

HIST 4222: Medieval Travelers



Spring 2026

STUDENT WELFARE STATEMENT *(with thanks to Professor Ryan Cordell for inspiration for this statement)*

The aim of this course is to help you learn about travel in the Middle Ages and to help you develop the tools that you need to achieve your goals. However, sometimes life circumstances take over our best-made plans, and we need to change things up a little. So, consider this statement a kind of *override switch* for literally everything else on the syllabus. I mean it, I promise—everything on this syllabus is subject to this one clause. We’re all doing our best to learn together. We’re caring for others and trying to keep ourselves healthy, sheltered, fed, and sane. Some of us are dealing with fear and loss. Among all these challenges, I still want to come together and talk about the history of the global Middle Ages. In addition to being fascinating — given this world we find ourselves in, I feel that that history is even...important. I know that we can learn a lot from each other and even have some fun together in the next few months. I will operate from the base assumption that each of you is here in good faith: that you are curious, engaged, and eager to do the best work you can.

Taking all that as given, **I also want you to *know* that your health—both physical and mental—is always more important to me than this class.** Your family and friends’ health is always more important to me than this class. You don’t have to apologize to me if attempting to learn *during our current circumstances* forces you to work at a different pace from what’s outlined on this syllabus, or if we need to find an alternative path for you through this class. My primary role as a teacher is to support you however I can, in whatever ways that I can. Let me know how I can do that better. I truly, truly mean all of this. I’m here for you. Let’s support each other through the challenges and maybe even the joys of this semester.

Let’s do this.

Instructor: Dr. Kathryn Beebe

Office Number: Wooten Hall 244

Department Telephone Number: 940-565-2288

Email Address: kathryne.beebe@unt.edu

Faculty Profile: <http://history.unt.edu/people/kathryne-beebe>

Office Hours: Tuesdays & Thursdays, 10:30–11:30am (also Zoom by appointment)

Section Information: HIST 4222: Section 001

Time and Place of Class Meetings: Wooten Hall 115; MWF 11:00am – 11:50am

Communication Expectations: We will communicate as a class through our Canvas site and via UNT e-mail. I endeavor to reply to e-mails within 24 hours during the week, and within 48 hours on weekends, and my goal is to return feedback and grades on assignments within a week.

Description of Course Content (Catalog): Explores the accounts of a variety of medieval travelers (c. 500 – 1500) from Europe to the Middle East to Asia, and analyzes how their voyages serve as examples of cultural contact, communication, and exchange. And yes, unicorns.

Course Description (longer)

Exploration, survival, profit, belief: medieval people traveled for a wide variety of reasons to places both within Europe and beyond its borders. During all periods of the Middle Ages, we find evidence that pilgrims, merchants, preachers, warriors, and others left their homes and traveled to places both near and far. Some would return, and share their impressions with others by means of geographical treatises, crusade narratives, or pilgrimage handbooks. Others, such as some crusaders, merchants, and emigrants, permanently or semi-permanently relocated to a new region. In all of these cases, the act of travel involved the travelers in larger processes of interaction and exchange between cultures. In this course, we will explore the accounts of several medieval travelers — both those who traveled from West to East, and those who journeyed East to West — with an eye to understanding how their voyages serve as examples of cultural contact, communication, exchange, or diffusion of ideas. With an emphasis on primary sources and class discussion, we will explore what motivated people to travel to, from, or within regions throughout the medieval world, and how they portrayed their activities. The course will end in a cumulative class project — a blog featuring a series of podcasts, created by students, which will highlight our own explorations of this topic throughout the semester. (3 credit hours)



Student Learning Outcomes:

Students will be able to:

- A. Describe the predominant means; motivation; geographic origins and destinations; and methods of communication of travelers from Europe, the Middle East, and the Far East (and vice-versa) in the middle ages.
- B. Identify significant social, religious, demographic, and economic influences on travel; motivations for travel; and the creation of travel accounts throughout the middle ages by evaluating and analyzing primary and secondary sources.
- C. Demonstrate knowledge of the historical method and its application to the analysis of primary sources in their historical context in both written and oral form.

Required Textbooks and Other Course Materials:

- Ibn Fadlan, *Ibn Fadlan and the Land of Darkness: Arab Travellers in the Far North*, trans. Paul Lunde and Caroline Stone (Penguin Classics, 2012). ISBN: 978-0140455076.
- Stewart Gordon, *When Asia Was the World: Traveling Merchants, Scholars, Warriors, and Monks Who Created the "Riches of the East"* (Philadelphia: Da Capo Press, 2009). ISBN: 978-0306817397.
- Marco Polo, *The Travels of Marco Polo*, trans. Ronald Latham (Penguin Classics, Reissue Edition 1958). ISBN: 978-0140440577
- John Mandeville, *The Book of Marvels and Travels*, trans. Anthony Bale (Oxford World's Classics, 2012). ISBN: 978-0199600601.

Additional readings will be made available in class and/or placed on reserve online.

Teaching Philosophy

In my teaching, I seek to help students to connect their enthusiasm and curiosity for a particular time and place to an exploration of broader historical issues, as they learn to build coherent arguments that are well supported by evidence. I make use of three main methods to reach this fundamental goal: 1) a focus on intensive discussion and cumulative writing projects that foster critical thinking; 2) the utilization of a multidisciplinary approach that engages students through a variety of interpretive perspectives; and 3) an emphasis on working with primary sources and making informed use of the latest technological resources, drawing especially upon the Digital Humanities. My three main teaching methods together underpin my fundamental goal in the classroom: to encourage students to combine an excitement about the past with a broad historical understanding and the ability to make and evaluate arguments.

Getting Help

Technical Assistance

Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Student Affairs Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)
- [MathLab](https://math.unt.edu/mathlab) (<https://math.unt.edu/mathlab>)

Descriptions of major assignments and examinations:

PARTICIPATION

Participation and discussion are *crucial* elements of the course. The Class-Prep Online Discussion Questions, which prepare you to talk in class, and the in-class participation, make up about 35% of the overall course grade.

Class-Prep Online Discussion Questions — 3 pts per day (3 x 28 = Total Points: 84)

For each class meeting, a discussion about that day's assigned readings will be posted to our online Canvas Discussion Forum. Students are required to respond to the discussion questions posted to the class Canvas Discussion Forum **NO LATER THAN CLASS TIME, 11:00am, ON THE DAY OF THE DISCUSSION.**

These quick "prep" questions are designed to get us thinking about the sources before we get to class, and they're also a place for you to work out what you think. Responses should be 2-3 sentences in length. Debate is highly encouraged!

In-Class Participation — 3 pts per day (3 x 42 = Total Points: 126)

You are expected to come to class prepared to talk about the assigned readings, and to build in class on your class-prep online discussion answers. Readings on the syllabus are listed on the day for which they are due. **Please bring the assigned readings to class with you each day, along with your answers to the class-prep online discussion questions.**

Whether online or in class, however, quality participation also means interacting with your peers in a critical yet positive manner – knowing how to disagree courteously is a valuable skill, as is learning how to acknowledge the validity of someone else's point. (I encourage everyone to refer to evidence in the source material as often as possible during our discussions.)

FRIDAY EXPLORATIONS 15 points each (Total Points: 14 x 15 = 210)

Each Friday we will explore — in class, via handwritten work and discussions — an aspect of that particular week's theme, centered on one or more primary source readings from that week. Students should bring materials (paper and a writing instrument) to write handwritten, in-class, short essays that will be turned in at the end of the class period. *On Fridays, we will not have class-prep discussion questions due before class.*

NOTE: while these can be turned in late for full credit as per the late work policy, if you have to complete this work outside of class, you will have to make arrangements with the History Help Center (open 8am – 5pm, M-F, in Wooten Hall 220, contacted via email at historyhelpcenter@unt.edu, or by phone at 940-565-4772) to write these assignments by hand there on your own time.

FINAL CLASS PROJECT:**Total Points: 225*****Medieval Travelers Blog Post and Podcast***

The course will end in a cumulative class project — a blog featuring a series of podcasts, created by students, which will highlight our own explorations of this topic throughout the semester. For the final project, you will create a Medieval Travelers Blog Post and Podcast that includes a **500-word blog post** (which is a written analysis of a primary source **and** a primary source object, found locally or in an online museum collection relating to medieval travel, as well as **a recorded, 3-4min “podcast” version** of your written piece, uploaded to your blog post.

This will be a public class blog on a free WordPress site. Instructions will be given in class on how to post your blog entry and podcast online.

Your final blog post will include the following elements within it:

- 750 to 1000-word blog post that analyses a medieval travel account & object
- an image of your source and object
- a short bibliography for your analysis
- a recorded podcast of your blog post

You should base the format of your written post and podcast on the podcast episodes featured on the [BBC's History of the World in 100 Objects radio series](#).

For your content, you can build upon a primary source that you evaluated in one of your Primary Source Essays — only now, you will compare it to at **least two other primary sources** and **at least three secondary sources** to give your podcast a greater historical, and historiographical, context.

CHOICE OF PRIMARY SOURCE & OBJECT FOR FINAL PROJECT: 5 pts

- Due Friday, February 13 (Week 5), at 11:59pm, uploaded to Canvas Discussions.

WORKING BIBLIOGRAPHY: 10 pts

- Due Friday, February 20 (Week 6), at 11:59pm, uploaded to our class Canvas Assignment Page.

PODCAST WRITTEN DRAFT & BIBLIOGRAPHY (500-750 words): 50 pts

- Due Friday, March 6 (Week 8) at 11:59pm, uploaded to our class Canvas Assignment Page.

DRAFT RECORDING; REVISED PODCAST DRAFT & BIBLIOGRAPHY: 10 pts

- Due Friday, March 27 (Week 11), at 11:59pm, uploaded to our class Canvas Assignment Page.

FINAL VERSION OF PODCAST AND BLOG POST: **100 pts**

- Due **FRIDAY**, April 24 (Week 15), at 11:59pm, uploaded to our class Canvas Assignment Page.

CLASS PRESENTATION OF YOUR PODCAST: **50 pts**

- Due last week of classes, in class, April 27 & 29 (Week 16)
(Total Points for Entire Final Project: 225)

Grading and Course Requirements

Student performance will be evaluated based on the following:

	<i>Points</i>
Online Class-Prep Discussion Questions	84
Class Participation	126
Friday Exploration Essays	210
Medieval Travelers Blog Post and Podcast Project	225
Total Possible Points to be Earned:	645

Your final grade will be determined by:

dividing the number of points you earned / by the total number of points possible.

There are no midterm or final exams in this class.

Late Work Policy

There will be no penalties for late work in this class. However, I ask for your understanding and help — if you are able to complete the assignments on time, it would really benefit your own learning, and the smooth running of the class.

The final deadline to turn in any late work will be by 11:59pm on Monday, May 4. Any later than that, and I cannot be sure that I would be able to grade the assignment in time to submit your final grade for the course.

However, if you encounter circumstances that would make this difficult or impossible, please let me know, and I will work with you to explore options that will allow you to complete the course successfully. I am here for you, and I will help you succeed in this course, no matter what it takes!

Extra Credit Opportunities

Extra credit opportunities will be made available at various points throughout the semester at the discretion of the instructor. **The deadline to complete any extra credit opportunities that are made available is 11:59pm on MONDAY, May 4, the Monday of Finals Week.**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including your professor! Come see me – I want to help!).

Grading Scale**A: 805 – 895 points / 90-100%**

(Outstanding, excellent work. The student performs well above the minimum criteria.)

B: 716 – 804 points / 80-89%

(Good, impressive work. The student performs above the minimum criteria.)

C: 626 – 715 points / 70-79%

(Solid, college-level work. The student meets the criteria of the assignment.)

D: 537 – 625 points / 60-69%

(Below average work. The student fails to meet the minimum criteria.)

F: 528 points and below / 59% and below

(Sub-par work. The student fails to complete the assignment.)

Important Dates for the Semester

- CHOICE OF SOURCE & OBJECT; Due Friday, February 13 [Week 5]
- WORKING BIBLIOGRAPHY; Due Friday, February 20 [Week 6]
- PODCAST WRITTEN DRAFT & BIBLIOGRAPHY; Due Friday, March 6 [Week 8]
- DRAFT RECORDING; REVISED DRAFT; Due Friday, March 27 [Week 11]
- FINAL VERSION OF PODCAST AND BLOG POST; Due **FRIDAY, April 24, 11:59pm** [Week 15]
- CLASS PRESENTATION OF PODCASTS [APRIL 27 & 29, MONDAY & WEDNESDAY OF WEEK 16]
- Monday, May 4, Finals Week — Late Work & Extra Credit Deadlines

Academic Integrity: According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. In this course, cases violating the Academic Integrity policy will result in a zero on the assignment for the first offense. Subsequent violations may result in a zero for the course and further disciplinary action. **This includes turning in AI-generated material as your own work.**

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Artificial Intelligence - AI Policy

Why are you in college? What is the point? What do you want to get from it? — these are important questions to ask if you're thinking about using AI to complete your work in your classes.

- **The Policy:** Academic Integrity: Academic misconduct is present in an academic work wherever AI assistance has been used when unauthorized.
- **Generative AI Use Is Prohibited:** The use of generative AI is prohibited in this course. The use of artificial intelligence (AI) to produce any kind of writing for this course is not allowed. If a student is found to have used AI-generated content for an assignment, that student may fail the assignment or the course.
- **The Encouragement:** You don't need AI to succeed in this course. It's hard work, sure, and you have lots of demands on your time. Just don't cheat yourself – you're paying for this class – get something out of it. You are smart and capable. **YOU CAN DO THIS!**

Assignments:

All assignments must be turned in on the date on which they are due. See above, under "Grading," for further information about late work.

Disability Accommodations: I am committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course

needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Electronic Communication: Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu. **All communications for this course are required to be conducted via Canvas and Eagle Connect.**

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Expectations for Out-of-Class Study: Outside of our regular class meetings, students enrolled in this course should expect to spend at least 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grading: See above for a detailed explanation of the grading policy.

Late Work: See above for a detailed explanation of the late work policy.

Librarian to Contact: Doug Campbell – Douglas.Campbell@unt.edu

Sexual Assault Prevention: UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

Student Feedback Survey: Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu (spot@unt.edu).

Technology: The use of technology is a fundamental part of this course, and it is your responsibility to make sure that you have the required equipment for the successful completion of the course. **If you encounter problems with the online workings of this course, your first point of contact should be the online Canvas Support for Students**, available from the link on every Canvas page [<https://help.Canvas.com/Learn/Student>], and from the UNT IT Helpdesk at helpdesk@unt.edu.

Policy References:

UNT Policy 04.008, Records Management and Retention
UNT Policy 06.035, Academic Freedom & Academic Responsibility
UNT Policy 06.038, Safety in Instructional Activities
UNT Policy 06.039, Student Attendance and Authorized Absences
UNT Policy 06.003, Student Academic Integrity
UNT Policy 16.001, Disability Accommodation for Students and Academic Units
UNT Policy 16.005, Sexual Harassment

Course Schedule

Week One: Introduction

- Monday, January 12 Introduction: Ideas of the Medieval World and Medieval Means of Travel
- Wednesday, January 14 Medieval Ways of Talking About Travel
Read:
 - “[Itineraria](#)” by Bechtel, F. (1910). Itineraria. In *The Catholic Encyclopedia*, New York. [<http://www.newadvent.org/cathen/08254a.htm>]**Explore:**
 - [THE ANONYMOUS PILGRIM OF BORDEAUX \(333 A.D.\)](#) – just read pp. 1-28
 - [Video of the World Map](#) from the 10C *Book of Curiosities* in the Bodleian Library
 - Zoom in to the [World Map here](#)
 - [Short Biography of Margery Kempe](#)
 - and an [extract from *The Book of Margery Kempe* \(c. 1430\)](#)
- Friday, January 16 Friday Exploration: Travel by Sea
Read:
 - Felix Fabri (c. 1480) on fifteenth-century travel by sea [PDF]

Week Two: Motivations for Travel

- Monday, January 19 MLK Day — NO CLASS
- Wednesday, January 21 Reasons for Travel: Diplomacy
Read:
 - Ibn Fadlan (c. 922), Introduction; 3-10; 25-31; 40-42; 44-45; 55-58.
 - Gerald of Wales (d. 1220), *Journey through Wales* [PDF]
- Friday, January 23 Friday Exploration: Travel for Trade
Read:
 - Gordon, *When Asia Was the World*, Introduction & Ch. 4: “Ingots and Artifacts”
 - Ibn Fadlan, pp. 105-115

Week Three: Motivations for Travel, continued...

- Monday, January 26 Reasons for Travel: Conquest & Gain
Read:
 - Ibn Fadlan, pp.105-109
 - [Gerald of Wales, the Norman Conquest of Ireland \(12C\)](#)
 - [The Complete Bayeux Tapestry](#)**Watch:**
 - [The Animated Bayeux Tapestry](#) (online), runtime: 4 min, 24 sec
- Wednesday, January 28 Reasons for Travel: Faith
Read:
 - Ruth Barnes, *Relatives in Faith* [PDF]
 - Gordon, Ch. 1: "Monasteries and Monarchs"
 - [Cheryl Preston, "The Miracles at Canterbury," *The Getty Iris*, Dec. 26, 2013](#)
 - [Windows depicting miracles of St. Thomas Becket, Canterbury Cathedral](#)
- Friday, January 30 Friday Exploration: Travel, Conquest, and Faith
Read:
 - [The Translation of Saint Nicholas](#)

Week Four: Major European Pilgrimage Destinations

- Monday, February 2 Reasons for Travel: Diplomacy
Read:
 - Ibn Fadlan (c. 922), Introduction; 3-10; 25-31; 40-42; 44-45; 55-58.
 - Gerald of Wales (d. 1220), *Journey through Wales* [PDF]
- Wednesday, February 4 Pilgrimage: Far – Jerusalem
Read:
 - Arculf, *De locis sanctis* (c. 670) [PDF]
 - [The Voyage of Bernard the Wise](#) (9th century)
 - Benjamin of Tudela, *Itinerary* (c. 1160) on Jerusalem [PDF]
- Friday, February 6 Friday Exploration: Jerusalem
Read:
 - [Margery Kempe, extract of her pilgrimage to Jerusalem](#) (c. 1430)

Week Five: Cultural Dimensions of Pilgrimage

- Monday, February 9 Pilgrimage: Far – Rome & Santiago de Compostela

Read:

- Jonathan Sumption, "Rome", in *Pilgrimage: an Image of Medieval Religion* [PDF]
- Short Selections from the *Mirabilia urbis romae* [e-book online]
 - ["Of Places where Saints Suffered" \(pp. 29-34\)](#)
 - ["Of the Colosseum, and of Saint Sylvester" \(pp. 62-64\)](#)
 - ["Of the Basilica of Saint Peter ... and of the Church of the Lateran \(pp. 125-133\)](#)
- [The Life of Saint James the Greater, from *The Golden Legend* \(c. 1260\)](#)

BROWSE:

- [Short overview of the contents of the *Codex Calixtinus*](#)

- Wednesday, February 11 Mappae mundi

Read:

- Nat Williams, "Frau Mauro's Map of the World"

VIEW:

- [Mapping Mandeville](#) – be sure to "Click Through to the Map Page" with the blue button at the bottom and explore the interactive map
- The 1550 map by Sebastian Münster owned by the University of Texas at Arlington's Special Collections here:
http://libguides.uta.edu/ld.php?content_id=931785

- Friday, February 13 Friday Exploration: Who gets to travel?

Read:

- Leigh Ann Craig, "'Stronger than Men and Braver than Knights': Women and the Pilgrimages to Jerusalem and Rome in the Later Middle Ages" [PDF]

PRIMARY SOURCE & OBJECT CHOICES FOR PROJECT DUE INTO CANVAS DISCUSSION FORUM 11:59pm.

Week Six: Holy Lands & Pilgrimage – Cultures and a Shared Practice

- Monday, February 16 Relics & *Furta Sacra*

Read:

- ["Of Sundry Churches and Relics" \(pp. 144-147\)](#) from the *Mirabilia*
- Mandeville, "Of the head of Saint John the Baptist", p. 92

- Wednesday, February 18 Muslim & Jewish Pilgrimage to Jerusalem
Read:
 - The Travels of Ibn Jubayr [PDF]
 - Elka Weber, "Sharing the Sites: medieval Jewish travelers to the land of Israel" [PDF]
- Friday, February 20 Friday Exploration: shared relics
 - Felix Fabri on relics [PDF]

WORKING BIBLIOGRAPHY (WITH PRIMARY & SECONDARY SOURCES) DUE INTO CANVAS by 11:59pm.

Week Seven: Holy Lands & Pilgrimage – Crusade

- Monday, February 23 Armed Pilgrimage to Jerusalem– Crusade
Read:
 - [Gesta Francorum](#), Sections 1-5; 10-14; 16-18
 - Ibn al-Athir, *The First Crusade* [PDF]
 - [Odo of Deuil, The Crusade of Louis VII](#)
- Wednesday, February 25 Post-Crusade Pilgrims to Jerusalem
Read:
 - [Theoderich's Description of the Holy Places](#) (c. 1172):
 - pp. 1-2 (introduction)
 - pp. 7-12 (The Church of the Holy Sepulchre);
 - p. 17-33 (From Section XI: "The Chapel of the Flagellation" through to the end of section XVIII ("The Ancient Walls Round the Temple"))
- Friday, February 27 Friday Exploration: Violent Transformations
Read:
 - Felix Fabri on Crusader Jerusalem & Usamah Ibn Munqidh [PDF]

Week Eight: Trade

- Monday, March 2 Women and Trade
Read:
 - Abu Hamid (in Ibn Fadlan), p. 81: "A slave girl" (12C)
 - Ibn Fadlan, pp. 46-7: "The Rūs have sex..." (10C)
 - The Account of Freydis in *The Saga of Erik the Red*: [PDF]

- Wednesday, March 4 Vikings and Trade

Read:

- Ibn Fadlan, "The Rūs":
 - pp. 45-55
 - Part III, Sections 3-7; 13; 23
- The Seafarer [PDF]
- [The Saga of Erik the Red](#)

Explore:

- [The Viking Ship Museum in Roskilde, Denmark](#)

- Friday, March 6 Friday Exploration: Trade and Travel

PODCAST DRAFT & BIBLIOGRAPHY DUE INTO CANVAS BY 11:59pm

Week Nine: SPRING BREAK

Week Ten: Pressing East & West

- Monday, March 16 Jewish Trade in and beyond the Mediterranean

Read:

- Gordon, Ch. 5: "Pepper and Partnerships"
- "Jews and Christians in Trade and Moneylending" in *MEDIEVAL TRADE IN THE MEDITERRANEAN WORLD: ILLUSTRATIVE DOCUMENTS*, edited by Robert Sabatino Lopez and Irving W Raymond [1967?] – [E-Book, pp. 103-107](#)

Review:

- Ibn Fadlan, pp. 111-114

- Wednesday, March 18 Muslim Trade in and Beyond the Mediterranean

Read:

- Ibn Jubayr and others in *MEDIEVAL TRADE IN THE MEDITERRANEAN WORLD: ILLUSTRATIVE DOCUMENTS*, edited by Robert Sabatino Lopez and Irving W Raymond [1967?] – [E-Book, pp. 74-77](#)

- Friday, March 20 Friday Exploration: Cultural Trade – Material Culture

Week Eleven: Pressing East & West ... continued

- Monday, March 23 The Mongols
Read:
 - *Secret History of the Mongols* [PDF]
 - [Ibn al-Athir, "On the Tatars \(Mongols\)"](#) (1220-1221)
 - Guyuk Khan, *Letter to Pope Innocent IV* (1246) [PDF]
 - [William of Rubruck's Account of the Mongols](#), (1253-1255)
 - Sections I; XI; XII; XIX; and very last paragraph

- Wednesday, March 25 Marco Polo
Read:
 - *Marco Polo: the Travels* (Penguin Classics edition)
 - Introduction to Part 2: "The Road to Cathay"

- Friday, March 27 Friday Exploration: The Far East

REVISED PODCAST DRAFT & DRAFT RECORDING DUE 11:59pm

Week Twelve: Pressing East & West... and Marvels & Wonders

- Monday, March 30 Marco Polo
Read:
 - *Marco Polo: the Travels* (Penguin Classics edition)
 - Part 3 "Kubilai Khan" to Part 6: "From China to India"
- Wednesday, April 1 Marco Polo
Read:
 - *Marco Polo: the Travels* (Penguin Classics edition)
 - Part 7 "India" to "Epilogue"

- Friday, April 3 Friday Exploration: Marco Polo

Week Thirteen: Marvels and Wonders

- Monday, April 6 Marvels of Muslim Travelers: Abu Hamid
Read:
 - *The Travels of Abū Hamid* (1130-1155), in Ibn Fadlan, pp. 59-92

- Wednesday, April 8 Marvels of Christian Travelers: Mandeville
Read:
 - John Mandeville, *The Book of Marvels and Travels*, trans. Anthony Bale (Oxford World's Classics, 2012)
 - *Introduction* and Chs. 1-12
- Friday, April 10 Friday Exploration: Marvels

Week Fourteen: The End of “Medieval” Travel?

- Monday, April 13 Mandeville
Read:
 - John Mandeville, *The Book of Marvels and Travels*, trans. Anthony Bale (Oxford World's Classics, 2012)
 - Chs. 12-24
- Wednesday, April 15 The “New” World
Read:
 - [Christopher Columbus’s Letter, 1494](#)
 - [Breydenbach’s print of Modon](#)
 - Hernán Cortez, *The Second Letter* (1520); [PDF]
- Friday, April 17 Friday Exploration: “Strange Fruit”
Read:
 - Wes Williams, “Strange Fruit: The Culture of Pilgrimage from Mandeville to the Missionaries” [PDF]

Week Fifteen: Imagined Voyages

- Monday, April 20 Imagined Voyages and Pilgrimage
Read:
 - June L Mechem, “A Northern Jerusalem: Transforming the Spatial Geography of the Convent of Wienhausen” [PDF]
 - Daniel Connolly, “Imagined Pilgrimage in the Itinerary Maps of Matthew Paris” [PDF]
 - [The “Peregrinatio in terram sanctam” by Bernhard von Breydenbach at the National Library of Scotland](#)**Browse in Detail:**
 - [The digitized edition of Breydenbach’s “Pilgrimage”](#) at the Bavarian State Library, Munich
 - [The Hereford “Mappa mundi”](#) and [“The Hereford Mappamundi”](#) at Cartographic Images

- Wednesday, April 22 “Friday” Reflection on Wednesday: Travel in the Mind
Read:
 - Daniel Connolly, “Imagined Pilgrimage in the Itinerary Maps of Matthew Paris” [PDF]

- Friday, April 24 **PROJECT WORKSHOP DAY**

FINAL VERSION OF PODCAST & BLOG POST DUE, 11:59pm

Week Sixteen: Medieval Travelers Podcasts Go Live!

- Monday, April 27
 - Class Presentations of Podcasts
- Wednesday, April 29
 - Class Presentations of Podcasts

EXTRA CREDIT AND LATE WORK DEADLINE

The final deadline to turn in any late work will be by **11:59pm on Monday, May 4**

NO FINAL EXAM

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Kathryne Beebe