

GRW 101-11
THE VIKINGS: THE ORIGINAL GLOBETROTTERS
Fall 2014
M, W 2:30 – 3:45 pm

Instructor: Dr. Julie Markin

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Office Hours: W 11:30 – 1:30, TH 2:30 – 3:30; or by appointment

Contact Policy: Please be aware that I will respond to emails *sent during the business week* within 48 hours. Emails sent during the weekends and breaks may take longer.

COURSE DESCRIPTION

Between A.D. 800 and A.D. 1100, the Norsemen of Scandinavia, or Vikings, developed into a powerful force of expansion eastward into present day Russia and westward across the Atlantic, reaching present day Newfoundland. However, by A.D. 1100 many Viking settlements had disappeared. In some areas, Viking settlers integrated into local communities and thus never disappeared at all. Across the North Atlantic, however, a different situation unfolded in which settlements declined and eventually failed altogether. How did the Vikings, a loose collection of autonomous tribes, develop into strong chiefdoms that coordinated lengthy and costly expeditions and to found and manage new settlements at great distances from their homelands? What factors contributed to the inability of these same chiefdoms to maintain these settlements, specifically across the North Atlantic, near the close of the eleventh century A.D.?

To answer these questions, we will employ a long-term, interdisciplinary approach that integrates archaeology, history, literature, and paleoecology. As such, our investigation of the rise and fall of the Vikings will explore the interactions between human action, soil conditions, cultural contact, changing weather, fluctuating economics, changing politics, and religious conversion.

We will follow the development of Viking society through time as well as the development of modern research into and understanding of Viking society through time. As research prior to the 1970s was conducted primarily by philologists, medieval archaeologists, and documentary historians, we will read selections from the sagas and historical accounts written by literate British and Arab societies in the centuries after the Norse expansion and decline. Subsequently, recognition that the written record is uneven in its depiction of the Vikings led to interdisciplinary collaboration between archaeologists, paleoecologists, and historians. This research has produced a richer understanding of Norse expansion by placing migration, settlement, and decline in an environmental, political, social, and economic context. As we explore this research, we will aim to achieve the goal set forth by the researchers: to allow an understanding of long-term human-environment interaction to inform us on current issues of rapid environmental change and human response.

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OBJECTIVES

By the end of this course, you will be able to:

- Obtain valuable data in the form of primary and secondary source materials.
- Organize and synthesize supporting data from multiple sources, and critically evaluate information through structured essays, oral presentation, and videos.
- Develop the ability to write concisely and logically, and to practice proper grammar, composition, and citation.
- Demonstrate clear and effective communication skills for debating positions, and for informing and persuading audiences.

TEXTS

Crossley-Holland, Kevin. (1981). *The Norse myths*. Pantheon.

Hall, Richard. (2007). *The World of the Vikings*. Thames & Hudson.

Hacker, Diana. (2009). *A writer's reference* (6th ed.). Boston:Bedford/St. Martin's.

Additional required readings are accessible through the course Canvas page. These readings are indicated under the TO BE READ FOR THIS DATE heading on your weekly syllabus schedule by a C: and are listed by the article's title. [e.g. C: *The Vikings' Silent Saga*]

You are required to do all readings **BEFORE** class.

ATTENDANCE AND PARTICIPATION:

Participation

You are expected to attend every class and participate in class discussions. You must be prepared to discuss the readings for the day and/or ask any questions you may have about the readings. Thus, speaking up in class is very important to your grade. *Absence from a total of two weeks' worth of class will result in an automatic failing grade.* A total of 6 quizzes will be administered across the course of the semester to encourage you to stay current on your readings, facilitating participation in class discussions. Each quiz will be worth 10 points. You may drop your lowest quiz grade. Thus, a total of 5 quizzes will be used in calculating your final course grade.

Workshops

Ten workshops intended to provide you with the necessary foundation to become more skillful at researching and presenting research findings [in either a written or visual format] are scheduled over the course of the semester. Workshops range from familiarizing you with the library and its numerous resources, to helping you to design and write a well-crafted piece of scholarly research, to becoming comfortable with the various ways in which you can visually share your research with an audience. These workshops are scheduled for your benefit and participation in these workshops is critical to the goals of the GRW course plan. Thus, attendance will be taken at all workshops and will constitute a notable portion (50 points) of your participation grade.

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VIKING BOAT and GOOGLE EARTH PROJECT

It has been said that before the arrival of sailing technology and the development of short-draught ships, the Vikings were just Scandinavians. These advances enabled the Scandinavians to become *Vikings* and ultimately to become essential players in the development of the nation-states of England, France, and Russia.

Boat Building Project

To understand these advances and the differences in Viking ship types and uses, groups of four will construct cardboard replicas of four of the better known Viking ships. On September 20, these groups will sail their cardboard reconstructions in the Cardboard Boat Regatta sponsored by the college's Center for Environment and Society.

Google Earth Mapping Project

To fully appreciate how global the Vikings were in their travels and settlement, we will work with Google Earth software to create a "virtual tour" of the Vikings' expansion across the northern hemisphere. This project will further develop your skills as a scholarly researcher and will also help you hone your skills of publicly presenting academic research. In addition to helping construct the boat, each team member will research an individual topic such as: longship technology, New World settlement, early trade routes, Eastward expansion, and raids on England.

You will craft your research into a series of 5 way-points that will pop-up as individual topic boxes and will include a paragraph description of the way-point as well as pictures and links to other websites with additional, relevant information. Two workshops will be conducted by the GIS (Geographic Information Systems) Lab to instruct you in using Google Earth and to assist you in editing your project. Students will present automated "tours" of their final product to the class and will email the final product to the professor *prior to* the presentation date.

- | | |
|---|--------------|
| <input type="checkbox"/> Tour rough draft | September 8 |
| <input type="checkbox"/> Final Tour and Paper | September 15 |

ORIGINAL MYTH SAGA

Each student will write his/her own, original brief saga or myth, drawing from family or personal experiences or interests to take a leap into the realm of creative and epic storytelling. Your myth/saga can be a fantastical retelling of an event you have experienced in daily life, about how you would like to be remembered (heroically, strong, honorable, beautiful) for all posterity, or could expand upon an existing Norse myth to complete the story in your eyes or to give a perspective of the event from a different angle. Your piece will be only 3 pages in length, single-spaced. You will have read several myths from Crossley-Holland's *The Norse Myths* and the Vinland Saga that you can use as inspiration or as a model. We will have an in-class creative writing workshop to help generate ideas and develop some creative writing techniques.

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RESEARCH PROJECT

This course covers a range of topics that deal with archaeological and historical interpretations of Viking history and dips a toe into the Viking psyche through the reading of numerous myths and sagas. You will select a topic of personal interest introduced by our readings. Begin with determining what area interests you. Utilize information from the class readings, class discussions, activities, and videos.

For example, you are interested in exploring how the Vikings interacted with the environment.

- You may assess the various methods used to investigate and reconstruct the 11th century environment of Greenland and discuss how the conditions of the physical world enabled the Vikings to expand settlement far across the northern Atlantic.
- Conversely, you might critique how the Greenland Vikings adapted or failed to adapt socially to changing conditions in their physical environment and what implications the response of the Vikings to these climatic changes have for modern society.

DUE DATES:

****Due IN CLASS****

- | | |
|--|-------------|
| <input type="checkbox"/> Annotated Bibliography: | October 6 |
| <input type="checkbox"/> Section Draft: | October 22 |
| <input type="checkbox"/> Rough Draft: | November 3 |
| <input type="checkbox"/> Final Paper: | November 12 |

Thesis

To help you formulate your topic and research plan, we will have an in-class workshop to discuss topic development and techniques for writing in the Social Sciences. By the end of the workshop, you should be able to craft a well-defined research question and to develop a research statement [roughly 1 paragraph] that effectively communicates your question and provides a brief summary of the types of evidence you will employ. An in-class library workshop will immerse you in the resources available to you. Search exercises will help you hone your research skills and develop a proficiency in locating scholarly resources.

Annotated Bibliography

An annotated bibliography is more than simply a list of citations to books, articles, and documents. Because the purpose of annotating references is to inform the reader of the relevance, accuracy, and quality of the sources cited, each citation is followed by a brief (~ 2 paragraphs or 1 page) descriptive and evaluative commentary.

You are required to turn in a preliminary bibliography of **3 annotated scholarly resources** for your research paper. Non-peer-reviewed websites such as Wikipedia are not acceptable as references; however, you may use such websites as “jumping off” points to help you locate peer-reviewed, academic resources. Websites must be approved by the instructor. Don’t let the library be a stranger, either, as it houses a wealth of easily accessible printed materials (e.g. journal articles, books, government documents). Use the American Psychological Association format (see Hacker pp. 463-483) for your citations.

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Research Paper

The paper assignment engages you in scholarly research and the process of academic presentation of your independent research. Thus, your paper should be a critical analysis of your topic and should [1] clearly describe your research question/topic and assertions, [2] provide ample support for your assertions or critiques through appropriate archaeological or historical reports, journal articles, theoretical pieces, etc., [3] recognize and address evidence that might provide a contrary position, and [4] concisely summarize the results of your analysis and any suggestions for future research that might improve our understanding of your topic.

Section Draft

The draft of a single point of controversy is intended to help you formulate assertions, determine what constitutes ample support, and address the issue of contradictory findings by other authors. You will focus on *one section* [approach] of your overall paper; this equates with a "Roman numeral" level section of your paper's outline. This **2-page, double-spaced** draft should synthesize the scholarly literature available on the particular argument or approach and should take a side by offering a critique of the quality of the current research.

Rough Draft

The Writing Center will direct a reviewing and revising session in which each of you will critique a rough draft of your own paper to review your arguments, evidence, and consistency to explore how to make the writing clearer and your arguments stronger. Writing Center mentors and your peers will provide constructive criticism in terms of topic development, provision of adequate evidence, and general coherency/consistency in writing and presentation of evidence. This in-class workshop will be held **November 3**; thus your rough draft is due on that date. You are expected to bring a full first draft (7-10 pages, double-spaced) of your paper to class for this session. References should be included with your draft but will not count toward the total number of pages of required text.

Final Paper

Final papers are due **November 12** and are expected to be **7-10 pages in length**, double-spaced, with standard margins (1 inch) and font (Courier is NOT acceptable). **A minimum of 8 scholarly sources** should be listed in your final bibliography and referenced throughout your paper. Full references at the end of the paper and citations made throughout the body of the paper must follow the American Psychological Association format (see Hacker pp.463-483).

FROM THE WRITING CENTER

The Washington College Writing Center (Goldstein 106) is a resource that is available to any member of the college community. In the Center you can meet with a consultant to receive one-on-one feedback over any kind of writing, at any stage in your writing process: before you begin, once you've started a rough draft, or as you're editing the final version. In the conference you'll get an outside perspective and gain valuable insight into how effectively you've communicated your ideas. Every writer, no matter how experienced, can benefit from the response of a thoughtful, engaged reader. As you work on the writing assignments in this class, consider making an appointment at the Writing Center. You can call [410-810-7417](tel:410-810-7417), email writing_center@washcoll.edu, or drop by.

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EMAILED AND LATE ASSIGNMENTS:

All assignments must be submitted via **hard-copy** during class on the class date they are due.

Assignments may be turned in via email with an automatic deduction of one letter grade.

Thus, you can earn a maximum of 89 percent of the assignment's value if your emailed assignment is perfect (i.e. contains no errors).

Late assignments will be accepted. You do not need to ask if you can turn an assignment in after the due date. Late assignments will be accepted according to the following scale, which denotes the maximum points possible BEFORE the assignment is graded:

Up to 1 day = 1 letter grade (maximum of 89 percent)
2 days = 2 letter grades (maximum of 79 percent)
3 days = 3 letter grades (maximum of 69 percent)
4 days = F

GRADING SYSTEM

Research Paper		165 points
Annotated Bibliography	[50 points]	
Section Draft	[25 points]	
Rough Draft/Peer Review	[35 points]	
Final Revised Draft	[55 points]	
Cardboard Boat and Google Earth Project		95 points
Construction	[35 points]	
GE Tour Draft	[25 points]	
GE Final Tour/Presentation	[35 points]	
Original Myth or Saga		50 points
Workshops/Attendance	10 x 5 points	50 points
Quizzes	5 x 10 points	<u>50 points</u>
TOTAL		410 points

Your final grade will be calculated by adding together the total number of points you received for each item listed above, then dividing your total of points by the total number of points possible (i.e. 410), and finally multiplying that number (e.g. .86) by 100. The resulting number (e.g. 86) will constitute your final grade.

Formula: # pts earned by student / Total pts (410) = student's % in course.

92% = A-. 88% = B+. 85% = B. 82% = B-. 78% = C+, etc.

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Equal Access & Opportunity: Students with learning differences have equal access and equal opportunity in this course. If you require reasonable accommodations to fully participate in course activities or meet course requirements, you can register with Andrea Vassar in the Office of Academic Skills (ext. 7883). If you qualify for services, bring your letter of accommodation to me as soon as possible. Also, students who have requested strict and total confidentiality under FERPA regulations should notify me as soon as possible in order to avoid any confusion about inclusion in group projects, emails, etc.

Academic Honesty: Washington College has a strict policy on academic honesty that each and every student should know and understand. If you have yet to read it, please do so at: <http://studentlife.washcoll.edu/handbook/studentconduct.php>. This honesty policy is for *your* protection, as dishonest conduct lowers both the value of your academic achievements and of your future degree from this institution. Within the parameters of this course, each student will be expected to turn in all work on time, and to complete assignments without assistance (other than editing). And as you well know, plagiarism is unacceptable, so please remember to cite or acknowledge any and all help you receive in formulating ideas (including help from magazine or journal articles, reference books, textbooks, internet, etc.). Professors are required to report any breach of the academic honesty code to the campus disciplinary committee for discussion of appropriate disciplinary actions. Please be aware that any or all of our papers will be checked for plagiarism via “turnitin.com”. If you have any questions about the breadth and scope of the student honor code, please contact me.

Turnitin.com

Washington College has contracted with Turnitin.com, a web-based plagiarism prevention service. I **will** use this service in this class as an educational tool to help students avoid plagiarism, and I **will** submit your papers electronically to Turnitin.com or require you to do so.

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Vikings: The Original Globetrotters

		TOPIC	TO BE READ FOR THIS DATE	ASSIGNMENT DUE
AUGUST	25	Introduction and Course Expectations		
	27	Viking Origins	<i>WOV</i> Part I <i>C: In Search of Vikings</i> <i>C: Vikings on the Continent in Myth and History</i>	
SEPTEMBER	1	Google Earth Lab		
	3	Viking Ships	<i>C: Mystery Ships from a Danish Bog</i>	
	8	Google Earth Lab		Google Draft
	10	Viking Ships		
	15	Google Presentations		Google Final
	17	Viking Life and Culture	<i>WOV</i> Part II	
	20	<i>Cardboard Boat Regatta</i> <i>WAC Boat House</i>		
	22	The Art of Library Inquiry	<i>C: Causes of the Viking Age</i>	Topic Idea
	24	Raiders	<i>WOV</i> Part I and pgs. 68-75 <i>C: What Caused the Viking Age?</i>	
OCTOBER	29	Library Resources in Action		
	1	Raiders ... on the Continent and the British Isles	<i>WOV</i> Part III 76-93 <i>WOV</i> Part IV 102-117	

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OCTOBER	6	Raiders ... in the British Isles	WOV Part IV 118-143	
	8	<i>FALL BREAK</i>		
	13	Creating a Strong Thesis	WR Composing C: <i>Analyze This</i>	Annotated Bibliography
	15	Writing in the Social Sciences	WR Constructing Reasonable Arguments WR Evaluating Arguments	
	20	Raiders ... in the East	WOV pgs. 96-101 C: <i>Vikings in the East</i> C: <i>Ibn Fadlan's Journey to Russia</i>	
	22	Viking Warriors		Section Draft
	27	Beowulf and the Vikings	C: <i>Beowulf's Great Hall</i> C: <i>Two-Way Evidence Concerning Viking Ships</i>	
	29	Raiders ... across the North Atlantic	WOV Part V and pgs. 212-215 C: <i>Vinland Saga</i> C: <i>The Vinland Map</i>	
NOVEMBER	3	Reviewing and Revising	WR Revising Bring <i>A Writer's Reference</i> to class	Rough Draft
	5	Viking Religion	WOV Part VI TNM Introduction	
	10	Creation Myths	TNM Chapters 1-7 C: <i>From Chaos to Zeus</i> C: <i>The Creation of Ulligara and Zalgarra</i>	
	12	Influence on Popular Culture		Final Paper

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NOVEMBER	17	Trickster Myths and The Male Divine	<i>TNM</i> Chapters 8-10, 13, 16-17, 19 C: <i>How Coyote Placed Stars</i> C: <i>Pa Pandir, or Daddy Moron</i> C: <i>How Orunmilla Gave the Orishas Their</i>	
	19	Norse Myths	<i>TNM</i> Chapters 22, 23, 26, 28-32	
	24	Norse Myths and Viking Christian Conversion	<i>WOV</i> Part VII C: <i>Advent of the White Christ</i>	
	26	<i>THANKSGIVING BREAK</i>		
DECEMBER	1	The End and After	C: <i>Vikings' Silent Saga</i> C: <i>Viking Farms' Cautionary Tale</i> C: <i>Children of Thor: A Thousand Year's Later</i>	
	3	Wrap Up!	<i>WOV</i> Part VIII	Original Myth