AHIS3130 - Roman Britain and Anglo-Saxon England
Course Outline

Semester 1, 2006
Ourimbah Campus

Course Co-ordinator: Terry Ryan
Room: HO.1-14 (Ourimbah) and MCLG34b (Callaghan)
Ph: (02) 43 484058 (Ourimbah)
Fax: (02) 43 48 4075
Email: Terry.Ryan@newcastle.edu.au
Consultation hours: Thursdays 12-2
Semester Semester 1 - 2006, Ourimbah Campus
Unit Weighting 10

Teaching Methods Lecture
Tutorial

Brief Course Description
Covers the history of Britain from the period of the arrival of Caesar in 55BC to the era of Alfred the Great in the 9th Century AD. The major focus of the course is the impact of the Roman invasion upon the Celtic inhabitants; the development of Roman administration and lifestyle; the end of the Roman presence in the face of developments on the Continent; the coming of the Anglo-Saxons; and the subsequent history and culture of the English until the age of Viking invasion and the reign of Alfred. Emphasis is placed upon the use of ancient source material in translation and archaeological evidence, taken in conjunction with modern scholarly opinion.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hours per Week for 10 Weeks
There will be a one hour tutorial, approximately per fortnight, commencing in week 2.
Texts
Salway, P. Roman Britain, Oxford
Or
Todd, M. Roman Britain, 3rd ed., Oxford

Course Objectives
1. Knowledge of Roman Britain and Anglo-Saxon England, its history, culture, and tradition from antiquity to the dawn of the mediaeval era
   1.1 To offer students a sound, discipline-based study of Roman Britain and Anglo-Saxon England
   1.2 To foster an interest in the course and its various components

2. Appreciation of the influence of Roman Britain and Anglo-Saxon England on subsequent history
   2.1 To establish and develop connections between Roman Britain and Anglo-Saxon England, its history, culture and tradition and other courses taught within the field of humanities
   2.2 To encourage and strengthen linkages between the artistic and cultural worlds of ancient Greece and Rome and the historical and social environments of Western society

3. The Development of Communication Skills
   3.1 Oral communication
   3.2 Written communication
   3.3 Electronic communication

4. Research Development
   4.1 Independent research skills
   4.2 An ability to communicate the products of research in a clear, concise and analytical manner

Course Content
An Introduction to the Course: Aims, Teaching Methodology, Difficulties in dealing with the evidence

The conquest and development of Roman Britain from Caesar’s time to the early 5th Century (410AD)

The impact of Romanisation upon Celtic civilisation

The end of Roman Britain in the context of events on the Continent

The arrival of the Saxons and British reaction: Arthur - the known evidence and the legendary tradition; the Anglo-Saxon settlement

The Gregorian Mission to the English; the process of conversion, the conflict with the Celtic Church, and the development of the English kingdoms

The Kingdom of Northumbria, the supremacy of Mercia, and the coming of the Danes

Alfred the Great

Assessment Items

| Class Exercise | One in-class exercise = 20% Due: Week 14 (June 8) |
| Written Assignment: 1 | One source analysis exercise = 10% (500 words) Due: Week 7 (April 6) |
| Written Assignment: 2 | One tutorial paper = 30% (1000-1250 words) Due: Following Week |
| Written Assignment: 3 | One major essay = 40% (2000-2250 words) Due: Week 13 (June 1) |
Assumed Knowledge
20 units at any level in Ancient History or History

Ourimbah Timetable
AHIS3130 ROME BRITAIN AND ANGLO-SAXON ENGLAND
Enquiries: School of Humanities and Social Science
Semester 1 - 2006

Lecture
Thursday 10:00 - 12:00 [O_LT1] Wks 1-13

Tutorial
Thursday 14:00 - 15:00 [O_CS2.07] Wks 2-6; 8-12
or Thursday 15:00 - 16:00 [O_CS2.07] Wks 2-6; 8-12

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking);
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items
Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2006
For semester 2 courses: 31 August 2006
For Trimester 1 courses: 17 February 2006
For Trimester 2 courses: 9 June 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Contact Details

Faculty Student Service Offices
The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building) Phone: 0249 215 314

The Dean of Students
Dr Jennifer Archer
Phone: 492 15806 Fax: 492 17151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:


Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
β http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
β Type your assignments: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
β Word length: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
β Proof read your work because spelling, grammatical and referencing mistakes will be penalised.
β Staple the pages of your assignment together (do not use pins or paper clips).
β University coversheet: All assignments must be submitted with the University coversheet: www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf
β Assignments are to be deposited in the relevant discipline assignment box:
  Ourimbah students: Room H01.43
**Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

**Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- Tutorial Paper
- Major essay

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

**Special Consideration/Extension of Time Applications**

Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

**No Assignment Re-submission**

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Remarks**

Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:


**Return of Assignments**

Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

**Preferred Referencing Style**

In this course, it is recommended that you may use any system of referencing you wish, provided all footnotes/endnotes/in-text notes are consistent. **In each case page numbers of cited monographs or articles are essential.**
Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

**Bibliography:** At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:


**Student Representatives**
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**Student Communication**
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:


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<th>Grading guide</th>
<th>Fail (FF)</th>
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<th>Credit (C)</th>
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<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc.). May include extensive plagiarism.</td>
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<td>50% to 64%</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<td>75% to 84%</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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AHIS3130 ROMAN BRITAIN & ANGLO-SAXON ENGLAND
CENTRAL COAST CAMPUS - 2006

Times:
Lecture
Thursday 10-12
[TLT1]
Tutorials
Thursday 2-3
[CS2.07]
Thursday 3-4
[CS2.07]

Lecture Outline

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<td>Feb 23</td>
<td>H.M.Lindsay</td>
<td>Introduction; Caesar in Britain (55-54BC)</td>
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<td>Mar 2</td>
<td>H.M.Lindsay</td>
<td>Augustus to Caligula</td>
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<td>3</td>
<td>Mar 9</td>
<td>H.M.Lindsay</td>
<td>The Claudian Invasion and its Aftermath</td>
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<td>4</td>
<td>Mar 16</td>
<td>H.M.Lindsay</td>
<td>Vespasian to Hadrian</td>
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<td>5</td>
<td>Mar 23</td>
<td>H.M.Lindsay</td>
<td>Political, Economic and Social Life</td>
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<td>6</td>
<td>Mar 30</td>
<td>T.J.Ryan</td>
<td>Continental Background: Departure of Rome</td>
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<td>7</td>
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<td>T.J.Ryan</td>
<td>Adventus Saxonum and Age of Arthur</td>
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<td>T.J.Ryan</td>
<td>The Saxon Kingdoms</td>
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<td>Semester Break: April 14 to April 28</td>
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<td>9</td>
<td>May 4</td>
<td>T.J.Ryan</td>
<td>Christianity and the Return of Rome</td>
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<td>May 11</td>
<td>T.J.Ryan</td>
<td>England in the 7th Century</td>
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<td>May 18</td>
<td>T.J.Ryan</td>
<td>Great Age of Northumbria and Mercia</td>
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<td>12</td>
<td>May 25</td>
<td>T.J.Ryan</td>
<td>Coming of the Vikings; Age of Offa</td>
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<td>13</td>
<td>June 1</td>
<td>T.J.Ryan</td>
<td>Alfred the Great</td>
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Tutorial Topics

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<th>Tutorial Topic</th>
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School of Humanities and Social Science
1 Feb 23 --- No
   tutorial
2 Mar 2 CD1
   Introductory Tutorial: Sources for Roman Britain
3 Mar 9 CD2
   Caesar’s Expeditions in 55BC
4 Mar 16 TP1
   Claudian Invasion of Britain in AD43
5 Mar 23 TP2
   Rebellion of Boudicca in AD60
6 Mar 30 TP3
   Governorship of Agricola
7 Apr 6 --- No
   tutorial: Quiz-Source Analysis Due
8 Apr 13 CD3
   Sources for Anglo-Saxon England
   ------------------------------- Semester Break: April 14 to April 28
9 May 4 TP4
   Vortigern and the Adventus Saxonum
10 May 11 TP5
    Aethelberht of Kent and Augustine
11 May 18 TP6
    Council of Whitby in AD664
12 May 25 CD4 Essay
   Briefing
13 June 1 --- No
   tutorial: Major Essay Due

**Teaching Staff**

484058 [Contact Point at Ourimbah in H O.1-14; ‘Ph. (02) 43
Hugh Lindsay [MCLG22c; (02) 49215226; Hugh.Lindsay@newcastle.edu.au]
Terry Ryan [MCLG34b; (02) 49215228; Terry.Ryan@newcastle.edu.au]
Course Co-Ordinator

School of Humanities and Social Science
The Aims of the Course Components

(a) **Short Quiz/Source-Analysis Exercise ca. 500 words**
10 marks
The aim of this short exercise early in the Semester is to familiarise students with the nature of the source-material for the study of Roman Britain. It serves to provide an opportunity to work with the material, to (a) test basic factual knowledge arising from the early lectures, (b) determine issues such as authorial intent, bias, reliability and other essential insights into primary written and inscriptive sources.

(b) **The Tutorial: ca. 1000-1250 words**
30 marks
The aim of the Tutorial is to promote understanding of Roman Britain and Anglo-Saxon England by engaging in research and discussing the fruits of that research in a group environment. There will be a series of two Class Discussions based on primary and secondary materials, followed by two series of Formal Topics from which students are to submit a paper on a set topic.

(c) **The Major Essay: ca. 2000-2250 words**
40 marks
The aim of the Major Essay is to provide an opportunity for students to engage in more in-depth research upon a set topic based on primary and secondary materials.

(d) **Text Analysis Exercise**
20 marks
The aim of Text Analysis Exercise is to test the skills acquired in the tutorial discussion environment and to assess knowledge of material covered throughout the Course via interpretation of source material (in translation).

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**General Reading**

**Recommended Sourcebook on Roman Britain**

**Recommended Source on Anglo-Saxon England**

**Roman Britain**

Chadwick, N.
1997: 936.102 CHAD c.2
Chadwick, N.
1963: 942.01 CHAD
Dudley, D.R. & AD43-57, Batsford, 1965:
Webster, G.

---

The Celts, New Edition, Penguin,
Celtic Britain, Thames & Hudson,
The Roman Conquest of Britain

---

School of Humanities and Social Science
Frere, S. 
*Britannia: A History of Roman Britain*, Routledge, 1987: 
936.204 FRER 1987 c.3

Johnson, S. 
Later Roman Britain, Routledge & Kegan Paul, 1980: 
936.104 JOHN

Jones, M.E. 
The End of Roman Britain, Cornell, 1996: 936.104 JONE

Richmond, I.A. 

Todd, M. 
Roman Britain (55BC-AD400), Harvester Press, 1981: 
936.104 TODD

### Anglo-Saxon England

Alcock, L. 
Arthur's Britain: AD367-634, Penguin, 1973: 942.01 ALCO

Blair, P.H. 
An Introduction to Anglo-Saxon England, Cambridge, 1960: 
942.01 BLAI

Duckett, E.S. 
Alfred the Great, Chicago, 1956: 
942.01 DUCK

Fisher, D.J.V. 
The Anglo-Saxon Age c.400-1042, Longman, 1973: 942.01/24C

Higham, N.J. 
An English Empire: Bede and the Early Anglo-Saxon Kings, Manchester, 1995: 942.01 HIGH

Hodgkin, R.H. 

Higham, N.J. 
The History of the Anglo-Saxons 2 vols, Oxford, 1952: 
942.01 HODG 1952 v.1, v.2

Farmer, D.H. & Webb, J.F. 
The Age of Bede, Penguin, 1983: 
235.2 FARM 1983

Kirby, D.P. 
The Vikings in History 2nd Edition, Oriel Press, 1974: 274.2 KIRB

Logan, F.D. 
Saint Wilfrid at Hexham, The Early English Kings, Routledge, 1991: 
942.0164/ASSE

Mayr-Harting, H. 
The Coming of Christianity to Anglo-Saxon England, Batsford, 1972: 274.2 MAYR
Morris, J.
**British Isles From 350 to 650**, Weidenfeld, 1993: 942.01 MORR

Sawyer, P.H.
**From Roman Britain to Norman England**, Methuen 1978: 942.01 SAWY

Smyth, A.P.

Stevenson, W. & Whitelock, D.
**Asser's Life of King Alfred**, Oxford, 1959: 942.01 ASSE 1959
AHIS3130 ROMAN BRITAIN & ANGLO-SAXON ENGLAND

TUTORIAL TOPICS

Week 1 Thursday, February 23

No Tutorial

Week 2 Thursday, March 2

Class Discussion 1: Introduction: Sources for Roman Britain

At this meeting of the group there will be a general discussion about the nature of the written source materials for the study of Roman Britain. Attention will focus on the major writers – Caesar, Tacitus, Dio Cassius – as well as some of the minor sources and inscriptive material that has survived.

Relevant extracts will be provided in advance of the class.

Reading

Week 3 Thursday, March 9

Class Discussion 2: Caesar’s Expeditions in 55BC

You are asked to examine the primary sources, which treat Caesar’s ‘invasion’ of Britain in 55BC. To assess his motivation for the enterprise, attention needs to be paid to the crossing of the Rhine expedition, which took place earlier in the same campaign season.

- Look at the stated motivation for each of the military ventures
- Assess the legitimacy of Caesar’s claims in respect of their success or otherwise
- Are you satisfied that Caesar has presented a credible account of these ventures?
- Does the account of Dio Cassius throw any additional light on the British campaign?
- Do you regard either campaign as being ‘successful’?

The Sources
Caesar
Gallic War 4.16-19
Crossing of the Rhine, 55BC

Caesar
Gallic War 4.20-28
Invasion of Britain, 55BC

Dio Cassius
Roman History 39.51-53
Invasion of Britain, 55BC

The exercise is essentially an introduction to the reading and assessment of primary source material. Should you feel the need for the assistance of secondary material, consult the General List of works on Roman Britain.
Week 4  Thursday, March 16

Tutorial Paper 1: The Claudian Invasion of Britain, AD43.

Discuss the documents dealing with the Invasion of Britain by the Emperor Claudius in AD43.
♦ What were the aims and objectives of the Claudian invasion?
♦ How extensive was the territory actually falling under Roman control?
♦ What mechanisms were put in place to ensure the longevity of Roman involvement in Britain?
♦ You could compare the Claudian Invasion with the abortive ‘invasion’ plan of Caligula in AD40.

Primary Sources
See Ireland Docs 56-64

In addition to the relevant segments in the works listed in the Course Bibliography, you could well profit from the insights contained in some of the following specialist pieces:-

Burn, A.R. ‘The Battle of Medway, AD 43’ History 58 (1953) 105-115
Webster, G. The Roman Invasion of Britain, London, 1980 [936.204 WEBS].

Caligula’s Attempted Invasion
Suetonius Caligula 43-49
Tacitus Agricola 13
Dio Cassius 59.21; 59.25.1

For background on the affair, you could consult with profit the following modern authorities:
Balsdon, J.P.V.D. The Emperor Gaius, Oxford 1934 [937.07/16].
Bicknell P. ‘The Emperor Gaius’ Military Activities in AD 40’ Historia 17 (1968) 496-505.
You are asked to examine the major ancient sources for the Rebellion of Boudicca during the reign of the emperor Nero.

- What do they tell us about ancient perceptions of Roman barbarian-relations in the reign of Nero?
- Do they treat the subject of atrocities in an even-handed manner?
- What insights do you learn from the use of ‘speeches’ by both Tacitus and Dio?
- What impact did this rebellion have on Roman policy in Britain under Nero?

**Primary Sources**

Tacitus *Annals* 14.29-39  
Tacitus *Agricola* 14-16  
Dio Cassius *Roman History* 62.1-12

See *Ireland Docs* 65-80, especially 73-79.

The following works should prove useful in respect of background to the analysis of the ancient sources:

Bulst, C.M. ‘The Revolt of Queen Boudicca in AD 60’ *Historia* 10 (1961) 162-170.  
Scott, J. M. *Boadicea*, Constable, 1975 [936.04092 BOAD-2 SCOT; 942.01/84].  
Webster, G. *Boudica: The British Revolt Against Rome AD60*, Batsford, 1978 [942.01/105]
Week 6 Thursday, March 30

Tutorial Paper 3: The Governorship of Agricola

Points to consider
1. Why did Tacitus write about his father-in-law Agricola?
2. Was Agricola as great a man as Tacitus claims?
3. What impact did political conditions under Domitian have on the composition of the work?

Tacitus Agricola (any version)

Burn, A. R., Agricola and Roman Britain, London, 1953. [942.01/29]
[936.1/5].

Week 7 Thursday, April 6

No Tutorial. Class Quiz/Source Analysis Exercise Due.

Week 8 Thursday, April 13

Class Discussion 3: Sources for Anglo-Saxon England

In this meeting of the tutorial groups we will discuss the problems associated with employing sources as divergent in their reliability and authorial intent as Gildas’ On the Destruction of Britain, Nennius’ History of the Britons, and Bede’s Ecclesiastical History. Attention will also be paid to the Anglo-Saxon Chronicle and Asser’s Life of Alfred.

Relevant extracts will be distributed in advance of the class.

Reading
Snyder, C.A. An Age of Tyrants: Britain and the Britons A.D. 400-600, Sutton, 1998: Ch.3
‘Introduction to the Written Sources.’

Semester Break: April 14 - April 28
Week 9  Thursday, May 4

Tutorial Paper 4:  Vortigern and the Adventus Saxonum

Compare Bede's account of the arrival of the Angles and Saxons (adventus Saxonum) in Britain with those of Gildas and Nennius. In doing so, pay careful attention to their portrayal of the behaviour of Vortigern.

Primary Sources
Bede Ecclesiastical History: Book 1.11-22
Gildas Destruction of Britain: 19-26 [pp.307-313]
Nennius History of the Britons: 31-50  [pp.396-409]
Anglo-Saxon Chronicle: Years AD 443, 449, 455-456

NB In your answer pay close attention to the views expressed in:-
Jones, M.E. The End of Roman Britain, Cornell, 1996: Ch.2 ‘The Scale of the Adventus: The Literary Evidence’ and Ch.3 ‘The Anglo-Saxon Invasions.’
Ward, J.H. ’Vortigern and the End of Roman Britain’ Britannia 3 (1972) 277-289

These articles should prove profitable for background:-
Owens, E.J. ‘Zosimus, the Roman Empire and the End of Roman Britain’ Studies in Latin Literature and Roman History 8 (1997) 478-504.

Also of assistance:-
Higham, N. Rome, Britain and the Anglo-Saxons, Seaby, 1992: Ch.6 ‘The English Settlement: History and Archaeology.’ [Photo-copy in Short Loans]
Myres, J.N.L. The English Settlements, Oxford, 1989: Ch.1
Week 10 Thursday, May 11

Tutorial Paper 5: Aethelberht of Kent and Augustine

Analyse the account provided by Bede in his *Ecclesiastical History* of the methods by which Gregory the Great secured the conversion of king Aethelberht of Kent and the arguments employed to maintain his adherence to the cause of promoting Augustine’s mission and the interests of the Roman church.

Pay particular attention in your answer to the Letters sent by Gregory to abbot Mellitus (Bede HE 1.30) and to Aethelberht (Bede HE 1.32). Include in your answer a critique of the views on this issue expressed by Markus in his paper in *Studies in Church History* 6 (1970).

**Reading**

Bede HE 1.29-32


Of some use in providing background information are the following works. Do not, however, allow arguments derived from the more general secondary works to dominate your answer.


Also of assistance:-

Meyvaert, P. ‘Bede and Gregory the Great’ Jarrow Lecture (1964) 1-26. [Photo-copy in Short Loans]

Week 11

Thursday, May 18

Tutorial Paper 6: The Council of Whitby, AD664

What were the religious and political issues at stake at the Synod of Whitby in 664AD?

♦ Were dynastic tensions between Oswiu and his son Alhfrith of greater moment than the doctrinal differences between Colman (and the Celts) and Wilfrid (and the Romans)?

♦ Why do you think Oswiu of Northumbria came down on the side of Rome?

NB You MUST include in your answer a critique of the arguments presented in the 1983 paper by Abels.

Primary Sources

Bede
HE 3.25-26

Important Secondary Treatments


General Background

Fisher, D.J.V. The Anglo-Saxon Age c.400-1042, Longman, 1981: Ch.3.
Mayr-Harting, H. The Coming of Christianity to Anglo-Saxon England, Batsford, 1972: Chh 6, 7

Week 12

Thursday, May 25

Class Discussion 4: Essay Topic Briefing

Week 13

Thursday, June 1

No Tutorial: Major Essay Due
You are to choose any ONE of the following essay topics:

Topic 1  Villa Life and Social Change
Topic 2  Roman Wall Building
Topic 3  Wilfrid of York
Topic 4  Alfred the Great

Due Date: Thursday, June 1, 2006
Length: approx. 2000-2250 words
Topic 1 - Villa Life and Social Change

From your reading of the primary sources and the treatment of archaeological discoveries contained in the relevant secondary writers, discuss the general living conditions, social and economic features of the Romano-Celtic inhabitants of Britain prior to the Fifth Century.

Consider some or all of the following issues:

- To what extent was Britain a social, economic and cultural backwater of the Roman Empire?
- Is there much evidence of the Romans making a concerted effort to Romanise the native inhabitants?
- What would you say were the main features of the Villa System of rural management?
- What conclusions do you draw about the homogeneity of society and the attitude of the local (and central) government of the province towards the inhabitants from your study of the religions of Roman Britain?

Primary Sources

Ireland Documents 442-618 (random) [Docs 288-427 deal with religion]

Higham, N. Rome, Britain and the Anglo-Saxons, Seaby, 1992: Ch.2 ‘The Romanization of Britain’.

Birley, A. Life in Roman Britain, Batsford, 1964 [942.01/41].


Frere, S. Britannia, A History of Roman Britain, Routledge, 1987, Ch 12-14

Hingley, R. Rural Settlement in Roman Britain, Seaby, 1989 [307.720936/1]

Todd, M. Roman Britain. Routledge, 1981: Ch.6.

An audio visual kit may be of interest: Chedworth Roman Villa [picture], Scholastic Limited, 2000 [Hux-Audio Visual Kit: CHED]

On Religion

Green, M.J. The Gods of Roman Britain, Aylesbury, 1983 [291.09361/1].

Thomas, Charles, Christianity in Roman Britain to AD 500, University of California Press, c1981 [274.102 THOM]

Watts, D.J., Christians and Pagans in Roman Britain, Routledge, 1991 [274.101 WATT]
Topic 2 – Roman Wall Building in Britain

What are the main differences in function between Hadrian's Wall and its Antonine successor? In its heyday, who was stationed on Hadrian’s Wall, and what can we establish about life on the Wall?

Hadrian’s Wall

Guides
Bruce, J.C., Handbook to the Roman Wall (Reid, 1947) 10th ed. 913.42/24
Embleton, R. The Roman Wall Reconstructed: illustrated by Ronald Embleton / text by Charles Daniels (Graham, 1974) Pamphlet: Pam 913.362/5
Johnson, S. English Heritage Book of Hadrian’s Wall (Batsford, 1989) 936.288104/1

Life on the Wall
Bowman, A.E. Life and Letters on the Roman Frontier: Vindolanda and its People (British Museum Press, c1994) 936.2881 BOWM
Embleton, R. Hadrian's Wall in the Days of the Romans: drawn by Ronald Embleton; text by Frank Graham; maps, vignettes, and inscriptions by Gil Embleton, Eric Dale, and David Thompson, (Graham, 1984) 936.2881/1

Frontiers and their operation
Breeze, D.J. The Northern Frontiers of Roman Britain (Batsford, 1982) 623.12093611/1
Divine, D. Hadrian’s Wall: the North-West Frontier of Rome (Barnes & Noble, 1995) 942.881 DIVI
Wilson, D. R. Roman Frontiers of Britain (Heinemann, 1967) 913.42/13

The Antonine Wall

Why was a second wall built? Was it different in conception from Hadrian’s Wall?
Hanson, W. S & Maxwell, G.S., Rome’s North West Frontier: the Antonine Wall, Edinburgh University Press, c1983) 936.13/1
Wilson, D. R. Roman Frontiers of Britain (Heinemann, 1967) 913.42/13
Topic 3 – Wilfrid of York

Through an examination of the career of Wilfrid of York, discuss the relationship between the Anglo-Saxon monarchs and Christian bishoprics and monasteries in the 7th Century AD.

Did the monastic communities contribute more to government stability and an emergent ‘civilisation’ than they did to the spread of the Christian word?

What was the significance of the grants of extensive landholdings by the Crown?

What role did the Crown expect to play in the appointment of senior clerical figures?

The sources are scattered throughout the HE of Bede: use the index to find specific cases of endowments of land to various clerical figures and examine the motives given and, especially, the status of those to whom the lands are given.

Bede passim

Bede 

Cuthbert in The Age of Bede, edd. Webb & Farmer, Penguin

Bede Lives of the Abbots of Wearmouth and Jarrow in The Age of Bede, edd. Webb & Farmer, Penguin


Kirby, D.P. ‘Northumbria in the Time of Wilfrid’ in Saint Wilfrid at Hexham ed. D.P. Kirby (Oriel Press, 1974) 1-34

Mayr-Harting, H. The Coming of Christianity to Anglo-Saxon England, Batsford, 1972


Random readings from Stenton and Fisher will provide further background, with a more ‘secular’ approach than is given in Bede or Eddius.
Topic 4 - Alfred the Great

‘Alfred’s reign marked a turning point in the Danish wars, and his son and grandsons built on his political and military initiatives eventually to unite England under the rule of one king. That the House of Alfred came to dominate pre-Conquest England owed much to its extraordinarily energetic and fortunate founder in the late ninth century.’

- Alfred P. Smyth

Evaluate the contribution – military, political and cultural – of Alfred to the kingdom of Wessex and, in turn, to Anglo-Saxon England. In your opinion do his achievements render him worthy of being the only English king called ‘Great’?

Some issues for consideration include:

- The nature of his succession
- Alfred’s response to the three Viking invasions early in his reign
- The significance of Edington (AD878) and Alfred’s capture of London (AD886)
- The leadership of Alfred during the invasions of the 890’s
- His defense system
- The re-organisation of the army
- Alfred’s policies concerning literature and religion
- His codification of law

Sources

Primary
The Anglo-Saxon Chronicle AD888-900 [any edition]

Secondary
Pollard, J.

Smyth, A.P.

Balzaretti, R.
‘Alfred the Great: Propaganda and Truth’ History 56 (1971)

Davis, R.H.C.
‘Alfred and Guthrum’s Frontier’ English Historical Review 97
169-82.

Doctor, S.

Logan, F.D.

Maddicott, J.R.

Nelson, J.