AHIS3130 - Roman Britain and Anglo-Saxon England
Course Outline
Semester 2, 2009
Callaghan Campus

Course Co-ordinator: Hugh Lindsay
Room: MCLG22c
Ph: 4921 5226
Fax: 4921 6933
Email: hugh.lindsay@newcastle.edu.au
Consultation hours: Tuesdays
Semester Semster 2 - 2009
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 0.5 Hours per Week for 12 Weeks
There will be a one hour tutorial per fortnight, commencing in week 2.

Learning Materials/Texts
Ireland, S. Roman Britain: A Sourcebook, Routledge
Salway, P., A History of Roman Britain, Oxford

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2009

CTS Download Date: 19.7.09
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
<table>
<thead>
<tr>
<th>Examination: Class</th>
<th>One take home examination or equivalent task = 20% (1000 words) – handed out in week 12, to be returned at lecture or to hub on Tuesday November 3 (Week 13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>One source analysis exercise = 10% (500 words), handed out in week 6, to be returned at lecture or to hub on Tuesday August 8 (Week 7)</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>One tutorial paper or equivalent task = 30% (1000-1250 words) Due: following Week</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>One essay or equivalent task = 40% (2000 words) Due: Week 13 (November 6)</td>
</tr>
</tbody>
</table>
Assumed Knowledge
20 units at any level in Ancient History or History

Callaghan Campus Timetable
AHIS3130
ROM BRIT & ANGLO SAXON ENGLAND
Enquiries: School of Humanities and Social Science
Semester 2 - 2009
Lecture and Tutorial
<table>
<thead>
<tr>
<th></th>
<th>Tuesday</th>
<th>9:00 - 11:00</th>
<th>[V02]</th>
<th>commencing week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>Tuesday</td>
<td>12:00 - 13:00</td>
<td>[GP130]</td>
<td>commencing week 2</td>
</tr>
<tr>
<td>or</td>
<td>Tuesday</td>
<td>14:00 - 15:00</td>
<td>[PG12]</td>
<td>commencing week 2</td>
</tr>
</tbody>
</table>

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
· Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS
Students can access the University’s policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM
All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:
· applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
· 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.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:
· Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
· Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT
Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term,** except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit:

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building Hunter Hub: Level 2, Student Services Centre</td>
<td></td>
</tr>
<tr>
<td>City Precinct</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
<td></td>
</tr>
</tbody>
</table>

**Central Coast Campus (Ourimbah)**

- Student Hub: Opposite the Main Cafeteria

**OTHER CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>General enquiries Callaghan, City and Port Macquarie</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>Ourimbah</td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic Awards</td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>The Dean of Students</td>
</tr>
</tbody>
</table>

- Phone: 02 4921 5806; Fax: 02 4921 7151
- Email: resolutionprecinct@newcastle.edu.au

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

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End of CTS Entry

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School of Humanities and Social Science
Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - 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.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
## AHIS3130 Roman Britain & Anglo-Saxon England

### Lecture and Tutorial Outline

**Times:**

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Tuesday</th>
<th>9:00 - 11:00</th>
<th>[V02]</th>
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</thead>
<tbody>
<tr>
<td>or</td>
<td>Tuesday</td>
<td>11:00 - 12:00</td>
<td>[GP318]</td>
</tr>
<tr>
<td>or</td>
<td>Tuesday</td>
<td>12:00 - 13:00</td>
<td>[GP130]</td>
</tr>
<tr>
<td>or</td>
<td>Tuesday</td>
<td>14:00 - 15:00</td>
<td>[PG12]</td>
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</tbody>
</table>

**Week Date** | **Lecture Topic** | **Lecturer** | **Tutorial** |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1 28/7</td>
<td>Introduction: Caesar in Britain (55-54 BC)</td>
<td>Hugh Lindsay</td>
<td>No tutorial</td>
</tr>
<tr>
<td>2 4/8</td>
<td>Augustus to Caligula</td>
<td>Hugh Lindsay</td>
<td>Discussion Sources on Roman Britain</td>
</tr>
<tr>
<td>3 11/8</td>
<td>The Claudian invasion</td>
<td>Hugh Lindsay</td>
<td>Discussion Caesar in 55 BC</td>
</tr>
<tr>
<td>4 18/8</td>
<td>Vespasian to Hadrian</td>
<td>Hugh Lindsay</td>
<td>Topic 1 Claudian invasion</td>
</tr>
<tr>
<td>5 25/8</td>
<td>The social and economic development of Britain</td>
<td>Hugh Lindsay</td>
<td>Topic 2 Boudicca’s rebellion</td>
</tr>
<tr>
<td>6 1/9</td>
<td>Continental developments and the departure of the Romans</td>
<td>Hugh Lindsay</td>
<td>Topic 3 Agricola</td>
</tr>
<tr>
<td>7 8/9</td>
<td>Adventus Saxonum and age of Arthur</td>
<td>Terry Ryan</td>
<td>No tutorial: assessment due</td>
</tr>
<tr>
<td>8 15/9</td>
<td>The Saxon Kingdoms</td>
<td>Terry Ryan</td>
<td>Discussion Anglo Saxon sources</td>
</tr>
<tr>
<td>9 22/9</td>
<td>Christianity and the return of Rome</td>
<td>Terry Ryan</td>
<td>Topic 4 Vortigern</td>
</tr>
</tbody>
</table>

**Semester break: Monday 28/9/09- Friday 9/10/09**

<table>
<thead>
<tr>
<th>10 13/10</th>
<th>England in the 7th century</th>
<th>Terry Ryan</th>
<th>Topic 5 Aethelbert</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 20/10</td>
<td>Great age of Northumbria and Mercia</td>
<td>Terry Ryan</td>
<td>Topic 6 Whitby</td>
</tr>
<tr>
<td>12 27/10</td>
<td>Coming of the Vikings; age of Offa</td>
<td>Terry Ryan</td>
<td>Sources analysis handed out: Essay discussion</td>
</tr>
<tr>
<td>13 3/11</td>
<td>Alfred the Great</td>
<td>Terry Ryan</td>
<td>No tutorial: Source analysis due</td>
</tr>
</tbody>
</table>
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).
General Reading

**Recommended Sourcebook on Roman Britain**
Auchmuty - Book 936.203 IREL 1996 c.2
Auch - Bk - 3 Day Loan 936.203 IREL 1996

**Recommended Source on Anglo-Saxon England**

**Roman Britain**
Birley, Anthony Richard *The Roman government of Britain* Oxford ; New York : Oxford University Press, 2005
Auchmuty - Book 936.104 BIRL
Braund, David *Rulers of Roman Britain: kings, queens, governors, and emperors from Julius Caesar to Agricola* London ; New York : Routledge, 1996
Auchmuty - Book 936.204 BRAU c.2
Auchmuty - Book 936.102 CHAD
Chadwick, N. *Celtic Britain*, Thames & Hudson, 1963:
Auchmuty - Book 942.01 CHAD
*A Companion to Roman Britain* / edited by Peter A. Clayton ; contributors, Michael G. Jarrett ... [others], Oxford Phaidon 1980
Auchmuty - Quarto Book Q936.104 COMP
Dudley, D.R. & Webster, G. *The Roman Conquest of Britain AD43-57*, Batsford, 1965:
Auchmuty - Book 942.01 DUDL
Frere, S. *Britannia: A History of Roman Britain*, Routledge, 1987:
Auchmuty - Book 936.204 FRER 1987 c.3
Johnson, S. *Later Roman Britain*, Routledge & Kegan Paul, 1980:
Auchmuty - Book 936.104 JOHN
Jones, M.E. *The End of Roman Britain*, Cornell, 1996
Auchmuty - Book 936.104 JONE
Mattingly, D. J. *An imperial possession: Britain in the Roman Empire, 54 BC-AD 409*, London : Allen Lane, c2006
Auchmuty - Book 936.203 MATT
Auchmuty - Book 942.01/40
Salway, Peter *The Oxford illustrated history of Roman Britain* Oxford ; New York : Oxford University Press, 1993
Auch - Short Loans 936.2 SALW
Todd, M. *Roman Britain (55BC-AD400)*, Harvester Press, 1981:
Auch - Bk - 3 Day Loan 936.204 TODD 1999

**Anglo-Saxon England**
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blair, P.H.</td>
<td><em>An Introduction to Anglo-Saxon England</em></td>
<td>Cambridge</td>
<td>1960</td>
</tr>
<tr>
<td>Duckett, E.S.</td>
<td><em>Alfred the Great</em></td>
<td>Chicago</td>
<td>1956</td>
</tr>
<tr>
<td>Fisher, D.J.V.</td>
<td><em>The Anglo-Saxon Age c.400-1042</em></td>
<td>Longman</td>
<td>1973</td>
</tr>
<tr>
<td>Higham, N.J.</td>
<td><em>An English Empire: Bede and the Early Anglo-Saxon Kings</em></td>
<td>Manchester</td>
<td>1995</td>
</tr>
<tr>
<td>Hodgkin, R.H.</td>
<td><em>History of the Anglo-Saxons</em></td>
<td>Oxford</td>
<td>1952</td>
</tr>
<tr>
<td>Keynes, S. &amp; Lapidge, M.</td>
<td><em>Alfred the Great: Asser's Life of Alfred</em></td>
<td>Penguin</td>
<td>1983</td>
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<tr>
<td>Kirby, D.P.</td>
<td><em>The Earliest English Kings</em></td>
<td>London</td>
<td>1992</td>
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<tr>
<td>Kirby, D.P. ed</td>
<td><em>Saint Wilfrid at Hexham</em></td>
<td>Oriel Press</td>
<td>1974</td>
</tr>
<tr>
<td>Logan, F.D.</td>
<td><em>The Vikings in History</em></td>
<td>Routledge</td>
<td>1991</td>
</tr>
<tr>
<td>Mayr-Harting, H.</td>
<td><em>The Coming of Christianity to Anglo-Saxon England</em></td>
<td>Batsford</td>
<td>1972</td>
</tr>
<tr>
<td>Smyth, A.P.</td>
<td><em>King Alfred the Great</em></td>
<td>Oxford</td>
<td>1995</td>
</tr>
<tr>
<td>Stevenson, W. &amp; Whitelock, D.</td>
<td><em>Asser's Life of King Alfred</em></td>
<td>Oxford</td>
<td>1959</td>
</tr>
</tbody>
</table>
AHIS3130 ROMAN BRITAIN & ANGLO-SAXON ENGLAND

Tutorial Topics

Week 1  Tuesday July 28
No tutorial

Week 2  Tuesday August 4
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 material for the study of Roman Britain. Attention will focus on the major writers – Caesar, Tacitus and Dio Cassius – as well as some of the minor sources and inscriptional material that has survived.

Reading

Week 3  Tuesday August 11
Class Discussion 2: Caesar’s Expedition in 55 BC

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

• What is 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 Cassius Dio throw any additional light on the British Campaign?
• Do you regard either campaign as being ‘successful’?

The Sources
Caesar  Campaign across the Rhine, 55 BC  Gallic War 4.16-19
Invasion of Britain, 55 BC  Gallic War 4.20-28
Dio Cassius  Invasion of Britain, 55 BC  Roman History 39.51-53

The exercise is essentially an introduction to the reading an 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  Tuesday August 18
Tutorial Paper 1: The Claudian Invasion of Britain, AD 43

Discuss the documents dealing with the invasion of Britain by the emperor Claudius in AD 43

• 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 AD 40.

Primary sources
See Ireland Docs 56-65

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

Black, E.W. ‘Sentius Saturninus and the Roman invasion of Britain’ Britannia 31 (2001) 1-10
Auch - Short Loans 936.204 PEDD 2005
Webster, G. The Roman Invasion of Britain, London 1980, 1999
Auch - Short Loans 936.204 WEBS 1999

Caligula’s attempted invasion
Suetonius Caligula 43-49
Tacitus Agricola 13
Dio 59.21;59.25.1

Barrett, A Caligula: The Corruption of Power 1989 125-139
Auch - Short Loans 937.07092 CALI-2 BARR

Bicknell, P. ‘The emperor Gaius’ military activities in AD 40’ Historia 17 (1968) 496-505.

Week 5 Tuesday August 25
Tutorial Paper 2: The rebellion of Boudicca

You are asked to examine one of 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 speeches by 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:

Balsdon, J.P.V.D. Romans and Aliens 1979 162-170
Auchmuty - Book 937/78

Bulst, C.M. ‘The revolt of Queen Boudicca in AD 60’ Historia 10 (1960) 162-170
Frere, S. Britannia: A History of Roman Britain London 1987 70-77

Auchmuty - Book 936.204 FRER 1987 c.3

Scott, J.M. Boudicea Constable 1975

Auchmuty - Book 936.04092 BOAD-2 SCOT

Webster, G.H. Boudica: the British revolt against Rome, AD 60, Batsford 1978
Auch - Short Loans 936.04 WEBS

Week 6 Tuesday September 1
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)

Birley, A.R. ‘Agricola, the Flavian dynasty and Tacitus’ in The Ancient Historian and his materials, London
Auch - Short Loans 930 LEVI
Burn, A.R., Agricola and Roman Britain, London 1953
Hanson, W.S., Agricola and the conquest of the north, London 1987.

Week 7 Tuesday August 8
No Tutorial. Class Quiz/Source Analysis Exercise due. This will be given out in week 6.

Week 8 Tuesday September 15
Class Discussion 3: Sources for Anglo-Saxon England

In this meeting of the tutorial group 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.

By way of an illustrative exercise, the historicity of Arthur of the Britons will be examined. We will not be employing the later (abundant) stories from the post-Alfred era, but paying close attention to the earliest references (and non-references) to him in the written sources.

Relevant materials will be distributed in advance of the class.

Secondary 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;’ also ‘Appendix – A: Arthur and Merlin.’

Week 9 Tuesday September 22
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 1.11-12
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.’

These articles should prove profitable for background:

Also of assistance:
Higham, N. Rome, Britain and the Anglo-Saxons, Seaby 1992 Ch. 6 ‘The English Settlement: History and Archaeology
Myres, J.N.L. The English Settlements , Oxford 1989 Ch.1
Stenton, F.M. Anglo-Saxon England, Oxford 1989 Ch. 1

Auch -Bk-3 Day Loan 942.01 STEN 1971

**Week 10**   Tuesday October 13
**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 Aetheberht 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

**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

Blair, P.H. The World of Bede, Secker and Warburg 1971 Part 2
Auchmuty - Book 274.2 HUNT-1
Auchmuty - Book 942.01 HIGH-1
Kirby, D.P. The Earliest English Kings, Routledge 1994
Auchmuty - Book 942.01 KIRB 1992
Stenton Anglo-Saxon England, Oxford Ch. IV
Auch -Bk-3 Day Loan 942.01 STEN 1971

Sullivan, R.E. ‘The Papacy and Missionary Activity in the early Middle Ages’ Mediaeval Studies 17 (1955) 46-106

**Further items**

**Week 11**   Tuesday October 20
**Tutorial Paper 6:**  The Council of Whitby, AD 664

What were the religious and political issues at stake at the Synod of Whitby in AD 664?
- Were dynastic tensions between Oswiu and his son Alfrith 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
Eddius Stephanus Life of Wilfrid 10, tr. B. Colgrave, Cambridge 1985

**General Background**
Fisher, D.J.V. *The Anglo-Saxon Age c. 400-1042*, Longman 1981: Ch. 3.
Auchmuty - Book 942.01 FISH
Mayr-Harting, H. *The Coming of Christianity to Anglo-Saxon England*, Batsford 1972 Ch 6; 7
Auchmuty - Book 274.2 MAYR

**Week 12 Tuesday October 27**
Class Discussion 4: Source analysis due on November 3 will be handed out and there will be an Essay Topic Briefing.

**Week 13 Tuesday November 3**
No tutorial: Major essay due November 6
Major essay

Due Date: Friday November 6
Length: approx. 2000 words

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

**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)

Birley, A. *Life in Roman Britain*, Batsford 1964


Higham, N. *Rome, Britain and the Anglo-Saxons*, Seaby 1992 Ch. 2 'The Romanisation of Britain'.

Holder, P. A *The Roman Army in Britain* New York : St. Martin's Press, 1982

Hingley, R. *Rural Settlement in Roman Britain* Seaby 1989

Rivet, A. L. F *Town and country in Roman Britain* London: Hutchinson University Library [1958]

Wacher, John *The towns of Roman Britain* London : Batsford, 1975

An audio visual kit may be of interest Chedworth Roma Villa, Scholastic Limited 2000 (Huxley-Audio Visual Kit: CHED)

On religion

Green, M.J. *The Gods of Roman Britain*, Aylesbury 1983
**Topic 2 Roman Wall Building in Britain**

What are the main differences 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**


Embleton, R *The Roman Wall Reconstructed: illustrated by Ronald Embleton/ text Charles Daniels, Graham* 1974

Johnson, S. *English Heritage Book of Hadrian’s Wall*, Batsford 1989

**Life on the Wall**

Birley, R. *Vindolanda: A Roman Frontier Post on Hadrian’s Wall*, London 1977

Bowman, A.K. *Life and Letters on the Roman Frontier*

Embleton, R. *Hadrian’s Wall in the Days of the Romans/ drawn by R. Embleton; text by frank Graham; maps, vignettes and inscriptions by Gil Embleton, Eric Dale and David Thompson, Graham* 1984

**Frontiers and their operation**

Breeze, D.J *The Northern Frontiers of Roman Britain*, Batsford 1982

Divine, D. *Hadrian’s Wall: the North-West Frontier of Rome*, Barnes and Noble 1995

Wilson, D.R. *Roman Frontiers of Britain*, Heinemann 1967

**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 1983

**Topic 3 Wilfrid of York**

Through an examination of the career of Wilfrid of York, discuss the relationship between the Anglo-Saxon monarchs and Christina 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 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.

\[Bedes HE 2-5\]

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

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

Eddius Stephanus  
Life of Wilfrid in *The Age of Bede*, edd Webb & Farmer, Penguin

**Auchmuty - Book**  
274.2 WEBB 1983A

Farmer, D.H.  

**Auchmuty - Book**  
274.2 KIRB

 Kirby, D.P.  
*The Earliest English Kings*, London 1992

**Auchmuty - Book**  
942.01 KIRB 1992

Kirby, D.P  

**Auchmuty - Book**  
274.2 KIRB

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

**Auchmuty - Book**  
274.2 MAYR

Roper, M.  

**Auchmuty - Book**  
274.2 KIRB

Random reading 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]


**Auchmuty - Book**  
942.0164 ASSE
Secondary