**Hanover College Spring 2017**

**HISTORY 260S**

**The Vikings**



Danish Vikings invading England. Illuminated illustration from the 12th century *Miscellany on the Life of St. Edmund*. Pierpont Morgan Library.

**Professor:** J. Michael Raley, Ph.D.

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**Class Meeting Times/Location:** MTWRF, 10:15 a.m.–12:30 p.m., Classic Hall 202.

**Office Hours:** MTWRF, 9:00–10:00 a.m., and also at other times by appointment or if I am in the office.

**REQUIRED READINGS:**

**Primary Sources:**

Keneva Kunz, trans. *The Vinland Sagas*. London: Penguin Classics, 2008. ISBN: 978-0140447767.

Page, R. I. *Chronicles of the Vikings: Records, Memorials and Myths*. Toronto: University of Toronto Press, 1995. ISBN: 978-0714128009.

**Secondary Sources:**

John Haywood, *The Penguin Historical Atlas of the Vikings*. London: Penguin Books, 1995. ISBN: 978-0140513288.

Winroth, Anders. *The Age of the Vikings*. Princeton, N.J.: Princeton University Press, 2016. ISBN: 978-0691169293.

**Readings on Moodle, Class Handouts, Library Course Reserve Materials, and Website Documents as Assigned.**



**COURSE DESCRIPTION:**

This course will explore the Vikings chiefly from a historical perspective. Among the topics that we will examine will be the Viking raids on the Carolingian Empire of the 9th and 10th centuries; Viking assaults on Ireland and England; the Viking settlement of Iceland; western Viking voyages to Greenland and Vinland; Viking innovations in shipbuilding and warfare; Viking settlements in western Russia and long-distance trade with Constantinople; the transformation of Norman Vikings into Crusaders; and the Viking legacy.



**COURSE OBJECTIVES (OR, WHAT WILL I GAIN FROM THIS COURSE?):**

(1) To understand that, rather than being “dead,” the past, and in particular the period of history between ca. 800 c.e. and ca. 1100 c.e. known the Viking Age, has informed the present, and that together, this past and the present will in large part continue to shape the future;

(2) To gain a more objective conceptualizagion of Viking culture and shipbuilding and trade, along with the reasons for their raids of the 9th and 10th centuries and their transformation in the 11th century into Normans and Crusaders as well as national kingdoms in Scandanavia.

(3) To gain a better understanding of women’s status and power in Viking culture;

(4) To discover (within the process of historical inquiry) the importance of utilizing traditional modes as well as innovative approaches in historical research that may include archeological, literary, and/or other alternative forms of evidence, now including satellite technology;

(5) To conduct investigations by clearly formulating one or more historical questions; by gathering, organizing, analyzing, and interpreting historical information using a variety of sources; by identifying any potential gaps in the extant historical evidence; and by presenting the findings in the form of a strong thesis, defended both orally and in writing using substantive primary evidence;

(6) To be able to analyze and explain the impact of geography on Viking culture and migrations, including not only the interaction between societies and their environments and ecosystems across chronological periods with regard to the development and diffusion of religion, cultures, and ideas, but also geographic causes of conflict and cooperation;

(7) To acknowledge all the while that the pursuit of history goes beyond the accumulation and analysis of facts, and that a close link exists between historical inquiry and cultural values; the latter include those of the culture(s) under study as well as those of the historian(s) conducting the inquiry as a particular “history” is being “constructed.”



**A Few Common Courtesies, Please:**

1. Please do not come to class wearing strong perfume or cologne.

2. Please use the rest room before coming to class. If you have a physical problem, please discuss this privately with the professor. Otherwise, I will expect you to remain in the classroom for the entire 50-minute class period.

3. **Technology in the classroom:** Ringing cell phones and texting during class time disrupt the class discussions. *Please* be courteous. Make it a habit *always* to turn off your cell phone *prior* to the beginning of class and *before* meeting with me in my office. Students who ***text*** during class time may be asked to leave the classroom.

4. The use of **laptop computers** in the classroom is a *privilege*, not a *right*.Students *may* use computers in class to access online documents and also to take notes, but they will lose this privilege if they Skype, text, or surf the Web during class time. Also, please do **not** come to class expecting to read course documents on your **cell phone** during class discussions. Bring hard printed copies or a laptop for digital copies.

5. **Please be sure to check your Hanover College email account daily.** When sending the professor an email message, also please be professional: employ appropriate language and tone along with correct grammar, punctuation, and spelling (remember, professional emails are much different from those to your close friends).



**REQUIREMENTS SPECIFIC TO THIS COURSE:**

The requirements for HIS 260S: The Vikings, in addition to the reading assignments, participation in class discussions, and quizzes, will include a research paper (7-10 pages in length) plus a midterm and final exam.

Topics for the research paper may be chosen from the assignment schedule or upon discussion with the professor. The grading of the research paper will be based upon: (1) the quality/creativity of the title; (2) novelty/strength of the thesis; (3) situation of the argument within the current scholarship/ historiography; (4) quality, amount, and critical analysis of supporting *primary* evidence; (5) logic/ organization of the paper; (6) consideration of alternative interpretations/explanations of the data; and (7) proper documentation of sources in Chicago Style (see the formatting handout on Moodle).

A detailed study guide for the exams will be distributed in class and/or posted online at least two days prior to the exam. Careful *advance* preparation of the assigned readings and regular class attendance, as well as *active* and *meaningful* participation in class, also comprise crucial components of the course’s requirements.



**HIS 260S GRADING OF ASSIGNMENTS:**

* Midterm and Final Exams: 25% of the course grade each.
* Research Paper (7-10 pages in length): 25% of the course grade.
* Class participation and in-class quizzes: 25% of the course grade.

**GRADING SCALE:**

A+ = 100 B = 83-88 C- = 71-72 F= 59 or below

A = 93-99 B- = 81-82 D+ = 69-70

A- = 91-92 C+ = 79-80 D = 63-68

B+ = 89-90 C = 73-78 D- = 60-62

**Note:** *The instructor reserves the right to adjust a student’s final grade based upon extenuating circumstances*.

**If you have a disability** that may require an accommodation for taking this course, please contact the Disability Services Coordinator at (812) 866-7215 or email Professor Kay Stokes at [stokes@hanover.edu](mailto:stokes@hanover.edu).



**STATEMENT ON ACADEMIC HONESTY**

**Plagiarism** and cheating on exams are very serious academic offenses that *may* result in the student’s receiving an “F” for the course grade and being reported to the Hanover College Dean’s Office. Students who plagiarize attempt to pass off as their own the work of another person, whether it be one sentence or entire paragraphs. Plagiarized passages may include material taken from the internet, books, periodicals, and/or other students’ work. Students who plagiarize defraud those fellow students who have been honest enough to submit their own work. Students who plagiarize also irreparably sever the student–instructor bond of trust. For all of these reasons, whenever you draw upon someone else’s idea(s) or wording, you *must* make absolutely certain that you identify your source(s). If you repeat the exact words of another source, enclose them in quotation marks and identify their source in a footnote (*not* an endnote or a parenthetical citation, please). *Close paraphrases (i.e., near quotations) should be avoided at all costs*; instead, either summarize the author’s argument or idea *entirely in your own words* and identify the source in the footnote, or else quote the author directly, enclosing the quotation in quotation marks, and then provide a footnote identifying the source. For a review of what other actions constitute plagiarism, please consult the following website: [http://hnn.us/articles/514.html](https://squirrel.wfu.edu/webmail/horde/util/go.php?url=http%3A%2F%2Fhnn.us%2Farticles%2F514.html&Horde=ed77f544740172f6903cbd7f050ac066). **The bottom line is this:** *be honest*, *do your own work*, and when you borrow from someone else’s research, *give that author due credit through a footnote*. Honesty *is*, in fact, *always* the best policy.



**Viking Sources AVAILABLE ONLINE (in addition to course texts):**

*Internet Medieval History Sourcebook*: <https://sourcebooks.fordham.edu/Halsall/sbook1i.asp>

*Anglo-Saxon Chronicle*: <http://www.gutenberg.org/cache/epub/657/pg657.txt>

Chronicles and Sagas by Saemond Sigfusson and Snorri Sturluson trans. on Project Gutenberg: <http://www.gutenberg.org/ebooks/author/312>

Icelandic Saga Database: <http://www.sagadb.org/> (click on selected items, then click on British Flag for English translations).

*British History Online*: <http://www.british-history.ac.uk/search?query=vikings>

*Viking Sources in Translation*: <https://classesv2.yale.edu/access/content/user/haw6/Vikings/index.html>

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**The Vikings: Schedule of Topics and Assignments**

**WEEK ONE: Who were the Vikings?**

Monday, May 1st: Course Introduction; view Nova film, *The Vikings*.

Tuesday, May 2nd: Viking Origins and Reputation: Winroth, 1-44; Haywood, 8-25.

Wednesday, May 3rd: Getting to Know the Vikings: *Chronicles of the Vikings*, 6-39 (Chapter 1); Roesdahl, 25-63 (Moodle).

Thursday, May 4th: Viking Settlements and Trade Routes: *Chronicles of the Vikings*, 40-76 (Chapters 2-3); Haywood, 28-45; Jones, 59-77 (Moodle).

Friday, May 5th (begin 9:00 a.m.): Hollywood and the Vikings: view and discuss *The Vikings* (1958), starring Kirk Douglas, Tony Curtis, and Janet Leigh (in class).

**WEEK Two: Viking Culture.**

Monday, May 8th: Viking Ship Technology, Farming, and Trade in Northern Europe: Winroth, 45-97 and 157-180.

Tuesday, May 9th: Religions and Writings of the Northmen: Winroth, 181-240; Haywood, 26-27; Roesdahl, 147-167 (Moodle).

Wednesday, May 10th: Law, Paganism, and Christianity: *Chronicles of the Vikings*, 173-231.

Thursday, May 11th: The Heroic Life vs. the Unheroic Life: *Chronicles of the Vikings*, 105-172.

Friday, May 12th: Midterm Exam (first hour); (second hour) Viking Raids outside of Scandinavia: Causes and Impact: Haywood, 46-85; Jones, 182-203 (Moodle).

**WEEK three: Viking Raids in Francia and England; Viking Settlements in Iceland, Greenland, and Vinland.**

Monday, May 15th: Viking Raids in England: *Chronicles of the Vikings*, 77-104; Ferguson, 58-82 (Moodle); *Northmen*, 42-76 and 247-269 (Moodle).

Tuesday, May 16th: Viking Raids in Francia: Haywood, 86-99; Ferguson, 83-107 (Moodle); *Northmen*, 77-108 (Moodle); Kenneth Harl, “Paying Ransom to the Vikings”(Moodle).

Wednesday, May 17th: The Vikings in the North Atlantic: *Vinland Sagas*, Introduction (ix-xlv), 1-21, and 50-54; *Northmen*, 210-247 (Moodle).

Thursday, May 18th: The Vikings in the North Atlantic (continued) and Western Mediterranean: *Vinland Sagas*, 22-50 and 55-83; Ferguson, 245-262 (Moodle).

Friday, May 19th: Satellite Technology and Archaeology in Viking Research in North America: view (in class) NOVA film, *Vikings Unearthed*.

**WEEK four: Viking Trade and Transformations.**

Monday, May 22nd: Viking Trade in Northern Europe: Winroth, 99-156; Roesdahl, 108-146 (Moodle).

Tuesday, May 23rd: Vikings in the East: Haywood, 100-109; Jones, 241-268 (Moodle); Gabriel, Ämong the Norse Tribes” (Moodle).

**Research papers due, uploaded to turnitin.com no later than 11:59 p.m. on 5/23.**

Wednesday, May 24th: The Transformation of the Vikings: Haywood, 110-135; *Northmen*, 314-351 (Moodle).

Thursday, May 25th: The End of the Viking Age: Winroth, 241-247; Ferguson, 348-382 (Moodle); Roesdahl, 293-297 (Moodle).

Friday, May 26th: Final Exam and Course Evaluation.