

## 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 subgroups(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 X
- Social Analysis x

**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:

	2013-2014	Winter	<u>X</u>	Spring	
GE Course Units	<u>5</u>	Enrollment	16	Enrollment	_____

5. Please present concise arguments for the GE principles applicable to this course.

<input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> Rhetorical Effectiveness	Students will be graded on discussion participation and an oral presentation of their research, as well as a written research paper.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.

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

1. Lecture:	<u>    N/A    </u>	(hours)
2. Discussion Section:	<u>    3    </u>	(hours)
3. labs	<u>    N/A    </u>	(hours)
4. Experiential (service learning, internships, other):	<u>    N/A    </u>	(hours)
5. Field Trips:	<u>    N/A    </u>	(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:	<u>    1    </u>	(hours)
2. Reading	<u>    6    </u>	(hours)
3. Group Projects:	<u>    N/A    </u>	(hours)
4. Preparation for Quizzes & Exams:	<u>    N/A    </u>	(hours)
5. Information Literacy Exercises:	<u>    N/A    </u>	(hours)
6. Written Assignments:	<u>    2    </u>	(hours)
7. Research Activity:	<u>    3    </u>	(hours)

**(B) TOTAL Out-of-class time per week** 12 **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week**

**(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:

*The travels of Marco Polo*, trans. Ronald Latham (New York: Penguin Books, c.1958).  
*The travels of Ibn Battutah*, trans. H.A.R. Gibb, abridged Tim Mackintosh-Smith (London: Picador, 2003).

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:

Michel de Certeau, "Walking in the City" and "Spatial Stories", in *The Practice of Everyday Life* (University of California Press: Berkeley and Los Angeles, 1984).

## Week Two: 11<sup>th</sup> -12<sup>th</sup> 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:

Selected Texts, *Pilgrimage in the Middle Ages*, ed. Brett Whalen (Toronto: University of Toronto Press, 2011).

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

"The Relic Journey of St. Ursmar", trans. Geoffrey Koziol, in *Medieval Hagiography: An Anthology*, ed. Thomas Head (New York: Garland Pub., 2000).

"Introduction: Pilgrimage as a Liminoid Phenomenon", Victor Turner and Edith Turner, *Image and Pilgrimage in Christian Culture* (New York: Columbia University Press, 1978).

## 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:

Selected Texts, *Pilgrimage in the Middle Ages*, ed. Brett Whalen (Toronto: University of Toronto Press, 2011).

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 12<sup>th</sup> 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 11<sup>th</sup>/12<sup>th</sup> c.?

#### Readings:

*Erec and Enide*, Chretien de Troyes, trans. Carleton W. Carroll in *Arthurian Romances* (London; New York: Penguin Books, 2004).

Selected Poems, *Wine, Women, and Song: Students' Songs of the Middle Ages*, trans. John Addington Symonds (Mineola, N.Y.: Dover Publications, 2001).

“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 Goliath”

#### 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:

*The Itinerary of Benjamin of Tudela*, trans. A. Asher (New York: Hakesheth).

#### 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:

Selected Texts, *Francis of Assisi: Early Documents*, ed. Regis J. Armstrong, J.A. Wayne Hellmann, William J. Short (New York: New City Press, 1999) Vol. I: The Saint.

Book I of *The Life of Saint Francis* by Thomas of Celano (1228-1229), pp. 182-257.

The Later Rule (1223), pp. 99-106

Selected Texts, *Heresy and authority in medieval Europe: documents in translation*, ed. Edward Peters (Philadelphia: University of Pennsylvania Press, 1980).

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 Ursperg: On the New Orders

[The Journey to the Eastern Parts of the World of Friar William of Rubruk, 1253.](#) trans. William Rockhill (London: Bedford, 1900). Access through Google Books.

### 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:

*The travels of Marco Polo*, trans. Ronald Latham (New York: Penguin Books, c.1958).

Selected Texts, *Medieval Trade in the Mediterranean World*, trans. Robert Lopez and Irving W. Raymond (New York: Norton and Company, 1967).

'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: 13<sup>th</sup> – 15<sup>th</sup> 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:

*The Book of Margery Kempe*, trans. Barry Windeatt (London; New York: Penguin Books, c1994).

Prologue, *Canterbury Tales*, Geoffrey Chaucer

Selected Texts, *Pilgrimage in the Middle Ages*, ed. Brett Whalen (Toronto: University of Toronto Press, 2011).

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 14<sup>th</sup> 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:

*The travels of Ibn Battutah*, trans. H.A.R. Gibb, abridged Tim Mackintosh-Smith (London: Picador, 2003).

### 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.

**Course Number** History 98T

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

**Short Title** TRAVELNG-LT MEDIEVL

**Units** Fixed: 5

**Grading Basis** Letter grade only

**Instructional Format** Seminar - 3 hours per week

**TIE Code** SEMT - Seminar (Topical) [T]

**GE Requirement** Yes

**Major or Minor Requirement** No

**Requisites** Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

**Course Description** 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.

**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows.

**Syllabus** File [History 98T syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** Teofilo Ruiz is the faculty mentor for this seminar.

**Grading Structure**  
participation: 20%  
weekly responses: 30%  
research paper: 50%

**Effective Date** Winter 2014

**Discontinue Date** Summer 1 2014

<b>Instructor</b>	Name	Title
	Kate Melissa Craig	Teaching Fellow

<b>Quarters Taught</b>	Fall	Winter	Spring	Summer

**Department** History

<b>Contact</b>	Name	E-mail
	CATHERINE GENTILE	cgentile@oid.ucla.edu

**Routing Help**

## ROUTING STATUS



**Role:** Registrar's Office**Status:** Processing Completed**Role:** Registrar's Publications Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704**Status:** Added to SRS on 7/30/2013 1:57:31 PM**Changes:** Title, Description**Comments:** Edited course description into official version; corrected title.**Role:** Registrar's Scheduling Office - Bartholomew, Janet Gosser (JBARTHOLOMEW@REGISTRAR.UCLA.EDU) - 51441**Status:** Added to SRS on 7/17/2013 9:33:12 AM**Changes:** Short Title**Comments:** Added a short title.**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 7/16/2013 3:12:22 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796**Status:** Approved on 7/8/2013 2:26:58 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 7/3/2013 3:13:53 PM**Changes:** No Changes Made**Comments:** Routing to Christina Palmer for FEC approval.**Role:** CUTF Coordinator - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998**Status:** Approved on 6/19/2013 11:46:52 AM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen Komar, chair, CUTF Program**Role:** Initiator/Submitter - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998**Status:** Submitted on 6/19/2013 11:45:55 AM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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