



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Undergraduate Certificate in Local History: Evaluating the Past through British Local History

2018-2019

Course code: 1819CCR111

COURSE GUIDE

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222 www.ice.cam.ac.uk

Welcome to the **Undergraduate Certificate in Local History: evaluating the past through British local history**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course guide.

The course aims to:

1. Introduce students to the key concepts and methods of local history;
2. Enable students to identify and explore continuities and discontinuities in historical approaches;
3. Introduce students to a broad range of local history studies from the medieval, to the early modern period, to the modern period;
4. Promote critical thinking, including skills of interpreting and evaluating primary and secondary evidence, as a means of fostering independent thinking and the ability to construct a scholarly argument based upon appropriate judgements about evidence;
5. Provide students with opportunities for progression to further studies in the area of local history.

Teaching staff

Academic Director:

Dr Samantha Williams, University Senior Lecturer in Local and Regional History and Course Director of the Master of Studies in Local and Regional History from 2007/8, is an experienced local historian. Her research interests are poverty and welfare in the 18th and 19th centuries in England. She is author of *Poverty, gender and life-cycle under the English poor law* (Boydell and Brewer, 2011), *Unmarried motherhood in London, 1700-1850: pregnancy, the poor law and provision* (Palgrave Macmillan, 2018) and is co-editor of A. Levene, T. Nutt, and S.K. Williams (eds.), *Illegitimacy in Britain 1700-1920* (Palgrave Macmillan, 2005).

Tutors:

Following retirement from a senior management position in the NHS, **Dr Ken Sneath** embarked on academic study in history, achieving a first-class honours degree, a Master of Studies degree in English Local History, an MPhil and a PhD in Economic and Social History at the University of Cambridge. His doctoral thesis, 'Consumption, wealth, indebtedness and social structure in early modern England', examined the origins of the consumer revolution in the 18th century. Publications include *Godmanchester: a celebration of 800 years* (2011) and various articles on consumption in early modern England, the hearth tax and funerals in the 17th and 18th centuries. He is a lecturer in 17th- and 18th-century history and until recently was Assistant Director of Studies for

Economic History at Peterhouse, Cambridge. He is currently writing a book on the origins of the consumer revolution with Dr Jo Sear.

Dr Jo Sear lectures in local history with a particular emphasis on the late medieval period. Jo is currently engaged in writing two books: one on consumption and the consumer revolution in conjunction with Dr Ken Sneath; and a volume for the Suffolk Record Society on the manorial records of late medieval Newmarket which she is co-authoring with Dr James Davis of Queen's University, Belfast. Jo combines a range of approaches and media when presenting and makes particular use of handouts and visual images (which are always subsequently available on the VLE). She also makes use of field trips so that students can relate the topics explored in class to the local environment. She encourages students to ask questions and to debate and always welcomes input and observations. In addition, she is keen to encourage and facilitate students in undertaking their own research.

Dr Jonathan Rodell studied History at Pembroke College, Cambridge and received his doctorate for a thesis on popular religion in the 18th and 19th centuries. In 2012 he was a visiting fellow at Southern Methodist University, Dallas. The focus of his work is on grassroots history and the impact of religious ideas upon the lives of ordinary people. He is the author of *'The Rise of Methodism: a study of Bedfordshire 1736-1851'* (BHRS, 2014) and of a forthcoming volume on religion in Victorian London.

Dr Heather Falvey received her PhD from the University of Warwick. Her main historical interests are personalities and communities in the early-modern period. Her PhD thesis examined participation in particular enclosure riots that took place in Derbyshire and Cambridgeshire in the mid-17th century and she has written several articles and chapters in edited collections based on that research. Her latest publication is a chapter on issues surrounding the use of legal records to reconstruct events in the past. She has edited for publication a collection of late 18th-century recipes, several volumes of medieval wills and also the memorandum book of two early modern vicars of Buntingford (Herts). She is currently editing for publication a series of letters written by the family of Humphry Repton, the landscape gardener.

Administrative staff

Academic Programme Manager: Dr Liz Morfoot t. 01223 746226, emm30@cam.ac.uk

Programme Administrator: Ms Emily Wells t. 01223 746418, Emily.Wells@ice.cam.ac.uk

Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught for part of the course in one of 14 classrooms at Madingley Hall where classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining,

sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 ensuite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Maddingley Hall typically take around 20-25 minutes. Full directions are given on our website at: www.ice.cam.ac.uk/about-us/how-find-us

Contact details of ICE

Institute of Continuing Education
University of Cambridge
Maddingley Hall
Maddingley
Cambridge
CB23 8AQ
T: 01223 746222
www.ice.cam.ac.uk
ug-awards@ice.cam.ac.uk

Please also refer to the 'information for students' section on ICE's website www.ice.cam.ac.uk/studying-with-us/information-for-students and the 2018/19 Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Information correct as at 9 March 2018

Syllabus for first unit
Michaelmas term 2018

Introduction to Local History

Start date	14 October 2018	End date	2 December 2018
Day	Sundays	Time	10.00 am – 5.30 pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutors	Dr Jo Sear & Dr Ken Sneath	No of meetings	3 x Sunday day-schools on 14 October, 4 November and 2 December and half a day school with fieldtrip on 25 November 2018

Aims

- To introduce students to the approaches and themes of local history;
- To enable them to acquire the basic skills and knowledge required of a local historian;
- To introduce students to the range of primary and secondary sources available to local historians;
- To analyse the problems surrounding the interpretation of historical sources and to enable students to acquire some of the skills needed to evaluate them critically and present them in a written format;
- To encourage reflection upon the extent to which the history of a local community replicates that of the region and nation.

Content

This unit is designed to introduce you to the theory and practice of local history. We will give you practical advice on the wide range of sources available to local historians and show you how these can be accessed, interpreted and used. These will include sources that are available via the internet, in local record offices and in the local environment. Various tools which are of use to the local historian will be discussed and explored including palaeography and topography. Finally, you will be given basic guidance on how to present your research in a written format.

Presentation of the unit

Each day-school will involve seminars led by the tutors, practical work on a range of primary and secondary sources and discussion. Primary source material will include taxation documents, wills, inventories and parish registers. You will also have online support through our Virtual Learning Environment. The course will also include a field trip to visit a local community (Godmanchester) in

order to explore the development of this community and to consider the extent to which surviving buildings shed light on the themes covered by the course. There will be a fieldtrip to Godmanchester.

Provisional lecture list

KS = Ken Sneath

JS = Jo Sear

Date	Session	Content
Sunday 14 October 2018 10.00am – 5.30pm (1pm Lunch)	Lecture 1	What is 'local' history? (JS)
	Lecture 2	Study Skills (JS / KS) <ul style="list-style-type: none"> • Assessment • Essay writing • Document analysis • Internet resources
	Lecture 3	Introduction to sources (JS) <ul style="list-style-type: none"> • Government records • Wills and inventories • Taxation records
	Lecture 4	Sources (KS) <ul style="list-style-type: none"> • Maps and aerial images • Parish registers • Census returns
Sunday 4 November 2018 10.00am – 5.30pm (1pm Lunch)	Lecture 1	Local and general history – the Anglo-Saxons (JS)
	Lecture 2	Local and general history – the Middle Ages (JS)
	Lecture 3	Six revolutions (KS)
	Lecture 4	Introduction to transcribing (palaeography) (JS / KS)
Sunday 25 November 2018 10.00am - 5.30pm (1pm Lunch)	Lecture 1	Topography (JS)
	Lecture 2	Introduction to Godmanchester (KS)
	Fieldtrip	Visit to Godmanchester (JS / KS)
Sunday 2 December 2018 10.00am – 5.30pm (1pm Lunch)	Lecture 1	Introduction to demography (KS)
	Lecture 2	Analysis and interpretation of sources (KS)
	Lecture 3	Palaeography (JS / KS)
	Lecture 4	Original documents (JS)

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- show a good basic knowledge of the theory and practice of local history;
- place local history into a broader historiographical context;
- transcribe some original historical documents;
- interpret and critically evaluate a range of historical sources.

Student assignments

As part of a Certificate course, this unit requires a commitment to reading and pre-class preparation. Coursework will be in the form of two assignments weighted 20% (document evaluation) and 80% (essay), to a total of 3,700 - 4,000 words overall.

Students will be encouraged to participate in discussion and in class work. They will also be encouraged to read some of the set texts from the reading list. They will be expected to undertake two of the tutor-assigned tasks detailed below. The document exercise should comprise between 900 - 1,000 words and the essay assignment should comprise 2,800 - 3,000 words.

Section 1 (20%)

A critical evaluation of a document supplied by the tutor.

Students will have a choice of two documents: a census return or an extract from Domesday Book. This assignment is designed to demonstrate your ability to interpret and analyse documentary sources. You need to identify the document and who wrote it and why, and who would read it. Consider its strengths and weaknesses. You need to interpret the internal evidence of the document: what it is about? How might the local historian use the document? What other sources might supplement the evidence contained in it? You also need to read and use secondary sources in order to place the document within its wider context. Assignment length: between 900 and 1,000 words.

Section 2 (80%)

An essay of between 2,800 and 3,000 words.

This assignment is designed to demonstrate that you have developed analytical skills appropriate for a local historian. It should also demonstrate that you are able to place the local urban and/or rural experience within a broader historiographical and geographical context.

Please discuss your essay choice with the tutor beforehand. Some relevant books have been listed in the separate bibliographies under each topic. If you require a copy of any of the suggested articles, please ask the tutor. Other secondary material will be of use, including course handouts. You should try to refer to primary sources, either original documents or printed transcripts. Please ensure that you provide full references for all original documents and printed primary sources as well as for secondary sources. Where applicable, it would be helpful to the tutor if you supplied (as an appendix) a copy or transcript of the principal original source(s) to which you are referring.

1. How does local history differ from other branches of historical study?
2. Discuss the topographical development of a settlement of your choice (this should be limited to a maximum period of three hundred years which you are asked to identify).
3. To what extent did national political or economic history impact on the development of a settlement of your choice? (This should be limited to a maximum period of three hundred years which you are asked to identify).
4. Discuss the occupational structure prior to the 20th century of a settlement of your choice (this should be limited to a maximum period of three hundred years which you are asked to identify). Place this into an appropriate regional / national context.

Students who wish to create their own essay topic must discuss and agree the title in writing with the tutor beforehand.

Students are expected to submit their assignments online and feedback on assignments is delivered online.

*Closing date for the submission of the assignments: **before 12 noon on Monday 7 January 2019 (Greenwich Mean Time).***

Reading and resource list

Author	Title	Publisher and date
M Bailey	The English Manor: c.1200-c.1500	Manchester, 2002
J Beckett	Writing Local History	Manchester, 2007
J Black	Eighteenth-Century Britain: 1688-1783	Springer 2008
D Dymond*	Researching and Writing Local History: A Practical Guide	Carnegie 2016
D Dymond and E Martin (eds)	An Historical Atlas of Suffolk	Suffolk, 1999
C Dyer et al	New Directions in Local History Since Hoskins	Hertfordshire, 2011
J Fillmore	Internet Sites for Local Historians	BALH, 2017
S Friar	The Companion to Local History	Stroud, 2011
D Hey	The Oxford Companion to Local and Family History	Oxford, 2010
E Higgs	Making Sense of the Census Revisited	London, 2005
P Hindle	Maps for Historians	Chichester, 1998
R Houston	The Population of Britain and Ireland: 1550-1750	Cambridge, 1992
T Kirby and S Oosthuizen	An Atlas of Cambridgeshire and Huntingdonshire History	Cambridge, 2000
E Lord	Investigating the Twentieth Century	Stroud, 1999
H Marshall*	Palaeography for Family and Local Historians	Chichester, 2010
L Munby et al	Reading Tudor and Stuart Handwriting	BALH, 2002
M Ryan and N Higham	The Anglo-Saxon World	Yale, 2015
P Parker	History of Britain in Maps: Over 90 Maps of our nation through time	Collins, 2017
K Sneath and P Sneath	Godmanchester: A Celebration of 800 Years Also available in a Kindle version from Amazon: http://www.amazon.co.uk/Godmanchester-Celebration-Years-Ken-Sneath-ebook/dp/B0058CX412/ref=sr_1_3?s=books&ie=UTF8&qid=1454877223&sr=1-3&keywords=godmanchester	Cambridge, 2012
A Tarver	Church Court Records	Chichester, 1995

K Tiller*	English Local History: an Introduction	Stroud, 2001
P Wade-Martins	An Historical Atlas of Norfolk	Norfolk, 1998
M Wood	Domesday: A Search for the Roots of England	Various editions

*Key Texts

Syllabus for second unit

Lent term 2019

Communities and culture in early modern England

Start date	13 January 2019	End date	10 March 2019
Day	Sundays	Time	10.00am – 5.30 pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutors	Dr Heather Falvey	No of meetings	4 x Sunday day-schools on 13 and 27 January, 24 February, 10 March 2019

Aims

- To introduce students to various aspects of culture and social relations in early modern communities;
- To familiarise students with a wide variety of sources available for the study of early modern culture;
- To enable students to analyse such documentary sources and extract information from them.

Content

In this unit, we will consider various aspects of culture in early modern England. Firstly, since it played perhaps the most important role in communal life, we will look at religion, and the changes that were made to its practice. Next, as the size of population increased rapidly during the period, we will consider the 'sorts' of people who comprised that population and also material culture in the period. Then, because the population growth increased the proportion of poor, we will consider social relations between the poor and those who were better off, and how the latter provided for the former. Finally we will look at culture in the neighbourhood, including neighbourliness, custom and memory, to investigate how people viewed each other and their surroundings.

Presentation of the unit

Student participation will be an important part of the course. During each session the tutor will set the topic in its context and provide examples of local practices. Copies of relevant printed source material will be distributed for analysis and discussion within the class. Students will be expected to read a particular article in preparation for the final session of each day-school which will comprise a discussion of the case study provided in that article.

Provisional lecture list

Date and Theme	Session	Content
Sunday 13 January 2019 10.00am – 5.30pm (1pm Lunch) Religious culture	To read in advance	Christopher Marsh, “‘The pride of noise’: drums and their repercussions in early modern England”, <i>Early Music</i> , 39:2 (2011), pp.203-216
	Lecture 1	Changes in the practice of religion, c.1500-1580,
	Lecture 2	Local institutions: the abolition of gilds and chantries; how were they replaced?
	Lecture 3	Public books (the English Bible, Foxe’s Book of Martyrs) and private books (primers and catechisms)
	Lecture 4	Practical: music in early modern England
Sunday 27 January 2019 10.00am – 5.30pm (1pm Lunch) Population growth and social status	To read in advance	Hindle, S., ‘Below stairs at Arbury Hall: Sir Richard Newdigate and his household staff, c.1670-1710’, <i>Historical Research</i> , Vol. 85, Issue 227 (February 2012), pp.71-88
	Lecture 1	Population size and growth: counting the people
	Lecture 2	‘Sorts’ of people
	Lecture 3	Material culture; food and drink
	Lecture 4	Practical: glimpses of culture in wills and inventories
Sunday 24 February 2019 10.00am-5.30pm (1pm Lunch) Social relations: the poor in the community	To read in advance	McIntosh, M. K., ‘Poor relief in Elizabethan English communities: an analysis of collectors’ accounts’, <i>Economic History Review</i> , 67 (2014), pp. 331-357.
	Lecture 1	Attitudes towards the local poor
	Lecture 2	Dealing with outsiders
	Lecture 3	The ‘memorandum book’ of Layston parish (Buntingford, Herts.)
	Lecture 4	Practical: records for the poor
Sunday 10 March 2019 10.00am – 5.30pm (1pm Lunch) Cultural neighbourhood	To read in advance	Heather Falvey, ‘Interpreting the Instrument of Government: objections to the 1654 election in the Isle of Ely’, <i>Parliamentary History</i> , 31 (2012), pp. 133-151
	Lecture 1	Neighbourliness and ‘gossips’
	Lecture 2	Custom
	Lecture 3	Landscape and memory
	Lecture 4	Practical: political participation

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- evidence knowledge of various aspects of culture and social relations in communities during the early modern period, including changes that occurred;
- demonstrate an understanding of the ways in which various early modern records can be used to provide information on culture and social relations, including the limitations of those documents;
- analyse documentary sources and extract information from them.

Student assignments

As this is a Certificate course (equivalent at least to first-year undergraduate standard) it will require a strong commitment to reading and pre-class preparation.

Students will be invited to contribute to class discussion. Before each day-school students will be directed to an article that is available online which will be relevant to the final session of that day-school and which students will be expected to read before that session.

Coursework will be in the form of two assignments weighted 20% (document evaluation) and 80% (essay), to a total of 3,700 - 4,000 words overall.

Section 1 (20%)

A critical evaluation of a document supplied by the tutor.

Students will have a choice of two documents: church court records (from 1584) and eligibility criteria for a bread dole (from c.1636). This assignment is designed to demonstrate your ability to interpret and analyse documentary sources. You need to identify the document and who wrote it and why, and who would read it. Consider its strengths and weaknesses. You need to interpret the internal evidence of the document: what it is about? How might the local historian use the document? What other sources might supplement the evidence contained in it? You also need to read and use secondary sources in order to place the document within its wider context.

Assignment length: between 900 and 1,000 words.

Section 2 (80%)

An essay of between 2,800 and 3,000 words.

This assignment is designed to demonstrate that you have developed analytical skills appropriate for a local historian. It should also demonstrate that you understand various aspects of culture and social relations in communities during the early modern period, including changes that occurred. It should relate to part or all of the period covered by the course i.e. c.1500-c.1700.

Please discuss your essay choice with the tutor. Some relevant books have been listed after each question but you will be able to find plenty of other suitable reading material, in particular in the supplementary booklists provided for each teaching session. All essays should show awareness of the historiographical debates on the topic, as well as research in printed primary sources.

Essay titles

The suggested reading comprises the most relevant books and articles for that essay but you must consult other books and articles as well. And do not forget books on the main course reading list.

1. What effects did the abolition of religious guilds and chantries have on the religious and social life of a parish? Illustrate your answer using examples from various parishes.

V. R. Bainbridge, *Gilds in the Medieval Countryside: Social and Religious Change in Cambridgeshire c.1350-1558* (1996)

S. Doran and C. Durston, *Princes, Pastors and People: The Church and Religion in England, 1500-1700* (2nd edition, 2003)

E. Duffy, *The Stripping of the Altars: Traditional Religion in England 1400-1580* (1992)

K. Farnhill, *Guilds and the Parish Community in Late Medieval East Anglia, c.1470-1550* (2001)

C. Marsh, *Popular religion in Sixteenth-Century England* (1998)

J. J. Scarisbrick, *The Reformation and the English People* (1984)

2. Using one or more sets of published churchwardens' accounts that cover the period c.1500-c.1560 (i.e. before, during and after the 1530s and 1540s), discuss the various changes made to the building and fabric of the parish church(es) and to the practice of religion in the parish(es) concerned. Include in your analysis the rate at which the changes occurred in relation to official policy.

3. What was the relationship between literacy and Protestantism? Give examples of some of the religious books that were available and discuss how ideas in them were circulated.

John Bernard, Donald McKenzie and Maureen Bell, (eds.), *The Cambridge History of the Book in Britain*, vol. IV, 1557-1695 (CUP, 2002)

David Cressy, *Literacy and the Social Order: reading and writing in Tudor and Stuart England* (CUP, 1980)

Eamon Duffy, 'The Godly and the Multitude in Stuart England', *The Seventeenth Century*, 1 (1986), pp.31-55

Adam Fox, *Oral and Literate Culture in England, 1500-1700* (2000)

Ian Green *Print and Protestantism in early modern England* (OUP, 2000)

Margaret Spufford, 'First Steps in Literacy: the reading and writing experiences of the humblest seventeenth-century spiritual autobiographers', *Social History*, 4 (1979), pp.407-35.

Tessa Watt, *Cheap Print and Popular Piety, 1550-1640* (1991)

4. Describe how the language of sorts developed during the early modern period. Was local society highly stratified? Did people move up and/or down the social scale?

Jonathan Barry and Christopher Brooks, (eds), *The Middling Sort of People: Culture, Society and Politics in England, 1550-1800* (1994)

William Harrison, *The Description of England*, ed. G. Edelen (Folger Shakespeare Library, 1994)

Joan R. Kent, 'The Rural "Middling Sort" in Early Modern England, circa 1640-1740: Some Economic, Political and Socio-Cultural Characteristics', *Rural History*, 10:1 (1999), 19-54.

Keith Wrightson, "'Sorts of people" in Tudor and Stuart England', in Barry and Brooks, (eds), *The Middling Sort of People: Culture, Society and Politics in England, 1550-1800* (Basingstoke, 1994), pp.28-51

Alexandra Shepard, *Accounting for oneself: worth, status, and the social order in early modern England* (Oxford, 2015)

5. Discuss various ways in which communities tried to assist the growing number of poor people in early modern England. Where some groups within the same community were dealt with differently, discuss how, and why, giving examples from various parishes.

S. Hindle, *On the Parish?: The Micro-politics of Poor Relief in Rural England c. 1550-1750* (2004)

M. K. McIntosh, *Poor Relief in England 1350-1600* (2012)

M. K. McIntosh, *Poor Relief and Community in Hadleigh, Suffolk, 1547-1600* (2013)

P. Slack, *Poverty and policy in Tudor and Stuart England* (1988)

P. Slack, *From reformation to improvement: public welfare in early modern England* (Oxford, 1999)

6. What sources can be used to calculate the size of the population of an early modern community? Discuss the problems involved in such calculations. Using a printed Hearth Tax return, analyse the population of a particular community at that time, indicating its size and composition.

various articles in *Local Population Studies*

various articles by Tom Arkell

N. Evans and S. Rose (eds), *Cambridgeshire Hearth Tax: Michaelmas 1664 Returns* (2000)

other published Hearth Tax returns, see <http://www.hearthtax.org.uk/>

K. Schurer and T. Arkell (eds), *Surveying the People* (1992)

7. Was there a decline of 'neighbourliness' in the early modern period?. Give examples from various communities.

Bernard Capp, *When Gossips Meet: Women, family and neighbourhood in early modern England* (2003)

Malcolm Gaskill. 'Witchcraft and Neighbourliness in Early Modern England', in Steve Hindle, Alexandra Shepard and Jon Walter, (eds.), *Remaking English society: social relations and social change in early modern England* (Woodbridge, 2013) pp. 211-232.

Keith Wrightson, 'Mutualities and obligations: changing social relationships in early modern England', *Proceedings of the British Academy*, 139 (2006), pp. 157-194

Keith Wrightson, 'The "decline of neighbourliness" revisited', in Norman L Jones and Daniel Woolf (eds), *Local Identities in Late Medieval and Early Modern England* (Palgrave, Basingstoke, 2007), pp.19-49

Tim Stretton, 'Written obligations, litigation and neighbourliness, 1580-1680' in Steve Hindle, Alexandra Shepard and John Walter, eds., *Remaking English society: social relations and social change in early modern England* (Woodbridge, 2013), pp.189-210

8. What constituted 'popular culture'? How did it differ from 'elite culture'? Give examples from various communities.

Barry Reay, ed., *Popular Culture in Seventeenth-century England* (1985)

Barry Reay, *Popular Cultures in England 1550-1750* (1998)

Tim Harris, ed., *Popular culture in England, c. 1500-1850* (1995)

David Underdown, *Revel, Riot and Rebellion: Popular politics and culture in England 1603-1660* (1985)

9. Describe and discuss various types of features in the landscape that reminded people of past practices and events. What was remembered and how did these features perpetuate customs and memories?

Alexandra Walsham, *The Reformation of the Landscape: Religion, Identity and Memory in Early Modern Britain and Ireland* (2011)

Nicola Whyte, 'Landscape, memory and custom: parish identities c.1550-1700', *Social History*, 32, 2 (May 2007), pp. 166-186

Nicola Whyte, *Inhabiting the Landscape: Place, Custom and Memory, 1500-1800* (2009)

Andy Wood, *The Memory of the People: Custom and Popular Senses of the Past in Early Modern England* (2013)

Students who wish to create their own essay topic must discuss and agree the title in writing with the tutor beforehand.

Students are expected to submit their assignments online and feedback on assignments is delivered online.

Closing date for the submission of the assignments: before 12 noon on Monday 1 April 2019 (British Summer Time).

Reading and resource list

Author	Title	Publisher and date
T Arkell, N Evans, & N Goose (eds.)	<i>When Death Do Us Part: Understanding and Interpreting the Probate Records of Early Modern England</i>	Leopard's Head Press, 2000

V R Bainbridge	<i>Gilds in the Medieval Countryside: Social and Religious Change in Cambridgeshire c.1350-1558</i>	Boydell, 1996
J Barry and C Brooks, (eds.)	<i>The Middling Sort of People: Culture, Society and Politics in England, 1550-1800</i>	Macmillan, 1994
B Capp	<i>When Gossips Meet: Women, family and neighbourhood in early modern England</i>	Oxford UP, 2003
D Cressy & L Ferrell	<i>Religion and Society in early modern England: a sourcebook</i>	Routledge, 1996
S Doran & C Durston	<i>Princes, Pastors and People: The Church and religion in England, 1500-1700</i>	2nd edition, Routledge, 2003
S Doree (ed.)	<i>The Early Churchwardens' Accounts of Bishops Stortford 1431-1558</i>	Herts Record Society, 1994
M Drake (ed.)	<i>Population Studies from Parish Registers</i>	Blackwell, 1994
E Duffy	<i>The Stripping of the Altars: Traditional Religion in England 1400-1580</i>	Yale UP, 1992
E Duffy	<i>The Voices of Morebath: Reformation and Rebellion in an English Village</i>	Yale UP, 2001
D Dymond (ed.)	<i>The Churchwardens' Book of Bassingbourn, Cambridgeshire, 1496-c.1540</i>	Cambs Record Society, 2004
N Evans and S Rose (eds.)	<i>Cambridgeshire Hearth Tax Returns, Michaelmas 1664</i>	British Record Society & Cambs Record Society, 2000
H Falvey & S Hindle (eds.)	<i>"This Little Commonwealth": The Layston parish memorandum book</i>	Herts Record Society, 2003
K Farnhill	<i>Guilds and the Parish Community in Late Medieval East Anglia, c.1470-1550</i>	York Medieval Press, 2001
A Fox	<i>Oral and Literate Culture in England 1500 - 1700</i>	Oxford UP, 2000
I Green	<i>The Christian's ABC: Catechisms and Catechizing in England, c.1530-1740</i>	Clarendon, 1996
P Griffiths, A Fox, & S Hindle (eds.)	<i>The Experience of Authority in Early Modern England</i>	Macmillan, 1996
A Hadfield, M Dimmock & A Shinn (eds.)	<i>The Ashgate Research companion to Popular Culture in Early Modern England</i>	Ashgate, 2014
T Harris (ed.)	<i>Popular culture in England, c.1500-1850</i>	Macmillan, 1995

W Harrison	<i>The Description of England</i> , ed. G. Edelen	Folger Shakespeare Library, 1994
S Hindle	<i>On the Parish? The Micro-politics of Poor Relief in Rural England c.1550 - 1750</i>	Oxford UP, 2004
N L Jones and D Woolf (eds.)	<i>Local Identities in Late Medieval and Early Modern England</i>	Palgrave, 2007
C Marsh	<i>Popular religion in Sixteenth-Century England</i>	Macmillan, 1998
P Marshall	<i>Heretics and Believers: A History of the English Reformation</i>	Yale UP, 2017
M K McIntosh	<i>Poor Relief in England 1350-1600</i>	Cambridge UP, 2012
M K McIntosh	<i>Poor Relief and Community in Hadleigh, Suffolk, 1547-1600</i>	Herts UP, 2013
B Reay (ed.)	<i>Popular Culture in Seventeenth-century England</i>	Croom Helm, 1985
B Reay	<i>Popular Cultures in England, 1550-1750</i>	Longman, 1998
J J Scarisbrick	<i>The Reformation and the English People</i>	Blackwell, 1984
K Schurer & T Arkell (eds.)	<i>Surveying the People: the interpretation and use of document sources for the study of population in the later seventeenth century</i>	Leopard's Head Press, 1992
P Slack	<i>From reformation to improvement: public welfare in early modern England</i>	Oxford UP, 1999
P Slack	<i>Poverty and policy in Tudor and Stuart England</i>	Longman, 1988
D Underdown	<i>Revel, Riot and Rebellion: Popular Politics and Culture in England 1603-1660</i>	Oxford UP, 1985
A Walsham,	<i>Providence in early modern England</i>	Oxford UP, 1999
A Walsham	<i>The Reformation of the Landscape: Religion, Identity and Memory in Early Modern Britain and Ireland</i>	Oxford UP, 2011
T Watt	<i>Cheap Print and Popular Piety, 1550-1640</i>	Cambridge UP, 1991
N Whyte	<i>Inhabiting the Landscape: Place, Custom and Memory, 1500-1800</i>	Windgather, 2009
A Wood	<i>The Memory of the People: Custom and Popular Senses of the Past in Early Modern England</i>	Cambridge UP, 2013
S J Wright	<i>Parish, church and people: local studies in lay religion 1350-1750</i>	Hutchinson, 1988

*K Wrightson	<i>English Society 1580-1680</i>	Routledge, 1993 (reprint)
* K Wrightson (ed.)	<i>A Social History of England 1500-1750 (2017)</i>	CUP, 2017
E A Wrigley (ed.)	<i>English Population History</i>	CUP, 1997
E A Wrigley & R Schofield (eds.)	<i>The Population History of England & Wales, 1550-1851</i>	CUP, 1981

Website addresses

Early Modern Web: <http://earlymodernweb.org.uk>

British History Online: www.british-history.ac.uk

Earls Colne, Essex: Records of an English Village 1375-1854:

<http://linux02.lib.cam.ac.uk/earlscolne/>

Hearth Tax project: <http://www.hearthtax.org.uk/>

Historical currency conversion and price/value comparisons:

www.nationalarchives.gov.uk/currency

People in Place: Families, Households and Housing in London 1550-1720:

www.history.ac.uk/cmh/pip/

The Cambridge Group for the History of Population and Social Structure (CAMPOP):

www.hpss.geog.cam.ac.uk/research

The Court of Chivalry 1634-40: www.court-of-chivalry.bham.ac.uk

Foxe's Book of Martyrs: www.hrionline.ac.uk/johnfoxe/

Syllabus for third unit

Easter term 2019

The death of Christian England:

the impact of the First World War on English churches and churchgoing

Start date	5 May 2019	End date	9 June 2019
Day	Sundays	Time	10.00am – 5.30 pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutor	Dr Jonathan Rodell	No of meetings	3 x Sunday day-schools on 5 and 19 May and 9 June and a fieldtrip on 2 June 2019

Aims

- To explore the way in which the First World War may have influenced the place of organised religion in English society.
- To place that process within the context of the local community.
- To evaluate a variety of interpretations.

Content

In 1914 organised religion played a central role in English society. Local churches and chapels were major centres of social, educational, welfare and even sporting networks. Political discourse was framed by denominational rivalries. What role did these institutions play in Britain's decision to go to war? And what impact did the war have on attitudes towards organised religion? Did the war fatally undermine the standing of the churches? Or did it accelerate a process of marginalisation that had been underway for some time?

The unit aims to introduce students to these themes and to the various historical debates about them. It will encourage students to develop a variety of analytical and historical skills by introducing them to the range of sources available for studying the social history of religion and by demonstrating how to interpret them and place them in a local, and a wider context.

Presentation of the unit

The day-schools will consist of lectures and discussions led by the tutor, and work on primary and/or secondary sources. All of the themes will be explored both at the level of a national overview and through local case studies, with a particular focus on the south Midlands. There will also be a field trip.

Provisional lecture list

Date	Session	Content
Sunday 5 May 2019 10.00am – 5.30pm (1pm Lunch)	Lecture 1	Church and Chapel: English religion on the eve of the Great War
	Lecture 2	Doves and Hawks: attitudes to war and the military
	Lecture 3	The gathering storm: causes of the Great War
	Lecture 4	The momentous moment: August 1914
Sunday 19 May 2019 10.00am – 5.30pm (1pm Lunch)	Lecture 1	The gates of hell: religion at the front
	Lecture 2	Angels and spirits: responses to grief and loss
	Lecture 3	Change and decay: church and society 1914-18
	Lecture 4	Introducing the document exercise
Sunday 2 June 2019	Fieldtrip	Meet at Madingley Hall for tour of war memorials
Sunday 9 June 2019 10.00am – 5.30pm (1pm Lunch)	Lecture 1	Remembrance
	Lecture 2	Religion in the inter-war years
	Lecture 3	Alternative perspectives
	Lecture 4	Introducing the essays

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Discuss critically the main historiographical debates on the impact of the First World War upon organised religion in England;
- Identify the primary sources available to the local historian engaging with debates in the secondary literature, and evaluate those sources critically.

Student assignments

The unit requires a commitment to pre-class preparation and to active involvement in class discussions.

Coursework will be in the form of two assignments weighted 20% (document evaluation) and 80% (essay), to a total of 3,700 - 4,000 words overall.

Section 1 (20%)

A critical evaluation of a document supplied by the tutor.

Students will have a choice of three documents: an extract from Mudie-Smith's *The Religious Life of London*, an article from the *Aylesbury Wesleyan Circuit Magazine* 1911, and three letters home from the Western front. This assignment is designed to demonstrate your ability to interpret and analyse documentary sources. You need to identify the document and who wrote it and why, and who would read it. Consider its strengths and weaknesses. You need to interpret the internal evidence of the document: what it is about? How might the local historian use the document? What

other sources might supplement the evidence contained in it? You also need to read and use secondary sources in order to place the document within its wider context. Assignment length: between 900 and 1,000 words.

Section 2 (80%)

An essay of between 2,800 and 3,000 words.

A choice of titles is given below. This assignment is designed to demonstrate that students have developed analytical skills appropriate for a local historian. It should also demonstrate that they are able to identify local experiences within a broader historical and geographical context and that they can engage with historical debates on a particular topic. Students should try to cite local and regional examples where relevant and try to establish how typical they were.

Please ensure that you reference any original documents, printed primary sources or secondary works on which you rely. Guidance on referencing is available on the VLE.

1. 'Cheerleaders for imperialism' – to what extent is this an accurate assessment of the English churches in August 1914?
2. Why was there so little religion among British troops during the First World War?
3. What role did the churches play on the Home Front during the First World War?
4. Assess the claim that war memorials of the Great War reflect a shift in English religious culture.
5. Would church attendance have declined in England without the Great War?

The assignment should be between 2,800 and 3,000 words and will attract 80% of the final mark for the unit.

Students who wish to create their own essay topic must discuss and agree the title in writing with the tutor beforehand.

Students are expected to submit their assignments online and feedback on assignments is delivered online.

Closing date for the submission of the assignments: **before 12 noon on Monday 1 July 2019 (British Summer Time).**

Reading and resource list

Author	Title	Publisher and date
S Bird	<i>Stepney: Profile of a London Borough from the Outbreak of the First World War to the Festival of Britain, 1914-1951</i>	Cambridge Scholars 2012
C Brown	<i>The Death of Christian Britain</i>	Routledge 2001
C Brown	<i>Religion and Society in Twentieth-century Britain</i>	Pearson 2006
J Cox	<i>The English Churches in a Secular Society: Lambeth, 1870-1930</i>	Oxford 1982
D Crane	<i>Empires of the Dead: How One Man's Vision Led to the Creation of WW1's War Graves</i>	Collins 2013
R W Davis	<i>Religion and Irreligion in Victorian Society</i>	Routledge 2013
P Donaldson	<i>Ritual and Remembrance: the Memorialisation of the Great War in East Kent</i>	Cambridge Scholars 2006
D Erdozain	<i>The Problem of Pleasure: Sport, Recreation and the Crisis of Victorian Religion</i>	Boydell 2010
S J D Green	<i>Religion in the Age of Decline: Organisation and Experience in Industrial Yorkshire</i>	CUP 1996
A Gregory	<i>The Last Great War: British Society and the First World War</i>	CUP 2008
A Hastings	<i>A History of English Christianity 1920-1990</i>	SCM 1991
A Hoover	<i>God, Germany, and Britain in the Great War: A Study in Clerical Nationalism</i>	Praeger 1989
P Howson	<i>Muddling Through. The Organisation of British Army Chaplaincy in World War One</i>	Helion 2013
P Jenkins	<i>The Great and Holy War: How World War 1 Changed Religion For Ever</i>	Lion 2014
P Longworth	<i>The Unending Vigil: A History of the Commonwealth War Graves Commission</i>	Secker and Warburg 1986
A Martin	<i>The Last Crusade: the Church of England in the First World War</i>	Duke University 1974
H McLeod	<i>Religion and Society in England 1850-1914</i>	MacMillan 1996
E Milligan	<i>Faith Under Fire: Anglican Army Chaplains and the Great War</i>	Palgrave 2011
J Morris	<i>Religion and Urban Change: Croydon 1840-1914</i>	Boydell 1992
S Parker	<i>God and War</i>	Ashgate 2012

M Snape	<i>God and the British soldier</i>	Routledge 2005
M Snape	<i>The Clergy in Khaki</i>	Ashgate 2013
A Wilkinson	<i>Dissent or Conform? War, Peace and the English Churches, 1900-45</i>	SCM 1986
A Wilkinson	<i>The Church of England and the First World War</i>	SCM 1996
S C Williams	<i>Religious Belief and Popular Culture in Southwark c. 1880-1939</i>	Clarendon 1999
J Winter	<i>Sites of Memory, Sites of Mourning</i>	CUP 1998
J Wolffe	<i>God and Greater Britain: Religion and National Life in Britain and Ireland 1843-1945</i>	Routledge 1994

TIMETABLE

Michaelmas 2018

Introduction to Local History

Day-school 1	14 October 2018
Day-school 2	4 November 2018
Day-school 3 with half-day Fieldtrip	25 November 2018
Day School 4	2 December 2018

Lent 2019

Communities and culture in early modern England

Day-school 1	13 January 2019
Day-school 2	27 January 2019
Day-school 3	24 February 2019
Day-school 4	10 March 2019

Easter 2019

The death of Christian England: the impact of the First World War on English churches and churchgoing

Day-school 1	5 May 2019
Day-school 2	19 May 2019
Fieldtrip	2 June 2019
Day-school 3	9 June 2019

Assignment submission dates are normally 3 weeks after final teaching session of term.

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222 www.ice.cam.ac.uk