

ANTH 392 A01: Selected Problems in Anthropology: Archaeology From Viking to Valhalla: Life and Death in the Viking World

Instructor: Dr Erin McGuire

Office: Cornett B246a.

Office Hours: Monday 11:00-12:00, Thursday 10:00-11:00, and by appointment.

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Lecture Schedule: TWF: 9:30 am - 10:20 pm; Clearihue A215

Dates: Sep 08, 2010 - Dec 03, 2010

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);
- 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. Because of the nature of the group assignments you will sometimes be given class time to work within your groups.

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+ = 90-100 %	B+ = 75-79%	C+ = 60-64 %
A = 85-89 %	B = 70-74 %	C = 55-59 %
A- = 80-84 %	B- = 65-69 %	D = 50-54 %
		F = 0-49 % below

This is an overview; please read the further explanations in the course Moodle.

Assessment

Attendance and Participation	10%
Reflective readings x 4	20%
Paper proposal, version 1	10%
Paper proposal, version 2	20%
Group paper (assessed by instructor)	25%
Group paper (self and peer assessment)	15%

Participation and Attendance (10%):

Students will be graded on the basis of attendance, participation in general class discussion, discussion on Moodle and in group activities, including in-class workshops. I will take attendance at the beginning of each class. Students must ensure that they make their presence in class evident. **Participation in general class discussion will be graded on the quality, not quantity, of one's discussion questions and comments.** Frequent comments are not guarantee of a good grade.

Reflective Readings (20%)

Students will respond to 5 of the assigned course readings, using Moodle. This will be in the form of 1 page (12 pt font, 1.5 line spacing), 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. Your grade will be based on the four highest marks (e.g. the lowest mark will be dropped).

Course project:

The overall design of this assignment mimics academic 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 one hour per week, sometimes more). 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 1 (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. **DUE before class on Oct 15th. A copy must be brought to class on that day.**

Paper proposal 2 (20%)

Groups will be required to resubmit their paper proposals. The second version of the proposal will be more in depth and require further research. Guidelines will be provided. **DUE before class on Nov 2nd. A copy must be brought to class on that day.**

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 before class on Dec 1st and must be submitted via Moodle.** Instructions for submission will be provided.

Parts of the paper will be due earlier (as per the timetable below) as they will be used for in-class workshops. You must bring your drafts to class as indicated in order to participate.

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 **Dec 1st**. 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.

Course policies

Email Policy: Most of the time, you can expect a reply to an email within 24 hours. Please do NOT expect and immediate reply. You should also know that I will only rarely reply to emails on the weekends. Moreover, there are limited issues that I will deal with over email – general administrative business, quick questions regarding class assignments etc. I will not answer bigger questions over email (such as questions about your marks, problems within your groups or course content questions while working on group papers). Please visit me during office hours or make an appointment to see me. Make sure you include the course code (ANTH 392) in your subject line, along with the subject of your message, otherwise your email may skip my inbox and be rejected as junk mail. Finally, before emailing me a question, check the Moodle, syllabus, assignment guidelines and announcements – the answer to your question may already be there.

Late Assignments: Assignments are to be submitted to Moodle 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, you must still submit your assignment. **All late assignments will be penalised by 10% per day**, including weekends and holidays, to a maximum of 5 days. Assignments more than 5 days late will not be marked.

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

Academic Integrity: The University of Victoria does not tolerate academic misconduct, and the policies of the University will be upheld in this course. The *Policy on Academic Integrity* can be found in the *University of Victoria Calendar*.

Equity in the classroom: 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 (RCSd) as soon as possible. The RCSd staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.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 dates are based on the week, not on specific class days. **The course Moodle will tell you which days each specific reading must be done by.** The length of class topics may be adjusted to support in-class discussions and activities. The reading list is also tentative, pending receipt of the requested articles by the library. All readings not contained in your course text will be made available through reserve.

Week	Topic	Important Dates
1 Sep 8 (2)	<p>Cultural footprints (Vikings at home, defining the Vikings & the Viking Age, social structures)</p> <p>Linderholm et al. (2008) Diet and status in Birka: stable isotopes and grave goods compared. <i>Antiquity</i> 82(316) 446-461</p> <p>Myhre, B. (2000) The Early Viking Age in Norway. <i>Acta Archaeologica</i> 71: 35-47.</p>	

2 Sep 13	<p>Going to Valhalla (Religion & Funerary practices in the Viking Age)</p> <p>Readings: Andren, A. (2005) Behind heathendom: Archaeological studies of Old Norse religion. <i>Scottish Archaeological Journal</i> 27: 105-138.</p> <p>Einarsson, B.F. (2008) Blót Houses in Viking Age farmstead cult practices. <i>Acta Archaeologica</i> 79: 145-184.</p>	<p>DUE (Sep 14): Reflective Reading 1 (Ibn Fadlan – Funeral of a Rus – link on Moodle)</p> <p>Choose groups, begin discussion of paper proposal.</p>
3 Sep 20	<p>Living spaces (The archaeology of Viking dwellings: farms, towns, villages etc); subsistence etc</p> <p>Readings: 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>Sindbæk, Søren M. (2007) Networks and nodal points: the emergence of towns in early Viking Age Scandinavia. <i>Antiquity</i> 81(311): 119-132.</p> <p>Westward Ho! (Causes of the Viking Age & the Expansion)</p> <p>Readings: 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>	
4 Sep 27	<p>Causes of the Viking Age & the Expansion con't</p> <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</p>	<p>DUE (Sep 28): Reflective reading 2 - Barrett, J. H. (2008) What caused the Viking Age? <i>Antiquity</i>, 82(317), 671–685.</p>

5 Oct 4	<p>First stops (Scotland - North)</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>	<p>DUE (Oct 8): Reflective reading 3 Smith, B. (n.d.) The Picts and the Martyrs - Link on Moodle</p> <p>OR</p> <p>Ritchie, A. (1977) Excavation of Pictish and Viking-Age farmsteads at Buckquoy, Orkney. <i>PSAS</i> 108: 174-227.</p>
6 Oct 11	<p>First stops (Scotland – West & the Late Norse Period)</p> <p>Readings: Sharples, N.M. and M. Parker Pearson (1999) Norse settlement in the Outer Hebrides. <i>Norwegian Archaeological Review</i> 32: 41-62.</p> <p>Also Lewis Chessmen podcast – BBC website</p>	<p>DUE (Oct 15): Paper proposal 1 In-class paper workshop (Annotated bibliographies)</p>
7 Oct 18	<p>First stops (England)</p> <p>Readings: Biddle & Biddle (1992) Repton and the Vikings. <i>Antiquity</i> 66(250): 36-51</p> <p>Richards (2004) Excavations at the Viking Barrow Cemetery at Heath Wood, Ingleby, Derbyshire. <i>The Antiquaries Journal</i>, 84: 23-116</p> <p>Also Vale of York hoard podcast – BBC website</p>	<p>DUE (Oct 20): Reflective Reading 4 – Hadley, D. (2002) Viking and native: re-thinking identity in the Danelaw. <i>Early Medieval Europe</i>. 11(1): 45-70.</p>
8 Oct 25	<p>First stops (Ireland)</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> <p>Others tbc.</p>	<p>Oct 31: Last day to withdraw</p>
9 Nov 1	<p>The Irish Sea Region</p> <p>Readings: tbc</p>	<p>DUE (Nov 2): Paper Proposal 2 In-class paper workshop: Bring the outline of the paper and one image for each group member. Details to follow.</p>

10 Nov 8 (1)	<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 Faroes: People, Place and Environment. <i>Ecology</i> 33(5): 597-620.</p>	Nov 10-12: Reading break
11 Nov 15	<p>Moving on (Iceland)</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> <p>McGuire, E (2006) Archaeology in Iceland: Recent Developments. <i>Scandinavian Canadian Studies</i> 16: 10-26.</p>	<p>DUE (Nov 17): Reflective Reading 5 – 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>OR</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>
12 Nov 22	<p>Final Destinations (Greenland)</p> <p>Readings: Arneborg, J. (2004) Norse Greenland Archaeology: The dialogue between the written and archaeological records. In <i>Vinland Revisited</i>, pp. 111-122</p> <p>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>	In-class workshop (Nov 23): Paper introductions and conclusions – <i>You must bring a draft of your group paper's introduction and conclusion to class.</i>

13 Nov 29	<p>Final Destinations (Vinland) & Environmental Impacts</p> <p>Readings: Wallace, B. (2004) The later excavations at L'Anse aux Meadows. In <i>Vinland Revisited</i>, pp. 165-180.</p> <p>Amorosi, T. et al. (1997) Raiding the landscape: Human impact in the Scandinavian North Atlantic. <i>Human Ecology</i> 25: 491-518.</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>	DUE (Dec 1): Group Paper
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