Undergraduate Advanced Diploma in Local History

2016-2018

Course code: 1618GCR66

COURSE SPECIFICATION
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Welcome to the Undergraduate Advanced Diploma in Local History, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Advanced Diploma is taught and awarded at FHEQ level 6 (i.e. third-year undergraduate level), attracts 120 credits and is completed over two academic years. For further information about academic credit please see our website, http://www.ice.cam.ac.uk/studying-with-us/information-for-students/faqs/3-credit-faqs

Teaching staff

Course Director

Dr Samantha Williams, University Senior Lecturer in Local and Regional History, is an experienced local historian. Her research focuses upon poverty and welfare in England in the 18th and 19th centuries. She is author of Poverty, Gender and Life-Cycle under the English Poor Law, 1760-1834 (Royal Historical Society, Boydell and Brewer, 2011) and is co-editor of A. Levene, T. Nutt, and S. Williams (eds.), Illegitimacy in Britain 1700-1920 (Palgrave Macmillan, 2005). She has articles in journals including Economic History Review, Women’s History Review, Rural History, Agricultural History Review, Social History of Medicine, and Archives, and chapters in a number of edited volumes. Her Institute web page can be found at: http://www.ice.cam.ac.uk/who-we-are/institute-staff/directors-and-academic-staff/samantha-williams

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Venue

Madingley Hall is an historic Tudor mansion on the outskirts of Cambridge with one of the finest gardens in the region.

The Hall is situated in the village of Madingley, three miles west of Cambridge with easy access from the M11 and the A14. Full directions are given on our website at www.ice.cam.ac.uk/directions

Parking

There is ample car parking reached via the roadway branching to the left at the top of the drive.

Contact details of ICE

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Please also refer to the ‘information for students’ section on ICE’s website http://www.ice.cam.ac.uk/studying-with-us/information-for-students and the 2016/17 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 21 October 2016
Introduction

i) This course specification and how to use it

You are encouraged to read this course specification and follow its advice. Please return to it frequently. This guide and the Student Handbook will help you with practical matters you will encounter in the course. It will help you to make the best use of your time and resources, set out the format to be used for references, the bibliography and presentation of the dissertation, emphasise areas you should be aware of, and encourage you to engage with your research.

If you have questions or queries not answered in this guide ask your supervisor or the Course Director. They have knowledge about the subject, conventions to be used and sources and resources that are available, and will be able to tell you the best person to contact should any problems occur.

ii) Networks and support

Research is exciting and rewarding and you are embarking on an exciting voyage of discovery. At times it might seem stressful; for example, the document you thought would provide essential information did not and your writing is not going as smoothly as you hoped. This is the time to contact your supervisor or the Course Director. They are there to help you and to make sure that you achieve your goals. Their experience and the resources of the University of Cambridge are there for you to use. Discussing issues with your fellow students within the VLE will also be helpful and supportive. This research and writing it up should be an enjoyable experience. Students, supervisors and the Course Director should all be looking forward to the coming years with pleasurable anticipation.

1. Aims of the course

The Undergraduate Advanced Diploma in Local History aims to:

a) Assist the student to evaluate and analyse original primary sources and locate those sources relevant to the individual research project;
b) Help the student to demonstrate an understanding of the need to place new research within the existing historiography;
c) Encourage the student to construct and manage a viable research proposal and timetable;
d) Enable the student to undertake and complete a substantial piece of primary research culminating in a 10,000-12,000 word dissertation.

*The purpose of the Advanced Diploma is to undertake a sustained piece of original research, by using a substantial number of primary sources, and to place this study within its wider historiography. You must examine primary sources and these must be assessed in the body of the dissertation. Primary research should not be relegated to the appendices.*

2. The overall structure of the course

Course schedule

The course is run once each academic year starting in November.
The table above lists all the course dates that you need to know. Two of the supervisions in part A will be group supervisions (5 November 2016, 4 February 2017) and one supervision in part B will be a group supervision (7 April 2018). Five of the supervision dates in part B are arranged individually between supervisors and students.

**Outline research proposal**

The outline research proposal is submitted as part of your application and should state the dates, place and themes you would like to research. There should be some indication of the primary sources you intend to use, the research questions you will be asking, and some awareness of other historical works (secondary sources) on your subject.

**Induction day**

The induction day on 5 November 2016 provides an opportunity to meet your fellow students as well as your Course Director and there will be sessions on undertaking research, including how to access the resources of the University Library, and on preparing your dissertation. There will also be subject specific sessions and you will be asked to tell your fellow students about your research proposal.

**Supervisions**

The course is structured so that during the first part of the course you develop your knowledge and understanding and the appropriate skills to undertake the research that will culminate in your dissertation. Your supervisor will give assistance in this by advice on research methodology, asking questions and engaging in debates pertinent to your field of study as well as making sure that you keep to a manageable timetable.

During the course you will receive eight supervisions: three group supervisions and five individual supervisions. See the section 3 below entitled ‘You and your supervisor’. 
Assignments and the dissertation
During the course you will undertake a number of pieces of written work. The types of work you need to submit are listed below and the submission date for each piece of work is listed above.

All assignments must be submitted by the stated deadline and be within the stated word limits (counting any text in the body of the assignment, inclusive of references/footnotes/endnotes in the main body of the text, but exclusive of any bibliography or list of resources consulted and of any abstract, list of contents or abbreviations that may be included at the beginning or end of the assignment).

Summative assignments
The summative (marked) assignments together account for 30% of your final course mark. Should you fail a summative assignment, your supervisor will advise you on the reasons and ways to improve.

Formative assignments
Formative assignments are designed to help you in your studies. These are compulsory but do not contribute towards your course mark.

Draft Dissertation
You will be required to submit a draft of your dissertation from 6 to 8 weeks before the submission of your final version of your dissertation (see timetable above). Your supervisor will then read the draft and give you feedback. To make the most of your supervisor's feedback, please aim to submit at the draft stage a near-complete version of the dissertation and leave yourself sufficient time to implement any improvements to your draft dissertation that are recommended by your supervisor.

Dissertation
At the end of the course you will submit a 10,000 – 12,000 word dissertation which is worth 70% of your final course mark.

Your final mark will be a composite of your summative assignment and dissertation marks weighted 30% and 70% respectively. It is necessary to achieve a pass mark of 40% or above in each piece of marked work. You will be allowed to resubmit, once only, any failed summative assignment during the first part of the course, assuming that the fail mark is not arrived at through unmitigated late submission. Resubmission of a dissertation which is given a fail mark is only possible in exceptional circumstances and is not normally permitted.

Student Research Ethics Form
During the course, your Course Director will ask you to complete a Student Research Ethics form. The time for the submission of this form is listed in the table above.

3. You and your supervisor
Supervisors are drawn from relevant Faculties of the University of Cambridge and the Institute of Continuing Education’s tutor-panel and will have expertise in the field you are studying. You will be notified by the Course Director or the Academic Programme Manager about your supervisor, and your supervisor will receive your details and will get in touch with you to arrange for the first supervision.

Students can expect supervisors to be well-qualified and experienced in the study of, and research into, local history but not necessarily have in-depth knowledge of a student’s particular topic.

The relationship between the student and supervisor is a very important one. It is useful to give details of the 'contract' between you in order to avoid misunderstandings:
a) Students will attend three group supervisions with the Course Director, while the supervisor is contracted to give five meetings to discuss your progress (thus totalling eight hours). The timings and details of individual supervisions are to be mutually agreed;
b) Summative assignments will be marked by your supervisor and feedback will contain constructive criticism;
c) The supervisor should read through the final draft of your dissertation and make constructive comments on it. Submission of the final draft of your dissertation should be six weeks before your final submission date unless agreed otherwise with your supervisor. Your supervisor will make constructive comments within two weeks of receipt;
d) The supervisor should be prepared to deal with a limited number of queries by communication through the VLE, or by telephone or letter.

As the student you will be expected to conform to a number of criteria:

a) To keep to the agreed timetable for meetings and handing in assignments. Please give your supervisor plenty of time to read and comment upon your assignments before your supervision. If you are unable to keep an appointment, please ensure you give your supervisor as much notice as possible.
b) To make the best use of supervision time: firstly by preparing for the meeting in advance and secondly by listening to the advice given to you by your supervisor.

Your supervisor will be asked to write a number of reports on your progress to the Course Director. These reports will be uploaded in your course VLE space as a record of your progress through the course.

4. Time management

It is very useful to make a preliminary plan for your work. Research often takes longer than the researcher anticipates but it is a useful discipline to impose deadlines on yourself.

A useful tool is a research log. This can be constructed to suit your requirements but the following headings have proved useful in the past:

- Date
- Weekly objective
- Hours worked and where
- Summary of main work covered, books read, primary research material collected
- Problems with research or general comments
- Plan for following week

One page per week should be sufficient to help you keep track of your work.

5. Subject Sources

What is a primary source?

A primary source is an original source, written at the time that you are studying. Examples are parish registers, poor law account books, manorial court records, letters or diaries, and the census. Your project should draw heavily upon primary sources relevant to your topic. With the help of your supervisor, you are expected to locate primary sources (held in such places as local record offices, local studies libraries, the National Archives) and to analyse them in order to answer your particular research questions. You will probably have to look at a range of such sources.

There are also printed primary sources. These are still primary sources, but ones that have been reproduced in printed format. Examples are collections of letters or dairies. Many such sources are reproduced by local record societies and family history societies. Pamphlets and reports written at the time, and published, are also printed primary sources, as are newspapers. Oral histories also count as primary sources.
When the local historian is working on primary source material there are two main areas which have to be considered:
   a) The document has to be read and transcribed;
   b) The document has to be evaluated and placed in context.

**Transcription**

When a document is transcribed every mark on the paper should be reproduced as accurately as possible. Spelling should not be modernised but left in its original form. If, as often happens, there are words which you cannot read, indicate this by placing illegible within square brackets. Make sure that you take a careful note of where you found each piece of information, including page numbers or folios and the archive’s call number.

**Interpretation**

When interpreting a document you should evaluate it critically and ask the following questions about it:
   a) is the document authentic? Usually the archivist will have authenticated it for you, but you should check evidence in the document to see if it can be verified in other sources;
   b) what type of document is it?
   c) is the document biased? Does it give one point of view rather than another?
   d) why was the document written and for whom?
   e) who was intended to read it, and who might have read it?
   f) is it selective? Is anything missing from it?
   g) what other sources can be used in order to understand the document more fully?
   h) in what form is the document? Is it an original or a copy? Is it a printed version of a manuscript and how might this affect the document? Has anything been taken away or added that might not have been in the original?

Once you have answered these questions you should highlight any phrases, words or personalities that you need to check in reference material and ask yourself about the tone of the document. For example, is it a narrative such as a diary, is it a personal document such as a letter and if so, do you have both sides of the correspondence? Is it a legal document with a set format of phrases?

Now you can think about setting the document into context asking what does this mean to the work I am doing, how does this help me to understand the people or places I am studying? What other questions can I ask about this document? How have other historians used this type of evidence?

**What is a secondary source?**

A secondary source is a book or article written after the event often commenting on and analysing the topic. Secondary sources will give you the historiography of your topic; that is, what others have written about it.

Secondary sources fall into several different categories:
   a) Reference works. These are books that tell you facts, but do not analyse them. Examples of reference works are the *Victoria County Histories*, or *The Oxford Dictionary of Local and Family History*.
   b) Synthesis. These are works that present a synthesis of the arguments of others but do not contain original historical research. These make an excellent starting point for research and point you towards debates found in other works.
   c) Journal articles and academic monographs. These are based on original research and will contain ideas and theories.

Your literature search should include journals as often the most up-to-date research is found in periodicals.

Although you might be the first to research your particular topic in a specific place at a specific time, you will not be the first to write on the broader topic. There will be debates within the secondary
literature that you need to be familiar with. Your dissertation will need a section reviewing this secondary literature, identifying particular viewpoints and issues of dispute between historians. Which primary sources are these historians using? How good is the primary source evidence they rely upon? Try to be critical. Your dissertation will be marked on the extent to which you use both primary and secondary sources. You need to place both your study and your final conclusions within this broader historiography.

Remember, the purpose of the Advanced Diploma is to undertake a sustained piece of original research. You are expected to examine primary sources, which should be assessed in the body of the dissertation and your findings should be placed within the wider historiography (secondary sources). Primary research should not be relegated to the appendices. The dissertation should not simply be a review of the secondary literature.

You are expected to undertake independent study, with the support and guidance of your supervisor. The course requires a high degree of self-motivation. The course is at FHEQ level 6, which is the equivalent of third-year undergraduate level.

6. Course details

The Advanced Diploma comprises eight supervisions, two summative assignments, and one dissertation over two academic years of study. The two summative assignments are written in part A of your course and together count towards 30% of the final mark. In part B of your course you will undertake a 10,000-12,000 word dissertation, which makes up 70% of your final mark. In order to break these into something more manageable, you will be required to submit four formative assignments; that is, assignments that must be completed but in themselves carry no mark. These are designed to help you to prepare your assignments and dissertation.

Part A: Research skills

In Part A you will be preparing and writing two summative assignments, but you are also expected to be making progress on the background reading for your dissertation topic and on the identification and location of the primary sources you will use for your dissertation research.

Summative assignments

You will be required to submit two summative assignments for assessment of 3500 – 4000 words each. Please check carefully the precise word count required for each summative assignment. Your assignment word count must fall within the word count range stated. Details of the summative assignment deadlines are given in section 2 above. Summative assignments should be submitted via the VLE and be accompanied by a cover sheet as described below.

These summative assignments will constitute 30% of your final mark.

Summative Assignment 1: Approaches to local history – draft essay plan of your first summative assignment

The first supervision will be a group discussion on the first summative assignment, which is:

‘What is local history and how should local history be studied?’

For this supervision you are expected to have undertaken much of the reading for assignment one and to have produced an essay plan of two sides of A4, submitted to the Course Director by email at least two working days before the date of the group supervision.

The first group supervision is on 5 November 2016 (the same date as the Induction day).

After the supervisions you will then submit the final assignment. The assignment should be not less than 3500 words and not more than 4000 words and is worth 15% of your final mark. You will be given written feedback on the work that you have submitted.
Closing date for the submission of summative assignment 1: **10 January 2017 by 12.00 noon GMT** *

*Greenwich Mean Time*

This assignment is intended to get you to think about the approaches to and methodologies used in local history. Kate Tiller defines local history as 'people and place', i.e. the study of particular groups of people (such as the poor, the gentry, or a religious group) in a particular location, such as an estate, manor, parish or county. In this essay you should reflect upon the different social groups and types of places that have been researched by local historians. You should have a sense of how this has changed over time and you might also want to reflect upon the primary sources used by local historians. You should discuss some examples of specific local histories.

Reading:
*Beckett, J., *Writing local history* (Manchester, 2007), ch.8 [VLE]*


Royle, E., *Need local history be parochial history?* (University Of Cambridge, Occasional Paper 4, 2001) [VLE]


Tiller, K., *English local history: the state of the art* (University Of Cambridge, Occasional Paper 1, 1998) [VLE]

Some local studies:
Duffy, E., *The voices of Morebath* (New Haven, 2001)

Howell, C., *Land, family and inheritance in transition, Kibworth Harcourt, 1280-1700* (Leicester, 1983)


McIntosh, M., *Poor relief and community in Hadleigh, Suffolk, 1547-1600* (Hatfield, 2013), and see the other studies in the same range: Studies in regional and local history

Nair, G., *Highley, the development of a community, 1550-1880* (Oxford, 1988)


Spufford, M., *Contrasting communities* (Cambridge, 1979) (there are later editions of this)

Williams, S., *Poverty, gender and life-cycle under the English poor law, 1760-1834* (Woodbridge,
Summative Assignment 2: Critical review of an article – draft essay plan of your second summative assignment

The second supervision will be a group discussion on the second summative assignment, which is:


For the supervision you are expected to have undertaken much of the reading for the final essay and to have produced an essay plan of two sides of A4, submitted to the Course Director by email at least two working days before the date of the group supervision.

The second group supervision is at 10.00am on 4 February 2017.

After the supervisions you will then submit the final assignment. **The assignment should be not less than 3500 words and not more than 4000 words** and is worth 15% of your final mark. You will be given written feedback on the work that you have submitted.

Closing date for the submission of summative assignment 2 is 2 May 2017 by 12.00 noon BST *

*British Summer Time*

This assignment is intended to get you to start thinking critically about the secondary literature and to develop the skills required for the literature review section of your dissertation. You are required to read and assess not only the article specified but also the wider secondary literature on the subject in order to analyse this historian’s work. A critical review analyses what is good about the study as well as what might have been poorly done or omitted. You are expected to provide a concise summary of the main approach of the historian, their findings, methodology and primary sources. Avoid narrative prose repeating what they have done. You should also compare their work with those of other historians who either have employed other approaches and methodologies, or used different primary sources, or simply studies a different locality or chronology. Where does the work of this historian fit into the wider secondary literature on this topic?

**Reading:**


Word count for Part A summative assignments
The word length specified for the summative assignment(s) is inclusive of references in the main body of the text, of footnotes and endnotes but exclusive of any bibliography or list of resources consulted and any abstract, list of contents or list of abbreviations that may be included at the beginning or end of the assignment.

The use of appendices is generally discouraged except where additional data, not available in published form, must be presented, and must be previously agreed with your supervisor.

Guidance on Plagiarism
Students are expected to make sure that their summative assignments and dissertation are supported by appropriate referencing and that there is no danger your work could be suspected of plagiarism. It is particularly important to make sure you reference your own pre-existing work in the same way as if it were sources from another author. You should familiarise yourself with the guidance and plagiarism policy of the Institute available at www.ice.cam.ac.uk/studying-with-us/information-for-students/plagiarism-policy or via the “Plagiarism” tab of the Institute’s Virtual Learning Environment.

For guidance on referencing your sources and setting out a bibliography please see section 8, ‘References and bibliography’. Etc.

Part B: Researching and writing your dissertation
There are four formative assignments in Part B intended to assist you in the preparation of your dissertation. They are compulsory and you will be given feedback on these assignments by your supervisor but you will not receive a mark.

Supervision 3: Outline research proposal and formative assignment 1, survey of primary sources and methods
In this first supervision with your supervisor you should both discuss the outline research proposal that you submitted with your application and formative assignment 1, survey of primary sources and methods.

You should discuss the viability of the project as originally conceived. You should expect that your
The outline research proposal is likely to be refined after discussion with your supervisor and that it may have to be modified further as a result of your initial studies. Do not worry about this; being able to make adjustments because of lack of sources or time is part of the learning process when undertaking a sustained piece of research.

In consultation with your supervisor you should also discuss what you need to do for formative assignment 1: survey of primary sources and methods.

You should also expect your supervisor to provide a reading list of relevant secondary works (and possibly printed primary sources) for your dissertation topic.

**Formative Assignment 1: Survey of primary sources and methods**

For this assignment you need to identify and locate the primary sources that you intend to use for your dissertation research. You need to consider their contents and be able to explain why they will be analysed for your study. You should have had a look at them in the archive to make sure that they contain relevant information. You also need to explain your methods of research – this is how you intend to analyse the primary sources.

**Survey of primary sources**

This assignment relies on your ability to find and interpret the raw data of research: primary sources (sources written or produced during the time period of your project). These sources are not always easy to find. The local record office and local library are often good places to start; you might need to go further afield. Your supervisor should provide you with guidance on how to find these.

For this assignment you need to identify the types of primary sources most relevant to your dissertation topic. You then need to find them wherever they are located and ascertain whether they survive for the period and place you are researching. You will need to look at them and decide whether they are of sufficient quality in order to enable you to answer your research questions. You might have to look elsewhere for more primary sources or even refine your research questions depending upon the sources that survive.

**Methods**

You need to think through how you are going to undertake the research and how you are going to record your evidence as you go along. You might decide the study the census and will therefore need to choose the particular years to investigate.

Alternatively, there might be a wealth of primary sources and you might therefore decide to only research particular years; this is called sampling. You might decide to interview people. This is called oral history. This is a specific methodology and historians have provided guidance on how best to do it. You might want to collect your data in MS Word, Excel or Access. MS Word is recommend for typing up the final dissertation. MS Excel is a financial spread sheet and will enable you to undertake calculations and draw graphs. MS Access is a database that can be a challenging program to use but is the best program to analyse large quantities of text.

This assignment should contain a discussion of the primary sources you have chosen, a discussion of the methods that you intend to use to analyse them and a bibliography of the primary sources arranged in the correct manner; see below for its format.

Assignment length: not more than four sides of A4.

Formative assignment 1 needs to be submitted by **2 October 2017**.

**Supervision 4: Feedback and formative assignment 2, literature review, outline of chapters, bibliography**

In this supervision you should discuss the written feedback you received from your supervisor for formative assignment 1 and discuss preparation for formative assignment 2: literature review, outline of chapters, and bibliography.
Formative Assignment 2: Literature Review, outline of chapters, and bibliography

Literature Review

This is an important and necessary component of your research project. In order to contribute a ‘new’ piece of history you have to connect it with what has already been written. All scholarly writing includes such a review in some form so this assignment helps you develop an essential skill. The literature review has a number of purposes. By doing such a survey the researcher can acquire relevant knowledge about the subject. It is essential to be able to place your research in context. You may have chosen to research a problem between the local parish church and a Baptist chapel in a particular village in the last decade of the nineteenth century.

There are unlikely to be any books that specifically refer to this controversy but there are books that discuss relations between nonconformists and the established church during this period. Reading these will help you to have a fuller understanding of your own project and help you to indicate where you should place your findings within wider historiographical debates.

You do not have to read every book on your period and you do not have to include everything you read in your final dissertation. This exercise should help you identify the current issues in your field and it should help give you an idea of the gaps in your own knowledge.

Finally, it offers the opportunity for the research student to appraise the work of others. You need to approach the literature with a critical eye. Below are some suggested ways to achieve this.

a) Record full bibliographical information, including page references as you work. Record your works in alphabetical order.

b) Be selective - Scan the abstract, introduction and conclusion to decide if they are relevant for your topic.

c) If they seem relevant, make notes. You must mark clearly those parts of your notes that are direct quotes or figures or statistics. At first your notes may be quite detailed but they should become shorter as you progress and need to record less background material.

d) Ask critical questions as you work:
   i. What are the author’s main arguments or conclusions?
   ii. Do these align with particular positions?
   iii. How logical is the argument being made?
   iv. How well does the writer support his argument with evidence (primary sources)?
   v. Does this work contribute anything relevant to your project?

Do not simply list the books you have read in your literature review. You need to summarise the main findings and principal arguments of the main historians in your field of research, but do not merely list these summaries. Try to synthesise by concept, theme or approach. There will be several (or more) historians who have particular arguments and approaches identified with them. Their approaches are based on their primary sources or a specific methodology they have adopted. There will be other historians who disagree with them. You need to get to grips with the various approaches and arguments of historians and be able to summarise these in your literature review.

It will be necessary to re-write your literature review in the final draft of your complete dissertation, incorporating any new secondary reading you have undertaken. You will also need to ensure that all of the literature review is still relevant in light of any changes that you may have made in your primary research. Your review of secondary sources should be re-evaluated in the light of any new findings.

Outline of chapters

This should be a separate brief outline structure of your dissertation. You will also need to formulate a title. Outline briefly what the individual chapters are likely to contain. This might require revision as your research progresses.

Bibliography

This assignment must include a bibliography of secondary works which is arranged in the correct manner; see below for its format. This is not included in the word count.

Assignment length: between 1800 and 2000 words.
Formative assignment 2 needs to be submitted by 6 November 2017.

Supervision 5: Feedback and formative assignment 3, draft of main chapters

In this supervision you should discuss the written feedback you received from your supervisor for formative assignment 2 and discuss the analysis for, writing up and structure of your drafts main chapters (formative assignment 3).

Formative Assignment 3: Draft of main chapters

This assignment is intended to get you to start writing up what you have researched so far. These chapters are not intended to be final versions, and you will no doubt continue to undertake some further research before you produce the final dissertation. No doubt, in light of your supervisor’s comments, you will need to rewrite these sections. The intent of this assignment is for you to set down what you have found so far and to get you to state how you are interpreting your findings. You need to get your supervisor’s feedback at this point, before you produce the final draft of your entire dissertation. These chapters will no doubt be longer in your final draft.

Assignment length: between 4000 and 5000 words.

Formative assignment 3 needs to be submitted by 18 December 2017.

Supervision 6: Feedback and formative assignment 5, final draft of the whole dissertation

In this supervision you should discuss the written feedback you received from your supervisor for formative assignment 5 and discuss the steps that you need to take to finalise your dissertation.

Formative Assignment 5: Final draft of the whole dissertation

Between 10,000 and 12,000 words presented in the correct manner; see below for its format.

Formative assignment 5 needs to be submitted by 2 March 2018.

You will be required to submit a draft of your dissertation from 6 to 8 weeks before the submission of your final version of your dissertation. To make the most of your supervisor's feedback on your draft dissertation, please aim to submit at the draft stage a near-complete version of the dissertation and leave yourself sufficient time to implement any improvements to your draft dissertation that are recommended by your supervisor.

Group supervision (supervision 7): Presentation of your findings, 7 April 2017

For this supervision you will be asked to prepare a 10 minute presentation of your main findings and you will be given 5-10 minutes for questions from the Course Director and other students. It will help you focus upon what really are your main findings and it will help you learn to be clear and concise! Your audience will be encouraged to ask you questions about your research and you might even learn something useful for the final draft of your dissertation!

A computer, MS PowerPoint and screen will be provided if you would like to use IT in your presentation.

Supervision 8: feedback from your supervisor on your final draft of the whole dissertation

Your supervisor should provide you with written feedback on the structure and content of the dissertation, as well as any suggested corrections. Use this supervision to discuss this feedback and finalise the corrections required for the final submission. You could also discuss your presentation to the group and whether attending the presentation session has given you any further ideas for the final dissertation.
Submission of final dissertation
You will be required to submit a final dissertation of 10,000 to 12,000 words. Please ensure that your dissertation is not less than 10,000 words and not more than 12,000 words.

Closing date for the submission of the dissertation is 1 May 2018 by 12.00 (noon) BST.

The dissertation will constitute 70% of your final mark.

The word length specified for the dissertation is inclusive of references in the main body of the text, of footnotes and endnotes but exclusive of any bibliography or list of resources consulted and any abstract, list of contents or list of abbreviations that may be included at the beginning or end of the dissertation.

The use of appendices is generally discouraged except where additional data, not available in published form, must be presented, and must be previously agreed with your supervisor.

You should upload your dissertation into the course space of this Advanced Diploma in the Institute’s Virtual Learning Environment (VLE).

Your name and address should be clearly visible on the uploaded copy and should be accompanied by a completed cover sheet. The cover sheet will be available in the Institute’s Virtual Learning Environment.

Presentation of your dissertation
The frontispiece includes the cover sheet, a short abstract (one paragraph), any acknowledgements, a contents page (chapter headings and any lists of tables, graphs, maps and illustrations), and a list of any abbreviations.

The main body of the dissertation should be structured with an introduction, several main chapters and a conclusion. The introduction should include a literature review, discussion of methodology and approach, and any necessary description of the places under study. The conclusion should draw together the main findings and wider implications. Appendices should be placed at the end and used only sparingly. It is not necessary to provide copies of primary sources. There should then be a full bibliography set out in the correct format.

7. Check-list before Submission (and order)
- Cover sheet
- Abstract
- Any acknowledgements
- Contents page, including list of tables, graphs, maps and illustrations
- List of abbreviations
- Main body of the dissertation, with footnote references in the text
- Any appendices (use sparingly)
- Bibliography

8. Writing your assignments and dissertation
Writing
Here are some helpful hints for good local history writing:

- Local history must engage with and examine primary sources, which should be assessed in the main body of the dissertation.
- It must ask questions and develop an argument.
- It should state the argument as quickly and concisely as possible as early as possible in the introduction. Get to the point in the first paragraph.
- Always give evidence to support your assertions.
- Build up your evidence or argument step by step in a logical manner.
• Try not to distort arguments which you do not agree with, or try to make your data fit the argument you are making, even when it does not.
• Be honest and acknowledge any flaws there might be in your argument.
• Keep to the subject and do not add any details or descriptions that are not relevant to your argument.
• Examples and quotations should be used selectively and only when they add to the argument.
• Use good standard English and watch the spelling, grammar and punctuation.
• Continually refer back to your main theme or argument showing how the discussion relates to this.
• Be self-disciplined and selective.
• It should stick to the point and not digress down interesting side tracks; these belong to another piece of work.
• Be prepared to cut out material that is no longer irrelevant, no matter how long you might have worked on it and however painful it might feel! Your dissertation will be better for it.
• Good historical writing has a beginning, middle and end which follows a logical progression and sustains an argument throughout.
• If change over time is one of the key elements the work should progress chronologically. If the dissertation assesses themes over time, then each theme may be presented in order.
• It must place its findings within wider historiographical debates. It should be comparative, using examples from secondary sources.
• Secondary sources should be evaluated and re-evaluated in light of any new findings.

Two particularly helpful books on local history are:


References and bibliography

References
Footnotes should be used throughout. They should be numbered consecutively for each chapter and placed on the same page as the reference to which they refer.

The first reference to a work or document should include the full details as given in the bibliography; subsequent references, in the same chapter, can be abbreviated. For example, first reference: S. Hindle, *On the Parish? The micro-politics of poor relief in rural England, c 1550-1750* (Oxford, 2004) can be shortened to Hindle, *On the Parish* thereafter. If the reference follows on directly use ibid or ibid plus the page number; if the reference does not follow on directly use the author and short title format (never just the author’s name). Note: initials come before surname in footnotes, for example S. Hindle.

Make sure all references in the text are included in the bibliography.

Bibliography
The main headings for the bibliography should be in the following order:

a) Primary sources, manuscripts  
b) Primary sources, printed  
c) Secondary sources  
d) Unpublished sources  
e) Internet sources

Primary Sources, manuscripts
Entries for these should include the location of the document, for example, the National Archives or a local record office, its identifying call number, short description, for example letter, deed, inventory, its date, and if applicable page or folio number.

Example: The National Archives [thereafter TNA], MAF 7, Parish summary, Nutfield, 1909.

NB When using abbreviations make sure that you include a list which explains these, at the start of
the bibliography.

Primary sources, printed
Do not include the location of the source. The entry should include author, title in italics, date of publication, and if applicable edition number, place of publication if published outside London. Newspaper entries should include title, date, page and if applicable column number.

Secondary sources
[includes books, articles in journals and chapters in books]
List all in strict alphabetical order (including all books, articles in journals and chapters in books) in one section. This is the format to be followed in the bibliography:

Books: the entry should include author(s), or editor(s), title in italics, date of publication and edition. Place of publication if outside London.
*Note:* Author’s surname followed by initial (which is different to footnotes).

Articles: journal articles should include the author(s) of the article, the title enclosed with inverted commas, name of the journal in italics, volume number, issue number, date and page numbers of the Example: Apfel W., and Dunkley P., ’English rural society and the New Poor Law: Bedfordshire 1834-47’, *Social History*, 10 (1985), pp.37-68.

Chapters in books: these are chapters in edited books, but the book itself must be in the preceding section as well. The entry should include the author(s) of the chapter, the title enclosed with inverted commas, the editors(s) of the book it is in, title in italics, date of publication, edition, and page numbers of the whole chapter. Place of publication if outside London.

Unpublished sources
[for example theses, dissertations, oral accounts of events, personal communications]

Theses and dissertations should include the author, title, degree, institution and date. If read on microfilm this number should be included.

Oral sources should include the initials of the person who has given the information (full name only if they give permission), gender, age, the place where the information was given, and the date on which it was given.

Personal communications should take the form. ’Personal communication from’ name, and date. This could include information from letters, telephone calls, faxes or e-mails.

Internet sources and sites
These can be primary sources, printed or secondary sources. If they are primary sources, place below ‘Primary sources, printed’

Give the exact web address and the date you last accessed the information.

There may be other examples not dealt with here. When in doubt ask your supervisor how to deal with unusual bibliographic entries.

9. Assessment of assignments and examination of the final dissertation

Grading Scheme
Your summative assignments are marked in relation to your achievement of the learning outcomes specified for the course. For further information and a description of the grading scheme please refer to the Student Handbook.

**Learning Outcomes: Summative assignments in Part A**

The student will be able to demonstrate:

a) an understanding of the varieties of approaches to understanding, constructing, and interpreting the past
b) an awareness of relevant historical concepts, theories, and methodologies
c) a knowledge of the wider secondary literature on a related theme.

**Learning outcomes: Dissertation in Part B**

The student will be able to demonstrate:

a) an in-depth knowledge of a particular theme, place and historical period
b) the ability to place such knowledge within its wider national and international context
c) an appreciation of the complexity of reconstructing the past, the problematic and varied nature of historical evidence
d) appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material
e) a feeling for the limitations of knowledge and the dangers of simplistic explanations
f) an in-depth knowledge of and critical appreciation of relevant primary sources
g) the ability to research largely independently
h) the ability to locate relevant primary sources
i) the ability to read and analyse texts and other primary sources, both critically and contextually, while addressing questions of genre, content, perspective and purpose
j) the ability to develop and sustain historical arguments in a variety of literary forms, formulating appropriate questions and utilising evidence
k) an ability to design, research, and present a sustained, substantial and independently-conceived piece of historical writing, following academic conventions
l) clarity, fluency, and coherence in written expression
m) competence in specialist skills which are necessary for some areas of historical analysis and understanding.

Your summative assignments and dissertation will be marked by your supervisor, after which they will go through a moderation process; for further information relating to moderation please refer to the Student Handbook. Feedback will be returned to you as soon as possible.

On passing the course, you will be invited to receive your certificate and transcript in person at the Institute of Continuing Education at Madingley Hall; alternatively the certificate can be sent to you by post.

**10. If you want advice or encounter difficulties**

If you want to discuss future study or career plans, please contact your Course Director. If you encounter difficulties during your studies that affect your performance, you should let your Course Director know as soon as possible so that we can give you advice.

Extensions are not available. Instead, you should submit your work as close as possible to the deadline, even if incomplete. You should then use the "mitigating circumstances" process to ask that the circumstances be taken into account. The mitigating circumstances process takes place at the end of each academic year, and is explained in full in the Student Handbook.

**11. Complaints and appeals**
If you feel that you have not received the tuition you expected, or there were academic circumstances which limited your achievement of the learning outcomes, you should notify the Course Director. The procedures for making a complaint and academic appeals are detailed in the Student Handbook.

12. What Next?
You will be invited back to present your research again either to the group or to those attending the Institute’s Day School usually held just before Easter.

When you have finished your dissertation you might want to rest on your laurels, but you might also want to continue with your research. The structure of the Advanced Diploma in Local History has given you the skills necessary to proceed to a higher degree either a taught Masters or Masters by research leading to a Ph.D.

You might want to publish the whole or part of your dissertation. Your supervisor will be able to give you advice on which journal to send an article to, and which part you should abstract for this. Suitable journals include _The Local Historian_ and _Local Population Studies_, but there are a host of many other suitable journals.

You may want to pass on your knowledge and either talk to local societies.

Talk to your supervisor about your future in local history.

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

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