



UNIVERSITY OF  
CAMBRIDGE

Institute of Continuing Education

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# **Undergraduate Certificate in the Study of Medieval England**

**2022-2023**

Course code: 2223CCR008

## **COURSE GUIDE**

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University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ  
Tel 01223 746222 [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)

## Course Overview

Welcome to the **Undergraduate Certificate in the Study of Medieval England**, 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 and each unit (term) is equally weighted, in terms of credits. 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 is taught over three termly units and a syllabus and reading and resource list for each of these units are included in this course specification. It is part of the Certificate Programme in the *Study of Early Medieval and Medieval England* which offers an interdisciplinary overview of the chronological development of English archaeology, history, landscape and architecture between about 400 and 1500 AD through two pathways.

The course explores the High Middle Ages, — from its flowering between about 1100 and 1300 AD, and its adaptations between 1300 and 1500 to climatic variation, demographic decline and economic shifts — through political history, landscape archaeology, and art and architecture.

The Programme aims to:

1. Offer a broad introduction for students to the principal concepts, models, interpretations and debates for explaining the origins and development of the medieval period;
2. Provide students with opportunity to examine a range of evidence from different disciplinary perspectives through the rich conceptual and theoretical structure of the course;
3. Familiarise students with a broad range of primary data sources;
4. Develop students with an awareness of appropriate methods for their critical analysis, interpretation, evaluation and synthesis.

## Learning Outcomes

On completion of the Certificate Programme, students should be able to

### Knowledge and understanding

- demonstrate a broad understanding of key concepts, methodologies and theories in those aspects of history, archaeology, historic environment, and art and architecture covered within each pathway of the Certificate;
- begin to demonstrate the relationship between the particular evidence of specific Anglo-Saxon and/or medieval documents, objects, buildings, landscapes and other related evidence and relevant models, debates and hypotheses expressed in the general scholarly literature;
- make informed choices for subsequent more specialised study on the basis of their understanding of the range of disciplines, sources and methods involved in the study of Anglo-Saxon and medieval history, archaeology, landscapes, art and architecture;

### Skills and other attributes

- demonstrate familiarity with a broad range of primary data sources, and to be aware of appropriate methods for their critical analysis, interpretation, evaluation and synthesis;
- begin to select and evaluate a limited number of forms of primary evidence for addressing specific questions in each of the inter-related disciplines included in the Certificate, and to begin to make critical choices of appropriate methods for analysis and interpretation in each;
- begin critically to evaluate the strengths and weaknesses of arguments in the wider scholarship;
- using evidence from a limited range of sources, to begin to construct explanations, arguments, hypotheses, models and interpretations in relation to a pre-established task or question, showing an awareness of their strengths and weaknesses;.

## 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

## Course Assessment

Each pathway is made up of three units, which must be completed successfully for the achievement of the award. Each unit is independently assessed on the basis of satisfactory completion of one or more assignments, totalling 3,000 – 4,000 words or their equivalent.

Students who successfully complete the two non-overlapping 60-credit Certificates in the Study of Early Medieval England and in the Study of Medieval England are eligible to receive the 120-credit Certificate of Higher Education in the Study of Early Medieval and Medieval England at FHEQ level 4.

## 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 learning<sup>1</sup>. 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.

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

## Academic Directors

### Dr Gilly Carr

Dr Gilly Carr is Associate Professor and Academic Director in Archaeology at the Institute of Continuing Education, a Fellow and Director of Studies in Archaeology of St Catharine's College and a Member of the McDonald Institute of Archaeological Research. She works in the field of Conflict Archaeology and post-conflict Heritage Studies. Her current research focuses on the European heritage of Holocaust sites and she is chairing a five-year international project on this subject. She is the author of seven monographs and seven edited volumes; her most recent book is 'Victims of Nazism in the Channel Islands: A legitimate heritage?' (Bloomsbury 2019).

**Dr Lydia Hamlett** is Academic Director in History of Art at the Institute of Continuing Education and a Fellow and Director of Studies at Murray Edwards College, University of Cambridge. She has published a book on mural painting in Britain in the long seventeenth century, *Mural Painting in Britain 1630-1730: Experiencing Histories* (Routledge, 2020). Lydia previously worked in the museums and heritage sectors, including at Tate, the Fitzwilliam Museum, Kettle's Yard and the National Trust. She co-founded, and is on the steering group for, the British Murals Network ([britishmurals.org](http://britishmurals.org)). Lydia's PhD was on ecclesiastical art and architecture in Venice in the Renaissance and she has supervised undergraduates at the University of Cambridge since 2003 on a broad range of subjects.

**Dr Samantha Williams**, is Reader in Social History and has been Course Director of the Master of Studies in Local and Regional History from 2007/8. Her research interests are poverty and welfare in the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> 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

**Dr Miriam Gill** is a founder member of Leicester Vaughan College and also enjoys teaching non-accredited courses at the Attenborough Arts Centre. She relishes researching and delivering courses on all areas of Art History.

**Mr Richard Partington** is Senior Tutor of St John's College, Cambridge. He is an Affiliated Lecturer in the Cambridge History Faculty, where he lectures on Medieval Britain. He writes and has broadcast on British politics, political leadership, war, foreign policy, law and crime in the fourteenth century, especially during the rule of Edward III (1327-77) in England, and has recently completed a book on state-formation in the thirteenth- and fourteenth-century England.

**Dr Ellie Pridgeon** currently focuses on St Christopher imagery, in particular the patronage of wall paintings (and related imagery) in the medieval church building.

Dr **Caitlin Green** completed her doctoral thesis at the University of Oxford and is the author of *Concepts of Arthur* (2007) and *Britons and Anglo-Saxons: Lincolnshire AD 400-650* (second edition, 2020). Her principal research interests lie in the history, archaeology, place-names and literature of early medieval Britain; long-distance trade, migration and contacts; and landscape and coastal history. She is a Fellow of the Society of Antiquaries (FSA), a member of the International Sachsensymposium, and on the Editorial Board of the History of Lincolnshire Project; she is currently engaged in an interdisciplinary study of the pre-Modern landscape evolution of the Lincolnshire Marshes..

## Administrative staff

Arts and Sciences Enquiries
e. <a href="mailto:artscience@ice.cam.ac.uk">artscience@ice.cam.ac.uk</a> t. 01223 746418 / 746236

## Venue

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](http://www.ice.cam.ac.uk) and [www.madingleyhall.co.uk](http://www.madingleyhall.co.uk) for further information.

## Contact details of ICE

Institute of Continuing Education  
University of Cambridge  
Madingley Hall  
Madingley  
Cambridge CB23 8AQ Website: [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)

Please also refer to the 'information for students' section on our website <http://www.ice.cam.ac.uk/info-for-applicants> and the [2022/23 Student Handbook](#) 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.

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# The Landscape Archaeology of Medieval England

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<b>Start date</b>	15 October 2022	<b>End date</b>	10 December 2022
<b>Days</b>	See list below	<b>Time</b>	See below
<b>Tutor</b>	Dr Caitlin Green	<b>No of meetings</b>	13 virtual live meetings

## Aims

This course aims:

- to explore some of the key concepts, debates and themes in the landscape history/archaeology of medieval England;
- to begin to develop a critical approach to the selection and evaluation of a range of sources and methods for identifying and explaining the landscape history/archaeology of the period;
- to use case studies to show how medieval landscape archaeology/history contributes to a wider understanding of medieval society.

## Content

The unit demonstrates how English social and economic history is traced in medieval settlements, fields, pastures and other aspects of the landscape.. The first part of the course takes the period from 1000 to 1350; the second focuses on the later Middle Ages until about 1540. It begins with an examination, through the landscape, of the radical changes around the time of the Norman Conquest in landholding and settlement; it moves on to explore the influence of rapidly-increasing populations and international markets on settlements, field patterns and non-arable land use; the final sessions of the course critically assess how, and why, landscapes and settlements saw sometimes radical evolution from the later 14<sup>th</sup> century.

## Presentation of the unit

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides) and live (but recorded) seminars (tutor-led group discussion, during which students are encouraged to be interactive and participative), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include tutor drop-ins that dedicate time for students to ask questions relating to that week's work. In Unit 1, 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

The teaching on this unit follows a pattern of weekly sessions, where one pre-recorded lecture is released each week (which can be watched at leisure in your own time) and one live seminar, which is held on a Wednesday night. In addition, there are fortnightly Saturday socials, which are an opportunity to talk informally with your fellow students and the tutor.

**Saturday 15 October 2022, 2.30-5pm – live seminar**

Meeting the group, Tutor's welcome, introduction to the VLE and study skills

Rural settlements and houses – live lecture

**Wednesday 19 October 2022, 7-8pm**

Fields and the agricultural year - pre-recorded lecture

Fields and agricultural year – live seminar and student exercises

**Wednesday 26<sup>th</sup> October 2022, 7-8pm**

Meadows, pastures, woods and commons – pre-recorded lecture

Meadows, pastures, woods and commons – live seminar and student exercises

**Saturday 29 October 2022, 4-5pm**

Tutor drop in / social plus discussion of study materials and assignments - live

**Wednesday 2 November 2022, 7-8pm**

Region and place – pre-recorded lecture

Region and place – live seminar and student exercises

**Wednesday 9 November 2022, 7-8pm**

Towns, markets and travel – pre-recorded lecture

Towns, markets and travel – live seminar and student exercises

**Saturday 12<sup>th</sup> November 2022, 4-5pm**

Tutor drop in / social

**Wednesday 16 November 2022, 7-8pm**

Lordly landscapes: castles, parks and palaces – pre-recorded lecture

Lordly landscapes: castles, parks and palaces – live seminar and student exercises

**Wednesday 23 November 2022, 7-8pm**

– live

Ecclesiastical landscapes: churches in the medieval landscape – pre-recorded lecture

Ecclesiastical landscapes: churches in the medieval landscape – live seminar and student exercises

**Saturday 26 November 2022, 4-5pm**

Tutor drop in / social / discussion of assignments

**Wednesday 30 November 2022, 7-8pm**

The earlier 14<sup>th</sup> century: a time of terror - and opportunity? – pre-recorded lecture

The earlier 14<sup>th</sup> century: a time of terror - and opportunity? – live seminar and student exercises

### **Wednesday 7 December 2022, 7-8pm**

Later Mediaeval rural landscapes – pre-recorded lecture

Later Mediaeval rural landscapes – live seminar and student exercises

### **Saturday 10 December 2022, 3-5pm**

End of course summary & Q&A – live

Tutor drop in / social / discussion of assignments – live

## **Student assignments**

### **Essay titles**

Students should choose any TWO of the essays questions given below, each of 1,500-2,000 words, such that the two assignments together come to 3,000-4,000 words. Students must discuss and agree the location of case study areas in advance with the tutor. The weighting of the essays is 50-50.

1. Choose one factor from the list below and explain, using evidence and examples to support your argument, how it had a significant impact on the medieval landscape:
  - (a) climate change
  - (a) commercial imperatives
  - (b) lordly influence
  - (c) peasant land management
  - (d) population growth.
2. Taking a single parish, take a component of its landscape such as its settlements, field system(s), commons, woods or meadows. First describe this accurately, and then explain how you think it originated and evolved. For this option, you must agree a specific wording for the title with the course tutor in advance of beginning the work.
3. Using specific examples and case studies, compare and evaluate the usefulness of between two and four sources for interpreting and explaining the history of the medieval landscape (including archaeological evidence, if you wish).

Note: sources should be properly referenced, and a bibliography of works cited must be appended. The use of illustrations, including photographs, is encouraged, although these should be relevant (that is support a point) rather than being purely adornments to the text.

### **Closing date for the submission of assignments:**

**Wednesday 4 January 2023 by 12.00 (noon) GMT\*** (\*Greenwich Mean Time)

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

## **INDICATIVE READING LIST**

The list below is a general reading list offering some key texts and interesting local studies, rather than comprehensive on specific topics; more specific reading related to the weekly topics will be provided on the VLE each week. Where relevant, students will be given additional, but limited, reading lists specifically tailored to their own assignment topics and questions.

Author	Title	Publisher
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Aston, M.	<i>Interpreting the Landscape</i>	Routledge, 1985
Bailey, M.	<i>A Marginal Economy? East Anglian Breckland in the Later Middle Ages</i>	CUP, 2008
Bowden, M., Brown, G. & Smith, N.	<i>An Archaeology of Town Commons</i>	English Heritage, 2009
Dyer, C. and Jones, R.	<i>Deserted Villages Revisited</i>	Herfordshire UP, 2010
Gerrard, C.M. and Gutiérrez, A.	<i>The Oxford handbook of later medieval archaeology in Britain</i>	Oxford 2018
Hall, D.	<i>The open fields of England</i>	Oxford, 2014
Miles, S. A.	<i>Parks in Medieval England</i>	Oxford 2009
Oosthuizen, S.	<i>Landscapes Decoded</i>	Herts UP, 2006
Oosthuizen, S.	'Introduction to the text', <i>The Ely Coucher Book, 1249-50. The Bishop of Ely's Manors in the Cambridgeshire Fenland</i> , eds. F. Wilmoth and S. Oosthuizen, 7-17	Cambridge 2015
Rippon, S.	<i>Making Sense of an Historic Landscape</i>	Oxford UP, 2012
Roberts, B.K. and Wrathmell, S.	<i>Region and Place: A Study of English Rural Settlement</i>	English Heritage, 2002
Stocker, D. and Everson, P.	<i>The Straight and Narrow Way: Fenland Causeways and the Conversion of the Landscape in the Witham Valley, Lincolnshire, in The cross goes north : processes of conversion in northern Europe, AD 300-1300 / edited by Martin Carver</i>	Woodbridge: Boydell 2003
White, G.	<i>The Medieval English Landscape, 1000-1540</i>	Bloomsbury 2012

### Online resources, an outline list

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

Historic England Heritage Assets <https://historicengland.org.uk/listing/selection-criteria/scheduling-selection/ihas-archaeology/>

Historic England Research Publications <https://historicengland.org.uk/research/research-results/research-publications/>

Key to English Place-Names, University of Nottingham <http://kepn.nottingham.ac.uk>

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

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



## Syllabus for Unit 2

Lent term 2023

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# The Political Culture of Medieval England

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<b>Start date</b>	18 January 2023	<b>End date</b>	18 February 2023
<b>Days</b>	See list below	<b>Time</b>	See below
<b>Tutors</b>	Mr Richard Partington	<b>No of meetings</b>	See list below

### Aims

This course will explore the relationship between politics and the development of the state in later medieval England, with a particular focus upon the interface between, on the one hand, foreign policy and war, and, on the other hand, law, justice and public order. This is a question subject to constant debate since the emergence of history as a professional discipline in the mid-nineteenth century.

### Content

Against a background of the primacy of war and justice as the key functions of medieval government, and continually bearing in mind our theme of the relationship between politics and the development of the state, we will first establish through lectures and debate a strong understanding of political events and causation between 1307 and 1485. While chronologically organised around the central and inescapable figure of the monarch, this will not be narrative, but highly analytical. Secondly, we will explore the great political questions spanning the reigns of the kings we have considered, through a mix of lectures and classes based on contemporary sources. Our aim is to work at the cutting-edge of research and debate throughout.

### Presentation of the unit

Teaching and learning on the course is delivered through a combination of lectures followed by discussion, and source classes. Students are encouraged throughout the course to be interactive and participative. They are also encouraged to undertake independent reading and study, in order to consolidate their knowledge and learning.

**Please note that this course has a different pattern of teaching compared to the rest of the year. The course is taught online and comprises mostly live sessions with some pre-recorded sessions**

### Provisional lecture list (2023)

<b>Wednesday 18 January</b>	7-9 pm	Introduction to the course
<b>Saturday 21 January</b>	12.30-2.30 pm	Edward II lecture and discussion
	4-6 pm	Edward III lecture and discussion
<b>Sunday 22 January</b>	4-6 pm	Richard II lecture and discussion
<b>Saturday 4 February</b>	12.30-2.30 pm	Henry IV and Henry V lecture and discussion

	4-6 pm	Henry VI lecture and discussion
<b>Sunday 5 February</b>	4-6 pm	Edward IV and Richard III
	6 pm	Release of two pre-recorded lectures: Law and Politics; and War and Politics
<b>Wednesday 8 February</b>	7-9 pm	Law and Politics source class
<b>Wednesday 15 February</b>	7-9 pm	War and Politics source class
<b>Saturday 18 February</b>	12.30-2.30 pm	Hundred Years War lecture and discussion
	4-6 pm	Concluding discussion/Q and A

## Student assignments

### Essay titles

Students should choose ONE of the essay questions given below. Assignments should total 3,000-4,000 words. **Students must agree the specific wording of the title of their assignment with the Tutor in advance.**

1. *Did the role of the king change significantly between 1307 and 1485?*
2. *Why were medieval English kings deposed? (Discuss by reference to two or more kings.)*
3. *Did a 'war state' supplant a 'law state' in later medieval England?*
4. *Were Edward III, Henry V and Edward IV politically successful because they were great warriors?*
5. *How important was war in politics in later medieval England?*
6. *Who ruled the localities in later medieval England?*
7. *Did the Wars of the Roses emerge through a failure of high politics or bubble up from below?*
8. *What led to high-political rebellion in later medieval England?*
9. *Were royal favourites problematic?*

### Closing date for the submission of assignments:

**Wednesday 22<sup>nd</sup> March 2023 by 12.00 (noon) BST\* (\*British Summer Time)**

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

## READING AND RESOURCE LIST

While the list below is indicative rather than comprehensive, students should note that this reading is more than sufficient for the completion of the course. All the texts listed below are available electronically.

Author	Title	Publisher
Ayton, A, and Preston, P.	<i>The Battle of Crécy, 1346</i>	Boydell, 2005
Bothwell, J	'Edward III and the New Nobility'	<i>English Historical Review</i> , 112, No. 449 (1997)
Carpenter, C.	<i>The Wars of the Roses</i>	CUP, 1997

Castor, H.	<i>The King, the Crown and the Duchy of Lancaster</i>	Oxford, 2000
Fletcher, C., Genet, J-P. and Watts, J. (eds)	<i>Government and Political Life in England and France, c.1300-c.1500</i>	CUP, 2015
Gundy, A.	<i>Richard II and the Rebel Earl</i>	Cambridge, 2013
Harriss, G.L.	'Political Society and the Growth of Government in Late Medieval England'	<i>Past and Present</i> , 138 (1993)
Harriss, G.L. (ed.)	<i>Henry V: The Practice of Kingship</i>	OUP, 1985
Kaeuper, R.W.	<i>War, Justice and Public Order</i>	OUP, 1988
Ormrod, M.	<i>Edward III</i>	Yale, 2011
Phillips, S.	<i>Edward II</i>	Yale, 2010
Raven, M.	'The earls of Edward III and the polity'	<i>Historical Research</i> , 92, Issue 258, 2019
Ruddick, A.	<i>English Identity and Political Culture in the Fourteenth Century</i>	Cambridge, 2013
Saul, N.	<i>Richard II</i>	Yale, 1997
Thompson, B. and Watts, J. (eds)	<i>Political Society in Later Medieval England</i>	Boydell, 2015
Watts, J.L.	<i>Henry VI and the Politics of Kingship</i>	Cambridge, 1996
Watts, J.L.	<i>The Making of Polities</i>	Cambridge, 2009

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# Art and Architecture in Medieval England

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<b>Start date</b>	27 March 2023	<b>End date</b>	24 May 2023
<b>Days</b>	See list below	<b>Time</b>	See below
<b>Tutors</b>	Dr Miriam Gill and Dr Ellie Pridgeon	<b>No of meetings</b>	See below

## Aims

This course will offer an extensive overview of the art and architecture of Medieval England.

The principal aims will be:

1. To trace the development of architectural style through the period.
2. To appreciate the peculiarly decorative nature of English building.
3. To gain an understanding and appreciate the development of English Medieval Art.
4. To connect together the various strands of English Medieval artistic production.

## Content

The period from 1000-1530 saw a flowering of all the arts of painting, sculpture and architecture as well as new and original art forms such as narrative stained glass. This unit traces the rise of Romanesque and Gothic architecture and its associated sculptural decorations, the rich local resources of paintings and all kinds of liturgical fittings such as metalwork, embroidery and ivory carving. We shall bring these approaches together in a case study of Ely Cathedral where we can find art and architecture from across the chronological range studied.

## Presentation of the unit

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides) and live (but recorded) seminars (tutor-led group discussion, during which students are encouraged to be interactive and participative), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include tutor drop-ins that dedicate time for students to ask questions relating to that week's work. In Unit 1, 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. Specific readings for the seminars will be posted in advance on Leganto, the online course reading list.

## Provisional lecture list

### Saturday 1 April 2023, 4-5pm

Tutors' welcome, study skills and resources – live seminar (30 minutes) (MG and EP)  
Introduction to Architecture – pre-recorded lecture (30 minutes) (EP)

### Lectures released w/c Wednesday 29 March 2023

Romanesque Architecture – pre-recorded lecture (EP)

Early English Gothic Architecture – pre-recorded lecture (EP)

**Wednesday 19 April 2023, 7.30-9pm**

Romanesque Architecture – live seminar (EP)

Early English Gothic Architecture – live seminar (EP)

**Lectures released w/c Wednesday 19 April 2023**

Decorated Gothic Architecture – pre-recorded lecture (EP)

Perpendicular Gothic Architecture – pre-recorded lecture (EP)

**Wednesday 26 April 2023, 7.30-9pm**

Decorated Gothic Architecture – live seminar (EP)

Perpendicular Gothic Architecture – live seminar (EP)

**Lectures released w/c Wednesday 26 April 2023**

Medieval Interiors: Stained Glass – pre-recorded lecture (EP)

Medieval Interiors: Wall Painting – pre-recorded lecture (EP)

**Wednesday 3 May 2023, 7.30-9pm**

Medieval Interiors: Stained Glass – live seminar (EP)

Medieval Interiors: Wall Painting – live seminar (EP)

**Lectures released w/c 3 May 2023**

Medieval Interiors: Monuments and Sculpture – pre-recorded lecture (EP)

Romanesque Styles – pre-recorded lecture (MG)

**Saturday 6 May 2023, 4.15pm-5pm**

**Tutor drop in**

**Wednesday 10 May 2023, 7.30-9pm**

Medieval Interiors: Monuments and Sculpture – live seminar (EP)

Romanesque Styles – live seminar (MG)

**Lectures released w/c 10 May 2023**

Gothic Styles – pre-recorded lecture (MG)

Manuscripts – pre-recorded lecture (MG)

**Wednesday 17 May 2023, 7.30-9pm**

Gothic Styles – live seminar (MG)

Manuscripts – live seminar (MG)

**Lecture released w/c 17 May 2023**

Textiles – pre-recorded lecture (MG)

Ely Cathedral – pre-recorded lecture (EP)

**Saturday 20 May 2023, 4.15pm-5pm**

**Tutor drop in**

**Wednesday 24 May 2023, 7.30-9pm**

Textiles – live seminar (MG)

Ely Cathedral – live seminar (EP)

**Student assignments**

**Essay titles**

Students should choose ONE of the essay questions given below. Assignments should total 3,000-4,000 words.

1. How significant is the identification of architectural style in understanding architecture in

medieval England?

*This question addresses the key concern of Architectural History with the identification and classification of architectural style. The key to a successful answer is to focus on one or more architectural styles and deciding relevant terminology is. You might find it helpful to think about the reasons why architectural historians rely so much on stylistic evidence.*

2. 'You cannot appreciate medieval art and architecture without understanding its function'.

Assess this statement in relation to a building or art work of your choice.

*This question addresses a key concern of architectural and art history: is the form of an object or building the outworking of practical requirements, such as its intended function or do other constraints or desires, aesthetic and 'iconographic' have an influence? You will need to select a building or object with a well-developed literature or something to which you have good direct access from a class of objects or buildings which has a well-developed literature – eg. castle or parish church or stained glass window.*

3. To what extent is patronage important to understanding the appearance of medieval buildings or works of art?

*Patronage is an important feature in the study of medieval art and architecture. The key to this question is to select examples with significant evidence of patronage and to show in detail how the concerns of the patron impacted the work or building created.*

4. Present both a) a formal visual analysis of an architectural feature of a building from medieval England (circa 1,500-2,000 words) **and** b) a formal visual analysis of an artwork from medieval England (circa 1,500-2,000 words).

*Select a building and a work of art to which you have good access or which are represented by a strong body of literature. Follow the models for visual analysis taught in the course and take care to use the most accurate terminology. Structure your analysis in a clear and logical way. Engage with academic sources, any primary sources and secondary literature. Synthesise and evaluate these sources in the light of your formal observations.*

**Closing date for the submission of assignments:  
Friday 9 June 2023 by 12.00 (noon) BST\* (\*British Summer Time)**

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

## **READING AND RESOURCE LIST**

The list below is indicative rather than comprehensive. Where relevant, students will be given additional, but limited, reading lists specifically tailored to their own assignment topics and questions. **This course uses 'Leganto', an online reading list.**

Google books (has several of the books on your general bibliography, although you will only be able to access selected pages)

iDiscover e-books available through Cambridge University Library: <https://idiscover.lib.cam.ac.uk> (you can search without a Raven password, but will only be able to borrow once you have one)

### **General digital resources and reference**

Academia.edu: <https://www.academia.edu> (easy to access; many academics upload scans of their articles and book chapters here – search by key terms)

Archaeology Data Service: <https://www.archaeologydataservice.ac.uk/> (this service has digitised many local and learned society journals giving access to detailed research articles about medieval

church architecture and decoration, particularly in Britain)

British Library: <https://www.bl.uk/>

Canterbury Cathedral Virtual Tour: <https://www.canterbury-cathedral.org/virtual-tour/>

Columbia University -Classical, Medieval and Renaissance Architecture:  
<http://projects.mcah.columbia.edu/ha/>

Corpus of Anglo-Saxon Stone Sculpture: <http://www.ascorpus.ac.uk/index.php>

Corpus of Romanesque Sculpture in Britain and Ireland:  
<https://www.vads.ac.uk/digital/collection/CRSBI>

Corpus Vitrearum Medii Aevi: (Database of medieval glass in Great Britain):  
<https://www.cvma.ac.uk/>

Creation of Gothic Database: <https://www.creationofgothic.org/index.php>

Fordham University, Internet Medieval Sourcebook: <https://sourcebooks.fordham.edu/sbook.asp>

Historic England: <https://historicengland.org.uk/>

Institute of Historical Research Guide:  
<https://www.history.ac.uk/library/collections/onlineresources/open-access-resources> JSTOR  
articles repository: <https://www.jstor.org> (via Raven)

Mapping Gothic France: <http://mappinggothic.org/> Metropolitan Museum of Art:

[https://www.metmuseum.org/art/metpublications/Medieval\\_Art\\_A\\_Resource\\_for\\_Educators](https://www.metmuseum.org/art/metpublications/Medieval_Art_A_Resource_for_Educators) Notre  
Dame de Paris Virtual Tour: <https://www.friendsofnotredamedeparis.org/notre-dame-cathedralinterior-virtual-tour/>

Oxford Art Online/ Grove Art Online: <https://www.oxfordartonline.com> (via Raven)

Oxford Bibliographies: <http://www.oxfordbibliographies.com/view/document/obo-9780195399301/obo9780195399301-0177.xml>

Panoramas and plans for Classical, Medieval and Renaissance Architecture, Fitzwilliam Museum,  
University of Cambridge: <https://www.fitzmuseum.cam.ac.uk>

Sainte Chapelle Virtual Visit: <http://www.sainte-chapelle.fr/Explorer/visitevirtuellemuseum.org/art/metpublica>

Saint Denis Virtual Visit: <http://www.saint-denis-basilique.fr/Actualites/Visite-virtuelle-de-la-crypte-ausommet-de-la-tour>

University of Kent Centre for Medieval and Early Modern Studies, Resources for Medieval Art  
History: <https://www.memslib.co.uk/history-of-art>

V&A Catalogue: <http://www.vam.ac.uk/> Web Gallery of Art:

<https://www.wga.hu/> (searchable fine arts image database from early medieval to 1900)

Anne Marshall Medieval Wall Paintings: <https://reeddesign.co.uk/paintedchurch/>

Ellie Pridgeon, [Medieval Wall Paintings](https://wordpress.com/https://elliepridgeonwallpainting.wordpress.com/)  
([wordpress.com/https://elliepridgeonwallpainting.wordpress.com/](https://wordpress.com/https://elliepridgeonwallpainting.wordpress.com/))

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