

On the Road Again: The Hows and Whys of Travel in Medieval Europe

Fall 2020

Tuesday / Thursday, 2:00 – 3:15 pm



Instructor:

John Wyatt Greenlee
Doctoral Aspirant

Contact Information

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Office: 340a Goldwin Smith Hall

Conference Hours / Locations:

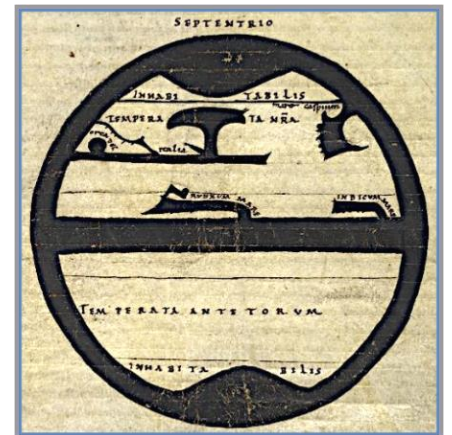
Tues./ Thurs.: 9:30-10:30

Amit Bhatia Café, Olin Library

Course Description

This course should serve as an introduction to issues of movement and travel in medieval European societies. Though we tend to think of medieval culture as static, and the people as tied to their local spaces, the truth is far more complex. Medieval people *moved*. They traveled for business and faith, for scholarship and war. They traveled as messengers to keep Europe connected and as explorers to expand the bounds of the known. In all, they experienced a far broader and more connected world than popular modern culture tends to give them credit for.

For the next fifteen weeks we will be investigating the specifics of those movements. We will learn about the ways that medieval people traveled through their world – how they found their way from place to place, how the highways ran and how the ships sailed. Our studies of these travelers, their routes and methods will give us a set of windows through which better examine the past. By paying attention to the details of medieval travel we should be in a position to learn, and in some cases to relearn, much about the time period. As a lens of study, travel is unique: Travelers came from all walks of life and from myriad places, and their routes cut through town and countryside alike. Studying travel in the Middle Ages will connect us to a vast range of peoples, economies and geographies. It will allow us to build a more accurate understanding of Western Europe in the period. And it will give us the tools to see how many of the historical themes that came to define Europe in the Early Modern period had their deep roots in a medieval society of motion.



Required Books:

Cook, Martin, *Medieval Bridges*
Gerald of Wales, *The Journey Through Wales* and *The Description of Wales*
Hindle, Paul, *Medieval Roads and Tracks*
Jocelin de Brakelond, *The Chronicle of the Abbey of Bury St. Edmunds*
Ohler, Norbert. *The Medieval Traveller*
Verdon, Jean. *Travel in the Middle Ages*

Recommended Books

Turabian, Kate L. [*A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*](#). Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff. 7th edition. Chicago and London: University of Chicago Press, 2007.

All other required readings will be available in .pdf form on Blackboard or on Course Reserve at the library. Alternatively, you may find them through the library or order them via ILL.

Grading Rubric and Due Dates

<u>Assignment</u>	<u>%</u>	<u>Due Date</u>
Participation		
In-Class Participation.....	15%	∞
Blackboard Discussions Posts.....	11%	Each Class
Writing Assignments		
Journal Article Review #1 (600 words).....	6%	9/22
Journal Article Review #2 (600 words).....	12%	10/15
Comparative Article Review (900 words).....	18%	11/24
Final Project		
Meeting and Proposal.....	1%	9/29
Working Bibliography.....	1%	10/27
Work-in-Progress Presentation.....	2%	11/3
Presentation.....	4%	12/1 and 12/3
Project.....	30%	12/12

Participation:

Your participation grade makes up a full 26% of your total grade, and is comprised of three basic components:

Attendance:

Each student is allowed three missed classes without penalty. Each absence thereafter results in the automatic loss of one full letter grade from your final class grade. We meet a limited number of times over the semester and we will cover a lot of ground each class. Missing classes will make it difficult for you to keep up.

In-Class Participation:

Getting to class is only the first part of your participation grade. Once you are in the classroom I expect you to make substantive contributions to our discussions on an ongoing basis. Your grade will reflect the contributions that you make to our discussions. It will also reflect your preparedness for class, and your promptness. Please be on time for classes, and be ready to work from the beginning – we need to make the most of the time that we have in each class period, and late arrivals interrupt the class. If you will be consistently late for

reasons beyond your control (e.g. you are coming from a class all the way across campus) let me know.

Blackboard Discussion Posts:

Throughout the semester you are required to make timely contributions to bi-weekly discussion boards on Blackboard. Your posts should address specific questions, issues or problems that you found in the assigned reading – vague statements about the text or the topics are not acceptable. Your posts do not need to be especially long, but they do need to be substantive: they should demonstrate that you have both read and thought about the materials at hand. The purpose of these postings is to jump-start our in-class conversations, and to give me an idea of the issues in the texts that you find important or interesting.

Blackboard posts must be made by 9:00 am on the morning of class. Late posts will receive no credit, regardless of their intellectual merit.

Style:

The writing style for Blackboard posts is more relaxed than they required style for your more formal papers. Remember, however, that you will still be engaging in public discourse with your colleagues and classmates – your writing must be civil and respectful (which doesn't mean you have to agree with others' thoughts; disagreement is the soul of historical inquiry). Even in this more relaxed setting, remember to support your arguments and to cite your sources – parenthetical citation in Blackboard posts is acceptable.

Written Assignments:

Journal Article Reviews

Due: 9/22 and 10/15 in class

Length: 600 words (each)

You are required to write 2 short essays over the course of the semester that summarize and review a journal article related to the issues that we are studying. In each case the article that you chose should be taken from a scholarly journal and should be as recent as possible. You may not chose an article from the syllabus. Each review should be no more than 600 words in length. For each assignment you are to pick a single article and provide an assessment of it. Your review should include a brief summary of the article's main argument, its context and its evidence. You should also provide you own analysis of the essay. Questions to ask might include: do you agree with the conclusions? Why or why not? Did the author use his/her evidence well, or were there problems? These are the types of questions that you might look to answer. The issue at hand here is **not** whether you liked the article or not; I am expecting thoughtful analysis of the author's work and arguments.

Essays are due in class on the appointed day. Late essays will be penalized at a rate of 5% within the first day (if you turn it in after class but by the end of the day) and 10% every day thereafter.

Comparative Journal Article Review:

Due: 11/24 in class

Length: 900 words

The third writing assignment for the semester asks you to produce a comparative review of two academic articles. For this essay you should pick 2 academic journal articles which deal with the same topic. That topic must be in some way related to the subjects of the class – medieval travel, trade, movement, etc. Your assignment here is to analyze the two articles against each other. As in your previous essays, you should provide a brief background of the

articles' arguments and evidence. The bulk of your essay, however, should consist of an examination of the ways that the two articles approach their shared topic. Lines of thought that you might follow up on might include: what methodologies do the authors employ? What assumptions can you see at play in the texts? Where do the articles agree or disagree, and why? How do you see these articles as fitting into the broader historiography?

Your essay is due in class on the appointed day. Late essays will be penalized at a rate of 5% within the first day (if you turn it in after class but by the end of the day) and 10% every day thereafter.

Final Project

Meeting and Proposal: 9/29

Working Bibliography: 10/27

In-Progress Presentation: 11/3

Final Presentation: 12/1 and 12/3

Project Due: 12/12

Length: negotiable

Lastly, you are responsible for a final project. The form of this project is up to you, and I encourage you to think broadly and creatively about the form you want it to take. Your project must address the themes of the class and must be original to you. Moreover, there must be a reason for your project – you must be able to answer the question of “why does this matter?” Beyond those general guidelines you have significant freedom to consider a wide range of projects, and I am open to the possibility of group projects.

You may, if you wish, chose to go the more traditional route and write a research paper. The essay should be between 3600-4500 words in length (c. 12-15 pages). It should bring the themes of the class to bear on some topic that you find interesting or engaging.

The final project should be something that you are working on over the course of the semester, and to help with that the project has multiple stages. **NB:** you cannot skip steps. I will not accept one part of process for grading if you have not completed the earlier requirements.

Meeting and Proposal:

You must submit a formal written proposal for your project by 9/29. Your proposal should be roughly one page in length (c. 300 words) and pitch your project. You should explain the problem or issue that you are addressing, your methodology or approach, and your desired outcomes. You should also outline a grading scale for your project.

You aren't on your own for this. Prior to submitting your proposal, you must meet with me to discuss your ideas for your project proposal. In that meeting we will talk through your ideas and possible ways of assessing your work. That meeting should provide direction and specifics for your proposal.

Working Bibliography

Even if you are not doing a research essay you will need to produce a bibliography to inform and support your work. Your bibliography, due in class on the 10/27, should include at least 8 sources external to those on the syllabus. You may, naturally, use materials from class in for your final project. But your working bibliography must draw on other sources.

Work-in-Progress Presentation:

We will set aside the class on 11/3 for you to give a preliminary presentation to the whole class. Your presentation does not need to be elaborate, nor does your project have to be anywhere near completion. This is a chance for you to tell the class about the issues that you are addressing and how you are doing it. You should aim for a 3-5 minutes of presentation followed by several minutes of question-and-answer.

Part of your grade for your presentation will reflect your engagement with other people's work. This is an opportunity to gain valuable feedback, and you can be of great help to your classmates.

Final Presentation:

We will use the last week of the semester for final presentations of your projects. Your project does not need to be in its finished form, but it should be significantly more advanced than it was the last time we saw it. You will be expected to make a brief (6-8 minute) presentation of your progress. You should be prepared to answer questions. If your project involves maps or artwork you will need to provide visual aids in the form of slides or handouts. If you will need any specific technology for your presentation be sure to let me know ahead of time. As before, your grade will also reflect your engagement with your classmate's presentations.

Project Due

The final version of your project is due to me on 12/12 by the end of the day (11:59 pm). All digital components must be emailed to me. Any non-digital components must be delivered to me, in which case you should make arrangements ahead of time to make sure that you can get your work to me.

I will not accept late final projects. Any project turned in after 12:00 am on December 13th will not be graded, and will be entered in the gradebook as a 0%.

Style Guidelines

All papers should follow the same basic format:

- Written in Times New Roman, Garamond, or a similarly readable font
- Conform to the Turabian / Chicago style guide
- Double spaced
- Numbered pages
- Be sure that your name and the assignment are clearly listed at the top of the first page, or as a header

Statement on University Policies and Regulations:

This instructor respects and upholds University Policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually and/or hearing impaired student; plagiarism; sexual harassment; and racial or ethnic discrimination. All students are advised to bring any questions or concerns to the attention of the instructor.

Statement on academic integrity:

Students are strongly advised to consult the Cornell University Code of Academic Integrity (<http://cuinfo.cornell.edu/Academic/AIC.html>). This code includes the following statements: "A Cornell student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times..." A useful practical guide to the code is available at:

Plagiarism:

Plagiarism is a serious violation of Cornell's Code of Academic Integrity, and will result in an automatic failing grade for the course. Plagiarism includes many shades of representing others' work as your own, from the use of purchased papers to failure to properly cite source material. As you work, keep these two things in mind: 1) if you don't know how to cite something, ask questions; and 2) when in doubt, cite it.

The Knight Institute Writing Walk-In Service

The Writing Walk-In Service (WWIS) provides support for individuals at any stage of the writing process. It is a free resource available to everyone on campus - faculty, staff, graduate and undergraduate students - for nearly any kind of writing project: applications, presentations, lab reports, essays, papers, and more. Tutors (trained undergraduate and graduate students) serve as responsive listeners and readers who can address questions about the writing process or about particular pieces of writing. They can also consider questions of confidence, critical reading, analytic thought, and imagination. Many writing tutors also have experience working with non-native speakers of English.

The WWIS operates out of several campus locations. During the academic year, the WWIS is open Sunday through Thursday from 3:30 – 5:30pm and from 7:00 – 10:00pm. Writers can schedule appointments or drop in at a convenient time. For more information or to schedule an appointment:

<http://www.arts.cornell.edu/writing>.

Calendar of Readings and Assignments

Week	Dates	Readings	Assignments
1	8/27	Introductions: Who is on the road in the Middle Ages? Verdon, <i>Travel in the Middle Ages</i> , Introduction (pp. 1-12)	
Section I: Why? Reasons for Travel			
2	9/1	Diplomacy and Church Business Verdon, <i>Travel in the Middle Ages</i> , ch. 6 (188-213) Lawrence, <i>The Friars</i> , ch. 2 & 4 (26-42, 65-88)	
	9/3	Jocelin de Brakelonde, <i>The Chronicle of Bury St. Edmunds</i>	
3	9/8	Library Day: Meet in the Rare Books and Manuscripts Room	
	9/10	Gerald of Wales, <i>Journey Through Wales</i> (24-45; 63-209)	
4	9/15	Trade and Trades Klein, <i>The Mesta</i> , ch. 1-2 (3-29) Link Spufford, <i>Power and Profit</i> , ch. 1 (12-59) (BB) Verdon, <i>Travel in the Middle Ages</i> , ch. 5 (147-187)	
	9/17	Allen and Amt, ed., "Laws of the Kingdom of Jerusalem" (BB) Follett, <i>Pillars of the Earth</i> , ch. 1 (19-83). (Library Reserve) Lopez and Irving, <i>Medieval Trade</i> , ch. 3 (87-107) (BB)	
5	9/22	Pilgrimage I: Introduction and Regional Pilgrimages Verdon, <i>Travel in the Middle Ages</i> , ch. 7 (214-238) Webb, <i>Medieval European Pilgrimage</i> , ch. 1 (1-43)	Article Review #1
	9/24	Video: "Sacred Journeys – Lourdes" (54:30 minutes) Link Whalen, "Accommodating Pilgrim at St-Denis (234-6) (BB) Whalen, "Miracles at the Shrine of Thomas Becket (236-241) (BB)	
6	9/29	Pilgrimage II: Rome and Compostela Birch, <i>Pilgrimage to Rome in the Middle Ages</i> ch. 1, 4-5 (23-37; 89-122) (BB) Vázquez, "Women and Pilgrimage in Medieval Galicia" (BB)	Final Project Proposals
	10/1	Whalen, "The Pilgrim's Guide to Compostela" (250-261) (BB) <i>Mirabilia Urbis Romae</i> , "A Perambulation of the City" and "Marvels of the Roman Churches" (71-151) Link	
7	10/6	Pilgrimage III: Jerusalem Chareyron, <i>Pilgrimage to Jerusalem in the Middle Ages</i> , ch. 6-7 (78-101) (BB) Craig, "Stronger than Men" (BB) Weber, "Sharing the Sites" (BB)	
	10/8	Whalen, "The Holy Land in Christian Scripture" (9-12) (BB) Whalen, "The Itinerary of Benjamin of Tudela" (280-5) (BB) Whalen, "Margery Kempe's Pilgrimage to Jerusalem" (331-6) (BB)	

- 8 10/13 **Fall Break**
- 10/15 **Conflict and Conquest I: Holy War** Article Review
Gesta Francorum, Sections 1-5, 10-14,16-18 [Link](#) #2
Allen and Amt, ed. "Memoirs of Usamah Ibn Munquidh" (112-116)
(BB)
Hamilton, "The Impact of the Crusades on Western Geographic
Knowledge." (BB)
- 9 10/20 **Conflict and Conquest II: Secular War**
Gerald of Wales, *The Conquest of Ireland* [Link](#)
- 10/22 "Britain's Bayeux Tapestry at the Reading Museum" [Link](#)
Burns, "The Complete Bayeux Tapestry" [Link](#)
Video: Newton, "The Animated Bayeux Tapestry" (4:24 minutes) [Link](#)

Section II: How? What Does Travel Look Like?

- 10 10/27 **On the Road** Final Project
Ohler, *The Medieval Traveller*, Part I (3-140) Bibliography
- 10/29 William Wey, *Itineraries*, ch. 1 and 10 (22-25; 150-154) (BB)
Whalen, "The Tribulations of Felix Fabri" (337-349) (BB)
- 11 11/3 No reading Final Project
Work-in-
Progress
Presentations
- 11/5 **Wayfinding**
Delano-Smith, "The Intelligent Pilgrim: Maps and Medieval Pilgrims in
the Later Middle Ages" (BB)
Evans, "Getting There: Wayfinding in the Middle Ages" (BB)
Schechner, "Astrolabes and Medieval Travel" (BB)
- 12 11/10 Ford, "Building a Model Astrolabe" [Link](#) Bring Scissors
Map selection on Blackboard to Class
- 11/12 **Ships and Sailing**
Dotson, "Everything is a Compromise" (BB)
Hutchinson, *Medieval Ships and Shipping*, ch. 1-4 (1-87) (BB)
Unger, "Changes in Ship Design and Construction" (BB)
William Wey, *Itineraries*, ch. 2 (pp. 26-32) (BB)
- 13 11/17 **Roads and Bridges**
Cook, *Medieval Bridges*
Hindle, *Medieval Roads and Tracks*
- 11/19 Evans, "Conquest, Roads and Resistance in Medieval Wales" (BB)
Boyer, "The Bridgebuilding Brotherhoods" (BB)
Duran-McLure, "Pilgrims and Portals" (BB)

14	11/24	No reading	Comparative Article Review
	11/26	Thanksgiving Break	
15	12/1	No reading	Project Presentations
	12/3	No reading	Project Presentations
	12/12		Final Project Due

Complete Semester Bibliography

- Allen, S. J., and Emilie Amt, eds. *The Crusades: A Reader*. 2nd ed. University of Toronto Press, 2003.
- Birch, Debra. *Pilgrimage to Rome in the Middle Ages*. Woodbridge: Boydell Press, 2000.
- Boyer, Marjorie Nice. "The Bridgebuilding Brotherhoods." *Speculum* 39, no. 4 (1964): 635–50.
- "Britain's Bayeux Tapestry at the Reading Museum." <http://www.bayeuxtapestry.org.uk/>
- Burns, Paul. "The Complete Bayeux Tapestry." <http://www.precinemahistory.net/bayeux.htm>
- Chareyron, Nicole. *Pilgrims to Jerusalem in the Middle Ages*. Translated by Donald W. Wilson. New York: Columbia University Press, 2005.
- Craig, Leigh Ann. "Stronger than Men and Braver than Knights?: Women and the Pilgrimages to Jerusalem and Rome in the Later Middle Ages." *Journal of Medieval History* 29, no. 3 (September 2003): 153–75.
- Cook, Martin. *Medieval Bridges*. Princes Risborough: Shire Publications, 2008.
- Delano-Smith, Catherine. "The Intelligent Pilgrim: Maps and Medieval Pilgrims in the Later Middle Ages." In *Eastward Bound: Travel and Travelers, 1050-1550*, edited by Rosamund Allen, 107–31. Manchester and New York: Manchester University Press, 2004.
- Dotson, John W. "Everything Is a Compromise: Mediterranean Ship Design, Thirteenth to Sixteenth Centuries." In *The Art, Science, and Technology of Medieval Travel*, edited by Robert Bork and Andrea Kann, 6:31–40. AVISTA Studies in the History of Medieval Technology, Science and Art. Burlington: Ashgate, 2008.
- Duran-McLure, Michelle. "Pilgrims and Portals in Late Medieval Siena." In *The Art, Science, and Technology of Medieval Travel*, edited by Robert Bork and Andrea Kann, 6:71–82. AVISTA Studies in the History of Medieval Technology, Science and Art. Burlington: Ashgate, 2008.
- Evans, Dylan Foster. "Conquest, Roads and Resistance in Medieval Wales." In *Roadworks: Medieval Britain, Medieval Roads*, edited by Valerie Allen and Ruth Evans, 277–302. Manchester Medieval Literature Series. Manchester: Manchester University Press, 2016.
- Evans, Ruth. "Getting There: Wayfinding in the Middle Ages." In *Roadworks: Medieval Britain, Medieval Roads*, edited by Valerie Allen and Ruth Evans, 127–56. Manchester Medieval Literature Series. Manchester: Manchester University Press, 2016.
- Follett, Ken. *The Pillars of the Earth*. London: Penguin, 2010.
- Ford, Dominic. "Building a Model Astrolabe." https://in-the-sky.org/astrolabe/astrolabe_jbaa.pdf
- Gerald of Wales. *The Conquest of Ireland*. Edited and translated by Thomas Wright. Medieval Latin Series. Cambridge, Ontario: In parentheses Publications, 2001. http://www.yorku.ca/inpar/conquest_ireland.pdf.
- Gerald of Wales. *The Journey Through Wales and The Description of Wales*. Edited and translated by Lewis Thorpe. London: Penguin Books, 1978.
- Hallsal, Paul, ed. and trans. *Gesta Francorum*. <http://sourcebooks.fordham.edu/hallsal/source/gesta-cde.asp-urban>

- Hamilton, Bernard. "The Impact of the Crusades on Western Geographic Knowledge." In *Eastward Bound: Travel and Travelers, 1050-1550*, edited by Rosamund Allen, 15–34. Manchester and New York: Manchester University Press, 2004.
- Hindle, Paul. *Medieval Roads and Tracks*. Shire Archeology. Oxford: Shire Publishing, 2016.
- Hutchinson, Gillian. *Medieval Ships and Shipping*. London: Leicester University Press, 1994.
- Jocelin of Brakelond. *Chronicle of the Abbey of Bury St. Edmunds*. Translated by Diana Greenway and Jane Sayers. Oxford World Classics. Oxford and New York: Oxford University Press, 1991.
- Klein, Julius. *The Mesta: A Study in Spanish Economic History, 1273-1836*. Vol. XXI. Harvard Economic Studies. Cambridge: Harvard University Press, 1920.
<http://socserv.mcmaster.ca/~econ/ugcm/3ll3/klein/TheMesta.pdf>
- Lawrence, C. H. *The Friars: The Impact of the Mendicant Orders on Medieval Society*. London and New York: I. B. Tauris, 2013.
- Lopez, Robert, and Irving Raymond. *Medieval Trade in the Mediterranean World: Illustrative Documents*. Records of Western Civilization. New York: Columbia University Press, 2001.
- Nicholas, Francis, ed. and trans. *Mirabilia Urbis Romae: The Marvels of Rome: A Picture of the Golden City*. London: Ellis and Elvey, 1889. [https://archive.org/stream/marvelsromeorap00nichgoog-page/n10/mode/2up](https://archive.org/stream/marvelsromeorap00nichgoog/page/n10/mode/2up)
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- Ohler, Norbert. *The Medieval Traveller*. Translated by Caroline Hillier. Woodbridge: Boydell Press, 1989.
- "Sacred Journeys – Part 1: Lourdes." *Sacred Journeys with Bruce Feiler*. PBS, 2014.
<https://www.youtube.com/watch?v=Ga7QTHhh3ZI>
- Schechner, Sarah. "Astrolabes and Medieval Travel." In *The Art, Science, and Technology of Medieval Travel*, edited by Robert Bork and Andrea Kann, 6:181–210. AVISTA Studies in the History of Medieval Technology, Science and Art. Burlington: Ashgate, 2008.
- Spufford, Peter. *Power and Profit: The Merchant in Medieval Europe*. New York: Thames and Hudson, Inc., 2003.
- Unger, Richard W. "Changes in Ship Design and Construction: England in the European Mould." In *Roles of the Sea in Medieval England*, edited by Richard Gorski, 25–40. Woodbridge: Boydell Press, 2012.
- Vázquez, Marta González. "Women and Pilgrimage in Medieval Galicia." In *Women and Pilgrimage in Medieval Galicia*, edited by Carlos Andrés González-Paz, 27–50. Compostela International Studies in Pilgrimage History and Culture. Burlington: Ashgate, 2015.
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- Webb, Diana. *Medieval European Pilgrimage, C. 700-C. 1500*. European Culture and Society. New York: PALGRAVE, 2002.

Weber, Elka. "Sharing the Sites: Medieval Jewish Travellers to the Land of Israel." In *Eastward Bound: Travel and Travelers, 1050-1550*, edited by Rosamund Allen, 35–52. Manchester and New York: Manchester University Press, 2004.

Wey, William. *The Itineraries of William Wey*. Edited and translated by Francis Davey. Oxford: Bodleian Library, 2010.

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Cresques, Abraham, Georges Grosjean, and Bibliotheque nationale (France). Manuscript. Espagnol 30. *Mapamundi, the Catalan Atlas of the Year 1375 / Edited and with Commentary by Georges Grosjean*. Dietikon-Zurich: Urs Graf ; sole distributor in the United States and Canada : Abaris Books, 1978.

"Diagram of the Sea and Oceans." BL Harley MS 2772, fol. 70v. Accessed August 8, 2016.

<http://britishlibrary.typepad.co.uk/.a/6a00d8341c464853ef019b046e8af3970d-popup>

