



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Undergraduate Certificate in the Making of the English Landscape: Landscape History and Archaeology

2021-22

Course code: 2122CCR041

COURSE GUIDE

Welcome to the **Undergraduate Certificate in the Making of the English Landscape: Landscape History and Archaeology**, 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: www.ice.cam.ac.uk/info/academic-credits-cats-points

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 programme will be taught remotely, through pre-recorded lectures which students can access at times convenient to them in addition to scheduled live sessions where tutor and students will gather for discussion. While attendance at the live sessions is encouraged, all sessions will be recorded and will be accessible via the Virtual Learning Environment (VLE). Discussion forums and suggestions for additional reading and resources will also be found on the VLE.

The programme aims to:

- to demonstrate a broad understanding of the key concepts and themes underlying the development of the English landscape, a distinctively interdisciplinary topic that draws on archaeology together with historical evidence, historical and physical geography, historical ecology, and ecclesiastical and vernacular architecture;
- to demonstrate a critical approach to the selection and evaluation of a core range of sources for primary evidence, and the choice of appropriate methods for their analysis and interpretation to begin to explain the history of the English landscape;
- to begin to formulate and test hypotheses to explain the development of particular landscapes based on an analytical and critical approach to sources and methods;
- to begin to demonstrate the relationship between the particular evidence of specific sites and landscapes in specific periods and the wider context of the general scholarly literature within which such landscapes are located;
- to make informed choices for subsequent more specialised study on the basis of their understanding of the range of disciplines, sources and methods involved in analysis and interpretation of landscape archaeology and history.

Transferable skills for further study and employability

- The capacity for independent thought and judgement
- The development of independent learning, study and time management skills
- The deployment of skills in critical reasoning
- The development of competence in using IT to support one's work
- The ability to work with others, productively and equitably
- The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

¹ 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

Teaching staff

Tutors:

Professor Stephen Upex Stephen has written on a wide variety of topics related to British landscape history and archaeology and his interests range from Roman and Saxon landscapes and archaeology to medieval open fields systems. He has directed excavations on Roman and Saxon sites in the East Midlands and contributed to several Time Team programmes for Channel Four. In addition Stephen lectures widely within the UK, works as a freelance archaeologist and consultant. He is a member of the Chartered Institute for Field Archaeologists (MCIfA) and a Fellow of the Society of Antiquaries (FSA).

Dr Simon Draper is Assistant Editor of the Oxfordshire Victoria County History (VCH) having previously worked for the VCH in Gloucestershire (2007-10) and for the University of the West of England's "Family Names of the United Kingdom" research project which resulted in the *Oxford Dictionary of Family Names in Britain and Ireland* (2016).

A landscape archaeologist by training, his primary research interests lie in the Anglo-Saxon and medieval periods. He is the author of *Landscape, Settlement and Society in Roman and Early Medieval Wiltshire* (2006) and has written a number of articles exploring the archaeological potential of place-names.

He has taught a number of short courses for ICE on local history, surnames, place-names and boundaries in the landscape and enjoys combining practical and interactive learning.

Administrative staff

Arts and Sciences Enquiries
e. artscience@ice.cam.ac.uk t. 01223 746418 / 746236

Institute of Continuing Education

The Institute of Continuing Education's administrative headquarters are at Madingley Hall, an elegant country house built in the 16th century and set in gardens of about seven acres, designed in the 18th century by Capability Brown. Please visit www.ice.cam.ac.uk and www.madingleyhall.co.uk for further information.

Contact details of ICE

Institute of Continuing Education
University of Cambridge
Madingley Hall
Madingley
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-withus/information-for-students and the 2021-22 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.

Syllabus for first unit

Michaelmas term 2021

Prehistoric and Roman sites, monuments and landscapes

Start date	9 October 2021	End date	8 December 2021
Days	Wednesday & Saturday	Time	See list below
Tutor(s)	Professor Stephen Upex	No of meetings	14 virtual meetings

Aims

This course aims to:

- give a broad understanding of the development of the man-made landscape from about 11000 BC to the end of the Roman period;
- enable students to use the basic methods and techniques for analysing and interpreting landscape archaeology and related sources for the Roman period;
- introduce theoretical issues in the study of landscape history and archaeology;
- encourage students to be confident autonomous workers within the field through work carried out in class and through their own independent projects.

Content

Recent years have seen a mass of new and exciting landscape archaeological evidence come to light as the result of advances in technology and commercial developer funded archaeological investigations across Britain. The course distils much of this new knowledge to present a contemporary interpretation of Britain's past from a landscape perspective.

The account begins with the end of the last ice age, and follows a chronological order, ending with the withdrawal of Roman governance in AD410. Approaches to landscape study will be a key theme of this landscape course, as new techniques are developed and existing techniques are refined. Other themes given prominence are landscape change, ritual landscapes, industrial sites, settlements and defended sites, all of which are discussed in lectures will consider the evidence by historical chapters from the Mesolithic period to the Roman.

Presentation of the unit

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides) and live seminars (tutor-led discussion combined with group exercises), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include skills sessions that relate to the topics currently being addressed, and tutor drop-ins that dedicate time for students to ask questions relating to that week's work. In Unit 1, one pre-recorded lecture will be released one week in advance of the live seminar in order that students have the opportunity to watch at a time that suits them.

Provisional lecture list

NB the pattern of teaching for Michaelmas term is a one-hour pre-recorded lecture and a one hour live seminar a week, with socials / tutor Q&A sessions on alternate Saturdays.

Saturday 9 October 2021, 3.30-5pm

Tutor's welcome, introduction to course, study skills and resources – live session

Early prehistory of the landscape – live session

Wednesday 13 October 2021, 7-8pm

Neolithic society, settlement and farming – pre-recorded lecture

Neolithic society, settlement and farming – live seminar

Wednesday 20 October 2021, 7-8pm

Neolithic enclosures, causeway enclosures, henges and cursus – pre-recorded lecture

Neolithic enclosures, causeway enclosures, henges and cursus – live seminar

Saturday 23 October 2021, 4-5pm

Tutor drop in / social – live

Wednesday 27 October 2021, 7-8pm

Neolithic burial practice, the Bronze Age and the coming of metal – pre-recorded lecture

Neolithic burial practice, the Bronze Age and the coming of metal – live seminar

Wednesday November 2021, 7-8pm

Virtual artefact handling session, examining original artefacts from recent excavations – live

Saturday 6 November 2021, 3.30-5pm

Bronze Age landscapes and agriculture – pre-recorded

Tutor drop-in / social - live session

Wednesday 10th November 2021, 7-8pm

13. Iron Age Society: settlements, hillforts and farming – pre-recorded lecture

14. Iron Age Society: settlements, hillforts and farming – live seminar

Wednesday 17th November 2021, 7-8pm

15. The coming of Rome and the Roman invasion – pre-recorded lecture

16. The coming of Rome and the Roman invasion – live seminar

Saturday 20 November 2021, 4-5pm

Tutor drop in / social - live

Wednesday 24 November 2021, 7-8pm

The Roman army: forts, frontier works and roads – pre-recorded lecture

Roman towns – pre-recorded lecture

The Roman army: forts, frontier works and roads, and Roman towns – live seminar

Wednesday 1 December 2021, 7-8pm

Roman religion and burial – pre-recorded lecture

Roman religion and burial – live seminar

Saturday 4 December 2021, 4-5pm

Virtual field trip – Castor and Durobrivae (pre-recorded session)

Tutor drop in / social – live session

Wednesday 8 December 2021, 7-8pm

The end of Roman Britain – pre-recorded lecture

The end of Roman Britain – live seminar

Learning outcomes

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

- demonstrate a rigorous knowledge of British landscape history;
- identify and articulate the main chronological divisions of British prehistory;
- demonstrate knowledge of the field techniques applicable to landscape archaeology;
- evaluate the key landscape types associated with the main chronological divisions of British prehistory;
- critically assess the value of landscape studies based on case studies and be able to formulate alternative interpretations of the data;
- critically assess the notion of British prehistory in the context of regional landscape studies at both local and wider European level.

Student assessment

Students are required to write one essay of between 3000 - 4000 words on a title from the list below.

1. Choose any major monument and, or, excavation of the prehistoric or Roman periods and evaluate the key data and, or, techniques which made it significant. In particular, the contribution to understanding the broader landscape should be considered.

Choose a monument or area you know well or can visit, and see what makes the site significant both in its regional or national setting and also within the broader understanding of how such sites developed, operated, were built, were modified and ultimately declined. Try also to consider the site within its local or regional landscape of topography, soils and geology, hydrology and of course the social, economic or political situation of the area when the monument was operating. You can also assess how we know about the site through modern archaeological approaches using LIDAR, remote sensing and excavation, soil sampling etc.

2. Archaeologists like to discuss the so-called 'landscapes of the living' and the 'landscape of the dead'. What do they mean by this and is this an accurate way to see the landscape of late Neolithic and early Bronze Age Britain?

Sites in various parts of the country have elements such as their construction, layout, use of materials and associated finds which have been linked with 'The Living' and 'The Dead'. You need to elaborate on what archaeologists mean by these terms and how the arguments for this interpretation have been formulated to show that this view is how early peoples saw their landscapes.

3. Analyse the way that an area of landscape known to you has changed during the prehistoric and Roman periods. Such changes can be shown by using maps, photographs, sketches and lidar plots linked with the text of the essay.

Choose a landscape that is accessible to you or which you know well, then present, in a chronological way, and analyse evidence which shows the way that this landscape has developed. You might use the HER, LIDAR, air photographs, your own photographs and ground surveys and sketches. Your data could be presented in a series of maps charting the development of the landscape where the text of the essay forms the narrative and link the maps and other details together.

4. Evaluate the archaeological and landscape evidence for the origin, development, landscape setting and decline of Roman towns.

You might want to choose a cross section of all Roman towns or a 'class' of town (Civitas) and then look for the evidence from the archaeological record which shows how we know about such towns development and decline. This might be in the form of details of Iron Age origins, town walls, changes in town functions, town layouts and the use of space within towns and any other aspects you think significant. Clearly the position of the towns within their landscape settings of topography, soils, hydrology and their social, economic and political settings will have been important and should be considered.

5. What influence has the Roman army left on the modern landscape?

Look at the range of military installations across the landscape from forts to fortresses, the Roman frontier works, roads, posting and signal stations and assess what influence they have left on the landscape. Just how much of an influence have such sites been on later landscape development?

6. How can we detect the development of society and tribalism through archaeology and landscape history?

Assess why the monuments covered in this unit of the course were able to be constructed. Were they inspired, designed, organised and constructed by small family groups or under the auspices of significant leaders who were able to mobilise large sections of their societies to carry out work? Equally important could be the spatial landscape evidence of distributions which might suggest territories. All of these points need to be assessed in a chronological framework to show any detectable developments through time.

Closing date for the submission of assignments: Wednesday 5 January 2022 by 12 noon GMT* (*Greenwich Mean Time)

Indicative Reading and resource list

An online reading list will be available on the VLE before the course begins.

Author / editor	Year of publication	Book title or chapter in book	Publisher and place of publication
Aldhouse-Green, M.	2018	<i>Sacred Britannia: The Gods and Rituals of Roman Britain</i>	Thames and Hudson
Bradley, R.	2019	<i>The Prehistory of Britain and Ireland</i>	Cambridge University Press
*Bradley, R.	1998	<i>The Significance of Monuments</i>	London: Routledge
Bradley, R.	1984	<i>The social foundations of prehistoric Britain: themes and variations in the archaeology of power</i>	London: Longman
*Cunliffe, B.	1995	<i>Iron Age Britain</i>	London: Batsford
*Dark, K. & P. Dark	1997	<i>The landscape of Roman Britain</i>	Stroud: Sutton
*Darvill, T.	1987	<i>Prehistoric Britain</i>	London: Batsford

Darvill, T.	1996	<i>Prehistoric Britain from the air</i>	Cambridge: CUP
De la Bedoyere, G.	1993	<i>Roman villas and the countryside</i>	London: Batsford
Fleming, A.	1998	<i>The Dartmoor Reaves</i>	London: Batsford
Fowler, P.J.	1983	<i>The farming of prehistoric Britain</i>	Cambridge: CUP
*Frere, S.S. & J.K. St Joseph	1983	<i>Roman Britain from the air</i>	Cambridge: CUP
*Hoskins, W. G.	1988 ed.	<i>The Making of the English Landscape</i>	London: Hodder & Stoughton
*Jones, B. & D. Mattingly	1990	<i>An Atlas of Roman Britain</i>	Oxford: Blackwell
Megraw, J.V.S. and Simpson, D.D.A. (eds.)	1979	<i>Introduction to British Prehistory</i>	Leicester: Leicester University Press
Malone, C.	1989	<i>Avebury</i>	London: Batsford
Malone, C.	2001	<i>Neolithic Britain & Ireland</i>	Stroud: Tempus
Millett, M. Revell, L. and Moore, A.	2016	<i>The Oxford handbook of Roman Britain</i>	Oxford: OUP
Moore, T. 2017,		<i>The Later Iron Age and Beyond</i>	Oxbow
*Morehead, S and Stuttard, D.	2012	<i>The Romans who shaped Britain</i>	London: Thames and Hudson
Parker Pearson, M.	1993	<i>Bronze Age Britain</i>	London: Batsford
Pollard, J	2008	<i>Prehistoric Britain</i>	Oxford: Blackwell
Ray, K. and Thomas, R	2018	<i>Neolithic Britain</i>	Oxford

Syllabus for second unit

Lent term 2022

Continuity and Change in the Anglo-Saxon and Medieval Landscape

Start date	5 January 2022	End date	5 March 2022
Days	Wednesday & Saturday	Time	See list below
Tutor(s)	Dr Simon Draper	No of meetings	13 virtual meetings

Aims

This course aims to:

- give students a broad understanding of the development of the English landscape between 410 and 1350 AD;
- give students an overview of the range of sources available for the study of English landscape history in this period;
- enable students to master simple practical methods for the analysis and interpretation of landscapes and their history;
- enable students to gain an understanding of the relevant theoretical issues and debates, and the wider literature;
- encourage students to become confident and autonomous workers in landscape history.

Content

This unit will introduce students to a wide range of the physical evidence which can still be seen or inferred concerning the development of the English landscape between 410 and 1350 AD. This will be supported by documentary evidence, maps, aerial photographs etc. Core concepts underpinning the unit will be the balance between continuity and change in different periods, and the work of Roberts and Wrathmell in formalising definition and characteristics of 'ancient' and 'champion' landscapes.

The unit will begin with an examination of the late Roman landscape in order to trace its development over the subsequent two centuries to the end of the Anglo-Saxon settlement in about 600 AD. The major elements of and processes affecting landscape change between about 600 and 1000 AD will form the subject of the following few sessions, including clans and their territories, kingdoms and estates, towns, the influence of the church, the development of settlement and field patterns, in 'champion' and 'ancient' landscapes. The last sessions of the unit will cover the period between about 1000 and 1350 AD, looking at castles and markets, towns, settlements, gardens and moats.

Presentation of the unit

Teaching and learning will be delivered remotely through a combination of pre-recorded or live lectures (formal presentations with slides) and live seminars (tutor-led discussions combined with group exercises), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include skills sessions that relate to the topics currently being addressed, and tutor drop-ins that dedicate time for students to ask questions relating to that week's work. In Unit 2, pre-recorded lectures will be released one week in advance of the live seminar in order that students have the opportunity to watch at a time that suits them.

Provisional lecture list

NB the pattern of teaching for Lent term is a one-hour pre-recorded lecture and a one-hour live seminar once or twice a week, with two one-hour socials / tutor Q&A sessions.

Wednesday 5 January 2022, 7-9pm

Tutor's welcome, introduction to course, study skills and resources – live

The Ending(s) of Roman Britain – live lecture

Wednesday 12 January 2022, 7-8pm

The Age of Transition c. 400-700 – pre-recorded lecture

The Age of Transition c. 400-700 – live seminar and student exercises

Saturday 15 January 2022, 4-5pm

Kingdoms and Territories – pre-recorded lecture

Kingdoms and Territories – live seminar and student exercises

Wednesday 19 January 2022, 7-8pm

Anglo-Saxon Settlement and Society – pre-recorded lecture

Anglo-Saxon Settlement and Society – live seminar and student exercises

Wednesday 26 January 2022, 7-8pm

Fields, Farming and Agricultural Landscapes – pre-recorded lecture

Fields, Farming and Agricultural Landscapes – live seminar and student exercises

Saturday 29 January 2022, 4-5pm

Social / essay-writing Q&A – live

Wednesday 2 February 2022, 7-8pm

Churches in the Landscape – pre-recorded lecture

Churches in the Landscape – live seminar and student exercises

Wednesday 9 February 2022, 7-8pm

Vikings, Towns and Trade – pre-recorded lecture

Vikings, Towns and Trade – live seminar and student exercises

Saturday 12 February 2022, 4-5pm

Domesday, Documents and the Landscape – pre-recorded lecture

Domesday, Documents and the Landscape – live seminar and student exercises

Wednesday 16 February 2022, 7-8pm

Towns and Villages to 1350 – pre-recorded lecture

Towns and Villages to 1350 – live seminar and student exercises

Wednesday 23 February 2022, 7-8pm

Lordly Landscapes to 1350 – pre-recorded lecture

Lordly Landscapes to 1350 – live seminar and student exercises

Wednesday 2 March 2022, 7-9pm

Virtual field trip: Wychwood Forest (Oxfordshire) – live session

Saturday 5 March 2022, 4-5pm

Social / essay-writing Q&A – live

Learning outcomes

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

- demonstrate a broad understanding of the development of the English landscape between 410 and 1350 AD;
- demonstrate an overview of the range of sources and methods available for analysis and interpretation of English landscapes;

- be able to use appropriate sources and methods in analysing one or more specific landscapes;
- demonstrate an understanding of the relevant theoretical issues and debates drawn from the wider literature.

Student assessment

Students are required to write one essay of 3000-4000 words, choosing one of the five titles given below:

1. Using examples to illustrate your argument, evaluate the balance between change and continuity in the English landscape between c.400 and 700.

This essay asks you to consider the different types of evidence (historical, archaeological, landscape, linguistic and scientific) from across England (both the 'Anglo-Saxon East' and the 'Post-Roman British West'). Make your argument using case-studies and situated within the academic literature. Gerrard 2013 and Oosthuizen 2019 are good places to start your reading.

2. Discuss the principal developments in agriculture in England between 800 and 1100 and, using examples, critically evaluate the explanations for these changes.

Aim to cover changes in plough technology, field systems and crops with a special focus on the origins of open-field farming, using a chronological approach to the academic literature. Support your answer with academic references and case-studies. Oosthuizen 2006 and Williamson 2013 are good places to start your reading.

3. Choose an excavated and published Anglo-Saxon settlement and, using its archaeological report and other relevant academic literature, discuss the reasons for its origins, growth and development with reference to the broader landscape.

If tackling this question you should e-mail the tutor in advance to agree upon a suitable Anglo-Saxon settlement for your study. Focus on the key features of that settlement and the main reasons for its existence with reference to the surrounding landscape. Compare and contrast that settlement with similar examples, supporting your answer with academic references. Williamson 2013 and Blair 2018 would be good places to start your reading.

4. Evaluate the impact of lordship on the landscape in the period 1066 to 1350 using three case studies of your choosing.

This essay gives you the opportunity to research three landscapes in detail and present the evidence for the various ways in which medieval lordship before the Black Death is reflected in their layout and design. Try to choose sites that collectively show a variety of monument and landscape types (e.g. castles, deer parks, market towns). Remember to support your answer with references to key academic literature. Liddiard 2005 and chapters in Gerrard and Gutierrez 2018 should prove useful in getting you started.

5. Choose an English parish and (using relevant academic literature and the appropriate Historic Environment Record) assess how the changes to its buildings and landscape in the period 1000–1350 reflect wider regional and national trends.

If tackling this question you should e-mail the tutor in advance to agree upon a suitable English parish for your study. You should consider the pattern, form and development of settlement in the period, alongside the agricultural landscape and any impacts of lordship and the Church. Don't forget to compare features of your parish with others, supported by

well-chosen examples and the academic literature. Chapters in Gerrard and Gutierrez 2018 should prove helpful in getting you started.

Closing date for the submission of assignments: Wednesday 23 March 2022 by 12 noon GMT*
(*Greenwich Mean Time)

Indicative reading and resource list

An updated reading list with additional online resources will be made available to students on the VLE in advance of the start of the course.

Books

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
Banham, D. and Faith, R.	2014	<i>Anglo-Saxon Farms and Farming</i>	Oxford: OUP
*Blair, J.	2018	<i>Building Anglo-Saxon England</i>	Oxford: Princeton
Dyer, C.	2002	<i>Making a Living in the Middle Ages: The People of Britain 850-1520</i>	New Haven: Yale
*Gerrard, J.	2013	<i>The Ruin of Roman Britain: An Archaeological Perspective</i>	Cambridge: CUP
*Gerrard, C. and Gutierrez, A. (eds.)	2018	<i>The Oxford Handbook of Later Medieval Archaeology in Britain</i>	Oxford: OUP
Hamerow, H.	2012	<i>Rural Settlements and Society in Anglo-Saxon England</i>	Oxford: OUP
Hamerow, H. (ed.)	2011	<i>The Oxford Handbook of Anglo-Saxon Archaeology</i>	Oxford: OUP
*Higham, N. & Ryan, M.	2013	<i>The Anglo-Saxon World</i>	London: Yale
Hooke, D.	1998	<i>The Landscape of Anglo-Saxon England</i>	London: Leicester University Press
Liddiard, R.	2005	<i>Castles in Context: Power, Symbolism and Landscape, 1066 to 1500</i>	Bollington: Windgather
Oosthuizen, S.	2006	<i>Landscapes Decoded: The Origins and Development of Cambridgeshire's Medieval Fields</i>	Hatfield: University of Hertfordshire Press
*Oosthuizen, S.	2019	<i>The Emergence of the English</i>	Leeds: Arc Humanities
Reynolds, A.	1999	<i>Later Anglo-Saxon England: Life & Landscape</i>	Stroud: Tempus
*Roberts, B.K. and Wrathmell, S.	2002	<i>Region and Place: A study of English Rural Settlement</i>	London: English Heritage
Williamson, T.	2003	<i>Shaping Medieval Landscapes: Settlement, Society, Environment</i>	Bollington: Windgather
*Williamson, T.	2013	<i>Environment, Society and Landscape in Early Medieval England: Time and Topography</i>	Woodbridge: Boydell

Online resources

Anglo-Saxon Churches in England <http://www.anglo-saxon-churches.co.uk>

British History Online <http://www.british-history.ac.uk>

Early British Kingdoms <http://www.earlybritishkingdoms.com>

Electronic Sawyer: Anglo-Saxon charters www.esawyer.org.uk

English Heritage *Introduction to Heritage Assets (Archaeology)* offers excellent short summaries of recent research on archaeological sites and topics e.g. *Animal Management, Field Systems, Linear Frontiers, Medieval Settlements, River Fishers and Coastal Weirs* etc.

<http://www.englishheritage.org.uk/caring/listing/criteria-for-protection/scheduling-selection-guides/IHAs/>

Key to English Place-Names, English Place-Name Society <http://kepn.nottingham.ac.uk>

National Archives guides, e.g. <http://www.nationalarchives.gov.uk/help-with-your-research/research-guides/common-lands/>

Portable Antiquities Scheme, www.finds.org.uk

The Labyrinth: Resources for medieval studies (reasonably good, but a number of broken links) <https://blogs.commonsgorgetown.edu/labyrinth/categories/english-old/>

Old maps online <http://www.lib.cam.ac.uk/collections/departments/maps/links/online-maps-old>

Syllabus for third unit

Easter term 2022

Interpreting late medieval and postmedieval landscapes

Start date	2 April 2022	End date	1 June 2022
Days	Wednesday & Saturday	Time	See list below
Tutor(s)	Professor Stephen Upex	No of meetings	13 virtual meetings

Aims

This course aims to:

- give a broad understanding of the development of the landscape from about 1350 to the 19th century;
- enable students to use the basic methods and techniques for analysing and interpreting landscape archaeology and related sources for the period;
- introduce theoretical issues in the study of landscape history and archaeology;
- encourage students to be confident autonomous workers within the field through work carried out in class and through their own independent projects.

Content

The landscapes of the late and post medieval period are ones of great change caused by population fluctuations, economic developments and political and social upheaval. This unit of the course aims to take students through these basic topic areas by looking in detail at the rural landscape. The landscape in the post black death period of 1348 saw desertions of villages, agricultural change and the rise of towns. By the 16th and 17th centuries these changes had again been modified due to the impact that the dissolution of the monasteries had in allowing a 'land grab' which created large park areas with country houses, gardens and vistas. Later still the impact of the enclosures on both agriculture and populations were very significant and eventually heralded the start of the industrial revolution with canals railways and improved transport links. All of these major topics will be viewed through the archaeological and landscape evidence that is detectable with the landscape today.

Presentation of the unit

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides) and live seminars (tutor-led discussion combined with group exercises), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include skills sessions that relate to the topics currently being addressed, and tutor drop-ins that dedicate time for students to ask questions relating to that week's work. In Unit 3, up to two pre-recorded lectures will be released one week in advance of the live seminars in order that students have the opportunity to watch at a time that suits them. Two hours of live sessions will be offered each week, with some virtual fieldtrips or object handling sessions available in the Saturday drop-ins.

Provisional lecture list

NB the pattern of teaching for Easter term, which is shorter than the other terms this year, is two hours of pre-recorded lectures and two hours of seminars a week, with socials / tutor Q&A sessions on alternate Saturdays.

Saturday 2 April 2022, 4-5pm

Tutor's welcome, study skills, resources and introductory lecture - live

Wednesday 6 April 2022, 7-8pm

Introduction and the landscape of late Mediaeval Britain – pre-recorded lecture

Introduction and the landscape of late Mediaeval Britain – live seminar

Saturday 9 April 2022 4.00-5.00pm

The 'landscape of control' – pre-recorded lecture

The 'landscape of control' – live seminar

Lectures released 11 April (to be viewed over Easter)

Village development – pre-recorded lecture

Deserted mediaeval villages – pre-recorded lecture

Saturday 23 April 2022, 3-4.30pm

Virtual object handling – live session

Tutor drop in / social - live

Wednesday 27 April 2022, 7-8pm

Village development – Pre-recorded

Deserted mediaeval villages – live seminar

Lectures released Wednesday 4 May, 7-8pm

Parish churches after 1350 – pre-recorded lecture

Late- and post-mediaeval agriculture and farming live seminar

Saturday 7 May 2022 4.00-5.00pm

Parish churches after 1350 –Pre-recorded

Late- and post-mediaeval agriculture and farming – live seminar

Wednesday 11 May 2022, 7-8pm

Virtual field trip to Fotheringhay Pre-recorded

Tutor drop in / social – live

Wednesday 18 May 2022, 7-8pm

Roadways, trackways and features in the landscape –Pre-recorded

The enclosures – live seminar

Saturday 21 May 2022 4.00-5.00pm

Roadways, trackways and features in the landscape – pre-recorded lecture

The enclosures – Live seminar

Wednesday 25 May 2022 7.00-8.00

Virtual field trip to Warmington Pre-recorded

Practical session – maps and documents – live seminar

Wednesday 1 June 2022 7.00-8.00pm

The rise of the country house and garden development + Post-enclosure landscapes, the growth of towns, transport and industries – pre-recorded lecture

Tutor drop in / social – live session

Learning outcomes

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

- Demonstrate knowledge of British landscape history;
- identify and articulate the main chronological divisions of the late and post medieval period;
- demonstrate knowledge of the field techniques applicable to landscape archaeology;
- evaluate the key landscape types associated with the main chronological divisions of the late and post medieval period;
- critically assess the value of landscape studies based on case studies and be able to formulate alternative interpretations of the data;
- critically assess the way that the late and post medieval period have developed in the context of regional landscape studies at both local and wider national level.

Student assessment

Students are required to write one essay of between 3000 and 4000 words on a title from the list below.

1. Choose any major archaeological monument type (e.g. deserted villages/ garden remains / canals) or, excavation of a late or post medieval site(s) and analyse the key data and, or, techniques which made it significant. In particular, the contribution to understanding the broader landscape should be considered.

Choose a monument or area you know well or can visit, assess what makes the site significant both in its regional or national setting, and also within the broader understanding of how such sites developed, operated, were built, were modified and ultimately declined. Try also to consider the site within its local or regional landscape of topography, soils and geology, hydrology and of course the social, economic or political situation of the area when the monument was operating. You can also assess how we know about the site through modern archaeological approaches using LIDAR, remote sensing and excavation, soil sampling, etc.

2. What are the most significant changes to have occurred within the landscape over the past 1000 years and how would you justify your views?

Look closely at the landscape we have covered in this unit and assess what have been the most significant changes to the physical, economic, social and political landscapes of the country. This may be in the form of major monuments that remain such as canals which have provided both physical remains and influenced the economic landscape of the day to monastic dissolution (and many others) changing the fabric of religious life, society, the economy and also leaving major physical remains.

3. Analyse the way that an area of landscape known to you has changed during the late and post medieval period. Such changes can be shown by using maps, photographs, sketches and lidar plots linked with the text of the essay.

Choose a landscape that is accessible to you or you know well and then present, in a chronological way, and analyse evidence which shows the way that this landscape has developed. You might use the HER, LIDAR, air photographs, your own photographs and ground surveys and sketches. Your data could be presented in a series of maps charting the development of the landscape where the text of the essay forms the narrative and link the maps and other details together.

4. In what ways can the landscape historian or archaeologist explore the impact of farming and agricultural practices in the late and post medieval period?

Look through the range of data that is available for research into this topic including LIDAR, air photographs, archives in their various forms, ground surveys and contemporary published accounts of farming and then assess how farming has changed the landscape. You should also consider the impact of soils, geology, hydrology, topography and social, economic and political influences.

5. The gradual move from castle to county house changed the landscape of England in many ways. What can archaeology and landscape evidence tell us about these changes?

6.

You should assess the development of buildings (castle to county house) in the light of social, economic defensive and political changes, and how such changes manifested themselves in the features that survive within the landscape.

Closing date for the submission of assignments: Friday 10 June 2022 by 12 noon BST* (*British Summer Time)

Reading and resource list

Most of the texts below, where asterisked, will be available through the course online reading list, Leganto; additional academic papers and journal articles will be added to Leganto as the course progresses.

Books

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
*Ashton, M. and Gerrard, C.	2013	<i>Interpreting the English Village.</i>	Windgather Press
Barnwell, P.S. and Palmer, M.	2007	<i>Post medieval landscapes</i>	Macclesfield: Windgather Press
Bersford, M. W. and Hurst, J. (eds.)	1990	<i>Wharram Percy Deserted medieval Village</i>	London: English Heritage
*Beresford, M.W. and St Joseph, J.K. (eds.)	1979	<i>Medieval England</i>	Cambridge: CUP
*Christie, N and Stamper, P.	2012	<i>Medieval Rural Settlement</i>	Macclesfield: Windgather Press
Crossley, D.	1990	<i>Post medieval archaeology</i>	Leicester: Leicester University Press
Foard, G., Hall, D. and Partida, T.	2009	<i>Rockingham Forest : An Atlas of the medieval and early modern landscape</i>	Northampton: Northamptonshire Record Society
*Hoskins, W.G.	1988	<i>The making of the English landscape</i>	London: Hodder
Johnson, M.	2002	<i>Behind the castle gate: from Medieval to Renaissance</i>	London: Routledge

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| *Muir, R. | 2000 | <i>The new reading the landscape.
Fieldwork in landscape history</i> | Exeter: University of
Exeter Press |
| Partida, T, Hall, D. and
Foard, G. | 2013 | <i>An Atlas of Northamptonshire : The
medieval and early modern
landscape</i> | Oxford: Oxbow
Books |
| *Williamson, T. | 2003 | <i>Shaping medieval landscapes</i> | Macclesfield:
Windgather Press |

TIMETABLE

Michaelmas term 2021

Prehistoric and Roman sites, monuments and landscapes

Session 1	Saturday 9 October 2021
Session 2	Wednesday 13 October 2021
Session 3	Wednesday 20 October 2021
Session 4 Tutor drop-in/ Social	Saturday 23 October 2021
Session 5	Wednesday 27 October 2021
Session 6	Wednesday 3 November 2021
Session 7 Virtual field trip/ Tutor drop-in/ Social	Saturday 6 November 2021
Session 8	Wednesday 10 November 2021
Session 9	Wednesday 17 November 2021
Session 10 Tutor drop-in/ Social	Saturday 20 November 2021
Session 11	Wednesday 24 November 2021
Session 12	Wednesday 1 December 2021
Session 13 Virtual field trip/ Tutor drop-in/ Social	Saturday 4 December 2021
Session 14	Wednesday 8 December 2021

Lent term 2022

Continuity and Change in the Anglo-Saxon and Medieval Landscape

Session 1	Wednesday 5 January 2022
Session 2	Wednesday 12 January 2022
Session 3 Tutor drop-in/ Social	Saturday 15 January 2022
Session 4	Wednesday 19 January 2022
Session 5	Wednesday 26 January 2022
Session 6 Tutor drop-in/ Social	Saturday 29 January 2022
Session 7	Wednesday 2 February 2022
Session 8	Wednesday 9 February 2022
Session 9 Tutor drop-in/ Social	Saturday 12 February 2022
Session 10	Wednesday 16 February 2022
Session 11	Wednesday 23 February 2022
Session 12 Virtual field trip	Wednesday 2 March 2022
Session 13 Tutor drop-in/ Social	Saturday 5 March 2022

Easter term 2022

Interpreting late medieval and postmedieval landscapes

Session 1	Saturday 2 April 2022
Session 2	Wednesday 6 April 2022
Session 3	Saturday 9 April 2022
Session 4	Week 11 April 2022
Session 5 Tutor drop-in/ Social	Saturday 23 April 2022
Session 6	Wednesday 27 April 2022
Session 7	Wednesday 4 May 2022
Session 8	Saturday 7 May 2022
Session 9 Virtual field trip/ Tutor drop-in/ Social	Wednesday 11 May 2022
Session 10	Wednesday 18 May 2022
Session 11	Saturday 21 May 2022
Session 12 Virtual field trip	Wednesday 25 May 2022
Session 13 Tutor drop-in/Social	Wednesday 4 June 2022

Whilst every effort is made to avoid changes to this course, changes to course-content and structure and timings may be made. Students will be consulted on any changes.