

HISTORY 511B (Fall 2002):

THE IMPACT OF THE NORMAN CONQUEST

Course Information:

History 511B-01 (CRN 80927), Fall 2002

Time: Wednesdays, 3:30-6:20

Room: McIver 228

Instructor Information:

Dr. Richard Barton

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Office hours: MWF 1:00-1:50 and by appointment

Course Description:

The conquest of England by Duke William of Normandy in 1066 was one of the most significant watershed moments of the Middle Ages. William's dramatic victory earned him a new nickname ("the Conqueror") and ushered in changes in almost every aspect of English society. The first goal of the course will thus be to make sense of the events of the conquest and the changes wrought by it. Through careful reading of primary and secondary sources, the class will establish a common base of knowledge concerning many of these important changes, including changes in government, law and administration, changes in social organization, changes in religious administration and practice, changes in language and culture, and changes in social roles, including gender categories.

The second goal of this course is the production of a research paper (15-20 pages in length for undergraduates, 20-30 pages for graduate students) on some aspect of Anglo-Norman England. Early assignments - including a bibliography, a source critique, a critique of a modern historian, a thematic analysis, and an oral report - are designed to develop research skills; these assignments will be tailored towards the research interests of the students who take the class, and should help to provide both the background and the skills necessary for producing a research paper. No prior knowledge of medieval history is required for this course.

Student Learning Outcomes

An undergraduate student taking this course should expect to ...

- acquire broad knowledge of the history of Anglo-Norman England (1066-1215)
- learn to locate, read and critique primary sources from the period
- learn to analyze, critique, and synthesize the writings of modern scholars (historiography)
- acquire effective research skills, including library work, note-taking, and source criticism

- synthesize material read from a variety of sources to produce a larger analytical conclusion
- produce a 15-20 page research paper utilizing both primary and secondary sources
- learn how to critique a peer's written work in meaningful, yet sympathetic, ways (see below for specific distinctions between graduate and undergraduate expectations)

A graduate student taking this course should expect to

- acquire broad knowledge of the history of Anglo-Norman England (1066-1215)
- learn to locate, read, and critique a wide variety of primary sources from this period
- become familiar with the arguments of major secondary scholars and articulate a clear distinction
 - between his/her own arguments and those of the existing scholarship
- acquire or perfect research skills appropriate to the production of a 20-30 page research paper
- produce a closely argued and well-documented research paper on a topic relevant to the period
- learn to offer effective, yet constructive, criticism of the written work of his/her peers

REQUIRED BOOKS (available for sale in the UNCG bookstore):

1. David C. Douglas, *William the Conqueror: the Norman Impact on England* (Berkeley, CA: University of California Press, 1964) ISBN: 0520003500
2. Robert Bartlett, *England Under the Norman and Angevin Kings* (Oxford: Clarendon Press, 2000).
ISBN: 0-19-822741-8
3. Marjorie Chibnall, *The World of Orderic Vitalis: Norman Knights and Norman Monks* (Oxford, 1984; reprint
Boydell, 1996) ISBN: 0851156215
4. Marjorie Chibnall, *The Debate on the Norman Conquest* (New York: Manchester U.P., 1999);
071904913 5. Wayne Booth, Gregory Colomb and Joseph Williams, *The Craft
of Research* (Chicago: University of Chicago
Press, 1995) ISBN: 0226065847

COURSE REQUIREMENTS:

Participation	10%
Research Exercises 1-6	20%
Research Exercise 7	10%
Final Paper	60%

ASSIGNMENTS

1. Research Exercise #1: Project Description (September 4)
2. Research Exercise #2: Preliminary bibliography (September 18)
3. Research Exercise #3: Critical Review of an Article (October 2)
4. Research Exercise #4: Bibliography (October 9)
5. Research Exercise #5: Literature Discussion (October 23)
6. Research Exercise #6: Argument paragraph and Outline of paper (November 6)
7. First Draft Due (please bring 3 [three] copies to class!) (November 20)
8. Research Exercise #7: Critique of Papers (bring 2 copies) (December 4)
9. Final Draft Due (December 16)

Requirements for Graduate Students

1. Graduate students must complete all of the regular assignments for the class. This includes all research exercises, as well as the rough and final drafts.
2. Graduate students are asked to write a longer paper than their undergraduate colleagues. Where the final paper must be 15-20 pages for undergraduates, I will expect 20-30 pages from graduate students.
3. While all students are expected to combine analysis of primary sources with evaluation of modern historiography, I will expect a deeper level of historiographical knowledge and commentary from graduate students. This cannot be quantified (ie., X secondary sources); rather, it is a qualitative evaluation. You will need to demonstrate in your paper 1) that you have read all relevant material pertaining to your question; 2) that you

understand the methodological as well as analytical points of that material; and 3) that you can place your own arguments into some sort of relationship (whether complementary or antagonistic) to this body of historiographical literature.
4. I expect quality participation from graduate students in class, but at the same time I expect the graduate students to encourage and facilitate the participation of undergraduates. I do not wish to see graduate students dominating discussion.

SEQUENCE OF CLASSES:

Week 1 (August 21): Introduction

Week 2 (August 28): William of Normandy and the Conquest of England

Readings:

David C. Douglas, *William the Conqueror: the Norman Impact on England* (Berkeley, CA: University of California Press, 1964), pp. 1-288

Individual Conferences with Professor, week of Aug. 28 - Sept. 4; come prepared with

interests and/or a paper topic

Week 3 (September 4): **MEET in CITI in Library** Politics in England, 1066-1215

Readings: Hollister, *The Making of England*, 7th edition, 107-183 [political narrative]

Bartlett, 1-67, 121-201 and make good use of his chart at p. 693 [more topical and

analytical]

Craft of Research, chapter 3 (35-47)

Assignment: **Research Exercise #1 Due**

Week 4 (September 11):: Aristocratic Life and Warfare

Readings: Bartlett, *England*, 202-251, 252-286

Reserve Room: Orderic Vitalis, *Ecclesiastical History*, vol. 4, 135-163, 179-229

Reserve Room: Stephen Morillo, ed., *The Battle of Hastings* (Boydell, 1996),

xxiii-xxx (maps of battle by stage), 3-15 (William of Poitiers), 21-27 (Anglo-Saxon Chronicle), 33-44 (Bayeux Tapestry)

Craft of Research, 48-63

Week 5 (September 18): Church and Religious Belief

Readings: Bartlett, 377-481

Reserve Room: materials on the Becket dispute, in *English Historical Documents*,

v. 2, pp. 698-702 (skim), 712-735, 756-768, 771-776
Craft of Research, 73-84

Research Exercise #2 due (Bibliography)

Week 6 (September 25): Rural Foundations and Towns

Readings: Bartlett, 287-376

Reserve Room: on Rural Society, in *English Historical Documents*, v. 2,
pp. 829-

830

On-Line: Peasant Life: <http://www.uncg.edu/~rebarton/peasant-life.htm>

Reserve Room: on Domesday Book, in *EHD*, v. 2, pp 847-851, 854-863

(examine

for structure, content, significance)

Reserve Room: charters, in *EHD*, v 2, pp. 916-917, 920-923, 930-932

Reserve Room: on towns, in *EHD*, v. 2, pp. 946-948, 956-962, 964-965,
966-967,

970-974

Week 7 (October 2): Cultural Patterns and Life Stages

Readings: Bartlett, 482-615

Assignment: **Research Exercise #3 Due** (Critical Review of an article or chapter)

Week 8 (October 9): Orderic Vitalis and the monastic life

Readings: Chibnall, *World of Orderic Vitalis*, 3-114, 221-225

Assignment: **Research Exercise #4 Due** (Bibliography)

Week 9 (October 16): Writing History in the 11th, 12th and 21st centuries / Bibliography

Readings: Chibnall, *World of Orderic Vitalis*, 169-220

Chibnall, *The Debate*, 1-96

Week 10 (October 23): / Arguments and Outlines

Readings: *Craft of Research*, 85-148

Chibnall, *The Debate*, 97-159

Assignment: **Research Exercise #5 Due** (Literature Discussion)

Week 11 (October 30): Citation: Style and Content

Readings: *Craft of Research*, 149-174, 201-254

Citation Style Sheet (handout)

Week 12 (November 6): Outlines

Assignment: **Research Exercise #6 Due** (Argument and outline)

In class: presentation of individual arguments; discussion of same; suggestions

Week 13 (November 13): Individual conferences with Professor, to be scheduled during the week

Week 14 (November 20): **First Drafts Due, in class** (please bring 3 copies; 1 for me, 2 for two of your peers) [after exchanging papers, we will not hold class]

Week 15 (November 27): No Class: Thanksgiving Vacation

Week 16 (December 4): Discussion of Drafts in class

Assignment: **Research Exercise #7**: Prepare a 1 page critique of the two papers you have

read; please comment on argument, evidence, style, citations, introduction and conclusion (see form)

FINAL PAPERS DUE: Monday December 16, at noon.

THE 'LEGAL' STUFF

1. In case later consultation should prove necessary, students are asked to keep copies of all graded assignments until at least the end of the semester.
2. All course requirements must be completed to receive a grade for the class. This means that you will fail the course if you don't, for instance, write the first paper.
3. Regarding late work Assignments are due on the date and at the time listed on the syllabus; if a crisis (such as illness) arises, it is **your responsibility** to contact me. If you do not contact me, the work (when eventually received) will be substantially penalized. Contact may be made by phone, email, or a note left in my mailbox in the History Department (219 McIver). And while I provide my home phone number at the top of the syllabus, I will be annoyed if you call me at home after 9 PM.
3. **PLAGIARISM**: Plagiarism is a type of cheating, and occurs when a person passes off (whether intentionally or un-intentionally) someone else's words or ideas as their own. Plagiarism is a serious academic offense, which, in its most overt forms, can result in formal disciplinary action by the university.

This is a notoriously thorny area for students. Many students unintentionally commit plagiarism by 'borrowing' ideas, interpretations, and/or actual words from other authors. Make sure that your words are your own, and that your interpretations are also your own. If you find yourself using someone else's words or ideas, make sure you have given him/her credit by using a footnote, endnote, or parenthetical citation. When writing exams or papers, keep in mind the following points:

1. **DO** discuss sources, interpretations, and anything else with your peers and friends.
2. **DO** feel free to make use of interpretations presented in class.
3. **DO NOT** pass off someone else's words or ideas as your own. To do so is to commit the academic crime of plagiarism, a serious offense that can lead to a variety of punishments including failing the course. If you copy the exact words of another author

into your paper, they must appear within quotation marks and you must provide a citation to the source from which you took the quotation. Likewise, if you simply rearrange the words but keep the main point and/or interpretation from another text, you also must provide a citation indicating the source of the point/interpretation. Note: my comments in class do not need to be cited.