

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.

1. Martha Howell and Walter Prevenier, *From Reliable Sources: an Introduction to Historical Methods* (Ithaca, 2001). ISBN: 0-8014-8560-6
2. Henry of Huntingdon, *History of the English People, 1000-1154*, trans. Diana Greenway (Oxford, 2002). ISBN: 0192840754

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.

Robert Bartlett, *England Under the Norman and Angevin Kings* (Oxford: Clarendon Press, 2000). ISBN: 0-199251010. \$19.95

COURSE REQUIREMENTS:

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

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

Reserve Room: C. Warren Hollister and R. Stacey, *The Making of England to 1399*, 8th edition (Houghton Mifflin, 2000), chapters from King Harold to 1216. (Approx. 100 pp) [pages from 7th edition are pp. 97-183]

Week 2 (January 19): Hastings (1066): Sources and Interpretations

Reserve Room: Stephen Morillo, ed., *The Battle of Hastings* (Boydell, 1996), xxiii-xxx (maps of battle by stage), 3-55

Reserve Room: John Gillingham, "William the Bastard at War," in Morillo, 95-112.

Reserve Room: Richard Glover, "English Warfare in 1066," in Morillo, 173-88.
Handout: Matthew Strickland, "Military Technology and Conquest: the Anomaly of Anglo-Saxon England," *Anglo-Norman Studies* 19 (1996): 353-382.
Reserve Room: Elisabeth Van Houts, "The Memory of the Norman Conquest of England in 1066", in Van Houts, *Memory and Gender in Medieval Europe, 900-1200* (Toronto, 1999), 123-142.

Week 3 (January 26): Kings, Good and Bad

Handout: V.H. Galbraith, "Good Kings and Bad Kings in English History," *History* 30 (1945): 119-32.

Reserve Room: Roger of Howden, *Annals*, tr. H.T. Riley (London, 1855), vol. 2, pp. 456-465, 466-7, 472-3, 478-483, 487, 501-513, 516-518, 520-523, 530-531, 532-533.

Handout: J.C. Holt, "King John," in Holt, *Magna Carta and Medieval Government* (Hambledon, 1985), 85-109.

J-Stor: D.A. Carpenter, "Abbot Ralph of Coggeshall's Account of the Last Years of King Richard and the First Years of King John," *English Historical Review* 113 (1998): 1210-30.

Reserve Room: John Gillingham, "Historians without Hindsight: Coggeshall, Diceto and Howden on the Early Years of John's Reign," in S.D. Church, ed., *King John: New Interpretations* (Boydell, 1999): 1-26.

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)

Reserve Room: Geoffrey Koziol, "England, France, and the Problem of Sacrality in Twelfth-Century Ritual," in *Cultures of Power: Lordship, Status and Process in Twelfth-Century Europe*, ed. Thomas N. Bisson (Philadelphia, 1995), 124-148.

J-Stor: C. Warren Hollister and John W. Baldwin, "The Rise of Administrative Kingship," *American Historical Review* 83 (1978): 867-905.

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>)

Handout: James Campbell, “Observations on English Government from the Tenth to the Twelfth Century,” *Transactions of the Royal Historical Society*, 5th series, 25 (1975), 39-54.

Reserve Room: Michael Clanchy, *From Memory to Written Record*, 2nd edition (Blackwell, 1993), pp. TBA

Reserve Room: 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

Week 7 (February 23): Latin Histories: Purposes and Uses

Henry of Huntingdon, *The History of the English People*, 1000-1154, trans. Diana Greenway (Oxford, 2002), 3-120

Diana Greenway, introduction to Henry of Huntingdon, *The History of the English People*

1100-1154, (Oxford, 2002), xiii-xxxii

Reserve Room: Nancy Partner, *Serious Entertainment: the Writing of History in Twelfth-Century England* (Chicago, 1977), pp. 11-48

For more reading (if time permits; i.e., optional!):

Marjorie Chibnall, *The World of Orderic Vitalis* (Oxford, 1984), pp. 169-225

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)

J-Stor: John Horace Round, “Wace and his authorities,” *English Historical Review* 8 (1893): 677-683

Handout: Matthew Bennett, ‘Poetry as History? the “Roman de Rou” of Wace as a Source for the Norman Conquest,’ *Anglo-Norman Studies* 5 (1982), 21-39.

Handout: Peter Damian-Grint, “Truth, Trust and Evidence in the Anglo-Norman *Estoire*,” *Anglo-Norman Studies* 18 (1995): 63-78.

Handout: *Amis e Amilun*, in Judith Weiss, *The Birth of Romance: an Anthology* (London, 1992), 159-178.

Handout: Ian Short, “Patrons and Polyglots: French Literature in Twelfth-Century England,” *Anglo-Norman Studies* 14 (1991): 229-250

Week 9 (March 15): Charters

Handout: representative charters (TBA)

J-Stor: Joseph Strayer, “A Forged Charter of Henry II for Bival,” *Speculum* 34 (1959): 230-237.

Handout: Richard Mortimer, "The Charters of Henry II: What are the Criteria for Authenticity?" *Anglo-Norman Studies* 12 (1989): 119-134.

Reserve Room: Brigitte Bedos-Rezak, "Diplomatic Sources and Medieval Documentary Practices: an Essay in Interpretive Methodology," in *The Past and Future of Medieval Studies*, ed. John Van Engen, (University of Notre Dame Press, 1994), 313-343.

Reserve Room: Susan Johns, *Noblewomen: Aristocracy and Power in the Twelfth-Century Anglo-Norman Realm* (Manchester, 2003), 81-106 and 122-151.

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.

On-line (Sciencedirect; use Journal Finder to locate): Sally Vaughn, "St Anselm of Canterbury: the Philosopher-Saint as Politician," *Journal of Medieval History* 1 (1975): 279-305.

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

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

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

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

Reserve Room: C. Stephen Jaeger, "Courtliness and Social Change," in *Cultures of Power: Lordship, Status and Process in Twelfth-Century Europe*, ed. Thomas N. Bisson (Philadelphia, 1995), 287-309.

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

Handout: John Gillingham, "Conquering the Barbarians: War and Chivalry in Twelfth-Century Britain," *Haskins Society Journal* 4 (1992): 67-84.

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.