
MIGRATION AND MOBILITY IN THE VIKING AGE: GLOBAL PERSPECTIVES

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INTRODUCTORY ESSAY

Reading & Composition (R&C) is a two-part requirement for undergraduate students in the College of Letters & Science at the University of California, Berkeley. By the end of their fourth semester, students are expected to complete two semesters of lower-division writing composition as a practical foundation for future coursework in their chosen Major. Many incoming freshmen test out of Part A, which covers the basic principals of academic writing, and will enter the Part B course on research writing. R&C courses are typically capped at seventeen students in order to ensure that students receive adequate attention and feedback from the instructor.

In the past, R&C Courses emphasized frequent writing exercises in order to demonstrate the relationship between writing and thought. In 2011, UC Berkeley faculty redefined and reassessed the standards for teaching R&C courses from the original 1989 committee report. The new standards recognize the importance of providing undergraduate students with college-level writing skills, critical reading and thinking, and incorporating research into writing. The GSI Teaching and Resource Center at Berkeley now offers a one credit "R&C Pedagogy" course for training graduate students to foster the development of student writing and critical thinking.

"Migration and Mobility in the Viking Age: Global Perspectives" satisfies Part B of the R&C requirement and breaks free of traditional methods of writing pedagogy, such as individual writing assignments completed entirely outside of class and the traditional term paper, as I will elaborate on in the subsequent section. The course considers the impressive geographic movement and cross-cultural exchanges that characterized the Viking Age and provides this historical context as a semester-long theme through which students explore the social and cultural tensions that migration exposes. Students learn to make compelling arguments as they consider how to unpack the complicated social dynamics that challenged polytheistic and monotheistic world-views and highlighted incompatible cultural conceptions of center and periphery, inclusion and exclusion. Racial relations, gender dynamics, and religious and economic exchanges all operated quite differently in the Viking Age than what we experience today and students must reevaluate what they think they know about these social categories.

Each department imparts its own disciplinary perspective on R&C courses. Students, regardless of their intended discipline, may choose from any departmental R&C offering. Following the interdisciplinary mission of the Scandinavian Studies Department, this course seeks to reinvigorate student interest in the writing process while engaging the disciplinary tools of the historian and archaeologist. Most students who take the course do not have a humanities background. The course therefore intends to hone essential writing and thinking skills by making connections to other disciplines and highlighting the interdisciplinary applications of writing skills far beyond the course itself (Bean 2011). Is the research process of the historian who develops an argumentative paper similar to the application of the scientific method in STEM research projects? The pedagogical principles applied in this course assume so and would further claim

that making such interdisciplinary connections facilitates student learning across disciplines, skillsets, and interests and all the while promoting more effective learning among a diverse group of students.

As a historian and archaeologist, I seek to promote greater collaborative efforts in my field and I encourage my students to do likewise. Writing, contrary to popular conceptions, need not and should not be a wholly individual, solitary process but rather one that relies on collaboration and peer review. This course takes advantage of such interactions to foster a learning environment where students grow comfortable workshopping their ideas with the instructor as well as sharing their ideas and offering constructive feedback to their peers.

COURSE DESIGN & THEORETICAL FRAMEWORK

This 4-credit course is taught during a six-week summer term (nine hours of formal instruction a week) and covers a fourteen-week semester of material in half of the normative time. The intensive pace challenges the instructor to balance the course's procedural and conceptual content. With this in mind, the weekly modules are divided between a fundamental writing topic and a geographic focus on the historical movement of the Viking-Age Scandinavians. The feedback from previous students of this course particularly stressed that the clear organization of outlined learning objectives as well as the attention to skill-building rather than plain memorization of historical dates and events was highly effective for promoting learning. Under this syllabus structure, students have been impressed with the visible improvement of their writing within a relatively short time.

The course is designed to teach students skills in academic research writing, informed by the disciplines of History and Archaeology. The course design assumes that learning takes place through legitimate participation in a community of practice rather than through the isolated memorization of facts (Lave and Wenger 1991). As such, the students are incoming participants in the academic writing community, with its own established protocols and accepted standards of writing and research. My role as the instructor is to provide students with meaningful experiences that enable them to engage these practices. This performative model for learning has pedagogical implications for how teachers monitor student engagement. I define participation in my course syllabus as "a vital component...[that] includes sharing an idea in class discussions, partaking in peer review and group work, listening respectfully to the contributions of others, responding to your classmates' ideas with feedback, and preparing discussion questions or related material for class." This nuanced understanding of student contributions empowers them to take control of their learning in ways that complement their individual learning styles.

The formal assignments of this writing course include a diagnostic essay, two medium-length papers, and a final research project. Legitimate writing practices provide the foundation for these assignments, requiring students to learn to write as part of the academic community. This pedagogical technique assumes that students learn best when they feel that their engagement on an assignment serves a practical or authentic purpose, beyond performing the task simply to receive a grade (Curzan and Damour 2006; Fink 2003). When I incorporate specific pedagogical techniques into a class activity, I draw students' attention to the pedagogical practice and explain the skill-development underlying the activity in order to further legitimize student learning and participation. For example, in lieu of a traditional term paper, students are assigned an archaeological report for their capstone research project (see Appendix A). Leading up to this final assignment, I teach students strategies for analyzing archaeological and textual evidence in support of their own interpretations of Viking-Age movement. The final assignment then enables students to reflect on their learning throughout this course and to implement these skills in a real-world application.

In addition to writing and revising formal papers, students begin each class with a ten-minute "free write" and contribute weekly to the course blog. These forums allow students to write short responses to a prompt in a low-stakes environment with multiple opportunities for learning and feedback before the evaluation of their formal assignments. The blog enables students to produce legitimate writing that is not merely another assignment to be completed, but rather an expression of their ideas that is publishable and shareable. Occasionally students are asked to respond to a classmate's blog post, generating additional opportunities for students to collaborate or collectively grapple over a challenging prompt.

Drawing from recent trends in pedagogy, this course is considered an intellectual project for both the teacher and student and therefore is self-conscious of the alignment between the assessment of student learning and evaluation of effective teaching (Ramsden 2003). I require students to submit a one-page reflection with each of the formal assignments, in which they assess their own writing progress throughout the term and identify areas for additional practice (Blumberg 2009; Edmondson *et al* 2012). This practice encourages students to develop meta-learning techniques that allow them to reflect on their personal progress as well as to adapt the course to their personal needs and goals. After each formal paper, I assign each student "two areas for improvement" to target for the next paper and their personal improvement on these points will figure into the subsequent paper grade. This method seeks to promote collaboration between the student and the teacher in assessing the student's learning progress throughout the term. Students are required to meet with me during office hours in order to receive their paper grade, which is based on a standardized rubric (see Appendix B). This office-hour requirement generates opportunities for personalized feedback to students on how their contributions are valuable, how their skills have developed, and the ways in which they can continue to improve.

Understanding the paramount relationship between student learning and effective teaching, evaluation in this course also takes the form of anonymous bi-weekly surveys in which students are asked to identify what information is still unclear, where they would like more practice, and to assess the effectiveness of my teaching strategies (Prégent 1994). Students write their responses to these questions in the classroom at the end of the class and I relay the overall trends of their feedback at the beginning of the following class period. These informal survey questions enable me to address any pressing concerns and adapt the course to the specific needs of my students before the formal, university-mandated evaluation at the end of term. During the first iteration of this course, the majority of the students responded that they enjoyed the free-write activity as a time to collect their thoughts and present them in writing form before the class discussion. They were concerned, however, that the course was too reading-intensive, even by summer-term standards. As a result of this informal feedback, I could respond to the students' concerns early in the term and appropriately adjust the daily work-load by dividing up the assigned reading and asking students to present their individual section to the class. In addition, student feedback has motivated me to review the syllabus with my students on the first day of term and to present the document as an informal contract, in which the students are encouraged to help me refine the goals of the course based on their personal goals. I use this opportunity to ask the class to decide collectively how they would like me to weigh each category that constitutes their final grade (see "Assignments & Grading" section of syllabus). Students react to this activity with incredulous disbelief and awe every time I teach the course and they become elated at the prospect of gaining more decision-marking power over their learning. Such opportunities for providing feedback on my teaching as well as for having a say on how their final grade is calculated gives students greater control and accountability in their learning experience.

The use of technology in the classroom is intended to intrinsically motivate students to refine their writing abilities in whatever way is personally interesting and helpful to them. With their unique learning backgrounds and expectations, students enter undergraduate courses with a range of "mental models" based on previous learning experiences, which they use to interpret new material (O'Brien *et al.* 2009).

This course incorporates instructional technologies and multimedia (Beetham and Sharpe 2013) to complement the writing process, such as Natural Language Processing (NLP) in order to analyze the over-usage of certain words or parts of speech and to encourage varying diction and sentence structure. Students are also introduced to the possibilities of Mind-Mapping and "Word Clouds" for visual alternatives to the basic outline for brainstorming and structuring papers. For example, in week 3 of the syllabus, students consider the connections between Word Clouds and NLP software, both of which are used as in computational text analyses to count or visualize word frequencies. The students are given opportunities to apply these technologies to their current papers and are asked to reflect on how these approaches offer new editing strategies that help us to evaluate writing as readers and writers. The use of instructional technologies such as blogging and online media furthermore creates a natural critical-learning environment in which I integrate skills and information in ways that will provoke students' curiosity and challenge them to reexamine their mental models (Bain 2011). Previous students of the course appreciated the variety of activities that this interdisciplinary and multimedia approach produced and enjoyed the challenge of "thinking laterally" about the reading material. As one student wrote, "the course made me enjoy writing more than I ever have. It took a topic that I knew very little about and turned it into a fantastic learning experience." Others responded that they felt both supported and challenged to take new risks in their writing and that the course gave them greater confidence on their academic writing in preparation for taking upper-division courses.

Students typically enter "Migration and Mobility in the Viking Age" with preconceptions about the popularized images of hornet-helmet raiders. They leave with greater understandings of the highly complex and diverse interactions that define the Viking Age. Ultimately, the course is designed to challenge students to read analytically, to think critically about models of human migration and cross-cultural interactions, and to reconsider what it means to be a college writer today.

SYLLABUS

MIGRATION AND MOBILITY IN THE VIKING AGE: GLOBAL PERSPECTIVES

COURSE DESCRIPTION & GOALS

Migration and travel have fundamentally shaped human history from its very beginnings. Whether forced or voluntary, human mobility around the globe has led to some definitive, transformative ruptures in history, from the Indo-Aryan migration from the Indus Valley, the expansion of the Mongols, and invasions of the Roman Empire, to the displacement of Africans in the Atlantic slave trade, and the recent forced relocation of thousands of Syrian refugees. The age of the Vikings, perhaps the most popularized moment of migration from Scandinavia, shares this long history of human mobility and cross-cultural exchanges.

This course will introduce students to the ways in which scholars ask questions, read and evaluate sources, and construct arguments. Acquiring training in textual analysis and argumentative writing, students will study the movement of people during the Viking Age, from trading and pilgrimage, to raiding and settlement. The course will explore a range of interdisciplinary approaches to history, including historical and literary sources, archaeological evidence, and scientific techniques, and will demonstrate how such evidence can be applied in academic papers. Through discussion of the motivations for travel and migration, our aim is to develop persuasive writing and to think critically about historical studies and their relevance and practical applications in our world today.

LEARNING OBJECTIVES

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

- Evaluate a piece of academic writing's merits and demerits and locate biases and assumptions within a historical text.
- Judge the integration of evidence within academic writing and apply similar strategies to their own writing.
- Develop a critical, persuasive writing style that is conscious of intended format and audience.
- Plan a research project that features critical ideas, arguments, supporting evidence, and stylistic choices.
- Assess various drafts of their written work and identify areas of improvement.
- Understand the interdisciplinary applications of technical skills and digital tools to the writing process.

COURSE READINGS

Ashby, S. P. (2015). What really caused the Viking Age? The social content of raiding and exploration. *Archaeological Dialogues*, 22(1), 89-106.

Bayard, P. (2007) *How to talk about books you haven't read*. London: Bloomsbury Publishing.

Bock, J. (2016). "How to see invisible people." *Phi Kappa Phi Forum*. 96 (4).

- Brink, S. (2008). Christianisation and the Emergence of the Early Church in Scandinavia. In S. Brink (Ed.), *The Viking World* (pp. 621-628). London: Routledge.
- Coupland, S. (1991). "The Rod of God's Wrath or the People of God's Wrath? The Carolingian Theology of the Viking Invasions." *The Journal of Ecclesiastical History* 42(4): 535- 554.
- Fitzhugh, W. and E. Ward (Eds.). (2000). *Vikings: The North Atlantic Saga*, Washington DC: Smithsonian Institution.
- Gaut, B. (2015). Manors and markets. Continental perspectives on Viking-Age trade and exchange. In M. H. Eriksen, B. G. Rundblad, U. Pedersen, I. Axelsen, & H. L. Berg (Eds.), *Viking Worlds: Things, Spaces and Movement* (pp. 144-159). Oxford: Oxbow Books.
- Goldberg, N. (2005). *Writing down the bones: Freeing the writer within*. Shambhala Publications.
- Graff, G. and C. Birkenstein (2014). *They Say, I Say: Moves That Matter in Academic Writing*. New York: W.W. Norton & Company.
- Harvey, K. (Ed.). (2013). *History and material culture: a student's guide to approaching alternative sources*. London: Routledge.
- Hultgård, A. (2008). "The Religion of the Vikings." In S. Brink (Ed.), *The Viking World* (pp. 212- 218). London: Routledge.
- Jesch, J. (2015). *The Viking diaspora*, London: Routledge.
- Jochens, J. (2002). "Vikings Westward to Vinland: The Problem of Women." In S. M. Anderson & K. Swenson (Eds.), *Cold counsel: women in Old Norse literature and mythology: a collection of essays* (pp. 129-158). New York: Routledge.
- Kellogg, R. (2001) *The Sagas of Icelanders*, New York: Penguin.
- "Lokasenna." (1981). *Norse poems*. In Auden, W.H. and Taylor, P.B. (Eds.). London: Burns and Oates.
- Montgomery, J. E. (2000). "Ibn Fadlan and the Rusiyyah." *Journal of Arabic and Islamic Studies*, 3, 1-25.
- Price, N. (2010). "Passing into poetry: Viking-Age mortuary drama and the origins of Norse mythology." *Medieval archaeology*, 54(1), 123-156.
- Pinker, S. (2014). *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. New York: Viking.
- Queneau, R. (1981). *Exercises in style*. New York: New Directions Publishing.

Schjødt, J.P. (2008). "The Old Norse Gods." In S. Brink (Ed.), *The Viking World* (pp. 219- 222). London: Routledge.

Somerville, A. and R.A. McDonald (Eds.). (2010). *The Viking Age: A Reader* (2nd Ed.). Toronto: University of Toronto Press.

Somerville, A., and R.A. McDonald (2013). *The Vikings and Their Age* (2nd Ed.). University of Toronto Press.

COURSE REQUIREMENTS

This course will focus on honing skills in the writing process—the drafting and revision of medium-length essays, culminating in a final research project of 10-12 pages. These writing assignments should be formatted in Times New Roman, 12-pt font, and double-spaced. Other coursework will include short reading comprehension exercises and brief writing assignments designed to guide students through the processes of conducting research and incorporating source materials into a research paper. Students will participate in the peer-review process throughout the semester as part of the revision process. Regular attendance and participation are required. Please note that no late assignments will be accepted.

DISABILITY-RELATED ACCOMMODATIONS & OTHER RESOURCES

Please inform me as soon as possible if you require disability-related accommodations. In order to appropriately assist you in this course, I require documentation from the Disabled Students' Program. Please note that any information shared with me is strictly confidential. The following are some resources on campus:

Student Learning Center (<http://slc.berkeley.edu/about-slc>)

Counseling & Psychological Services (<https://uhs.berkeley.edu/counseling>)

University Health Services (<https://uhs.berkeley.edu/>)

Gender and Equality Resource Center (<http://ejce.berkeley.edu/geneg>)

Disabled Students' Program (<http://dsp.berkeley.edu/>)

Berkeley International Office (<http://internationaloffice.berkeley.edu/>)

Schedule an appointment with a librarian (<http://www.lib.berkeley.edu/help/research-appointments>)

Chicago Manual of Style Guide (http://www.chicagomanualofstyle.org/tools_citationguide.html)

ATTENDANCE & PARTICIPATION

Participation is a vital component of this course and includes sharing an idea in class discussions, partaking in peer review and group work, listening respectfully to the contributions of others, responding to your classmates' ideas with feedback, and preparing discussion questions or related material for class. As members of the UC Berkeley community, students are expected to contribute to a safe and effective learning environment for everyone. This includes being respectful of multiple perspectives and keeping the discussion on ideas and the speaker's statements.

As part of the participation grade, students are expected to come prepared to class and ready to discuss, collaborate, and partake in daily activities. Students are also required to attend my office hours at least three times during the term. These meetings may be used to clarify topics in class, acquire additional writing practice or feedback, or anything else related to the course.

You are allowed one free unexcused absence; each unexcused absence thereafter will result in a one-third-grade deduction (e.g. from B+ to B) from your participation grade. If you are repeatedly late to class I will begin to mark you as absent. Excused absences MUST be requested before the missed class begins.

TECHNOLOGY POLICY

Cell phones are explicitly not allowed in class: they must be turned off or put on silent and stored away. Laptops are generally not permitted unless otherwise specified by the instructor for class activities or peer review sessions.

ACADEMIC INTEGRITY

As a member of the UC Berkeley community, you are expected to demonstrate integrity in all your academic work. Please properly attribute ideas and words that are not your own by identifying the original source and indicating the extent to which you use others' ideas. Plagiarism and other forms of academic misconduct are serious offenses that are not tolerated and will result in a failing grade. You can find a quick overview of plagiarism and how to properly cite sources here: <http://www.lib.berkeley.edu/how-to-find/cite-sources>. If you would like more information or are unsure whether you have plagiarized, you are welcome to ask me during office hours!

ASSIGNMENTS & GRADING

**Note that the current weighted percentage of each category is tentative; they are decided upon collectively by the students and instructor.*

Attendance & Participation: 15%

Regular Assignments (Includes Blog Posts, Reflections, Surveys): 20%

Diagnostic Essay (4 pages): 5%

Should identify the main strengths and weaknesses of the student's academic writing

Assigned: Week 1

Due: Week 2

Paper 1 (5-7 pages): 20%

Should focus on the student's ability to construct an argument and assess whether they are developing strategies for proper reading and evaluation of secondary source material.

Assigned: Week 2

First Draft Due: Week 3

Final Draft Due: Week 3

Paper 2 (5-7 pages): 20%

Should demonstrate clear improvement since diagnostic essay; Particular points of emphasis should include the construction of the argument and how the structure of the paper is set up to present the evidence in a clear and logical manner.

Assigned: Week 3

First Draft Due: Week 4

Final Draft Due: Week 5

Final Paper (10-12 pages): 20%

Should emphasize each of the main units covered in this course: the evaluation and interpretation of source material, the construction of a sophisticated thesis statement, the presentation and analysis of evidence, a consciousness for academic writing style and tone, and effective organizational structure for presenting research.

Assigned: Week 5

First Draft Due: Week 6

Final Draft Due: Week 7

Course Blog: <https://migrationandmobility2017.wordpress.com/>

GRADING SCALE

GRADE	PERCENTAGE BREAKDOWN	DESCRIPTION
A+	94-100%	Excellent
A	94-100%	
A-	90-93%	
B+	86-89%	Good
B	83-85%	
B-	80-82%	
C+	76-79%	Fair
C	73-75%	
C-	70-72%	
D+	66-69%	Barely Passed
D	63-65%	
D-	60-62%	
F	< 60%	Failed

COURSE SCHEDULE

DATE	CLASS DISCUSSION TOPIC	ASSIGNMENTS DUE	READINGS DUE
<p style="text-align: center;">Week 1: SCANDINAVIA <i>Introduction to Academic Writing/ What is Diaspora?</i></p> <p>We will discuss the origin of the word "diaspora" and how scholars have come to apply the term outside its original contexts. Students will read a "Viking-Age" application of diaspora and will be asked to identify similar modern-day applications of the term's usage and identify the arguments involved in these applications</p> <ul style="list-style-type: none"> Students will be able to determine which questions or strategies will enable them to infer information about a text or object Students will be able to identify the main ideas from a text and analyze strategies for how the author maintains a central focus on the topic at hand Students will be able to evaluate and reassess their written work and identify areas for improvement 			
Day 1	Review syllabus; Introduction to Viking-Age Scandinavia		
Day 2	What is Diaspora?	<p>Contribution to class blog (400-500 words)</p> <p>Prompt:</p> <p>Who are the "invisible people" that Joseph Bock refers to in his article? What type of person is "invisible"?</p> <p>In your opinion, how is the modern understanding of "migrant" similar or different to Jesch's understanding of diasporic individuals during the Viking Age? Are Bock and Jesch talking about the same type of person? Why or why not?</p>	<p>Jesch (2015): Chapters 2 & 3</p> <p>Bock (2016) "How to see Invisible People"</p>
<p style="text-align: center;">Week 2: THE BRITISH ISLES & THE EUROPEAN CONTINENT <i>The Art of Re-Reading/ From Raiding to Settlement</i></p> <p>We will discuss popularized misconceptions about the Viking-Age Scandinavians and what it means to label a medieval individual a "Viking." In order to accomplish this, we will read primary source materials that pose exaggerated, often contradictory impressions of the "Vikings." This set of sources will help students develop strategies for locating biases and assumptions as well as overall evaluating the persuasiveness of secondary sources.</p> <ul style="list-style-type: none"> Students will adopt and adapt a reading heuristic that works for their reading and learning style Students will be able to distinguish good reading approaches from less effective ones Students will be able to evaluate a piece of academic writing's merits and demerits 			

<ul style="list-style-type: none"> Students will judge how much time they need to devote to reading and re-reading in order to comprehend an article and develop an accurate working knowledge of its key points Students will be able to locate biases and assumptions within a historical document 			
Day 3	The Art of Re-Reading/ Vikings in the British Isles <i>First paper topic assigned</i>	Diagnostic Essay Due	Somerville (2010): Chapters 7 & 8 <i>(Students will divide up sections)</i> Goldberg (2005): Selected Sections
Day 4	Developing Layers of Reading/ Vikings on the European Continent	Contribution to class blog (400 words) Prompt: Look up a Viking-Age object and briefly research its context (email me if you would prefer to be assigned one). Using the reading heuristic & the readings from Harvey, write a response about how you would approach "reading" the object. What questions do you have? What information is available/unavailable? What sorts of information can this object tell us about the Viking Age? If possible, include a picture of your object in your blog post.	Bayard (2009): Preface, Chapters 1 & 2 Harvey (2013): Selected sections Coupland (1991)
Day 5	Identifying Evidence/ Vikings Go West	In preparation for your first paper, please submit a mind-map of your ideas, focusing on how the main points of your paper connect together. Then decide which order of these main points seems most appropriate or effective for articulating your argument.	Fitzhugh (2000): Preface, pp. 11-27; Chapter 5
<p style="text-align: center;">Week 3: THE NORTH ATLANTIC <i>Constructing an Argument/ Explorations West</i></p> <p>We will focus more this week on the secondary sources, which outline and assess Scandinavian expansion west, into the North Atlantic. We will particularly analyze the arguments of these sources and compare exemplary writing to unpersuasive, unfounded arguments. This will enable students to begin synthesizing good and bad writing as well as to apply this synthesis to their own writing method and to think through how to write a convincing argument.</p>			

<ul style="list-style-type: none"> Students will be able to recognize and evaluate persuasive writing Students will learn how to present a clear, carefully-constructed thesis statement Students will synthesize good and bad writing in order to develop a critical, argumentative writing style Students will develop well-reasoned counter-arguments 			
Day 6	Reverse Outlines & Peer Review Day/ Crash Course on Viking Stereotypes	Paper 1 Draft Due	Kellogg (2001): <i>Saga of the Greenlanders</i>
Day 7	Constructing & Structuring Arguments/ Vikings in Greenland & Viking-Age Gender Roles	Contribution to class blog Prompt Paste your First Paper into http://www.wordclouds.com/ and take a screenshot. Post this file to the blog and write a reflection about how we might use word frequency technologies to evaluate our writing. We will apply your reflections on word clouds to Natural Language Processing (NLP) and discuss how computational text analysis, particularly counting word frequencies might offer a new tool for analyzing writing.	Jochens (2002) Pinker (2014): Chapter 3: The Curse of Knowledge
Day 8	The Counterargument/ Viking Settlement on Iceland <i>Second paper topic assigned</i>	Paper 1 Due with one-page reflection	Graff & Birkenstein (2014): Part 1 "They Say"
<p style="text-align: center;">Week 4: THE BYZANTINE EMPIRE <i>Evaluating Sources/ Explorations East</i></p> <p>We will discuss Viking expansion into eastern Europe as well as continuing our discussion of the Vikings in the British Isles. We will compare primary sources that provide biased accounts of each of these movements and we will compare and contrast them. In particular, we will interrogate these sources for their depictions of the Vikings and the evidence they use to support these arguments.</p> <ul style="list-style-type: none"> Students will synthesize good and bad writing in order to analyze how evidence is used to support an argument Student will apply their own developed reading heuristic towards the presentation of evidence Students will be able to evaluate whether a source is properly used and effectively Students will be able to judge the integration of evidence within academic writing 			
Day 9	Evaluating Sources/ Vikings in the East Midterm Evaluations		Somerville (2010):

			Chapters 9 & 10 (Students will divide up sections)
Day 10	Comparing primary sources/ Introduction to the Byzantine Empire & the Varangian Guard	<p>Contribution to class blog</p> <p>Using the following passages from three different sources, develop a DETAILED paper outline & thesis argument that addresses the following prompt:</p> <p>How was Viking appearances and beauty standards interpreted by foreigners during the Viking Age? What do these foreign interpretations indicate about cross-cultural interactions between the Scandinavians and other cultures?</p> <p>(1) "The Danes made themselves too acceptable to English women by their elegant manners and their care of their person. They combed their hair daily, according to the custom of their country, and took a bath every Saturday, and even changed their clothes frequently, and improved the beauty of their bodies with many such trifles, by which means they undermined the chastity of wives."</p> <p>– 13th c. <i>Anglo-Saxon Chronicle</i></p> <p>(2) "Consider the dress, the way of wearing the hair, the luxurious habits of the princes and people. Look at your hairstyle, how you have wished to resemble the pagans in your beards and hair. Are you not terrified of those whose hairstyle you wanted to have?"</p> <p>-Alucin of York's letter to King Æthelred of Northumbria (793)</p> <p>(3) "They are the filthiest race that God ever created. They do not wipe themselves after a stool, nor wash themselves thereafter...Every morning a girl comes and brings a tub of water, and places it before her master. In this he</p>	Montgomery (2000): <i>Ibn Fadlan</i>

		<p>proceeds to wash his face and hands, and then his hair, combing it out over the vessel. Thereupon he blows his nose, and spits into the tub, and leaving no dirt behind, conveys it all into this water. When he has finished, the girl carries the tub to the man next to him, who does the same. Thus she continues carrying the tub from one to another until each man has blown his nose and spit into the tub, and washed his face and hair."</p> <p>-Ibn Fadlan, 10th century</p>	
Day 11	Peer Review/ Introduction to the Rus/ Ibn Fadlan's Description of a Viking boat burial	Paper 2 Draft Due	<p>Goldberg (2005): Selected Sections</p> <p>Price, N. (2010)</p>
<p style="text-align: center;">Week 5: A RETURN TO SCANDINAVIA <i>Addressing Research Topics/ The End of an Age</i></p> <p>We will discuss the end of the Viking Age—when was it and how can we be sure? We will revisit our discussions of diaspora in week one and interrogate the extent to which "diaspora" is a useful concept for the Vikings. We will also discuss the periodization of the Viking Age and its historical problems. Students will be able to take a stance on this issue and develop thesis statements in class as practice.</p> <ul style="list-style-type: none"> • Students will be able to compose their own insights and interpretations around their chosen evidence • Students will be able to produce a structured outline and reverse outline for a paper topic • Students will be able to determine an effective organizational structure that clarifies their ideas and arguments • Students will be able to plan out a research project that critically assesses their argument, selected supporting evidence, and stylistic choices 			
Day 12	Writing & Research/ Introduction to Norse Mythology	<p>Contribution to class blog (400 words):</p> <p>Prompt: Revisiting "Diaspora" and Viking identities</p> <p>In an interview, Stanford Professor Chang-rae Lee describes the tensions between cultural context and individual identity in the immigrant experience. Originally from South Korea, Lee is interested in modern-day diasporic movements, particularly between Asia and the U.S. However, Lee poses an</p>	<p>Hultgård (2008)</p> <p>Schjødt (2008)</p> <p>Graff & Birkenstein (2014): Part 2 "I Say"</p>

		<p>interesting question concerning what it means to be an immigrant and how one negotiates poly-identities, or multiple cultural identities:</p> <p>"I've always been compelled by the notions of context and individuality... I've been consistently fascinated the question of persons who find themselves in a context that either fits too well or doesn't fit at all, by persons who feel they exist simultaneously inside and outside of a cultural or political space. It's no surprise that as an immigrant I've always been extra conscious of this interplay."</p> <p>In your blog post, predict how this tension might have looked like to a Scandinavian in the Viking Age. What "poly-identities" might a Viking settler have had? (e.g. cultural, religious, ethnic, familial---try to be specific in your response). Do you think Viking-Age Scandinavians had to confront this tension between their association to the culture of their homeland and the development of new individual identities abroad? Why or why not? What role does travel play in the formation of these identities?</p> <p>https://humsci.stanford.edu/news/writing-and-identity-interview-author-and-professor-chang-rae-lee</p>	
Day 13	Outlining & Refining a Thesis Statement/ Vikings in the East		Lokasenna
Day 14	Source Hunting Online & in the Library/ Introduction to Research	Paper 2 Due with one-page reflection	Brink (2008)

Week 6: GLOBAL NETWORKS

Language & Tone / Cross-Cultural Exchanges around the World

Most of this week will be spent on helping students prepare for their final paper assignment. I will provide students with writings on human migrations and diaspora that come from different genres: a popular-audience article from *History Today*, an article from *National Geographic*, and an excerpt from a doctoral dissertation that was turned into a best-selling book. We will compare the writing styles in each of these cases and discuss the extent to which

the audiences are similar/ different, the language choices change, and how information is presented differently in each.

- Student will assess their own writing styles and recognize areas for improvement
- Students will be able to compare and contrast different writing conventions across academic genres
- Students will be able to prioritize academic language and styles that are most appropriate for academic writing
- Students will be able to analyze and identify language structures and to appraise how writing style contributes to or detracts from the academic writing
- Students will be able to justify their chosen style and voice based on their identified reading audience

Day 15	Writing Style: Analyzing language & "voice" / Travel in the Medieval World	<p>Style Assignment:</p> <p>This week, we will work on academic language and style. To jumpstart this, I would like you to copy 500 words of your second paper (from any section). Now, I want you to cut that word count down to 400 words by using different diction or phrases and removing "non-essential" words and replacing PASSIVE VOICE with active voice! (Hint: circle every time you use any form of the verb "to be (is/ are/ were, etc.) and replace it with a stronger verb)</p> <p>For those of you interested in applying Natural Language Processing based on our previous introduction to NLP, try inputting your text here and seeing what parts of speech you use most/ least frequently:</p> <p>http://writersdiet.com/?page_id=4</p> <p><i>Please include both copies (the original and the updated) in your post.</i></p>	<p>Queneau (1981): Selected Chapters</p> <p>Gaut (2015)</p>
Day 16	Adopting an academic tone/ Scandinavia and the Baltic States	<p>Contribution to Class Blog</p> <p>Prompt:</p> <p>This week, I am asking you to read sections from Queneau, <i>Exercises in Style</i>. This is a very strange book originally published in the 1950s (which makes the awkward title pictures even more bewildering). Nevertheless, this book hugely impacted the way that writers thought about literary writing and genres.</p>	<p>Sommerville (2013): Chapter 2</p> <p>Ashby (2015)</p>

		<p>The premise of the book is as follows: The narrator is waiting at a bus stop. (That's it). Each "style" narrates this same story but changes drastically in what details are being reported and <i>how</i> the author writes about the event.</p> <p>For the blog post, choose FIVE "styles" (these sections are 1 or 2 pages each) from Queneau. For each style, in a response of 80-100 words, describe the "style" that is used in the passage. You may refer to specific examples in the text if you wish but you might consider the following questions:</p> <ul style="list-style-type: none"> -What kinds of language are being used? Any particular vocabulary? -What is the tone of the passage? -What is the sentence structure & overall organization of the passage? -What effect does this style seek to have on the reader? Is it formal or informal? 	
Day 17	Peer Review/ Human and Material Culture Networks Final evaluations	Paper 2 Draft Due	Jesch (2015): Chapter 6
Week 7 Final Paper Due with one-page reflection			

APPENDIX A

MIGRATION & MOBILITY IN THE VIKING AGE: GLOBAL PERSPECTIVES

FINAL RESEARCH ASSIGNMENT: WRITING LIKE AN ARCHAEOLOGIST



You are an archaeologist whose team has recently discovered a major Viking boat burial in Salme, Estonia, featuring damaged Scandinavian weapons, gaming pieces, knives, whetstones, combs, seven human remains, faunal remains, and two Viking ships (11.5 meters), dating to ca. 750 AD.* Note that traditionally, historians have attributed the beginning of the Viking Age to 793 AD. Now that the site provenance has been dutifully and thoroughly recorded, your task as the excavation director is to prepare a report for publication. Please consider the following in your evaluation and interpretation of the site:

- *What do the finds at Salme tell us about Viking-Age travel in the wider world (outside of Scandinavia)?*
- **Main focus:** *Were the Viking-Age Scandinavians at the center or on the periphery of medieval Europe? Define and defend your position in this debate using the evidence at Salme as well as other historical sources. Make sure you address other contending interpretations.*
- *What evidence (both the Salme site and outside archaeological finds and/ or textual sources) would support your interpretation? Hint: Use your notes of our class readings.*
- *Note: The journal you are publishing in is intended for a general audience. Assume that your readers are educated but not necessarily specialists in archaeology.*
- Your paper must include at least **THREE** primary sources (in addition to Salme) and **THREE** secondary sources (**two** of which must NOT be a text we have read for class).

LEARNING OBJECTIVES

- Students will be able to compose their own insights and interpretations around their chosen evidence
- Students will be able to produce a structured outline their report, featuring an effective organizational structure that clarifies their ideas and arguments

* You may refer to the archaeological report: Peets, J. *et al.* (2012). Research results of the Salme ship burials in 2011–2012. *Archaeological fieldwork in Estonia*, 43-60.

- Students will be able to plan a research project that critically assesses their argument, selected supporting evidence, and stylistic choices
- Students will be able to evaluate and judge their zero-drafts and locate areas of improvement

FORMAT: STEPS FOR CREATING AN ARCHAEOLOGICAL REPORT

- **Creating an argument:** Based on your readings throughout this course, take a position that defends whether Viking-Age travel was a peripheral or central development in the wider medieval world.
- **Evidence:** Determine and locate three primary source materials (e.g. archaeological, textual, linguistic) in addition to the Salme site in your interpretation.
- **Secondary Sources:** Browse your annotated bibliography of our class readings and their main arguments (Note: you should also look up other secondary sources as well). Locate some secondary sources that offer arguments that support your own and some that offer counterarguments to your interpretation.
- **Outline:** Create an outline that contains the information above in a relevant order that clarifies your ideas. Include an introduction that outlines the archaeological site at Salme and summarizes the discovered finds that are relevant to your interpretation.
- **Bibliography:** Prepare a properly cited bibliography that includes your intended primary and secondary sources cited in the correct format.
- **Write and Revise:** Write a "zero-draft" that enables you to get your ideas on paper without worrying too much about mistakes and edits. Then go back and revise your paper as needed. Maximum of 12 pages.

RUBRIC FOR MARKING THIS ASSIGNMENT:

Argument (20 points): *The argument is critical, clear and persuasive. The argument addresses counterarguments and supporting interpretations in the report.*

Integration of evidence & use of class readings (20 points): *The evidence is critically analyzed with original insights. The provided evidence connects to the overarching argument.*

Topic focus (15 points): *The ideas are presented well and are consistent throughout the report. The report maintains proper focus and does not deviate from the topic. Demonstrates a solid understanding of the source materials.*

Discussion (20 points): *The discussion is well thought-out, original, and acknowledges the author's methodology or perspective. The interpretation demonstrates high critical thinking and careful analysis.*

Structure & organization (15 points): *The structure of the paper is logical and cohesive. The writing flows naturally, containing paragraphs with one central idea and transitions between paragraphs.*

Proper citation & mechanics (10 points): *Scholarly works are cited correctly using the specified style guide. Few or no grammar or spelling errors.*

APPENDIX B

ACADEMIC WRITING RUBRIC

	10 POINTS	8 POINTS	6 POINTS	4 POINTS	2 POINTS
Argument	The argument is critical, clear, and persuasive. The argument addresses counterarguments and supporting interpretations in the paper.	The argument is critical and persuasive. The stance may not be entirely clear or cohesive. Counter-argument(s) and supporting interpretations are addressed in the paper.	A critical argument is present but it may not be persuasive or clear. Counter-argument(s) are addressed in the paper.	An argument is presented but it is not well-focused.	The argument is not well-defined or apparent in the paper.
Integration of Evidence & Use of Class Readings	The evidence is critically analyzed with original insights. The provided evidence connects to the overarching argument.	The provided evidence is understood and mostly applies evidence to support argument.	Demonstrates some understanding of the evidence but it is not accurately interpreted and sometimes applies evidence to support argument.	Insufficient evidence is provided and/or does not sufficiently support the argument.	Little evidence is provided and it is not used to defend argument.
Topic Focus	Ideas are well presented and consistent throughout. The paper maintains proper focus and does not deviate from the topic at hand. Demonstrates a solid understanding of the source materials.	Ideas are presented clearly and consistent throughout. The paper mostly maintains focus on the topic. Mostly demonstrates a solid understanding of the source materials.	The presented ideas are not always clear or consistent throughout the paper. The paper sometimes loses focus. Demonstrates some understanding of the source materials.	The presented ideas are unclear and inconsistently presented. The paper contains little focus. Demonstrates some understanding of the source materials.	The presented ideas are unclear and inconsistent. The paper has no focus and is hard to follow.

Discussion	The discussion is well thought-out, acknowledges the author's methodology or perspective. The interpretation demonstrates high critical thinking and careful analysis.	The discussion is well thought-out, may briefly acknowledge the author's methodology or perspective. The interpretation demonstrates mostly high critical thinking and careful analysis.	The discussion falters occasionally and does not identify the author's methodology or perspective. The interpretation is mostly good but lacks careful analysis or thought.	The discussion falters often and does not identify the author's methodology or perspective. There is little interpretation or analysis.	No original ideas are presented in a meaningful way and do not contain any analysis.
Structure & Organization	The structure of the paper is logical and cohesive. The writing flows naturally, containing paragraphs with one central idea and transitions between paragraphs.	The structure of the paper is mostly logical and cohesive. The writing may not always flow naturally or present ideas logically with one idea per paragraph and transitions between paragraphs.	The organizational structure of the paper is unclear or does not present ideas logically with one idea per paragraph and transitions between paragraphs.	The organizational structure of the paper is mostly unclear and does not well support the argument.	Ideas are not presented in any logical or organizational order.
Proper Citations & Mechanics	Scholarly works are cited correctly using the specified style guide. Few or no grammar or spelling errors.	Scholarly works are cited correctly using the specified style guide. Might contain some grammar or spelling errors.	Scholarly works are cited correctly using the specified style guide. Paper is made unclear by significant spelling or grammar errors.	Scholarly works are not cited properly using the specific style guide. Paper is made unclear by significant spelling or grammar errors.	Scholarly ideas are not cited properly or at all.

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