

History 511B: the Impact of the Norman Conquest of England (1066-1215)



Course Information

History 511B, Fall 2013 (CRN: 86157)

Time: Mondays, 3:30-6:20

Room: Graham 303

Instructor Information

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Office Hours

Mon. 1:00-2:00, Tues. 10:00-11:00, Thurs. 10:00-11:00, and by appointment

Course Description

The primary goal of this course is the production of a research paper of about 20 pages in length. Although it may seem like a herculean task (and it may well represent the longest and most complex bit of writing that you create while at the university), work like this is truly basic to the historian's profession. The process of producing your paper will teach you how to ask a good question of the past, one that is both feasible and (hopefully) original; how to locate the primary sources necessary to address that question; how to articulate your question and answer within the existing scholarship; and how to communicate your results in writing. I should not need to remind you that not only are these skills foundational to the profession of history, they are also exactly what is required of numerous other professions, including law, marketing, public policy, government, many positions in the business world, and so forth.

To accomplish the not insubstantial feat of researching and writing a 20-page research paper, you will need to jump right into your research. Those accustomed to churning out a decent 5-10 page paper the night before it's due (I know, as I did that plenty of times) will be in for a shock if they believe that a (good!) research paper can be produced in a similar way. You will need to begin your independent research almost immediately, and will need to spend significant time in the library (not just at your laptop) locating, reading, and annotating sources. To aid in this task, I have devised a series of small assignments that force you to begin the research process early on in the semester and that should aid you to develop your topic. I will simply state here that your paper must be analytical, or argumentative; that is, it must argue a clear point, one that hopefully has not already been proven before, and must do so using convincing evidence from the primary sources available to us. To do this means doing a lot of reading, both to find appropriate primary sources that may (hopefully!) answer your question and to be able to distinguish your ideas and arguments from those of the historians who have come before us.

At last I come to content. Our subject is the century and a half following the conquest of the kingdom of England by William, duke of Normandy in France. This event was a watershed moment for the history of both England in particular and the Middle Ages in general. William's dramatic victory earned him a new nickname ("the Conqueror") and ushered in changes in almost every aspect of English society, including changes in government, law and administration, social organization, religious administration and practice, language and culture, and social and gender roles. In short, the changes wrought by the conqueror and his heirs provide fertile ground for research projects in any number of fields. We will spend much of our class time during the first part of the semester reading accounts of the period (including the excellent overview by Bartlett) both to get a feel for a period about which many of you will be unfamiliar and to identify - as a group - potential research topics. I should reiterate that while you are reading these readings for class, you must also have already commenced your independent research! As the semester progresses, the ratio of background reading to discussion of students' research topics and issues will change to favor the latter.

Required Books

1. Robert Bartlett, *England under the Norman and Angevin Kings, 1075-1225* (Oxford: Oxford University Press, 2002). ISBN: 978-0199251018.

Note: the rest of the reading will be available electronically, either through Blackboard or other databases. **It is the responsibility of all students to acquire and read electronic readings, and to bring them to class.** I strongly urge you to print out the readings so that you can annotate them

Student Learning Outcomes

Upon successful completion of this course, students should be able to:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.

2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
3. Conduct original research by investigating and interpreting primary and secondary sources.
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing.
5. Locate and manipulate research tools – bibliographies, source databases, source collections, etc. – appropriate to the development of a research topic.

Teaching Methods and Assignments

A. Teaching Methods

Class time will be partly spent discussing Bartlett and other readings so as to provide a foundational understanding of the period from 1066 to 1215; this general understanding will help you to locate sources and contextualize arguments for your own research papers. To accomplish this, you must read the assigned texts carefully and come to class having thought about not merely what the text(s) *said*, but about how those texts might lead towards promising research topics. The second component of our class time involves discussion of the 'how' of history, and in particular the 'how' of constructing research papers. You all have completed HIS 391 or a RI class, and therefore should have acquired at least some preliminary sense of how historians plan, conduct, and present research. Still, we will reiterate and hone those skills by talking at length about a number of 'hows': *how* to derive plausible research topics and questions from Bartlett; *how* to locate sources using UNCG's resources; *how* to read secondary sources strategically (making use, for instance, of footnotes); *how* to aim for an original argument; *how* to interpret primary source, and so forth. Both elements of the course require participation from all. In other words, I will not lecture about 'what happened' in the period. Rather, I will attempt to guide you towards research topics that are feasible and, hopefully, original.

B. Assignments

I list the assignments first, in the order in which you will complete them; then I offer explanations for each:

1. Participation
2. Research Exercise #1: Locating Sources
3. Research Exercise #2: Coming Up with Research Topics
4. Research Exercise #3: Research Question with Preliminary bibliography
5. Research Exercise #4: Primary source analysis
6. Research Exercise #5: Analysis of Secondary Sources, with Full Bibliography
7. Formal Presentation
8. Polished First Draft Due (please bring 3 [three] copies to class!)
9. Research Exercise #6: Critique of Papers (bring 2 copies of each critique)
10. Final Draft Due

1. Participation (Learning Goals 1, 2, 4)

As stated above, this is not a lecture class. Students are expected to take part in the discussion both of readings and of skills and methods. Students who remain silent or offer only an occasional interjection per week will earn a C for participation. Regular participation (one or more comments per day, of a useful variety) earns a B. An A for participation is the product of frequent participation of an imaginative and/or useful nature.

3. Research Assignment #1: Locating Sources (Learning Goals 3, 5)

Locate two primary sources using the method below; also locate two scholarly articles (one connected to each of the two primary sources) using a similar method. For primary sources, you

will: 1. Using a scholarly footnote or bibliography, identify a promising primary source; 2. Using the Library catalog, find all versions of that source; 3. Identify the best version and explain why it is the best version. For the secondary sources you will: 1. Using ITER (on Jackson Library's databases page), identify a promising scholarly article connected to that primary source (and provide steps for how you did this); 2. Using Jackson Library's search engines (main catalog, journals a-z) determine the article's availability to you; 3. Given answers to point 2, explain how you would obtain a hard copy of that article (e.g., printing from a full-text database, photocopying from a hard-copy in the library, requesting through Inter-Library Loan, etc.).

3. Research Assignment #2: Coming up With Research Topics (Learning Goals 2, 3, 5)

This assignment requires you to list the (lightly revised) fifteen research questions you produced as we read Bartlett. After this, you will choose your two best questions and develop them. The two developed questions must have a) a three sentence description of the topic; b) a feasible research question derived from the description; c) two or three sentences explaining how the question satisfies our criteria for a good research topic; that is, is the topic specific? Is it analytical? Is it feasible with regard to length? Is it feasible with regard to sources? See assignment sheet for more information

4. Research Assignment #3: Research Topic and Preliminary Bibliography (Learning Goals 2, 3, 5)

For this exercise, you will write a new 3-5 sentence description of your research topic in which you explain what you hope to argue and how that argument is connected to existing scholarly literature. You will also include an initial bibliography containing 1-3 major primary sources, 3-5 secondary source books and 2-4 scholarly articles.

5. Research Assignment #4: Primary Source Analysis (Learning Goals 2, 3, 4, 5)

Locate a primary source (it can be one you found for a previous assignment) and read enough of it to allow you to complete the Primary Source Analysis sheet for that source. See assignment sheet for more information.

6. Research Assignment #5: Analysis of Secondary Sources, with Full Bibliography (Learning Goals 2, 3, 4, 5)

Locate a scholarly article connected in some way to the primary source you analyzed previously, read the article, and complete the Secondary Source Analysis Sheet. Given previous assignments, the location part should already have taken place. What you need to do here is demonstrate, via the Analysis Sheet, that you understand how to criticize scholarly articles. You should also attach your final bibliography to your analysis.

7. Formal Presentation (Learning Goals 2, 3, 4)

Students will make a formal presentation to the class concerning their research papers. The time allotted for the presentation will be 10-15 minutes (I'll fix this later, as I see how things are going). You should consult the presentation rubric to ensure that you address the main issues.

8. Polished Draft of the Research Paper (Learning Goals 1, 2, 3, 4, 5)

On or before November 25, you must complete a polished draft of your paper. 'Polished' means complete; that is, it should not still be 'in progress', and should have footnotes, and so forth. In essence you should aim for the same quality that you would with a final draft. You will need to bring three hard copies of your paper to class – one for me, and one each for two of your peers.

9. Peer Review (Learning Goals 1 and 2)

Having read the polished drafts of two of your peers, you will a) annotate those drafts with suggestions, indications of typos, etc., just as if you were the professor; b) type up a one page summary of the strengths and weaknesses, as you see them, of the polished draft. You must provide a copies of the one page summary to your peers and to me.

10. Final Draft (Learning Goals 1, 2, 3, 4, 5)

With the peer review process complete, you will have received comments from three outside readers: your professor and your two peers. Taking these comments into account, you will revise your draft and produce a final draft. You must turn in two hard copies: one for me to annotate, and another for the Department's files.

Grade Breakdown

Participation	10%
Formal Presentation	10%
Research Exercises 1-6	30% (5% each)
Final Paper	50%

Grading Scale

100-97= A+	79-77= C+	59 or lower = F
96-93= A	76-73= C	
92-90= A-	72-70= C-	
89-87= B+	69-67= D+	
86-83= B	66-63= D	
82-80= B-	62-60= D-	

Schedule of Readings and Classes

1. August 19: Course Intro
 - a. mechanics of the course
 - b. difficulty of course; expectations for out-of-class work
 - c. features of a good research paper?
 1. topic
 2. argument
 3. well-articulated relationship to existing scholarship (if any)
 4. Justification for existing (?)
 5. apparatus: footnotes, bibliography; primary sources and secondary sources
 - d. evaluating topics – see handout
 1. is it analytical?
 2. is it feasible in terms of sources?
 3. is it feasible in terms of length?
 4. is it original?

2. August 26: Anglo-Norman England/ Locating Sources from a Secondary Source

At 4:50 we will move from our classroom to CITI, in Jackson Library

Reading:
Bartlett, 1-120. If you need help with events, don't neglect the author's Chronology of Political Events, at p. 693.

Assignments:

 1. five possible research topics derived from reading
 2. Go to the Library's tutorials page (<http://library.uncg.edu/tutorials/>) and complete these tutorials: #4 (Library Catalogue), #5 (Finding Articles), #8 (Plagiarism), and #10 (Citing Sources)

- September 2: Labor Day (no class)

Reading:
Bartlett, 121-251

Assignments:

 2. five possible research topics derived from reading

3. September 9: Anglo-Norman England/ Evaluating Primary Sources
 Reading:
 Bartlett, (121-251 and) 252-376
 Assignments:
 1. Five possible research topics derived from reading
 2. **Research Assignment #1** due
4. September 16: Anglo-Norman England/ Evaluating Secondary Sources
 Reading:
 Bartlett, 376-534
 Assignments:
 1. **Research Assignment #2** due
5. September 23: Anglo-Norman England/ Research Techniques, Footnotes, and other Practicalities
 Reading:
 Bartlett, 535-692
 Assignments:
 1. **Research Assignment #3** due
6. September 30: Source Criticism, 1: Chronicles
 Reading:
 Orderic Vitalis, *Ecclesiastical History*, Book 13 (blackboard)
 Assignments:
 1. Informal Presentation of Topics – 5 minutes from each person
7. October 7: A Historiographical Debate: Anselm of Canterbury: Saint, Statesman, or Both?
 Reading: all available on Blackboard
 Sally Vaughn, "St Anselm of Canterbury: the Philosopher-Saint as Politician," *Journal of Medieval History* 1 (1975): 279-305.
 Sir Richard Southern, "Sally Vaughn's Anselm: An Examination of the Foundations," *Albion* 20 (1988): 181-204.
 Sally Vaughn, "Anselm: Saint and Statesman," *Albion* 20 (1988): 205-220.
 Sir Richard Southern, Letter to Editor, *Albion* 20 (1988): 695-696
 Assignments:
 1. **Research Assignment #4** due
- October 14: Fall Break (No class)
8. October 21: Source Criticism, redux: Letters, Charters, and Pipe Rolls
 Reading: all available on blackboard
 Selections from the Becket Correspondence
 King Stephen's Coronation Charters
 Charters pertaining to Geoffrey de Mandeville
 Selections from a Pipe Roll of Henry II
 Assignments:
 1. **Research Assignment #5** due
9. October 28: Another Historiographical Debate: Geoffrey de Mandeville
 Reading:
 R.H.C. Davis, "Geoffrey de Mandeville Reconsidered," *English Historical Review* 79 (1964): 299-307.
 J.O. Prestwich, "The Treason of Geoffrey de Mandeville," *English Historical Review* 103 (1988): 283-317 (including comment

- by R.H.C. Davis at 313-317)
 J.O. Prestwich, "Geoffrey de Mandeville: a Further Comment,"
English Historical Review 103 (1988): 960-966
 R.H.C. Davis, "Geoffrey de Mandeville: a Final Comment," *English
 Historical Review* 103 (1988): 967-968
 J.O. Prestwich and R.H.C. Davis, "Last Words on Geoffrey de
 Mandeville," *English Historical Review* 105 (1990): 670-672.
 Edmund King, *King Stephen* (New Haven, 2010), pp. 61-171.

Assignments: none

10. November 4: Writing it Up: Style, Rhetoric, and Presentation

Reading:

- Judith Green, "Aristocratic Women in Early Twelfth-Century
 England," in *Anglo-Norman Political Culture and the
 Twelfth-Century Renaissance*, ed. C. Warren Hollister
 (Boydell, 1997), 59-82
 John Gillingham, "Conquering the Barbarians: War and Chivalry in
 Twelfth-Century Britain," *Haskins Society Journal* 4 (1993):
 67-84

Assignments: none

11. November 11: Oral Presentations

Reading: none

Assignments:

1. **Formal Presentations**, half of class

12. November 18: Oral Presentations

Reading: none

Assignments:

1. **Formal Presentations**, half of class

13. November 25: D-Day! (Draft day)

Readings: none

Assignments:

1. **Polished First Drafts Due** (three copies, 1 to Barton, 2 to peer reviewers)

14. December 2: in class Peer Review

Readings: two peer papers

Assignments:

1. **Research Assignment #6**

Tuesday, December 3: Reading Day

Monday, December 9: **Final Drafts due** by noon in my office

Academic Integrity Policy

Students are expected to include the following statement on all formal writing submitted for the course: "I have adhered to the UNCG Academic Policy in preparing and submitting this assignment." If you are unfamiliar with the policy, please read it carefully at <http://academicintegrity.uncg.edu/complete/>.

Attendance Policy

Attendance is expected at all class meetings. Missing more than 3 class meetings will result in a one-point deduction from the final grade for each subsequent absence.

Additional Requirements and Advice

1. In case later consultation should prove necessary, students should keep copies of all graded assignments until the end of the semester (at least).
2. All course requirements must be completed to receive a grade for the class.
3. 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 penalized, usually at the rate of 1/3 of a letter grade per day.
4. Consultation of websites not assigned on the syllabus: many students feel that they can obtain the “answer” (or even a good interpretation) concerning a historical problem by simply looking it up on the web. While the web has many uses, this is almost invariably a fatal strategy. Looking up someone else’s ideas is no substitute for your own analysis. Some observations from the instructor’s point of view: 1) use of a web-site without citing it is plagiarism, which, if detected, can result in serious academic penalties (see above); 2) instructors can often detect uncited use of a website when either the writing style of the student’s paper changes drastically, or when facts/ideas/dates/people not discussed in class or in any of the assigned readings appear in an assignment. Again, I don’t want to discourage you from gaining more perspectives by using the web. What I’m saying is that ultimately you are being evaluated on your analysis of the assigned readings, not on your ability to plug the ideas of some web site into your essay.

BLACKBOARD SITE

All materials for the course (except for the required books) will be posted on the Blackboard site for the course. This is particularly important for primary sources, for announcements and for E-Reserves. It is a good idea to check the Blackboard site regularly. You can get to our Blackboard here: <https://blackboard.uncg.edu/webapps/portal/frameset.jsp>.

TECHNOLOGY

1. Email: I prefer to communicate by email (rebarton@uncg.edu). Please be advised, however, that I generally do not check email at night. I will try to respond to all email within 24 hours. If you haven’t had a response by then, try again. On the flip side, I can communicate with you only by your UNCG email account (that is the email linked to Blackboard, for instance); make sure you check your UNCG email regularly.
2. Laptops in the Classroom: Laptops are okay if used for note taking. If I detect that you are using your laptop for other purposes, you will be banned from using it again for the rest of the semester.
3. Phones: Please turn your phones off before class. If your phone rings during class, you will be counted as absent for that class period. If I detect that you are using your phone to text (or surf) you will also be counted as absent for that day. Subsequent offenses will be treated with increasing severity.