanities program will not minimize religious dimensions of the humanities. The humanities have been defined as the record of humanity's quest for God and for ultimate meaning. The Bible has been defined as the record of God's revelation of His answers to that quest. As part of a Christian college, Milligan professors believe that the fully educated person must know both. Hence no attempt will be made to isolate revelation from the humanities. Rather, our Christian orientation will provide the framework for the study of what are traditionally thought to be secular subjects. Our primary question is "What does it mean to be fully human?" Our conviction is that the question cannot be answered apart from the second one, "Who is God?"

Course Description

Ancient and Medieval Cultures is an interdisciplinary course involving extensive reading in history, literature, philosophy, theology, and fine arts. The course is organized chronologically moving from prehistory through early Greek history to the High Middle Ages.

Thorough, insightful, critical reading is essential. Students should plan to spend about two hours preparing for each session of the class. There will be a reading or study assignment for every Monday, Wednesday, and Friday, and there may be a reading for Tuesday. The assignments are to be completed before class time on the day for which

they are assigned. Study guides are available in the bookstore to help in identifying major ideas and terms in the reading.

Thorough preparation before each class enables students to engage in lively discussion of significant ideas. On Monday, Wednesday, and Friday of each week students will meet with a discussion section leader to discuss the ideas generated by the reading. Each student is expected to contribute to the discussions on the basis of the reading of and thoughts about the assigned material. The Tuesday lecture session involves a different set of skills, the ability to learn from the oral and visual presentation of information. Students should be prepared to take thorough notes and review those notes frequently. Lecture material will overlap with or expand on the readings. Students will work to synthesize information from a variety of sources.

In addition to facility in reading and discussion, another mark of educated persons is the ability to express themselves clearly and concisely in writing. They must know what they wish to communicate (much of which they learn from their reading, conversation, and contemplation), and they must be able to articulate it in speech and writing. Students will write in a variety of forms, with emphasis on the essay exam. Individual section leaders may also make a variety of writing assignments.

Course Outcomes:

The outcomes of the program include:

1. the ability to read texts critically, to discern their presuppositions and implications, and to evaluate their effectiveness intelligently.
2. the discovery and identification of the student's *a priori* assumptions that color interpretation of texts.
3. the ability to recognize and appreciate different literary and artistic forms, to perceive how form and content are related, and to recognize the interconnections among academic disciplines.
4. an abiding awareness of how the present is linked to the past through formative ideas and events of Western—and to a lesser degree of non-Western—civilizations.
5. the ability to write effectively, utilizing the conventions of standard written English.

Texts/Readings

The art book will be used for all four semesters, and the two history books will be used for two semesters. Students must purchase all seven of the required books and bring them to class as assigned.

Title	Author	Publisher
<u>Western Heritage</u> Vol. I: to 1740, 9 th ed.	Donald Kagan, Steven Ozment, and Frank M. Turner	Prentice Hall
<u>Heritage of Western Civilization</u> Vol. I, 9 th ed.	Eds. John Beatty and Oliver Johnson	Prentice Hall
<u>Fleming's Arts and Ideas</u> , 10 th ed.	Mary Warner Marien and William Fleming	Thomson Wadsworth

<u>Greek Tragedies</u> , Vol. I, 2 nd ed.	Eds. Grene and Lattimore	University of Chicago
<u>The Odyssey</u>	Homer, trans. Rouse	Mentor
<u>The Aeneid</u>	Vergil, trans. Mandelbaum	Bantam
<u>Beowulf</u>	trans. Raffel	Mentor
Supplementary text for helpful background reading (optional)		
<u>Mythology</u>	Edith Hamilton	Little, Brown

Supplementary text for use as a guide to academic writing (optional this semester; useful for all collegiate writing)

<u>The Wadsworth Handbook</u>	Eds. Kirszner and Mandel	Thomson/Wadsworth
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Attendance policy:

Discussion of material is crucial to this course; therefore, attendance is required at all sessions unless extraordinary circumstances make attendance impossible. In these extraordinary circumstances, students are responsible for keeping the faculty informed of the situation. Students are also responsible for any missed material and for completing all work on time. Students must not miss an exam except for a major medical reason. Students who miss an exam must contact their discussion section leader and Dr. P. Magness within forty-eight hours. In most cases the makeup exam will be a unified exam common to all section leaders. The humanities faculty supports and is in sympathy with the music, athletic, and drama programs of the College; however, since the syllabus lists assignments and students are aware of them far in advance of their due date, special privileges cannot be given to participants in extracurricular activities. The class grade will be lowered at least one letter grade for more than five absences. Extensive absences will result in failure of the course. For more precise information on the consequences of absences consult your professor.

Grading and evaluation:

The grade will be determined by the section leader on the basis of test grades (80%) and class discussion and participation (20%). Section leaders may also choose to give frequent quizzes or require a class journal, which will be part of the participation grade. Some section leaders may choose to give points for participation in concerts, lectures, or plays.

The following chart shows how to convert letter grades to percentages and to grades on the four-point scale:

A = 4.0 = 93-100	C = 2.0 = 73-76	0 = -1
A- = 3.7 = 90-92	C- = 1.7 = 70-72	
B+ = 3.3 = 87-89	D+ = 1.3 = 67-69	
B = 3.0 = 83-86	D = 1.0 = 63-66	
B- = 2.7 = 80-82	D- = 0.7 = 60-62	
C+ = 2.3 = 77-79	F = 0 = 59 or below	

Letter grades reflect the following standards:

A = superior, excellent	D = poor
B = good, above average	F = failure, unacceptable
C = average, fulfills basic requirements	

Excelling:

The regular reading assignments are designed for the average and somewhat above average student. It is expected that students who wish to excel in humanities will participate in supplementary activities, such as reading a book from the Supplementary Reading List (attached to the syllabus) and writing a book review of two to three pages for their section leaders. Discuss your book selection and the form of this review with your section leader early in the semester. An acceptable review will raise the student's final average by .1. Reviews must be turned in to section leaders by November 24.

Integrity:

Academic integrity is expected of all Milligan College students and faculty. Each student is expected to do his or her own work whether in writing assignments or tests or quizzes. Please help us to uphold the highest standards of personal integrity. Giving or receiving aid on an exam will result in an "F" for that exam, and a second violation will result in an "F" for 101. While students often receive some help and advice in writing an essay, no student should turn in a paper that someone else has written. Also, students are expected to write without plagiarizing material from other writers. The Student Handbook explains the importance of academic honesty and includes this statement: "Incidents of flagrant academic dishonesty may be referred to the College Discipline Committee for resolution." **No electronic devices of any kind (including cell phones) may be brought into the classroom on a day an exam is given.**

Integrity is also important in the use of the library; taking books or materials without checking them out is a serious offense as well as an imposition on other students wishing to use library materials.

Assistance:

Every professor on the humanities faculty wants to be of help to students. Do not hesitate to ask for clarification or assistance from your discussion leader. The discussion sections are designed to give all students the opportunity for active participation and for clarification of questions that arise in the reading of the texts. All faculty members keep regular office hours and post these hours on their office doors in the Baker Faculty Office Center, McMahan Student Center, or Paxson Communications Center.

Several students who have excelled in humanities are available to serve as tutors to students needing help with reading assignments, preparing for tests, and writing papers. Contact Professor Traci Smith in the Office of Student Success (8981) to arrange for a tutor. Professor Traci Smith teaches Study Skills and Fundamental College Writing, and she offers individual help to students seeking assistance in humanities as well as other courses. Section leaders can also recommend tutors.

Milligan College provides reasonable accommodations for students with disabilities. To receive accommodations, students must make a formal request according to the policy outlined in the current college catalog. Once the request has been evaluated,

a list of accommodations will be prepared for distribution to appropriate professors. For help with accommodations, please contact Professor Traci Smith, Director of Disability Services, by phone (8981), email (tjsmith@milligan.edu), or appointment in the McMahan Student Center.

Faculty:

Lee Blackburn	Humanities and History	FOB 125
Ted Booth	Humanities and History	FOB 123
Ruth McDowell Cook	Humanities and English	FOB 119
Tim Dillon	Humanities and History	FOB 115
Craig Farmer	Humanities and History	
	Director of Humanities	FOB 122
John Jackson	Humanities and Bible	FOB 111
Pat Magness	Humanities and English	FOB 117
	Area Chair of Humane Learning	
Traci Smith	Developmental Studies	McMahan Student Ctr
	Director of Student Success and Disability Services	
Kenny Suit	Humanities and Communications	Paxson 106
Charlene Thomas	Humanities	FOB 108
Ted Thomas	Humanities, History, and German	FOB 121

Course Requirements and Assignments:

All reading assignments and examinations are listed in the daily schedule which follows. Individual section leaders may assign other writing activities or quizzes.

Daily Schedule

Be sure to complete all reading assignments *before* you come to class.

I. ASIAN AND AFRICAN ROOTS

Week 1 – August 20-22

Wed. Syllabus out; introduce course.

Fri. PREHISTORY

Kagan, Western Heritage, Ch. 1A, 4-9 (to “Early Civilizations to about 1000 B.C.E.”) Fleming’s Arts and Ideas, Introduction, xix-xxiii, and Ch. 1A, xxiv-6

Week 2 – August 25-29

Mon. MESOPOTAMIA

Kagan, Western Heritage, Ch. 1B, 9-18, (to “Egyptian Civilization”) Arts and Ideas, Ch. 1B, 6-11

Tues. A. Celebration of Humanities: What, Why, Who—Farmer
B. Mesopotamian Religion—Jackson

Wed. EGYPT and ANCIENT NEAR EASTERN EMPIRES

Kagan, Western Heritage, Ch. 1C, 18-36 Arts and Ideas, Ch. 1C, 11-16

Fri. EARLY GREEK LITERATURE

Kagan, Western Heritage, Ch. 2A, Introduction, 38-40, and 44-46
Odyssey, Books 1-5 (Hamilton's Mythology has a good short summary of this epic)

Week 3 – September 1-5

Mon. Odyssey, Books 6-11

Tues. A. Egyptian Religion—Jackson

B. Minoan Civilization—P. Magness (Read Arts and Ideas, pp. 16-20 and Western Heritage, pp. 40-43 before lecture today)

Wed. Odyssey, Books 12-17

Fri. Odyssey, Books 18-24

Week 4 – September 8-12

Mon. Review for Exam

Tues. Exam I

II. THE CLASSICAL GREEK WORLD

Wed. THE POLIS; SPARTA, ATHENS; PERSIAN WARS
Kagan, Western Heritage, Ch. 2B, 47-66

Fri. FIFTH & FOURTH CENTURY GREECE
Kagan, Western Heritage, Ch. 3A, 68-73, 75-85 (to “Architecture and Sculpture”)

Week 5 – September 15-19

Mon. HELLENIC ARCHITECTURE & SCULPTURE
Arts and Ideas, Ch. 2A, 23-45

Tues. A. How Athenian Democracy Functioned—Blackburn
B. Film, The Classical Ideal:Greece—Thomas

Wed. HELLENIC VASE-PAINTING, DRAMA, MUSIC, IDEAS
Arts and Ideas, Ch. 2B, 45-60

Fri. GREEK TRAGEDY
Aeschylus, Prometheus Bound in Greek Tragedies, ed. David Grene
(Hamilton’s Mythology will be helpful here and with the other plays.)

Week 6—September 22-26

Mon. Sophocles, Oedipus the King
Humanities Film: Oedipus, Hyder Auditorium, 6:30 p.m.

Tues. A. Scenes from Greek Drama—Thomas
Introduction to Philosophy—Kenneson

Wed. Sophocles, Antigone

Fri. Euripides, Hippolytus

Week 7 – September 29-October 1

Mon. GREEK HISTORIANS Kagan, Ch. 3B, p. 88-89; Beatty, Heritage of Western Civilization, Thucydides, “History of the Peloponnesian War” Books III and V, 80-87

Tues. A. Socrates and Plato—Robert Shields
B. Aristotle—Kenneson

Wed. GREEK PHILOSOPHY
Kagan, Western Heritage, Ch. 3B, 86-93 (to “Aristotle”)
Beatty, Heritage of Western Civilization, Socrates and Plato, Introduction, 92-93, Crito, 107-117, and The Republic, 120-126

Fall Break—October 2-3

Week 8—October 6-10

Mon. GREEK PHILOSOPHY

Kagan, Western Heritage, Ch. 3C, 93-94

Beatty, Heritage of Western Civilization, Aristotle, Politics, 127, 130-132, 135-137

Tues. EXAM II

III. THE HELLENISTIC WORLD AND ANCIENT ROME

Wed. HELLENISTIC WORLD

Kagan, Western Heritage, Ch. 3D, 96-106

Fri. HELLENISTIC ART

Arts and Ideas, Ch. 3, 62-86

Week 9 – October 13-17

Mon. EARLY ROMAN REPUBLIC

Kagan, Western Heritage, Ch. 4A, 108-128 (to “Roman Imperialism”)

Tues. A. The Hellenistic Age—Blackburn

B. Stoicism and Epicureanism—Kenneson

Wed. LATER ROMAN REPUBLIC

Kagan, Western Heritage, Ch. 4B, 128-42

Fri. EARLY ROMAN EMPIRE

Kagan, Western Heritage, Ch. 5A, 144-161 (to “The Rise of Christianity”)

Week 10 – October 20-24

Mon. ROMAN LITERATURE

Vergil, Aeneid, Books I and II (Notice the glossary at the end of the book.

Also Hamilton’s Mythology has a good and brief summary of The Aeneid.)

Tues. A. Film, The Classical Ideal: Rome—Thomas

B. From Republic to Empire—Blackburn

Wed. Vergil, Aeneid, Books IV and VI

Fri. ART OF THE ROMAN EMPIRE

Arts and Ideas, Ch. 4, 88-114 (also picture p. 86)

Week 11—October 27-31

- Mon. RISE OF CHRISTIANITY
Kagan, Western Heritage, Ch 5B, 161-167 and 173-179
- Tues. A. Christianity: From Persecuted Sect to Official Religion—Blackburn
B. Controversies in Christian Doctrine—Farmer
- Wed. LATER ROMAN EMPIRE
Kagan, Western Heritage, Ch. 5C, 167-173, 179-180, and 6A, 190-194
- Fri. Augustine, City of God selections and introduction (available on Angel);
print out the selection, read analytically, and bring it to class to discuss.

Week 12 – November 3-7

- Monday. Review for exam
- Tues. EXAM III

IV. THE MEDIEVAL WORLD

- Wed. BYZANTINE EMPIRE AND RISE OF ISLAM
Western Heritage, 6B, 194-204, and Arts and Ideas 5B, 141-146
- Fri. Early Christian and Byzantine Art, Arts and Ideas 5A and C, 118-141 and
146-150

Week 13 – November 10-14

- Mon. LITERATURE OF THE EARLY MIDDLE AGES
Begin Beowulf (Introduction to 63)
- Tues. A. Understanding Islam—Farmer
B. The Rise of Monasticism—Blackburn
- Wed. Complete Beowulf
- Fri. MONASTICISM; THE FRANKS AND CHARLEMAGNE
Kagan, Western Heritage, Ch. 6C, 204-219, 221-225, and Arts and Ideas,
Ch. 5D, 150-52

Week 14—November 17-21

- Mon. HIGH MIDDLE AGES; THE POWER OF THE CHURCH VS THE
HOLY ROMAN EMPIRE
Kagan, Western Heritage, Ch. 7A, 226-241
- Tues. A. The Power of the Papacy—Booth
B. Writers of the Castle, Convent, and Court—P Magness

Wed. HIGH MIDDLE AGES; ENGLAND, FRANCE, HOLY ROMAN
EMPIRE Kagan, Western Heritage, Ch. 7B, 242-254

Fri. ROMANESQUE ART AND LITERATURE
Arts and Ideas, Ch. 6

Week 15 – November 24-25

Mon. SOCIETY IN THE HIGH MIDDLE AGES
Kagan, Western Heritage, Ch. 8, 256-260 and 262-282
(Optional book review due to section leader)

Tues: A. From Plainsong to Polyphony—Brown
B. Anselm, Abelard, Aquinas—Farmer

Thanksgiving Break—November 26-28

Week 16 – December 2-5

Tues. Film, White Garment of Churches—Thomas

Wed. GOTHIC ART
Arts and Ideas, Ch. 7, 188-212

Fri. Review for Final Exam

**Final Exam: Monday, Dec. 8, 10:30 a.m. (Hyder Auditorium and Gregory Center,
as instructed by your section leader)**

HUMANITIES 101 SUPPLEMENTARY READING LIST

These are great books (some primary sources, some secondary sources, and some historical novels) that you should read someday for enjoyment, intellectual development, and expansion of your world view. If you are keeping up with your regular assignments, you may choose to read one of these books during the semester (it must be one you have never read before) and write a 2-3 page book review for your discussion section leader. If the review is acceptable, you will earn supplementary section credit and thus raise your final average .1 of a point (a 3.00 would be raised to a 3.1, for example). Reviews must be turned in to your discussion section leader by November 24, 2008. See your section leader for more information.

THE ANCIENT WORLD BEFORE THE CLASSICAL GREEKS

Baker, Robert. Dinosaur Heresies: New Theories Unlocking the Mystery of the Dinosaurs and Their Extinction.
David, Rosalie A. The Ancient Egyptians.
Graves, Robert. The Siege and Fall of Troy.
Hesiod. Works and Days.
Hesiod. Theogony.
Homer. The Iliad.
Renault, Mary. The Bull from the Sea.
Shay, Jonathan. Odysseus in America: Combat Trauma and the Trials of Homecoming.
Strouhal, Eugene. Life of the Ancient Egyptians.
The Epic of Gilgamesh.
Wolff, Krista. Cassandra.

THE CLASSICAL GREEK WORLD

Aeschylus. Agamemnon.
Anouilh, Jean. Antigone.
Aristophanes. Lysistrata or The Frogs.
Aristotle. Nicomachean Ethics.
Bowra, C. M. The Greek Experience.
Dzielska, Maria. Hypatia of Alexandria.
Euripides. Hippolytus.
Euripides. Medea.
Euripides. The Trojan Women.
Graham, Ley. Short Introduction to the Ancient Greek Theater.
Hamilton, Edith. The Greek Way.
Herodotus. The History of Herodotus.
Just, Roger. Women in Athenian Law and Life.
Kagan, Donald. Origins of War and the Preservation of Peace.
Kagan, Donald. Outback of the Peloponnesian War.
Kagan, Donald. The Archidamian War.
Kagan, Donald. The Fall of the Athenian Empire.
Kagan, Donald. The Peace of Nicias and the Sicilian Expedition.
(Each of Kagan's books deals with the Peloponnesian War.)
Kitto, H. D. F. The Greeks.
Plato. The Republic (complete).
Pollitt, J. J. Art and Experience in Classical Greece.

Renault, Mary. The Mask of Apollo.
Renault, Mary. The Last of the Wine.
Sealey, Raphael. Women and Law in Classical Greece.
Sophocles. Oedipus at Colonus.
Thucydides. History of the Peloponnesian War (complete).
Winkler, John. The Constraints of Desire: The Anthropology of Sex and Gender in Ancient Greece.

THE HELLENISTIC WORLD AND ANCIENT ROME

Anderson, James C. Roman Architecture and Society.
Beacham, Richard. Spectacle Entertainments of Early Imperial Rome.
Doody, John, Kevin Hughes, and Kim Paffenroth, eds. Augustine and Politics.
Everitt, Anthony. Cicero: The Life and Times of Rome's Greatest Politician.
Fantham, Elaine. Roman Literary Culture: From Cicero to Apuleius.
Fox, Robin Lane. Alexander the Great.
Graves, Robert. I. Claudius.
Green, Peter. Alexander the Great.
Joshel, Sandra, Margaret Malamud and Donald T. McGuire, Jr., eds. Imperial Projections: Ancient Rome in Modern Popular Culture.
Ling, Roger. Roman Painting.
Lucretius. The Nature of the Universe.
Mack, Sara. Ovid.
MacMullen, Ramsay. Constantine.
Meeks, Wayne A. The Moral World of the First Christians.
Ovid. The Metamorphoses (the first 10 books--i.e. "chapters").
Ovid. The Art of Love.
Plutarch. Lives (or The Fall of the Roman Republic).
Renault, Mary. Fire from Heaven.
Seneca. Thyestes.
Stead, Christopher. Philosophy in Christian Antiquity.
Ulansey, David. Origins of the Mithraic Mysteries.
Vergil. The Aeneid (complete).
Wheeler, Mortimer. Roman Art and Architecture.
Williams, John. Augustus.

THE MEDIEVAL WORLD

Boethius. The Consolation of Philosophy.
Chretien de Troyes. Lancelot.
Eco, Umberto. The Name of the Rose.
Fox, Marvin. Interpreting Maimonides (the great Jewish philosopher of the 12th century).
Gardner, John. Grendel.
Gies, Joseph & Frances. Cathedral, Forge, and Waterwheel: Technology and Invention in the Middle Ages.
Guerdin, Rene. Byzantium.
Hillgarth, J. N. Christianity and Paganism: 350 to 750.
Koenigsberger, H. Medieval Europe: 400-1500.
Lindberg, David. Beginnings of Western Science: The European Scientific Tradition in Philosophical, Religious, and Institutional Context, 600 BC to AD 1450.
Marie de France. Lais or Fables.
Miller, Walter M., Jr. A Canticle for Leibowitz.
Nicholson, Helen, and David Nicolle. God's Warriors: Knights Templar, Saracens, and the Battle for Jerusalem.
Riley-Smith, Jonathan. The Crusades: A Short History.
The Song of Roland.

Story, Joanna, ed. Charlemagne: Empire and Society,
Tyerman, Christopher. God's War: A New History of the Crusades.
Von Simson, Otto. The Gothic Cathedral: Origins of Gothic Architecture and the Medieval Concept of
Order.
Wibke, Walther. Women in Islam: From the Medieval to Modern Times.