

## **HISTORY 511B (Spring 2004): THE IMPACT OF THE NORMAN CONQUEST**

### Course Information:

History 511B-01 (CRN 10730), Spring 2004  
Time: Thursday, 6:00-8:50 PM  
Room: McIver 228

### Instructor Information:

Dr. Richard Barton  
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website: <http://www.uncg.edu/~rebarton> (with syllabus, documents and other course materials)

Office hours: TR 2:30-4:00 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 critique of a modern historian, a thematic analysis, and an outline and thesis paragraph - 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. Robert Bartlett, *England Under the Norman and Angevin Kings* (Oxford: Clarendon Press, 2000). ISBN: 0-199251010
2. Marjorie Chibnall, *The Debate on the Norman Conquest* (New York: Manchester U.P., 1999); 071904913
3. David Crouch, *William Marshal: Knighthood, War and Chivalry 1147-1219*, Second Edition (Longman, 2002) 0582772222
4. Wayne Booth, Gregory Colomb and Joseph Williams, *The Craft of Research* (Chicago: University of Chicago Press, 1995) ISBN: 0226065847

## **COURSE REQUIREMENTS:**

Participation	15%
Research Exercises 1-5	25%
Research Exercise 6	10%
Final Paper	50%

## **ASSIGNMENTS**

1. Research Exercise #1: Project Description (February 5)
2. Research Exercise #2: Preliminary bibliography (February 19)
3. Research Exercise #3: Critique of an article (March 4)
4. Research Exercise #4: Literature Discussion (March 25)
5. Research Exercise #5: Argument paragraph and Outline of paper (April 8)
6. First Draft Due (please bring 3 [three] copies to class!) (April 22)
7. Research Exercise #6: Critique of Papers (bring 2 copies of each critique) (April 29)
8. Final Draft Due (May 10)

## **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 (January 15): Introduction

Week 2 (January 22): Normandy and the Conquest of England

Readings:

a. Normandy and Duke William

Handout: Eleanor Searle, "Frankish Rivalries and Norse Warriors," *Anglo-*

*Norman*

*Studies* 8 (1985): 198-213.

Handout: David Bates, "The Rise and Fall of Normandy, c. 911-1204", in  
*England and Normandy in the Middle Ages*, ed. David Bates and Anne  
Curry (London: Hambledon Press, 1994), 19-36.

Reserve Room: David C. Douglas, *William the Conqueror: the Norman Impact*

*on*

*England* (Berkeley, CA: University of California Press, 1964), 3-12, 367-  
376

b. the Battle

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)

Reserve Room: R. Allen Brown, "The Battle of Hastings," 195-218, in Morillo,  
ed., *The Battle of Hastings*

Week 3 (January 29): Patterns of Politics in England, 1066-1215

**MEET IN CITI IN JACKSON LIBRARY**

Readings:

Optional: Reserve Room: Hollister, *The Making of England*, 7<sup>th</sup> edition , 107-183  
[a political narrative of events]

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

*Craft of Research*, ix-xii, 1-5, 35-47

Week 4 (February 5): Problem 1: Feudalism and Lordship

Due: **Research Exercise #1** (project description)

Readings:

Handout: Primary sources

Reserve Room: Marjorie Chibnall, *The Debate on the Norman Conquest*  
(Manchester, 1999), 79-96

On-Line: C. Warren Hollister, "1066: The 'Feudal Revolution'", *American*

*Historical Review* 73 (1968), 708-23.

Handout: John Gillingham, 'The introduction of knight service into England',  
*Anglo-Norman Studies* 4 (1981), 53-64.

Handout: J.C. Holt, "The Introduction of Knight Service in England," *Anglo-Norman Studies* 6 (1983): 89-106; reprinted in Matthew Strickland, ed., *Anglo-Norman Warfare* (Boydell, 1992), 41-58.

Week 5: (February 12): Problem 2: Governance

Readings:

James Campbell, "Observations on English Government from the Tenth to the Twelfth Century," *TRHS*, 5<sup>th</sup> series, 25 (1975), 39-54.

W.L. Warren, "The Myth of Norman Administrative Efficiency," *TRHS*, 5<sup>th</sup> series,

34 (1984), 113-132.

Fredric Cheyette, "The Invention of the State," in *The Walter Prescott Webb Memorial Lectures: Essays on Medieval Civilization*, ed. Bede Karl Lackner and Kenneth Roy Philp (Austin: University of Texas Press, 1978), 143-178

On-Line: Magna Carta (<http://www.fordham.edu/halsall/source/mcarta.html>)  
*The Craft of Research*, 48-87

Week 6 (February 19): Aristocratic Life

Due: **Research Exercise #2** (preliminary bibliography)

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

Crouch, *William Marshal*, 1-28

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

Week 7 (February 26): Problem 3: Aristocratic Family and Inheritance

Readings:

Crouch, *William Marshal*, 29-158

Reserve Room: 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

Reserve Room: J.C. Holt, "Feudal Society and the Family in Medieval England: Part I: the Revolution of 1066," *Transactions of the Royal Historical Society*, 5<sup>th</sup> series, 32 (1982):193-212;

*The Craft of Research*, 88-93

Week 8 (March 4): Problem 4: Chivalry and Warfare

Due: **Research Exercise #3** (critique an article)

Readings:

Crouch, *William Marshal*, 159-216

in Reserve Room: John Gillingham, "Conquering the Barbarians: War and Chivalry  
Twelfth-Century Britain," *Haskins Society Journal* 4 (1993): 67-84.  
Reserve Room: Georges Duby, "Youth in Aristocratic Society," in Duby,  
*Chivalrous Society*, trans. Cynthia Postan (Chicago, 1977), 112-122.  
*The Craft of Research*, 94-110

March 11: No class: Spring Break

Week 9 (March 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*, 149-174

Week 10 (March 25): Problem 5: Bishops: Lords or Saints?

Due: **Research Exercise #4** (literature review)

Readings:

Reserve Room: Primary Source(s) on Anselm (TBA)

Reserve Room: Sally Vaughn, "St Anselm of Canterbury: the Philosopher-Saint

as

Politician," *Journal of Medieval History* 1 (1975): 279-305.

Reserve Room: Sir Richard Southern, "Sally Vaughn's Anselm: An Examination  
of the Foundations," *Albion* 20 (1988): 181-204.

Reserve Room: Sally Vaughn, "Anselm: Saint and Statesman," *Albion* 20 (1988):  
205-220.

Reserve Room: Sir Richard Southern, Letter to Editor, *Albion* 20 (1988): 695-696

Week 11 (April 1): Cultural Patterns and Life Stages

Readings: Bartlett, 482-615

Week 12 (April 8): Problem 6: Identity (methodology: Outlines)

Readings:

Reserve Room: Chibnall, *The Debate on the Norman Conquest*, 125-132.

Reserve Room: Ian Short, "Tam Angli quam Franci: Self Definition in  
Anglo-

Norman England," *Anglo-Norman Studies* 18 (1996), 153-175

Reserve Room: George Garnett, "Franci et Angli: the Legal Distinctions Between  
Peoples After the Conquest," *Anglo-Norman Studies* 8 (1985): 109-138.

*The Craft of Research*, 234-254 (and revisit 152-154)

Assignment: **Research Exercise #5 Due** (Outline and Thesis Paragraph)

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

Week 13 (April 15): Individual conferences with Professor, to be scheduled during the week

Week 14 (April 22): **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 (April 29): Discussion of Drafts in class

Readings

*The Craft of Research*, 201-233

First drafts of two of your colleagues papers

Assignment: **Research Exercise #6:** Prepare a 1 page critique of the two papers you have read; please comment on argument, evidence, style, citations, introduction and conclusion (see form). Remember to bring two copies of your critique of each paper (one for the author and one for me).

**FINAL PAPERS DUE: Monday, May 10, 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.