

Past
Peoples,
Present
Societies:
Research
Methods
and Skills
(HPHI7016)

Week 1 Welcome Session

INTRODUCTIONS

Meet the lecturers

Who are you?

What degree are you studying and what stage are you up to with it?

Where are you currently based? What time is it with you???

Where, when and in what subject did you study your BA degree?

What motivated you to choose your current MA/MRes degree course?



Past Peoples, Present Societies: Research Methods and Skills (HPHI7016)

Home / Courses / HPHI7016

Welcome to your skills module!

Over the coming weeks you will develop a range of new skills that will equip you for further study and research at postgraduate level. Below you'll find a series of tiles that sketch how the module is likely to run. Take a look at the [Assessment Guidance](#) document to find out what coursework tasks you'll be asked to complete. The first deadline is in November, so it's worth thinking about your coursework from the 'get go'. Some details on the Moodle page are subject to change as we are in the process of updating teaching materials. As such, not everything on the Moodle page is fully up-to-date. Please be patient, we will be with you (as it were!) very soon. We look forward to meeting you all in October. In the meantime, have a look at the welcome video below.

Best wishes,

Alex, Charlie, Janet and Harriett

(Dr Alexander Scott, Dr Charlie Rozier, Professor Janet Burton and Dr Harriett Webster)



 Schedule of sessions



Microsoft Teams

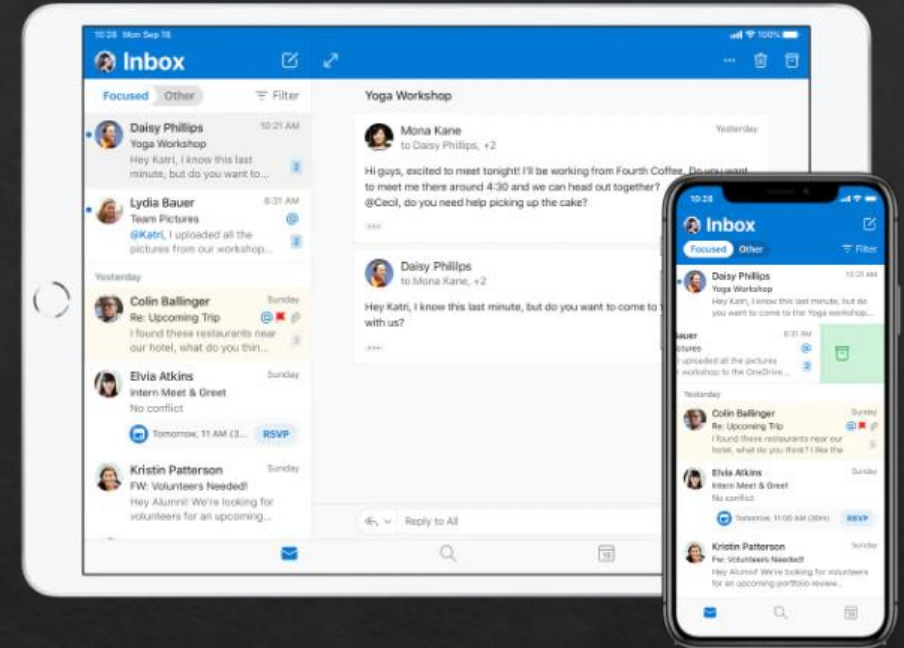
JOINING A TEAMS MEETING

- ◆ You should have an invite in two places:
 1. Via your university email address on Outlook
 2. On Teams itself

- ◆ You can access the meeting by clicking 'join' on the Outlook invite or via the events that appear in your Outlook and Teams calendars

Email

- ❖ Our primary means of communicating with students outside of lecture times is by **email**. Every student will have been allocated a university email account and address using Microsoft Outlook.
- ❖ It is vital that you get into the habit of checking your university emails - (*legally, we are not supposed to contact you using personal email addresses*)
- ❖ You can download the Microsoft Outlook app to your smartphone, tablet, etc.
- ❖ **NOTE: Outlook also gives you FREE access to Microsoft Office software!!**



YOUR MA/MRes 2021/2022

PART 1: TAUGHT COMPONENTS

PART 2: DISSERTATION

- 15,000 words MA
- 30,000 words MRes (submission dates vary – but usually before April)

MA MEDIEVAL STUDIES

MA
dissertation
= 60 credits

Full time students select 120 credits, including the compulsory module(s). Part-time students normally choose 60 credits per year. Over the whole period of your MA study, you will complete 120 credits, including the compulsory module(s).

When you enrol, please select the compulsory module(s) as these will not automatically be added to your profile.

Having successfully completed the 120 credits, you progress to the 60 credit Dissertation.

Compulsory Modules (part 1)

Module Code	Module Title	Credits	Semester (s)
HPHI7016	Past Peoples, Present Societies: Research Methods and Skills [New students must take within the first year of academic study]	30	1

FT students and PT students should select 30-90 credits from this group.

Module Code	Module Title	Credits	Semester (s)
HPMS7006	Thomas Becket	30	1
HPLA7013	Intensive Latin I	30	1
HPCS7002	Celtic Arthur and the Mabinogion tales	30	1
HPHI7009	History and Historians	30	1
HPCS7005	Celtic Sanctity, Spirituality and Hagiography	30	2
HPMS7007	The Cloister and the World: Studies in Medieval Cistercian history	30	2
HPLA7014	Intensive Latin II	30	2
HPCS7004	Women in the Middle Ages: Sources from the Celtic Regions	30	2
HPHI7010	Introduction to Digital Humanities	30	2
HPHI7008	Fact or Fiction? Literature and History	30	2

If you're keen to join in with any modules you're not taking for credit, this can be arranged

MRes MEDIEVAL STUDIES

MA
dissertation
= 120
credits

MRes students take 60 credits of taught modules in total, including any compulsory module(s).

Full time students select 60 credits in their first semester; part-time students normally choose 60 credits per year.

Having successfully completed the 60 credits, you will progress to the 120 credit Dissertation.

Compulsory modules (part 1)

Module Code	Module Title	Credits	Semester (s)
HPHI7016	Past Peoples, Present Societies: Research Methods and Skills [New students must take within the first year of academic study]	30	1

Select 30 credits from this group.

Module Code	Module Title	Credits	Semester (s)
HPMS7006	Thomas Becket	30	1
HPLA7013	Intensive Latin I	30	1
HPCS7002	Celtic Arthur and the Mabinogion tales	30	1
HPHI7009	History and Historians	30	1
HPCS7005	Celtic Sanctity, Spirituality and Hagiography	30	2
HPMS7007	The Cloister and the World: Studies in Medieval Cistercian history	30	2
HPLA7014	Intensive Latin II	30	2
HPCS7004	Women in the Middle Ages: Sources from the Celtic Regions	30	2
HPHI7010	Introduction to Digital Humanities	30	2
HPHI7008	Fact or Fiction? Literature and History	30	2

If you're keen to join in with any modules you're not taking for credit, this can be arranged

MA HISTORICAL STUDIES

- ◆ *If you're keen to join in with any modules you're not taking for credit, this can be arranged*

Full time students select 120 credits, including the compulsory module(s).

Part-time students normally choose 60 credits per year. Over the whole period of your MA study, you will complete 120 credits, including the compulsory module(s).

When you enrol, please select the compulsory module(s) as these will not automatically be added to your profile.

Having successfully completed the 120 credits, you progress to the 60 credit Dissertation.

Compulsory Modules (part 1)

Module Code	Module Title	Credits	Semester(s)
HPHI7016	Past Peoples, Present Societies: Research Methods and Skills	30	1

Optional Modules: select 0-90 credits

Module Code	Module Title	Credits	Semester(s)
HPHI7011	Screening the Past: Film and History – Ancient, Medieval, Modern	30	1
HPCS7002	Celtic Arthur and the Mabinogion Tales	30	1
HPHI7009	History and Historians	30	1
HPCS7004	Women in the Middle Ages: Sources from the Celtic Regions	30	2
HPHI7008	Fact or Fiction? Literature and History	30	2
HPHE7005	Welsh History and Heritage	30	2
HPHI7010	Introduction to Digital Humanities	30	2
HPHE7004	Work Placement	30	2

MA
dissertation
= 60 credits

YOUR MA/MRes 2021/2022

Semester 1:

01/10/21 - 21/01/22 Teaching starts: 4th October 2021

Semester 2:

01/02/22 - 27/05/22 Teaching starts: 1st February 2022

Semester 3:

01/06/22 - 26/08/22 Teaching starts: 1st Jun 2022

SKILLS MODULE AIMS

- ◆ To equip students with suitable research knowledge, skills and competencies required to undertake and present independent historical research at postgraduate level
- ◆ To provide students with a range of methodological approaches for using sources of relevance to the course, both for essays, commentaries and dissertations.

Any thoughts on dissertations?

MODULE PRINCIPLES

Students are provided with examples of a wide range of research methods and source types applicable to study of different chronological eras – and case studies relating to modern and medieval periods

Designed to be challenging for students coming into MA/MRes from a BA in history/medieval studies, while also providing a ‘primer’ for students who are joining the course from other disciplines or after an absence from higher education

SCHEDULE OF SESSIONS

- ◆ Week 1: 5 October Introduction (AS and CR)
- ◆ Week 2: week commencing 11 October Navigating archives (AS)
- ◆ Week 3: w/c 18 October Contextualising your research (AS)
- ◆ Week 4: w/c 25 October Dating materials (CR)
- ◆ Week 5: w/c 1 November Working with manuscripts (CR)
- ◆ Week 6: w/c 8 November No in class teaching - assessments 1-3 due
- ◆ Week 7: w/c 15 November Visual sources (AS)
- ◆ Week 8: w/c 22 November Introduction to reading handwriting (CR)
- ◆ Week 9: w/c 29 November Histories of books and readership (AS)
- ◆ Week 10: w/c 6 December News – medieval to modern (AS)

Time of sessions

◆ 3pm UK Time

ASSESSMENTS

- ◆ Assessment 1: Archival Exercise c.1000 words (15% module grade) due: 14 Nov 2021, 23.59
- ◆ Assessment 2: Bibliographic Exercise c.1000 words (15% module grade) due: 14 Nov 2021, 23.59
- ◆ Assessment 3: Dating/Database Exercise c.1000 words (15% module grade) due: 14 Nov 2021, 23.59
- ◆ Assessment 4: Image Commentary c.2000 words (20% module grade) due: 12 Dec 2021, 23.59
- ◆ Assessment 5: Transcription Exercise c.2000 words (35% module grade) due: 9 Jan 2022, 23.59

(NOTE: all word counts are expressed as 'circa' as certain assessment tasks may require more/less wordage; transcription exercise weighting reflects labour-intensive nature of this task).

Archival Exercise

The aim of this exercise is to get students familiar with looking for, accessing and using archival sources and unpublished materials

Choose ONE from either of the following topics, people and events or places and institutions. Using both traditional (if available!) and electronic catalogues, compile a list of up to ten relevant archival sources. You may choose topics of your own, but please check with lecturers that these are appropriate for the exercise.

Archival Exercise

(A) People and events

- ◊ Llywelyn ap Gruffudd (d. 1282)
- ◊ Edward the Black Prince
- ◊ The Peasants' Revolt of 1381
- ◊ The Black Prince
- ◊ The Neville earls of Westmorland
- ◊ John Pecham, archbishop of Canterbury
- ◊ Frederick Douglass
- ◊ An abolitionist who campaigned against slavery
- ◊ An individual included on the UCL Legacies of British Slave-Ownership database.

Archival Exercise

(B) Places and Institutions

- ◊ Tintern Abbey (or another medieval monastery of your choice)
- ◊ Dover Castle (or a medieval castle of your choice)
- ◊ A parish church of your choice
- ◊ Your hometown, village, etc.
- ◊ A museum of your choice
- ◊ A building of your choice
- ◊ An estate or property which belonged to an individual included on the UCL Legacies of British Slave-Ownership database.

Bibliographic Exercise

- ◆ Students have the option of choose EITHER of the medieval- or modern-themed bibliographic exercises. Complete ONE of the following tasks (i.e. you do not need to do both).

NOTE: medieval studies students are welcome to complete either task when there are 'medieval' and 'modern' options; however, do bear in mind that the former are designed to familiarise students with *specialist research techniques* used by medievalists

Bibliographic Exercise

2.1. Medieval bibliographic exercise

Choose one of the following texts and prepare a short bibliography identifying at least ten key editions of each text.

Please note that here we require PRINTED or ONLINE editions, not manuscript (unpublished) copies. Make sure your entries include all the key bibliographic components (title of the edition, editor (and/or translator) date of publication, place of publication, publisher and printer, STC number if relevant, online access details if relevant).

- ◊ Domesday Book
- ◊ Froissart's Chronicles
- ◊ Jacobus de Voragine, Legenda Aurea

Bibliographic Exercise

2.2. Modern bibliographic exercise

Choose an historian whose work interests you and compile an annotated bibliography based on their work.

The bibliography should include both examples of the historian's scholarship and of the impact and influence this had on other historians.

Particular attention should be paid to identifying the particular historiographical/theoretical approach of your chosen historian.

Students may wish to use this as an exercise to continue our discussion of transatlantic slavery.

Dating or Database exercise

3.1. Dating Exercise (Medieval)

For questions (a) – (c) give the modern equivalent for the medieval date given in these documents.

You should explain your methodology (how you arrived at the answer) and give full bibliographical details of any books you used.

For question (d) estimate a date of issue and explain how you have reached this conclusion. Answer all four sections.

Dating or Database exercise

- ◇ (a) Memorandum that the Thursday after the Assumption of the Blessed Virgin Mary in the 8th year of King Richard II the abbot of Byland was accused in the wapentake court held at Pickering.
- ◇ (b) Confirmation by Bishop Anian of St Asaph of the charters for Shrewsbury Abbey issued by his predecessors Bishops Reiner, Abraham, and Hugh. Given at Shrewsbury the day after St Mary Magdalene in the first year of his pontificate.
- ◇ (c) Downham: court held on Thursday the day after Ash Wednesday in the fourth year of the reign of King Edward and the first year of the episcopate of John de Ketene [Ketton]
- ◇ (d) Henry, king of the English, greets the bishop of Lincoln and Earl David and the earl of Leicester, and Earl Rannulf of Chester, and all the barons and lords of whom Geoffrey Ridel held lands, and all the sheriffs within whose jurisdiction he held them. Know that I have given to Richard Basset the daughter of Geoffrey Ridel to wife, and the custody of Geoffrey Ridel's land until Robert Ridel can be made a knight and marry the granddaughter of Ralph Basset, namely the daughter of one of his daughters. ... And this gift and compact have been made at the request and with the advice of Rannulf, earl of Chester, and William his brother, and Nigel d'Aubigny and Robert Ridel's other kin and Geva his mother, and Geoffrey the earl's chancellor, and Simon, dean of Lincoln, and William, son of Rannulf, and Thomas of St John and Geoffrey de Clinton, and Payn son of John, and William d'Aubigny and Humphrey de Bohun and Robert Musard and Robert Basset and Osmund Basset and Thurstan Basset and William, constable of Earl Rannulf of Chester, and Ralph, son of Norman, and Hugh Maubanc. At Woodstock.

Dating or Database exercise

3.2. Database Exercise (Modern)

Using the Slave Voyages database, research the voyage(s) of ONE of the following slave ships:

◊ *Hannibal* (1694)

◊ *New Britannia* (1765–1773)

◊ *Zong* (1781)

◊ *Fabiana* (1819)

Your answer should include discussion of the following:

◊ Where the voyage began and ended

◊ Who the ship's captain was

◊ Who the ship's owner(s) was/were

◊ How many slaves were transported

◊ Any information about the identities of the slaves (most applicable to the *Fabiana*)

◊ An explanation of your methodology (how you arrived at your answers)

◊ What the voyage tells us about transatlantic slavery more generally

MODULE PRINCIPLES



The best way to learn about research skills is *by doing research*



Three-hour sessions designed to *supplement* your research activities



A chance to try out skills and ideas that may be of use to in your dissertation and other modules

FORMATIVE ASSESSMENTS AND TASKS

- ◆ In addition to the assessments, there will be weekly activities to complete in advance of weekly sessions.
E.g. for next week

 **Welcome session** ×

In this opening session we will welcome you to your MA and the module.

[An introduction to your MA and the module](#)

 **Referencing guide**

Use this guide to help you with formatting your footnotes and bibliographical references

 **How to view your feedback on Moodle**

Here's a handy video - the last section is particularly helpful.
https://guides.tumitin.com/01_Manuals_and_Guides/Student/Student_QuickStart_Guide#Step_7_-_Viewing_Instructor_Feedback_in_GradeMark

Activity

This module is all about equipping students with the skills needed for advanced-level historical research. It aims to help prepare students for their dissertation research and to give them greater insight into the techniques of academic research and writing. Over the course of the ten weeks, lecturers will share tips and guidance based on their personal experience and expertise.

For our first activity (to be completed before the Week 2 lecture), students are asked to 'deconstruct' a completed research project. They should read two of the four recent journal articles by the module lecturers and complete the exercise outlined below.

 'Deconstructing' research projects exercise

 'Deconstructing' research projects formative exercise submission (copy)

 Burton, Authority and Conflict at Strata Florida

 Rozier, Repairing the Loss of the Past

 Scott, A Permanent Civilising Effect

 Webster, Dunstable Annals

FORMATIVE ASSESSMENTS AND TASKS

◇ *For Week 3*

Activity

Have a go at doing preparation work for your first assessment. Think about who/what you would like to write about in your archival exercise. Compile a list of three to five archival sources relating to your chosen topic. Practice the correct referencing style for your chosen sources, and provide a brief commentary about their content and utility.



Archival exercise practice - complete before week 3 lecture

FORMATIVE ASSESSMENTS AND TASKS

◇ *For Week 4*

Activity

Historical websites and databases are not just excellent resources for doing research; they're typically the product of major research projects by academic staff. Check out these examples featuring the work of our very own Janet Burton and Harriett Webster on [Monastic Wales](#) and Medieval Swansea, and complete the activities below.



Medieval Swansea: City Witness



Medieval Swansea: City Witness activity



Monastic Wales



Medieval Swansea database task submission



Monastic Wales activity



Monastic Wales database task submission

FORMATIVE ASSESSMENTS AND TASKS

◇ *For Week 4*

Activity



This activity concentrates on databases dedicated to different aspects of the history of transatlantic slavery and abolition. The research projects which led to the development of each of the websites below have in various ways nuanced historians' understandings of slavery. Have a look at the websites below and try to complete the exercises related to them.



Slave Voyages: Trans-Atlantic and Intra-American slave trade databases



Slave Voyages task: Thomas Phillips and the Hannibal (1693–1695)



Slave Voyages database task submission



Legacies of Slave Ownership databases



Legacies of Slave-Ownership database exercise



Legacies of Slave Ownership database task submission

NEXT WEEK: NAVIGATING ARCHIVES

- ◆ Complete the assigned reading and exercise
- ◆ Watch the videos by Janet Burton explaining some of the fundamentals of archives
- ◆ Start thinking about your first three pieces of coursework – especially the archival exercise

NEXT WEEK: NAVIGATING ARCHIVES

- Janet E Burton, 'Authority and Conflict at the Cistercian Abbey of Strata Florida,' *Welsh History Review / Cylchgrawn Hanes Cymru*, 29/3 (2019), pp. 377–407.
- Charles C Rozier, 'Repairing the Loss of the Past: The Use of Written, Oral and Physical Evidence in the *Ecclesiastical History* of Orderic Vitalis (c.1113–42), *Historical Research*, 92:257 (August 2019): 461–478.
- Alexander Scott, '"A Permanent Civilising Effect"? The Impact of Reforming Working-Class Museum Visitors in Liverpool during the 19th Century,' in *Museums and the Working Class*, ed. by Adele Chynoweth (Abingdon: Routledge, 2022): 21–34.
- Harriett R Webster, 'The Annals of Dunstable Priory: From Living Memory to Written Record in a Thirteenth-Century Textual Community,' *Journal of Medieval Monastic Studies* 9 (2020), pp. 147—173.