General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number: History 98T
Course Title: Crusaders, Merchants, Pilgrims and Explorers: Travelers and Traveling in the Late Medieval World, 1000-1450 CE

1. Check the recommended GE foundation area(s) and subgroup(s) for this course

   **Foundations of the Arts and Humanities**
   - Literary and Cultural Analysis
   - Philosophic and Linguistic Analysis
   - Visual and Performance Arts Analysis and Practice

   **Foundations of Society and Culture**
   - Historical Analysis
   - Social Analysis

   **Foundations of Scientific Inquiry**
   - Physical Science
     - With Laboratory or Demonstration Component must be 5 units (or more)
   - Life Science
     - With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

   As a seminar in history, this course's emphasis is on a historical question (how did travel between different cultures of the late medieval world shape and reflect their approaches to one another?) that intersects with issues of societal organization and cultural perception in the past.

3. List faculty member(s) who will serve as instructor (give academic rank):
   - Teofilo Ruiz, Distinguished Professor of History
   - Kate Craig, teaching fellow

4. Indicate when do you anticipate teaching this course:

<table>
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<th>2013-2014 Winter Enrollment</th>
<th>2013-2014 Spring Enrollment</th>
</tr>
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GE Course Units: 5
5. Please present concise arguments for the GE principles applicable to this course.

- **General Knowledge**
  This course introduces students to factual information about the history of late medieval Europe, but also to the practices and methods of primary-source historical research.

- **Integrative Learning**
  The emphasis on historical travel and travel literature will enable students to make connections with courses in geography, language and area studies, and to critically evaluate their own experiences with travel and multicultural contact.

- **Ethical Implications**
  Engagement with historical texts that describe the challenges and choices of the past will help students critically evaluate their own decisions and their impact.

- **Cultural Diversity**
  This course focuses on cultural contacts made through travel in late medieval Europe, which will give students a sense of historical depth to the perspectives (on crusade and Muslim-Christian-Jewish relations, for example) that they encounter in the modern Western world.

- **Critical Thinking**
  The foundation of this course is critical engagement with historical texts; students will be required to analyze this evidence in-depth in both their reading and in seminar discussions and use it to create thoughtful arguments.

- **Rhetorical Effectiveness**
  Students will be graded on discussion participation and an oral presentation of their research, as well as a written research paper.

- **Problem-solving**
  Students will be responsible for planning their own research, including critical selection of a research question and historical sources they will use to answer it.

- **Library & Information Literacy**
  A visit to the UCLA research library and the experience of writing their own research paper will give students the ability to select and use library resources.

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(A) **STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture: N/A (hours)
2. Discussion Section: 3 (hours)
3. labs: N/A (hours)
4. Experiential (service learning, internships, other): N/A (hours)
5. Field Trips: N/A (hours)

(A) **TOTAL Student Contact Per Week** 3 (HOURS)

(B) **OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation: 1 (hours)
2. Reading: 6 (hours)
3. Group Projects: N/A (hours)
4. Preparation for Quizzes & Exams: N/A (hours)
5. Information Literacy Exercises: N/A (hours)
6. Written Assignments: 2 (hours)
7. Research Activity: 3 (hours)

(B) **TOTAL Out-of-class time per week** 12 (HOURS)
GRAND TOTAL (A) + (B) must equal at least 15 hours/week

15 (HOURS)
History 98T: Crusaders, Merchants, Pilgrims and Explorers: Travelers and Traveling in the Late Medieval World, 1000-1450 CE

Kate Craig, Ph. D. Candidate, History Department
Draft Syllabus, Collegium of Teaching Fellows, 2013-2014

Course Description:

Medieval travel was a dangerous enterprise: the world of the Middle Ages was filled with strange and often hostile people and places. Yet, the experience of a journey (and writing about it) reflected and shaped the way people thought about themselves and the world they lived in. This course examines the role of travel and travel writing in defining the interactions between the cultures and territories of the medieval West.

We will read many different types of primary sources written from 1000-1450: accounts of pilgrimage, crusade, mission, diplomacy, exile, and exploration. Through them, we will try to understand how the individuals and cultures of the medieval world encountered one another, and what implications these encounters had for later developments in European and world history.

In this course students will learn:
- about the history and cultures of late medieval Europe
- about the goals and scholarly tools of historians
- how to critically read primary and secondary sources
- how to choose a research topic and select appropriate sources
- how to construct an annotated bibliography
- how to write a substantial historical research paper based on primary and secondary source material

Course Requirements:

1) Active participation in weekly discussions of primary and secondary sources
2) A one-page (double-spaced) reaction paper to each week’s primary source readings, due in hard copy at the beginning of each seminar
3) A 12-15 page research paper, based on primary sources and demonstrating an understanding of the construction of a historical question and argument. Successful completion of this requirement includes:
   A) Selection of a historical question and appropriate primary sources
   B) Creation of an annotated bibliography
   C) Submission of a first draft for peer/instructor review
   D) Presentation of your research to the seminar
   E) Submission of a final draft, complete with footnotes and bibliography

Assessment:
Participation: 20%
Weekly Responses: 30%
Research Paper: 50%

Required Books:

All other readings will be available as scans on the website or as links to online documents.
Week One: Introduction to the Course

What is history, and how is it done?
Why study history through the lens of travel and travel writing?
Practical problems: how to define a historical question, find primary/secondary sources, take good notes and cite correctly
Introduction: the world of the year 1000

Readings:


Week Two: 11th -12th c. Pilgrimage

UCLA Library Visit

What defined a pilgrimage in the medieval West?
Who went on pilgrimage, where did they go, why did they go?
What did the practice of pilgrimage mean for the individual? What did it mean for society?

Readings:


33. The Miracles of Saint Foy (excerpt from Pamela Sheingorn’s translation)
34. A Penitent Pilgrim in Irons (excerpt from Miracles of St. Mansuetus)
51. Miracles at the Shrine of Thomas Becket
54. The Pilgrim’s Guide to St-James of Compostela
55. Liturgy for Pilgrims and Crusaders


Week Three: Crusade and Crusaders: “Armed Pilgrimage”?

What inspired or concerned those in the medieval West about the call to travel on crusade?
How did the First Crusade draw on themes of pilgrimage?
Who went on crusade, and what challenges and opportunities faced them on the road?
How did different groups of people (Franks, Jews, Muslims, Christians, Greeks) interpret the motivations and actions of the crusaders?

Due: Selection of historical question and primary source(s) for final research paper

Readings:


40. Peter the Hermit’s Pilgrimage
43. Monastic Criticisms of Crusading and Pilgrimage

Urban II’s Speech to the Council of Clermont (Internet Medieval Sourcebook)

Four Accounts of the First Crusade (Fulcher of Chartres, Solomon bar Simson, Ibn al-Athir, Anna Comnena), in Readings in Medieval History, ed. Patrick J. Geary (Toronto: University of Toronto Press, 2010), pp. 394-429.
Excerpts from Chronicles of the First Crusade, ed. Christopher Tyerman (New York: Penguin, 2012)

Week Four: Ideals of the Wandering Life in the 12th c.: Knights and Students

How did travel fit into the idealized life of a knight or a student?
What were the goals, challenges, and opportunities facing a wandering knight or scholar?
How might the image of the ideal knight have affected the choices of a “fighter” of the 11th/12th c.?

Readings:


“On the Order of Wandering Students”
“On the Decay of the Order”
“A Wandering Student’s Petition”
“A Song of the Open Road”
“The Confession of Goliads”

Week Five: Benjamin of Tudela: A Jewish Perspective on Medieval Travel (1130-1173)

How did Benjamin of Tudela describe the world he traveled through?
What interested him in his travels, and what did he ignore?
How do his descriptions, particularly of Jerusalem, compare to other accounts?

Due: Annotated bibliography for research paper (5-7 sources, both primary and secondary)

Readings:


Week Six: Wandering, Begging, and Preaching: Franciscans, Dominicans, and Heretics

What role did travel play in the desire to lead an “apostolic life”?
How did itinerant preaching become a liability for the heretics, but an asset for the new “mendicant” orders (the Franciscans and the Dominicans)?
What connections existed between poverty, travel, and preaching?
How did Franciscans become diplomats/missionaries, and what perspectives did they bring to it?

Readings:

Book I of The Life of Saint Francis by Thomas of Celano (1228-1229), pp. 182-257.
The Later Rule (1223), pp. 99-106

23 Etienne de Bourbon: The Waldensians
24 Walter Map: On the Waldensians, 1179
27 The Passau Anonymous: On the Origins of Heresy and the Sect of the Waldensians
32 Burchard of Ursberg: On the New Orders

Week Seven: A Venetian Goes East: Marco Polo (1254-1324)

- How did Marco Polo describe the world he traveled through?
- What does he admire, and what does he criticize?
- What connections might be made between Marco Polo’s account and the mercantile activities of the late medieval Italian cities?
- What elements of this account might have interested Marco Polo’s contemporaries?

**Readings:**


- ‘Mediterranean Merchants at International Fairs’, pp. 79-84
- ‘War Spoils and New Types of Traders’ pp. 87-89
- ‘The Increasing Importance of the Itinerant Merchant’ pp. 89-92
- ‘Chartering Contracts’ pp. 239-245

Week Eight: 13th – 15th c. Pilgrimage (and Parody)

- What changed/did not change in pilgrimage accounts during the late medieval crisis?
- What do *The Book of Margery Kempe* and the prologue to the *Canterbury Tales* suggest about how pilgrimage was performed and viewed during this period?

**Due:** First draft of research paper for peer/instructor review

**Readings:**


Prologue, *Canterbury Tales*, Geoffrey Chaucer


- 56. Medieval *Exempla* and Pilgrimage
- 57. Jewish Host Desecration and Christian Veneration
- 65. The Jubilee Year of 1300

Week Nine: The Muslim World of the 14th c.: Ibn Battuta (1304-1369)

- How did Ibn Battuta describe the world he traveled through?
- How did his personal background and expectations color his experiences?
- What comparisons can be made between the *Travels* and the other accounts we have read?

**Due:** Peer reviews for first drafts are returned and discussed

**Readings:**


Week Ten: Research Presentations, Conclusion of the Course

**Due:** 10 minute research presentation to the seminar; explaining the historical background of your topic, your research question, your sources, and your arguments. Come prepared to ask questions about your classmates’ work, and answer questions about your own.

Finals Week:

**Due:** Final Paper
# New Course Proposal

**History 98T**  
Crusaders, Merchants, Pilgrims, and Explorers: Travelers and Traveling in Late Medieval World, 1000 to 1450 C.E.

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<tr>
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<td>Crusaders, Merchants, Pilgrims, and Explorers: Travelers and Traveling in Late Medieval World, 1000 to 1450 C.E.</td>
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<td><strong>Short Title</strong></td>
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<td><strong>Grading Basis</strong></td>
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<td><strong>Instructional Format</strong></td>
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<td><strong>TIE Code</strong></td>
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<td><strong>GE Requirement</strong></td>
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<td><strong>Major or Minor Requirement</strong></td>
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<td><strong>Requisites</strong></td>
<td>Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.</td>
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<td>Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of different genres of travel writing in late medieval Europe. History and significance of medieval cross-cultural encounters, perceptions of boundaries, space, and borders, relationships between religion and travel, and evolution of European perceptions of difference. Letter grading.</td>
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<td><strong>Supplemental Information</strong></td>
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| **Grading Structure** | participation: 20%  
weekly responses: 30%  
research paper: 50% |
| **Effective Date**| Winter 2014 |
| **Discontinue Date**| Summer 1 2014 |
| **Instructor**    | Kate Melissa Craig  
Teaching Fellow |
| **Quarters Taught** | Fall  
Winter  
Spring |
| **Department**    | History |
| **Contact**       | CATHERINE GENTILE  
cgentile@oid.ucla.edu |

**ROUTING STATUS**
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Comments or questions? Contact the Registrar's Office at cims@registrar.ucla.edu or (310) 206-7045