

The Vikings – In History, Saga, and Myth

Fall 2018, HONORS 380, TuTh 10:35-11:50, Honors 142

Prof. Andersen, Honors Hall 130D, 335-7694

kimander@wsu.edu, <http://public.wsu.edu/~kimander/>

Course description

Course Prerequisite: HONORS 280

The Vikings – in History, Saga, and Myth

In A.D. 793 the Vikings – the Norse - entered the annals of history with the attack on the monastery at Lindisfarne, England. The following 300 years have become known as 'the Viking Age.' During these years the peoples of Scandinavia put their cultural imprint on the British Isles, and all over Europe, including in the Mediterranean and North America - rarely to the delight of locals. They were pirates and conquerors but also trade-partners in a vibrant, early-Medieval world of commerce and cultural expanse. Who were they? Were they all pirating Vikings or were they also farmers and poets? How did they live when they weren't on the longboats? Were law and order part of their societies? What were their beliefs before they converted to Christianity in the 10th century? Did they indeed 'discover' America?

In this course we will study this fascinating chapter of history, with a particular emphasis upon the Norse in the North Atlantic. We will read a selection of the original texts largely responsible for our knowledge of their exploits in addition to examples of their literary legacy, the Icelandic Sagas. We will make use of film and documentaries to gain insights into this age so distant from our own.

Final grade to be determined by active participation, written assignments, and an in-class presentation.

Required texts:

Orkneyinga Saga: The History of the Earls of Orkney (Penguin Classics)

The Saga of the People of Laxardal and Bolli Bollason's Tale (Penguin Classics)

Other texts handled in class available on Blackboard.



<http://avaldsnes.info/en/viking/vikingskip/>

The Vikings – In History, Saga, and Myth

Fall 2018, HONORS 380, TuTh 10:35-11:50, Honors 142

Prof. Andersen, Honors Hall 130D, 335-7694

kimander@wsu.edu, <http://public.wsu.edu/~kimander/>

Course objectives

	At the end of this course students will	This objective will be evaluated primarily by	Examples of course topics that advance these learning goals
LG1 Critical and Creative Thinking	be critically familiar with a selection of literary and scholarly texts pertaining to early Medieval Scandinavian culture	written assignments, class discussions	3 essays (see dates and topics in syllabus), 6 reading responses
LG2 Communication	have developed formal communication skills through PowerPoint presentations of course materials as well as in daily discussion of material	class room presentations	group presentations of course material throughout syllabus
LG3 Information Literacy	have engaged cultural and historical information from library and internet research	written assignment, PowerPoint presentation requirements	3 essays (see dates and topics in syllabus), 6 reading responses. See 'first come, first served,' numbered presentation topics
LG4 Scientific Literacy	have developed an appreciation for the academic, humanistic study	textbook, scholarly articles on topics	E.g., A. Pearson: "Piracy in Late Roman Britain: a Perspective from the Viking Age" (see texts in syllabus)
LG5 Quantitative and Symbolic Reasoning	be able to critically and creatively analyze, interpret, and synthesize literary saga-symbolic representations of life in early Medieval Scandinavia	written assignments, class discussions	3 essays (see dates and topics in syllabus), 6 reading responses. See 'first come, first served,' numbered presentation topics
LG6 Cultural Competency	have developed an understanding of political, religious and geographical facets of Viking age culture including the social configurations of Viking society: law, gender relations, and economy	class discussions, weekly blog postings, written assignments	Cantor: "The Civilization of the Middle Ages" Graslund: "Religion, Art, and Runes" Christensen: "Ships and Navigation"
LG7 Integration of Knowledge	understand how to relate historical, and cultural contexts of early Medieval Scandinavia to our own historical and cultural situation	class discussions, weekly reading responses, written assignments	Jørgensen: "Political Organization and Social Life" R. Fleming: "Monastic Lands and England's Defense in the Viking Age"

Grading

The class relies on active evaluation of literary and scholarly material in class discussions and in papers. There will be a total of three writing assignments (two essays, and a final paper) and a formal in-class PowerPoint group-presentation (2 students to a presentation) of a literary text or a scholarly article (see numbered topics in the syllabus; first come first served). Participation in discussions and online blog postings is evaluated as part of the final grade.

Final grade will be determined by:

1. Final research paper [25%]
2. Two written assignments (average) [40%]

The Vikings – In History, Saga, and Myth

Fall 2018, HONORS 380, TuTh 10:35-11:50, Honors 142

Prof. Andersen, Honors Hall 130D, 335-7694

kimander@wsu.edu, <http://public.wsu.edu/~kimander/>

-
3. A presentation [20%]
 4. Active participation and reading responses [15%]

I read reading responses and gather impressions of participation in discussions as the semester progresses. Please read my comments on papers and see me if you have any questions.

My grade calculation: A = 93 points, A- = 90 points, B+ = 87 points, B = 83 points, B- = 80 points, C+ = 77 points, C = 73 points, etc. (Example: A = $93 \times 25 (\%) = 2325$; + $93 \times 40 (\%) = 3720$; + $93 \times 20 (\%) = 1860$; + $93 \times 15 (\%) = 1395$; → 9300 = A). Final grade distribution: A: ≥ 9100 ; A-: ≥ 8900 ; B+: ≥ 8600 ; B: ≥ 8300 ; B-: ≥ 8000 ; C+: ≥ 7700 ; C: ≥ 7300 etc.

Re. (1) Final research paper: The final research paper must be a critical discussion of its topic incorporating discussion of a minimum of three scholarly opinions. A detailed prompt will be provided. The final research paper-project will provide a comprehensive, scholarly informed discussion of a topic relating to the Viking age including an examination of a literary text. Length: min. 6 pages, double spaced.

Student initiative in formulation of topic and contexts is welcome. The final paper may be a cooperative project of two students of a length of approx. 10 pages, double spaced, discussing minimum five scholarly viewpoints. One grade will be assigned for the final project. The group must meet with me by week 12 to discuss the planned, final paper.

Consider the following format for the final research paper:

1. Title of paper, name of author, date, name of course, name of instructor – on front page top right or left.
2. Include a contents-overview, either on a separate page following the title page or on the title page below the title: list headings of each section of your paper including page number for each.
3. The paper (approx. 6 pages of text, double-spaced, excluding attachments and bibliography). Include headings of each section in the paper.
4. End- or footnotes. You don't have to have any foot- or end notes but they are a good way to display a reference or to add an observation not easily fit into the flow of your text.
5. References/Works Cited/Bibliography. (Follow your preferred style: MLA, APA, Chicago or other).
6. Appendices/attachments
7. REMEMBER to number your pages!

The following elements are important for the evaluation of the final research paper:

Analysis. Consult the 'critical thinking guidelines' and 'evaluating papers & essays' on my website <http://public.wsu.edu/~kimander/> for suggestions to structure and areas of analytical inquiry.

Insightful, creative, scholarly discussion. Create connections between different perspectives, your own and scholarship. Reflect on the materials in relation to our contemporary world and your understanding of it.

The Vikings – In History, Saga, and Myth

Fall 2018, HONORS 380, TuTh 10:35-11:50, Honors 142
Prof. Andersen, Honors Hall 130D, 335-7694
kimander@wsu.edu, <http://public.wsu.edu/~kimander/>

Research. Scholarship and other qualified opinion (e.g. journal criticism) are beneficial to the development of discussion, analysis, interpretation and understanding. Discuss at least three scholarly viewpoints in your final paper.

Fluent, expressive language in a clear, progressive structure. Attention to the formal dimensions of writing an essay is obviously a necessity and will be rewarded. (See <http://public.wsu.edu/~kimander/referencing.htm>)

Re. (2) Two written assignments: Topics to be provided; same expectations as with the final paper; each 4 pages, double spaced, containing discussion of researched scholarship. Make sure to write your name, title of course, and name of instructor, and date, on the front of the paper!

Due dates for the three written assignments:

Tuesday, September 27	<u>Paper #1</u> (topic to be provided)
Tuesday, November 1	<u>Paper #2</u> (topic to be provided)
Wednesday, December 12	<u>Final paper</u> (topic to be provided)

Re. (3): The Presentation: This is an approx. 30 minute PowerPoint group-presentation (2 presenters) of one of the texts in the syllabus. Sign up for one of the numbered presentation topics. First come, first served! The presentation includes a max. 1-2 page handout detailing the presentation. The handout should provide an overview of the presentation and its text/s and conclude with at least 2-3 questions for further discussion. Make sure to write your names, title of course, and name of instructor, and date, on the front of the hand-out! (email or give it to me minimum 15 minutes before the presentation and I will make photocopies for all).

Structure your time well to present the essential perspectives and points. Following your presentation we will discuss questions or problems raised. Defend your perspectives and productively engage other perspectives. You may choose to raise and respond to questions during your presentation in which case the presentation + discussion most likely will stretch beyond the 30 minutes.

The presentation will be graded according to the following criteria:

1. Engagement in your role as presenter
2. Understanding the text/s and issues
3. Evidence of research and independent, critical evaluation of the text/s and topic, including discussion of minimum two scholarly articles pertaining to topic
4. Willingness to pose and answer questions
5. A well-structured 1-2 page hand-out accounting for all facets of the presentation
6. 2-3 well-formulated questions for further discussion

➤ **Following the presentation: kindly set up a meeting with me within a week of the presentation for feed-back and grade!**

Re. (4) Participation: The course relies on lively discussion of the materials! *ACTIVE PARTICIPATION* in discussions strengthens the impression of an engaged and well-prepared student! Consider this class an excellent forum for exercising and developing verbal skills. Two well-excused absences (informed of in

The Vikings – In History, Saga, and Myth

Fall 2018, HONORS 380, TuTh 10:35-11:50, Honors 142

Prof. Andersen, Honors Hall 130D, 335-7694

kimander@wsu.edu, <http://public.wsu.edu/~kimander/>

advance) during the course of the semester will be tolerated without ramifications for final grade.

Potential ramifications may include writing a make-up paper and/or have a negative impact on the final grade.

A significant part of the participation-grade is your 6 reading responses (approx. 300-400 words each) on the readings/discussions to be handed in in hard-copy on the due dates listed in syllabus.

- **All cell phones must be shut off during class. Any - even discrete and momentary - checking of a vibrating cell phone will result in a mark of absence.**

WSU Disability Statement

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. Location: Washington Building 217; Phone: 509-335-3417. Contact: Meredyth Goodwin m.goodwin@wsu.edu

A Commitment to Campus Safety

Washington State University is committed to maintaining the safety of the students, faculty, staff, and visitors to the Pullman campus. As part of this commitment, the university has prepared the Campus Safety Plan, containing a comprehensive listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. Please see <http://safetyplan.wsu.edu/>

Academic integrity

All students are of course expected to act in accordance with the WSU policies on Academic Honesty found in the Student Handbook. These policies include falsification of information, fabrication of information, plagiarism, multiple submissions, and various other offenses.

- Craft your own work, reference the ideas of others, and think for yourself. It feels good, it carves out brain cell territory, it builds character. If you are in a time crunch, and have a reasonable excuse, ask me for an extension.

If you have doubts about what constitutes academic integrity or what specifically might qualify as 'cheating' consult the WSU Plagiarism Information Site: <http://www.wsulibs.wsu.edu/plagiarism/>, or see me before writing your paper.

Have a great semester!

If you have any questions, do not hesitate to contact me!

The Vikings – In History, Saga, and Myth

Fall 2018, HONORS 380, TuTh 10:35-11:50, Honors 142
Prof. Andersen, Honors Hall 130D, 335-7694
kimander@wsu.edu, <http://public.wsu.edu/~kimander/>

The Stave Church in Fantoft by Bergen (originally built in Fortun in Sogn in 1150).
<http://www.fantoftstavkirke.com/>



Photo by KA.



<https://www.visitnorway.com/places-to-go/fjord-norway/bergen/listings-bergen/fantoft-stave-church/2582/>