

# Map Quest: Space, Place, and Movement in Medieval Society

Spring 2015  
MWF, 10:10-11:00 am



**Instructor:**  
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**Contact Information**  
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## Course Description

This course should serve as an introduction to questions of movement and space 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 for faith, and they experienced a far broader and more connected world than modern people tend to give them credit for.

This class will focus on the ways that medieval people constructed the world around them through their local geographies, personal travel, reading, and map making.

We will use the texts that we read to question what we know about the medieval world, and to investigate some of the ways that the Middle Ages continue to influence the modern era. Through frequent and successive writing assignments, we will examine period texts and maps with the goal of learning to think about the different ways that medieval people defined and identified their spaces.



## Learning Outcomes:

By the conclusion of this class, students should achieve and demonstrate competency in the following areas:

- Presentation of thesis-based arguments, carried out over multiple-page essays, employing sound grammar, diction, organization and mechanics.
- Effective use of preparatory writing strategies including note taking, multiple drafts, and peer editing.
- Comfort with approaching professors for help with papers and assignments
- Thoughtful analysis of historical texts, both primary and secondary
- Familiarity with the requirements of the Turabian Style Guide for the management of source materials
- Comfort with Cornell's library system, including the Olin Library Map Room
- An understanding of the transferability of writing techniques – and of the critical skills that underlie strong writing – to other disciplines and fields.

## Required Books:

- Mandeville, John. *The Travels of Sir John Mandeville*. Translated by C. W. R. D. Moseley. London: Penguin Books, 1983.
- Polo, Marco. *The Travels*. Translated by Ronald Latham. London: Penguin Books, 1958.
- 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 you can request them through ILL.

## Paper Due Dates and Grading Weight

<u>Assignment</u>	<u>%</u>	<u>Due Date</u>
Participation.....	15%	∞
Informal Writing Assignments		
Paper 1.....	3%	February 2
Paper 2.....	3%	February 25
Paper 3.....	3%	April 15
Blackboard Blogs and Discussions....	6%	Throughout
Formal Writing Assignments		
Essay 1.....	3%	January 26
Essay 2.....	7%	February 11
Essay 3.....	12%	March 13
Essay 4.....	17%	April 10
Essay 5.....	10%	April 24
Essay 6.....	21%	May 15

**Participation:**

Participation will be graded on a combination of attendance, active engagement in class discussion and activities.

**Attendance:**

Each student is allowed three missed classes without penalty. Each absence thereafter results in the automatic loss of 5.56% of the participation grade. **Any student whose participation grade reaches 0% during the semester will fail the course automatically, regardless of the quality of his or her other work.**

**In-Class Participation:**

Part of your participation grade will reflect the effort that you put into our work together in the classroom. This will include the contributions that you make to our discussions, the seriousness with which you approach your peer-review responsibilities, and the attentiveness that you give to speakers. This grade 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 limited time that we have in each class period, and late arrivals interrupt the class.

**Written Assignments:****Formal Writing Assignments:**

Throughout the course of you will be required to write six formal essays, of varying length. Several of these essays will include structured steps that include paper proposals and drafts that we will work on in class, as well as conferences with the instructor. For those assignments, the entirety of the process will be included in the final grade.

You will need to turn in each formal essay in two forms: electronically via Blackboard in MS Word format, and in hard copy in class. Both versions must be turned in by the start of class on the paper's due date. If you need an extension on a paper talk to me in advance of the due date...I am flexible insofar as it helps you to craft a better paper. **Unexcused late papers will be assessed a 5% penalty on the first day, and a 10% penalty for each day thereafter.**

All papers should follow the same basic format:

- Written in Times New Roman or a similarly readable font
- Conform to the Turabian / Chicago style guide.

- Within the required word limits.
- Double spaced
- Numbered pages
- Make sure that your name and the assignment are clearly listed at the top of the first page, or as a header.

**Conferences:**

At least twice during the semester you will be required to meet with me to discuss formal writing assignments. Everyone must schedule a conference to go over essays 4 and 6. For both of these assignments, the conference forms a part of the final grade.

You are not limited to only those essays; you may, of course, meet with me as often as you need throughout the semester, either by appointment or during my office hours.

**Informal Writing Assignments:**

There are three informal exercises noted on the syllabus, and you will have other smaller homework assignments throughout the semester (such as engaging in discussion forums, blog posts, or wiki creations through the course Blackboard site). These assignments will be read and marked, but not graded for content. To get full credit you only have to complete the assignment, bearing in mind that this will often include follow-up work in class.

For assignments requiring short papers, please follow the same formatting standards for informal essays that you use for formal papers.

For assignments requiring Blackboard discussions or blogs, the style is more relaxed. 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.

**Public Domain:**

For our class to work well we all need to be able to share our work with each other. We will be engaging in a significant amount of peer review and editing, and we will need to share our ideas in our discussions. Consequently, every piece of written work that you produce for this class may be read by other members of the class, or the instructor. Remember this as you write...don't write something

that you don't want us all to read. Your work will not, however, be shared with people outside of our class without your permission.

**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:

<http://www.theuniversityfaculty.cornell.edu/AcadInteg/>

**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. We will spend time this semester working on gaining a nuanced understanding of plagiarism, and we will work together to eliminate accidental plagiarism in your work. However, as you work, keep this in mind: when in doubt, cite your sources, and ask questions.

**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	Papers
1	1/21 1/23	Introductions and Overview Bennett, <i>A Medieval Life</i> : Ch. 1,2,4	
2	1/26 1/28 1/30	Bennett, <i>A Medieval Life</i> : Ch. 1,2,4 Webb, <i>Pilgrimage in Medieval England</i> : Ch. 1 and 2 Webb	Essay 1 due
3	2/2 2/4 2/6	Whalen, <i>Pilgrimage in the Middle Ages</i> : Selections Whalen Whalen	Informal Paper 1 due
4	2/9 2/11 2/13	Film: <i>The Way</i> Turner and Turner, <i>Image and Pilgrimage in Christianity</i> : Selections Film: <i>The Way</i> Film: <i>The Way</i>	Essay 2 Due Blackboard post and response
5	2/16 2/18 2/20	<b>Feb Break: No Classes</b> Wey, <i>The Itineraries of William Wey</i> : Selections Wey	Essay 3 Proposal Due
6	2/23 2/25 2/27	Mandeville, <i>The Travels of Sir John Mandeville</i> : 43-110 <b>Library Orientation Day (Field Trip!)</b> Mandeville	Informal Paper 2 Due  Essay 3 Draft Due
7	3/2 3/4 3/6	Mandeville: 110-190 Mandeville Mandeville	

8	3/9	Polo, <i>The Travels</i> : 33-112	
	3/11	Polo	
	3/13	Polo	Essay 3 Due
9	3/16	<b>Manuscript and Rare Book Orientation Day</b>	
	3/18	Polo, 113-193	
	3/20	Polo	Group Presentations and Wikis
10	3/23	Polo, 241-294	Essay 4 Proposal Due
	3/25	Polo	Group Presentations and Wikis
	3/27	Polo	
11	3/30	<b>Spring Break: No Classes</b>	
	4/1	<b>Spring Break: No Classes</b>	
	4/3	<b>Spring Break: No Classes</b>	
12	4/6	Harvey, <i>Medieval Maps</i> : Selections	Essay 4 Draft Due
		Edson, <i>The World Map</i> : Selections	
	4/8	Map Selections	
	4/10	Map Selections	Essay 4 Due
13	4/13	Camille, "The Image and the Self"	
	4/15	Camille	Informal Paper 3 Due
		Map Selections	
	4/17	Map Selections	
14	4/20	Thrower, <i>Maps and Civilization</i> : Ch. 5	
		Map Selections	
	4/22	Map Selections	
	4/24	Map Selections	Essay 5 Due
15	4/27	<b>Charter Day: No Classes</b>	
	4/29	Thrower: Ch. 5, 6	
	5/1	Map Selections	Essay 6 Draft Due
16	5/4		
	5/6		Last day of classes
	5/15		Essay 6 Due

\*\* Please note that all assignments are subject to change at the instructor's discretion \*\*