



Department of History

HTST 420
Early Medieval England, 500-1100
Winter 2022

Instructor: Dr Courtney Konshuh (rhymes with 'shoe')

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Office Hours: SS622 Tuesday/Thursday 2-3pm in person or by zoom

Email Office Hours: Monday 12-2pm, Tuesday/Thursday 2-4pm. Please note I respond to emails in email office hours, otherwise irregularly and never on weekends or after 4pm.

Class Room Location, Days and Times: MS 211, TuTh 9:30AM - 10:45AM

Course Delivery: In person

Description

This course examines the period from the departure of the Romans through to the coming of the Normans. It was an epoch that saw the gradual conversion of the peoples of the British Isles to Christianity and the redrawing of the ethnic and political map of the islands. The following three centuries from 800 to 1100 A.D., from the Vikings incursions of the ninth century through to the Norman Conquest of England were a highly formative period in the history of the Isles, witnessing the emergence of England and Scotland as identifiable political entities. In the centuries between these events many of the patterns of English life that would endure into the medieval and early modern periods were shaped; the period witnessed the birth of the English people, the establishment of Christianity and the development of the English language. To understand the Anglo-Saxon age, students will engage with interdisciplinary approaches, such as: archaeology, art history, historical genetics, literary studies, and numismatics (coins).

Learning Outcomes

Students will gain a foundational understanding of the process of conversion, the development of art, the impact of the Anglo-Saxons and later the Vikings, the relationships between lords, the clergy and labourers, development of trade and urbanization, the spread of written culture and the relationships between Britain, Ireland and the continent. We will practice close reading of primary texts in seminars, and learn how to 'read' objects as historical sources. Assignments will help you to combine primary and secondary evidence in historical analysis.

Required reading Material

N. Higham and M. Ryan, *The Anglo-Saxon World* (New Haven, 2013). Available at the bookstore and on reserve in the library.

[*The History Student's Handbook*](#). Seriously. Read it front to back and use it to format your

bibliography and footnotes.

While the course is primarily composed of lectures, there are document and writing workshops throughout. Readings from our textbook (Higham and Ryan = H&R) or from the coursepack are due by the beginning of the lecture for which it is listed. You do not need to bring the textbook to class, but please bring the coursepack for the document seminars. The lectures do not repeat content from the reading unless students explicitly ask me to review difficult material, which I am happy to do. Lectures provide students with additional context or detail on top of the readings and reflect on long-term developments. Both the readings and lecture content will be relevant for the midterm and final exam.

Online tools

Oxford Database of National Biography <https://www.oxforddnb.com/>

The Electronic Sawyer charter database <https://esawyer.lib.cam.ac.uk/>

Prosopography of Anglo-Saxon England <https://pase.ac.uk>

Corpus of Early Medieval Coin Finds <https://emc.fitzmuseum.cam.ac.uk/>

The Anglo-Saxon Chronicle (Old English) <http://asc.jebbo.co.uk/>

Coin Hoards of the Roman Empire <https://chre.ashmus.ox.ac.uk/hoard/4640>

Aerial Archaeology Mapping Explorer <https://historicengland.org.uk/research/results/aerial-archaeology-mapping-explorer/>

Indispensable Primary Sources

Bede. *Bede's Ecclesiastical History of the English People*. Eds. and trans. Bertram Colgrave and Roger Mynors. Oxford: 1969. Available [digitally](#) on the Internet Archive. This is the best translation of the original Latin available. You will find many editions and several online – none of these are as good as Colgrave/Mynors. If you cite Bede (in Latin or in English) in a written paper, I will expect you to use this edition.

Gildas. *The Ruin of Britain and Other Works*. Ed. and trans. Michael Winterbottom. Chichester: 1978. Available [digitally](#) on the Internet Archive. This is the best translation of the original Latin available. You will find many editions and several online – none of these are as good as Winterbottom. If you cite Gildas (in Latin or in English) in a written paper, I will expect you to use this edition.

Swanton, Michael, ed. *The Anglo-Saxon Chronicle*. London: 1996. This is the best translation of the Chronicle available. Unfortunately, our library only has one copy. I will put it on reserve. If you can't get a hold of it the Whitelock translation (below) is a good second choice. Avoid the other 17 versions the library has, and especially the avoid the 19th century versions you'll see online. These are really awful translations. Really awful.

Whitelock, Dorothy. *English Historical Documents, Vol I*. (1979). Available [digitally](#) via the library. This is the single best resource for the period. It provides a wide range of documents in translation, often with an introduction. If you can't get a hold of a better edition, this is always the next best choice.

Assessment

Method	Due Date	Weight
Object Study	Feb 1	25%

Midterm	Feb 17	20%
Essay	March 17	40%
Final Quiz	April 7	15%

Grading Policies

I am happy to provide you with detailed feedback on your papers and to discuss your papers in more detail after you have read the feedback. Please note I do not read emails sent within 24 hours of your receiving your grade. Please wait at least 24 hours before contacting me so we can have a more productive conversation.

Grades will be given in percentage throughout the semester, except for your paper proposal, which is pass/fail. The Paper Proposal must receive a passing grade or I will not accept your paper. If you are unhappy with a grade, please come to see me as a first resort. We can then discuss your work and I can outline the process for an appeal if necessary. Final grades of 49, 69 and 79 will be rounded up. No other grades will be rounded.

Details on Methods of Assessment

In order to pass this class, you must complete all assignments and quizzes. If you anticipate issues completing an assignment in advance of the deadline, please try to speak with me in advance. Word counts have a +/- 10% tolerance range. Go above or below and it will affect the grade by 5% per 10% of words.

Midterm and Final Quiz

The midterm will be a quiz on D2L in class time, and the final will be in class.

The midterm is a timed assessment available on D2L at the beginning of class on Feb 17 at 12:30pm and will be available for 24 hours. When you access the assessment, you will have the length of the class [i.e., 75 minutes] to complete and submit it. If you experience an issue that affects your ability to complete the assessment, which can include (but is not limited to) issues with technology, caregiving responsibilities, or distractions within your test-taking environment, you will need to contact your instructor as soon as possible to arrange an alternate or (in the case of technical issues) extended time to write the assessment.

Both will consist of three parts: 1 is a short (argumentative) essay on an important development in early medieval England. Have a thesis statement and aim for 2-3 paragraphs. The second part will be an object analysis, where you will write approx., 1 full paragraph (with a thesis) placing an object in historical and cultural context. The final part will be a map assignment. You will get a list of regions, places, rivers, etc. and an outline map in advance. For the midterm, please prepare your map in advance and upload an image of it in the quiz on D2L. For the final, you will do the map in class.

Object Study (800 words)

Learning to evaluate source material (either text or object) is an essential skill for thinking and writing about the medieval period. The goal of this assignment is to demonstrate that you understand the nature and value of material culture as a source for historical research and for

developing a deeper understanding of the people who produced it. An object study is an essay in that it has a thesis and argument and is written up in standard essay format — meaning in sentences and paragraphs with an introduction that clearly states the point of the evaluation and conclusion. A successful critical object study includes a description of the object embedded within research which contextualises the object. The point of an object study is to situate your object in its historical context, which means providing sufficient historical background to the culture and explaining how the object fits into this or exemplifies a historical development. More detailed information will be given in class in the weeks leading up to this assignment and we will practice analysing objects in class and quizzes. Lists and links to documents and objects will be provided on D2L.

Use reliable resources to do that, such as: Museum websites (for your object), an article in the *New Cambridge Medieval History* and any other peer-reviewed secondary source. A minimum of 2 secondary sources are required in addition to a source for your object for a passing grade; excellent papers will have more.

Do not underestimate this assignment! It is extremely difficult to write a clear and well-researched argument in only 800 words. Students have reported that they often spend as much time on this as they would on a 2000-word paper.

Essay (2000 words)

The major writing assignment will consist of a research essay on one of the topics listed below. It must be based on primary sources (in translation) or on a selection of material objects and supported by secondary scholarly research.

- This is a formal research essay, double spaced with full footnotes and a bibliography (according to the [History Student's Handbook](#) or Rampolla's *Pocket Guide to Writing in History*)
- You will be required to use at least two (2) substantial or several shorter primary sources and at least ten (8) secondary sources when writing their papers. This is the minimum of sources you must consult in order to receive a passing grade. If you want an excellent grade, you will consult substantially more.
- Good papers will be free of errors of grammar, spelling and punctuation. They will have a clear structure, consisting of an introduction (with a thesis statement), a body and a conclusion.
- Arguments will be supported with reference to the primary texts, but long quotations (over three lines) should generally be avoided.
- Do not simply summarize readings—I want to read your analysis and viewpoint, supported by strong and thoughtful arguments.
- Good papers are free of grammar, spelling and punctuation errors. They have a clear structure, consisting of introduction (with thesis statement), body and conclusion. You can get help with essay writing or find someone to edit your draft from the library's Writing Centre. Register for these 30 minute sessions by logging on to <https://success.ucalgary.ca/home.htm>
- save your MS Word, Pages, or Open Office document with the filename format LASTNAME Assignment (example: Konshuh Chapter Response), and submit online. Please do not give me pdfs.

Topics

- 1) Compare and contrast the evidence for Romano-British continuity and discontinuity in the fifth and sixth centuries. To what extent was there a break with the fall of Rome?
 - 2) In what ways is it important to make use of different types of evidence when examining the 'Anglo-Saxon migration' into Britain?
 - 3) Why did the Anglo-Saxons adopt Christianity in the sixth and seventh centuries?
 - 4) What are the strengths and weaknesses of Bede's *Ecclesiastical History* as a source for the early Anglo-Saxon conversions?
 - 5) In what ways did the pre-Viking Age church in England reflect the interests of Anglo-Saxon lay society?
 - 6) What factors determined the success or failure of a kingdom in the pre-Viking period? (you should focus on a single kingdom, though you must make reference to a range of kingdoms)
 - 7) By what means, and with what success, was the Mercian kingdom able to achieve its dominant position amongst the pre-Viking Age kingdoms of England?
 - 8) Assess the significance of the Scandinavian contribution to society and culture of the 'Danelaw'.
 - 9) Why was Wessex the only kingdom to survive the Viking onslaught in the ninth century?
 - 10) By what means, and with what success, did kings of Wessex become kings of England in the tenth century?
 - 11) Discuss the significance of reform in the tenth-century English church.
- You may select your own topic IN CONSULTATION WITH ME. If you give me an essay that is not one of these and has not been agreed upon with me, you will get 0.

Late Submissions Policy

Extensions are possible and will be granted under extenuating circumstances. Extenuating circumstances are not the same thing as poor time management. If I do not hear from you, late assignments will be penalised by 10% for the first day and an additional 1% for each subsequent day of lateness, and no feedback will be given on late papers.

Everyone gets one 3-day, no-questions-asked extension on any single written assignment.

I am flexible about additional extensions as long as you speak with me in advance. I do not respond to extension emails sent within 24 hours of a deadline – if there is an emergency, contact me. The final date I can accept papers for this course is April 19– if there is an emergency and you need longer, you must apply for a [deferral](#).

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L. If you choose to access office hours by appointment on D2L, you will need a camera and microphone.

Schedule	Jan 11	Intro and Outline Roman Britain; the British	H&R pp. 20-69
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1	Jan 13	Germanic Migration	H&R pp.70-111
		Introduction to Old English	-
2	Jan 18	Spong Hill / Prittlewell Chambered Grave / How to do an object study	H&R pp.111-125
	Jan 20	Sutton Hoo; early Kings and Kingdoms	H&R pp.125-153
3	Jan 25	Early Christianity	H&R pp.153-178
	Jan 27	Document workshop: Bede and conversion	On D2L
4	Feb 1	The Mercian Hegemony Object study due today!!	H&R pp. 179-217
	Feb 3	the Vikings, Research tools	H&R pp. 232-258
5	Feb 8	The 'micel hæden here' (great army) and Alfred	H&R pp. 258-270
	Feb 10	Document workshop: the Anglo-Saxon Chronicles	On D2L
6	Feb 15	King Alfred's reforms	H&R pp. 271-283
	Feb 17	Midterm	-
Reading Week			
7	March 1	Tenth century unification	H&R pp. 284-322
	March 3	Aethelred Unraed	H&R pp. 335-348
8	March 8	the Fall of England	H&R pp. 348-358
	March 10	King Cnut and the North Sea Empire	H&R pp. 358-380
9	March 15	Beowulf and other literature	H&R pp. 381-385
	March 17	Writing workshop: palaeography Essays due today!!	-
10	March 22	Coins class	-
	March 24	Edward the Confessor	H&R pp. 387-397
11	March 29	Succession Crisis and Conquest	H&R pp. 397-408
	March 31	Document workshop: 1066	On D2L
12	April 5	William the Conqueror	H&R pp. 408-441
	April 7	Final quiz	-
13	April 12	Something fun	-

There is no registrar-scheduled final exam.

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have

experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)