



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

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

2022-23

Course code: 2223CCR041

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.

Programme Structure

The programme is a part-time named Undergraduate Certificate, a nationally recognised qualification which is equivalent to 60 credits at FHEQ level 4 and is taught over three units.

Educational aims

- to offer an overview of the chronological development of the historic environment, while also providing students with an overview of sources and methods in landscape archaeology
- to engage students in a range of overlapping, but not coincident, theoretical and conceptual frameworks which are elucidated through the examples of particular sites, monuments and/or landscapes
- to consider the range of primary data sources available, and appropriate methods for their critical analysis, interpretation, evaluation and synthesis.

Learning outcomes:

By the end of the Certificate, within the constraints of the course, students should be able to

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Knowledge and understanding

- to demonstrate a broad understanding of key concepts and themes underlying the development of the English landscape;
- 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 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 historic environments 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 the landscape archaeology and history.

Critical skills

- to apply appropriate scholarly, theoretical and scientific principles and concepts to problems of landscape archaeology;
- to recognise the archaeological significance of material remains and landscapes;
- to have a preliminary understanding of how to conduct their own research;
- to produce logical and structured arguments supported by relevant evidence;
- to make critical and effective use of information retrieval skills using paper-based and electronic resources at a preliminary level;
- to evaluate critically, at a preliminary level, one's own and others' opinions.

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 Assessments

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 are expected to pass each unit in order to pass the programme.

Students who encounter difficulties affecting their performance in one or more of the above points may submit a claim of mitigating circumstances to be considered at the end of the course.

It is anticipated that assignments will include: essays, projects, workbooks, and coursework related to field trips.

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

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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 2022-23 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 22/07/2022

Syllabus for first unit

Michaelmas term 2022

Prehistoric and Roman sites, monuments and landscapes

Start date	8 October 2022	End date	7 December 2022
Days	Wednesday & Saturday	Time	See list below
Tutor(s)	Professor Stephen Upex	No of meetings	14 virtual meetings

Aims

This unit 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 8th October 2022, 3.30-5pm

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

Early prehistory of the landscape – Pre-recorded lecture

Wednesday 12th October 2022, 7-8pm

Neolithic society, settlement and farming – pre-recorded lecture

Neolithic society, settlement and farming – live seminar

Wednesday 19th October 2022, 7-8pm

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

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

Saturday 22nd October 2022, 4-5pm

Tutor drop in / social – live object handling session

Neolithic society Pre-recorded lecture

Wednesday 26th October 2022, 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 2nd November 2022, 7-8pm

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

Bronze Age landscapes – Pre-recorded lecture

Saturday 5th November 2022, 3.30-5pm

Bronze Age landscapes and agriculture – pre-recorded

Tutor drop-in / social - live session - discussion of essay questions

Wednesday 9th November 2022, 7-8pm

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

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

Wednesday 16th November 2022, 7-8pm

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

The coming of Rome and the Roman invasion – live seminar

Saturday 19th November 2022, 4-5pm

Tutor drop in / social - live

Roman military sites - pre-recorded lecture

Wednesday 23rd November 2022, 7-8pm

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

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

Wednesday 30th November 2022, 7-8pm

Roman religion and burial – live seminar

Wednesday 7th December 2022, 7-8pm

The end of Roman Britain – live seminar

Student assessment

One session on a Saturday will be devoted entirely to talking through the essays and how to answer them, essay techniques, and referencing, etc. 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. (You may want to talk to your tutor about which site would be suitable for dealing with this question but, once chosen, look especially at the way the site interacted with its local landscape and how it may have influenced or interacted with the local area)
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? (Look especially at those sites which have been associated with the dead and how they were set out and organised and then do the same for sites related to the living – settlements, fields etc. and make comparisons.)
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. (Discuss with your tutor which area or landscape you are going to choose and then collect details from the various periods which show the way that the landscape evolved over time. The details you amass can be in various forms and then need to be woven into your essay.)
4. Evaluate the archaeological and landscape evidence for the origin, development, landscape setting and decline of Roman towns. (You might choose a town or towns to deal with and then look at their early development, the reasons for their foundation and then later development. Look particularly at the way the town(s) interact with their local landscapes.)
5. What influence has the Roman army left on the modern landscape? (Look at the Roman military sites in all their various forms and then compare them with what legacy they have left on the landscape in terms of surviving places, names, roads, bridges, etc.)
6. How can we detect the development of society and tribalism through archaeology and landscape history? (Collect details from all prehistoric period that show the way that society gradually developed into organised groups or tribes and say what evidence there is for this development in terms of archaeological and landscape evidence.)

Closing date for the submission of assignments: Wednesday 4 January 2023 by 12 noon GMT* (*Greenwich Mean Time)

Indicative Reading and resource list

The online 'Leganto' reading list will be available on the VLE before the course begins. This brings together online texts from the University Library. Many of the key texts are listed below:

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 2023

Continuity and Change in the Anglo-Saxon and Medieval Landscape

Start date	4 January 2023	End date	4 March 2023
Days	Wednesday & Saturday	Time	See list below
Tutor(s)	Dr Simon Draper	No of meetings	13 virtual meetings

Aims

This unit 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 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.

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 4 January 2023, 7-9pm

Tutor's welcome, introduction to course, study skills and resources – live
The Ending(s) of Roman Britain – live lecture

Wednesday 11 January 2023, 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 14 January 2023, 4-5pm

Kingdoms and Territories – pre-recorded lecture
Kingdoms and Territories – live seminar and student exercises

Wednesday 18 January 2023, 7-8pm

Anglo-Saxon Settlement and Society – pre-recorded lecture
Anglo-Saxon Settlement and Society – live seminar and student exercises

Wednesday 25 January 2023, 7-8pm

Fields, Farming and Agricultural Landscapes – pre-recorded lecture
Fields, Farming and Agricultural Landscapes – live seminar and student exercises

Saturday 28 January 2023, 4-5pm

Social / essay-writing Q&A – live

Wednesday 1 February 2023, 7-8pm

Churches in the Landscape – pre-recorded lecture
Churches in the Landscape – live seminar and student exercises

Wednesday 8 February 2023, 7-8pm

Vikings, Towns and Trade – pre-recorded lecture
Vikings, Towns and Trade – live seminar and student exercises

Saturday 11 February 2023, 4-5pm

Domesday, Documents and the Landscape – pre-recorded lecture
Domesday, Documents and the Landscape – live seminar and student exercises

Wednesday 15 February 2023, 7-8pm

Towns and Villages to 1350 – pre-recorded lecture
Towns and Villages to 1350 – live seminar and student exercises

Wednesday 22 February 2023, 7-8pm

Lordly Landscapes to 1350 – pre-recorded lecture
Lordly Landscapes to 1350 – live seminar and student exercises

Wednesday 1 March 2023, 7-9pm

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

Saturday 4 March 2023, 4-5pm

Social / essay-writing Q&A – live

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'), illustrated with several well-chosen examples or short case-studies supported by 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.

You should cover changes in plough technology, field systems and crops with a special focus on the origins of open-field farming, giving an outline of how academic thought on the subject has evolved over recent decades. Support your answer with academic references and several well-chosen examples or short 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 known regionally and nationally, supporting your answer with academic references. Williamson 2013 and Blair 2018 would be good places to start your reading.

4. Using case studies, evaluate the impact of lordship on the landscape in the period 1066 to 1350.

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 known regionally and nationally supported by well-chosen examples and academic literature. Chapters in Gerrard and Gutierrez 2018 should prove helpful in getting you started.

Closing date for the submission of assignments: Wednesday 22 March 2023 by 12 noon GMT*

(*Greenwich Mean Time)

Indicative reading and resource list

An online reading list, 'Leganto', will be made available on the VLE for this course. This links to online texts in the University Library. The texts below will be useful for the course and, where available online, will be placed on Leganto.

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, C. and Gutierrez, A. (eds.)	2018	<i>The Oxford Handbook of Later Medieval Archaeology in Britain</i>	Oxford: OUP
Gerrard, J.	2013	<i>The Ruin of Roman Britain: An Archaeological Perspective</i>	Cambridge: CUP
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
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>	London: Arc
Roberts, B.K. and Wrathmell, S.	2002	<i>Region and Place: A study of English Rural Settlement</i>	London: English Heritage
*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>

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

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

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

Gazetteer of Markets and Fairs <https://archives.history.ac.uk/gazetteer/gazweb2.html>"
<https://archives.history.ac.uk/gazetteer/gazweb2.html>

Heritage Gateway: Historic Environment Records <https://www.heritagegateway.org.uk/gateway/>

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

Language of Landscape: Anglo-Saxon charters <https://landscape.org.uk/>"
<https://landscape.org.uk/>

Medieval Genealogy: documentary sources <http://www.medievalgenealogy.org.uk/>"
<http://www.medievalgenealogy.org.uk/>

National Heritage List for England <https://historicengland.org.uk/listing/the-list/>

National Library of Scotland: Old Ordnance Survey maps <https://maps.nls.uk/geo/find/#>"
<https://maps.nls.uk/geo/find/#>

Open Domesday: Domesday Book <https://opendomesday.org/>

Portable Antiquities Scheme www.finds.org.uk

Syllabus for third unit

Easter term 2023

Interpreting late medieval and postmedieval landscapes

Start date	29 March 2023	End date	27 May 2023
Days	Wednesday & Saturday	Time	See list below
Tutor(s)	Professor Stephen Upex	No of meetings	13 virtual meetings

Aims

This unit 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.

Wednesday 29th March 7-8.00pm

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

Maps in the Medieval landscape - pre-recorded lecture

Saturday 1st April 4-5.00pm

Questions, discussions - live

Pre-recorded lecture - Monastic landscapes

Pre-recorded lecture – Monastic landscapes and the dissolution

Pre-recorded lecture - Early castles

EASTER break

Saturday 15th April 4.00-5.00pm

Object handling session - live

Manor sites – Pre-recorded lecture

Wednesday 19th April, 7-8pm

Village development – Pre-recorded

Deserted mediaeval villages – live seminar

Wednesday 26th April, 7-8pm

Parish churches after 1350 – pre-recorded lecture

Late- and post-mediaeval agriculture and farming live seminar

Saturday 29th April 4.00-5.00pm

Parish churches after 1350 –Pre-recorded

Essay questions discussions – live seminar

Wednesday 3rd May, 7-8pm

Late medieval churches.Live seminar

Open field agriculture. Pre-recorded lecture

Wednesday 10th May 7-8pm

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

The enclosures – live seminar

Saturday 13th May 4.00-5.00pm

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

Questions and discussions – Live seminar

Wednesday 17th May 7.00-8.00pm

Virtual field trip to Warmington - Pre-recorded session

Garden landscape – live seminar

Wednesday 24th May 7-8-00pm

Industrial landscapes - live seminar

Saturday 27th May – 4-5.00pm.

Conclusions, discussions - live

Student assessment

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

One session on a Saturday will be devoted entirely to talking through the essays and how to answer them, including essay techniques, referencing, etc.

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. (You may want to talk with your tutor about which sites or class of site you want to deal with if you choose this question and then select details related to that site and show what made it significant / different.)
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? (You can select from the range of sites and topics we have covered such as monastic, castle, or church sites and look at how they have changed through time. You may also want to explore the way that, say, the enclosures, the dissolution, village desertions or other aspects of landscape change have influenced the landscape we see today.)
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. (You may want to talk to your tutor about which landscape might be suitable for this question and then collect details using a wide range of sources which can then be woven into your essay.)
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 specifically at the use of the various sources such as LiDAR, air photography, documents map and others that, when collected together, can plot the way that farming practices have changed.)
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? (You may want to talk to your tutor about this question and which landscapes you specifically want to deal with. Then you could look at the sources of detail you may want to choose such as LiDAR, documents, early maps, and landscape evidence to assess the changes that have occurred.)

Closing date for the submission of assignments: Friday 9 June 2023 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
*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

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.