HISTORY 709 (Spring 2005):  
THE IMPACT OF THE NORMAN CONQUEST ON ENGLAND

Course Information:  
History 709-01 (CRN 12059), Spring 2005  
Time: Wednesday, 7:00-9:50 PM  
Room: McIver 225

Instructor Information:  
Dr. Richard Barton  
Office: 212 McIver Bldg.  
Office phone: 334-5203  
Home phone: 274-8318, no calls after 9 PM  
Mailbox: McIver 219  
Email: rebarton@uncg.edu  
website: http://www.uncg.edu/~rebarton (with syllabus, documents and other course materials)

Office hours: W 1:30-3:30 and by appointment

Course Description:  
The conquest of England by Duke William of Normandy in 1066 was a significant watershed moment for the history of Medieval England. 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 (20-30 pages) on some aspect of English history in this period (i.e., the period of Anglo-Norman England, which is conventionally dated 1066-1215). 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  
A 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):  
There are only two required books for this class. The remainder of the extensive reading list will
be available in Jackson Library or as handouts. You, of course, are welcome to order any of the books (whether required, or those on reserve) for your own uses.


The following book is a particularly good introduction to our period. I decided not to assign it, but if you were looking to buy a good supplemental text, this would be the best choice.


**COURSE REQUIREMENTS:**

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Research Exercises 1-5</td>
<td>25%</td>
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<td>Research Exercise 6</td>
<td>10%</td>
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<td>Final Paper</td>
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**ASSIGNMENTS**

1. Research Exercise #1: Project Description (February 2)
2. Research Exercise #2: Preliminary bibliography (February 16)
3. Research Exercise #3: Primary Source Analysis (March 1)
4. Research Exercise #4: Literature Discussion (March 22)
5. Research Exercise #5: Argument paragraph and Outline of paper (April 5)
6. First Draft Due (20-30 pages) (please bring copies for everyone to class!) (April 19)
7. Research Exercise #6: Critique of Papers (April 26)
8. Final Draft Due (20-30 pages) (May 9)

**SEQUENCE OF CLASSES:**

Week 1 (January 12): Introduction

Week 2 (January 19): Hastings (1066): Sources and Interpretations
   Reserve Room: John Gillingham, “William the Bastard at War,” in Morillo, 95-112.
Week 3 (January 26): Kings, Good and Bad

Week 4 (February 2): Kingship
Due: Research Exercise #1 (project description)
Reserve Room: J.E.A. Jolliffe, Angevin Kingship, 2nd edition (London, 1963), 1-136 (with glossary provided by Barton as handout)

Week 5: (February 9): Historiography
Martha Howell and Walter Prevenier, From Reliable Sources: An Introduction to Historical Methods (Cornell, 2001).

Week 6: (February 16): Government and Administration
Due: Research Exercise #2 (preliminary bibliography)
Readings:
Reserve Room: selections from English Historical Documents, vol. 2
Domesday Book, Huntingdonshire survey (pp. 854-864)
Excerpts from the Pipe Rolls (pp. 569-583)
Royal writs: 429-433
“Establishment of the King’s Household” (pp. 422-427)
Assize of Clarendon (407-410)
Assize of Northampton (411-413)
On-line: Magna Carta (http://www.fordham.edu/halsall/source/mcarta.html)
Reserve Room: Michael Clanchy, From Memory to Written Record, 2nd edition (Blackwell, 1993), pp. TBA

Week 7 (February 23): Latin Histories: Purposes and Uses
For more reading (if time permits; i.e., optional!):

Week 8 (March 1): Vernacular Histories and Literature
Due: Research Exercise #3 (critique an article)
Reserve Room: Wace, Roman de Rou, lines 1-315 (intro), and 10,036-11,440 (account of Henry I and Robert Curthose)

Week 9 (March 15): Charters
Handout: representative charters (TBA)


Week 10 (March 22): Bishops and the Church
Due: Research Exercise #4 (literature review)
Reserve Room: Primary Source(s) on Anselm (TBA)
Reserve Room: Bartlett, England under the Norman and Angevin Kings, 377-412.

Week 11 (March 29): Chivalry
Reserve Room: Constance Bouchard, Strong of Body, Brave and Noble: Chivalry and Society in Medieval France (Cornell, 1998), 103-144
Handout: selections from History of William Marshal
Reserve Room: David Crouch, William Marshal: Knighthood, War and Chivalry, 1147-1219, 2nd edition (Longman, 2002), 1-10, 179-206

Week 12: (April 5):
Assignment: Research Exercise #5 Due (Outline and Thesis Paragraph)
In class: presentation of individual arguments; discussion of same; suggestions

Week 13 (April 12): Individual conferences with Professor, to be scheduled during the week

Week 14 (April 19): First Drafts Due, in class [please bring 1 copy for everyone in the class (including me!). After exchanging papers, we will not hold class]
Week 15 (April 26): Discussion of Drafts in class

Readings
First drafts 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).

May 4: Reading Day (no class)

FINAL PAPERS DUE: May 9, 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.