

ANTH 392 A02

July 28-August 20th, 2010
M, T, W, R, F/1pm-2:50pm
Instructor: Dr. Erin McGuire

ANTH 392 A02:

Selected Problems in Anthropology: Archaeology From Viking to Valhalla: Life and Death in the Viking World

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Course description

The course takes a detailed look at the nature and impact of the Viking expansion in the North Atlantic (including Scotland & the British Isles, the Faroes, Iceland, Greenland and North America) in the period defined rather broadly from c.800-1300 AD. It will focus particularly, although by no means exclusively, on the social and ecological consequences of migration and will draw on a variety of sources including archaeological data, saga literature, and historical sources. This module examines theoretical approaches from a number of disciplines, such as archaeology, anthropology, and sociology. In addition to developing critical thinking skills, students will build on written and oral communication skills.

Aims

The aims of this course are:

- To examine the Norse expansion into the North Atlantic region using interdisciplinary source material;
- To outline theoretical and interpretative approaches to the Norse migrations;
- To challenge the accepted narratives of the Norse expansion and propose/encourage alternative interpretations; and
- To examine the use of archaeological evidence for the study of human migration.

Learning objectives

By the end of the course students should be able to:

- Explain the causes and consequences of the Norse expansion;
- Describe the nature the Norse expansion and settlement of the North Atlantic region;
- Critically assess the evidence used in the investigation and interpretation the Viking Age (e.g. archaeological, historical and literary sources);
- Apply anthropological methods and theories to migration (using the Viking Age as a case study); and
- Develop group, written and oral communication skills.

Course requirements

This course includes a combination of lectures, seminars, and group work. The nature of the assignments means that regular attendance is essential, as is completion of the assigned readings.

Textbook

Lewis-Simpson, S. (ed.)

2004 *Vinland revisited: The Norse world at the turn of the first millenium. Selected papers from the Viking Millennium International Symposium (15-24 September 2000)*, 65-74. St John's, Nfld: Historic Sites Association of Newfoundland and Labrador, Inc.

Other reading materials will be available in the library. Some of the materials are also available on databases online.

Grading

A+ = 100 - 95 %	B+ = 84 - 80 %	C+ = 69 - 65 %
A = 94 - 90 %	B = 79 - 75 %	C = 64 - 60 %
A- = 89 - 85 %	B- = 74 - 70 %	D = 59 - 50 %
		F = 49 % and below

This is an overview; please read the further explanations in the course syllabus and Moodle as well.

Assessment

Attendance and Participation	10%
Reflective readings x 4	20%
Paper proposal	10%
Group presentation (on paper)	20%
Group paper (assessed by instructor)	25%
Group paper (self and peer assessment)	15%

Reflective Readings (20%)

Students will respond to 4 of the assigned course readings, using Moodle. This will be in the form of 200 words for each response, guided by questions supplied in advance via Moodle. The readings are noted in the timetable below. The reflective responses will be submitted via Moodle on the assigned dates, but must also be brought to class as they will form the basis for discussion.

Course project:

The overall design of this assignment mimics academic conference and journal procedures, although in a condensed fashion. The skills that you will gain from participating in this project are transferable. They are directly valuable in an academic environment, should you choose to go on to

graduate studies; however they are also valuable outside of academia where employees frequently find themselves working within groups to accomplish set tasks.

Students will form groups of 5 members at the beginning of the course. Group membership will be self-selected to encourage group cohesion. The project is broken into smaller segments (listed below), each building on the previous. Time will be set aside in class for group work, but you will also be expected to work together and individually on the project outside the classroom (approximately five hours per week). For this project, you will be required to communicate with your fellow group members both face-to-face and on-line. This requirement is to help you learn how to communicate in multiple modes and understand how your participation in each mode may vary depending on your preferred communication style.

Grades will be assigned at each stage, mainly by the instructor. The breakdown of the grade is outlined below. The marking criteria for each component will be available in advance on Moodle. There is a student-based component to the assessment worth 15% of the whole course. The mark for this will be derived from a series of forms including: self-assessment; peer assessment by group members; and peer assessment of class members. This means that your assessment of others will also contribute to your own mark.

In any group work situation, it is possible that problems will arise (eg. loafing, dominating members, conflict). It is expected that group members will attempt to resolve any issues in the first instance. However, if it is determined that the problems cannot be resolved within the group, please see the instructor to negotiate possible solutions.

The project is broken down as follows:

Paper proposal (10%)

Groups will put forward a paper proposal in response to “call for papers” provided in week one. The paper proposals will include an abstract and a short annotated bibliography. Further guidelines will be provided.

Group Presentations (20%)

Groups will be required to present on the topics they submitted in their paper proposals. The presentations should be 15 minutes long and each member of the group is expected to contribute. Presentations should also involve the use of powerpoint. Further details and guidelines will be available on Moodle.

Group Papers (40% - 25/15 split – see below)

Groups will produce a written paper of 3-5000 words on the topic selected as part of the paper proposal. Each student will be responsible for one section of the group paper, although all may comment and/or contribute to the whole. Feedback on the group presentations may be useful for the papers. Papers should follow the format of published articles, details and samples will be given in class and on Moodle. The paper is due by the end of the day on **Aug 20th** and must be submitted via Moodle. Instructions for submission will be provided.

Assessment on the group papers will take two forms. The main assessment, worth **25%** will be assigned by the instructor. The remaining **15%** of the grade will consist of a combination of self and

peer assessment that must be submitted in addition to the paper on **Aug 20th**. This portion of the grade will be determined by your self-assessment, your assessment of your group members' contributions and their assessment of your contributions. Further details and guidelines will be provided.

Important Notes

Assignments are to be submitted by the start of the class on the due date unless otherwise noted. If you are unable to attend the class the day that something is due please make sure that you submit your assignment to the anthropology secretary. Please ensure that she records the date and time of your submission on the assignment cover sheet.

Extensions will only be granted by prior arrangement or upon receipt of a medical note.

All written assignments must include a cover sheet supplied via Moodle. The cover sheet includes a checklist to ensure that all tasks have been completed.

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members [Senate resolution, January 13th, 1999]. As part of our commitment to equity, the Department of Anthropology has established an Equity Committee. If you have concerns regarding equity issues in the classroom, you may contact a member of the Equity committee or the Chair of the Department. The Department Secretary can provide you with the names of the current members of this committee.

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSA) as soon as possible. The RCSA staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rca.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Tentative schedule of themes, readings and course assignments

This list is approximate. The length of class topics may be adjusted to support in-class discussions and activities.

Date	Topics, Readings & Assignments
Jul 28	<p>Cultural footprints (Vikings at home, defining the Vikings & the Viking Age, social structures)</p> <p>Assignment: Choose groups, begin discussion of paper proposal.</p>
Jul 29	<p>Westward Ho! (Causes of the Viking Age & the Expansion)</p> <p>Reading: Skim through the Viking Expansion links on Moodle and Sawyer (2004) Scotland, Ireland and Iceland: Norwegian settlers in the ninth century. In <i>Vinland Revisited</i>, pp. 29.</p> <p>DUE: Reflective reading assignment 1 - Barrett, J. H. (2008) What caused the Viking Age? <i>Antiquity</i>, 82(317), 671–685.</p>
Jul 30	<p>Going Raiding, Trading & Settling (Targets, texts, evidence etc)</p> <p>Readings: McEvoy, B. and C.J. Edwards (2005) Reappraising the Viking Image. <i>Heredity</i> 95: pp.111-112 http://assets0.pubget.com/pdf/15931243.pdf</p> <p>In class work on project</p>
Aug 2	No class (Holiday)
Aug 3	<p>Living spaces (The archaeology of Viking dwellings: farms, towns, villages etc)</p> <p>Readings for today: Hansen, S. S. (2004) Scandinavian Building Customs of the Viking Age: the North Atlantic Perspective. In <i>Vinland Revisited</i>, pp. 241-254.</p> <p>DUE: Paper proposal</p>
Aug 4	<p>Going to Valhalla (Funerary practices in the Viking Age)</p> <p>Readings:</p> <p>DUE: Reflective Reading 2 (Ibn Fadlan – Funeral of a Rus)</p>
Aug 5	<p>First stops (Scotland)</p> <p>Readings: Barrett, J. H. et al. (2000) What was the Viking Age and when did it happen? A view from Orkney. <i>Norwegian Archaeological Review</i> 33: 1-39.</p> <p>Batey, C. E. (2003) The Islands of Scotland: their role in the Western Voyages. In S. Lewis-Simpson (ed.), <i>Vinland Revisited</i>, 65-74. St John's Newfoundland: Historic Sites Association of Newfoundland and Labrador.</p>
Aug 6	<p>First stops (England)</p> <p>Readings: Hadley, D.M. (2008) <i>Warriors, heroes and companions: negotiating masculinity in Viking-Age England</i>. In: Anglo-Saxon Studies in Archaeology and History. Oxford University School of Archaeology, pp. 270-284 http://eprints.whiterose.ac.uk/5385/1/06_Hadley.pdf</p> <p>Also Vale of York hoard podcast – BBC site</p> <p>In class work on project</p>

Aug 9	<p>First stops (Ireland and the Isle of Man)</p> <p>Readings: Sawyer, P. (2003) Scotland, Ireland and Iceland: Norwegian settlers in the ninth century. In <i>Vinland Revisited</i>, pp. 29-36.</p>
Aug 10	<p>Presentations</p> <p>In class work on project?</p>
Aug 11	<p>Moving on (The Faeroes)</p> <p>Readings: Arge, S. G. Sveinbjarnardóttir, K. J. Edwards and P. C. Buckland (2005) Viking and Medieval Settlement in the Faroos: People, Place and Environment. <i>Ecology</i> 33(5): 597-620.</p>
Aug 12	<p>Moving on (Iceland)</p> <p>Readings: McGuire, E (2006) Archaeology in Iceland: Recent Developments. <i>Scandinavian Canadian Studies</i> 16: 10-26. http://scancan.net/article.htm?id=mcguire_1_16</p> <p>DUE: Reflective Reading 3 – Pick one of: McGovern, T. H. et al. (2006) Coastal connections, local fishing, and sustainable egg harvesting: patterns of Viking Age inland wild resource use in Myvatn district, Northern Iceland. <i>Environmental Archaeology</i> 11: 187-205.</p> <p>Price, T. D. and H. Gestsdóttir (2006) The first settlers of Iceland: an isotopic approach to colonisation. <i>Antiquity</i> 80 130–144.</p>
Aug 13	<p>Iceland continued</p> <p>Readings: Hayeur-Smith, M. (2004) Dressing the dead: Gender, identity and adornment in Viking-Age Iceland. In <i>Vinland Revisited</i>, pp. 227-240.</p>
Aug 16	<p>Final Destinations (Greenland)</p> <p>Readings: Roesdahl, E. (2003) Walrus ivory and other northern luxuries: their importance for Norse voyages and settlements in Greenland and America. In <i>Vinland Revisited</i>, pp. 145-152.</p> <p>DUE: Reflective Reading 4 – Arneborg, J. (2004) Norse Greenland Archaeology: The dialogue between the written and archaeological records. In <i>Vinland Revisited</i>, pp. 111-122</p>
Aug 17	<p>Going too far (Vinland)</p> <p>Readings: Wallace, B. (2004) The later excavations at L'Anse aux Meadows. In <i>Vinland Revisited</i>, pp. 165-180.</p>
Aug 18	<p>Creating Moonscapes (Environmental impacts of the Norse expansion)</p> <p>Readings: Amorosi, T. et al. (1997) Raiding the landscape: Human impact in the Scandinavian North Atlantic. <i>Human Ecology</i> 25: 491-518.</p> <p>OR</p> <p>Dugmore, A. J. et al. (2005) The Norse landnám on the North Atlantic islands: An environmental impact assessment. <i>Polar Record</i> 41: 21-37.</p>
Aug 19	No class – Editing and finalising group paper.
Aug 20	No class – Group paper due by end of day (submitted via moodle only) Self and peer assessments due by end of day.