

**The University of South Dakota**

**HIST/ENGL/INTS 492: Witches, Whisky, and War: The Formation of Modern Scotland  
FLP, Summer 2018 (3 credits)**

**Contact Information**

Dr. Scott Breuninger  
120 Old Main (Honors)  
Phone: 677-5223 (Honors)  
Email: Scott.Breuninger@usd.edu

**COURSE DESCRIPTION**

The history of Scotland has been marked by dramatic political, religious, and cultural strife. Between the 1560s and 1800s, Scotland was transformed from an insular, medieval country most deeply concerned with events occurring north of the Tweed into a major contributor to the intellectual and commercial life of the British Empire. This FLP will highlight the changes occurring within Scotland during this time, as well as the changing fortunes of the state within the broader context of British history. Thus, while our focus shall be on the people and events of Scotland, we shall take care to locate these elements within the context of European history in general and that of the north Atlantic Archipelago in particular.

This course is designed to introduce students to some of the key events and themes of Scottish history and to take advantage of the opportunity to travel to many of the key sites within Scotland itself. In particular, we shall explore the formation of modern Scotland across four dimensions. By tracing the evolution of Scottish political thought, we shall observe how Scotland moved from being an independent kingdom to part of the British Empire, paying particular attention to moments of tension between the two states. Religious change will also be a major theme of this course, as we chart the spread of Presbyterianism in Scotland and challenges to it (in the form of the Witch Hunts of the late 1500s and early 1600s). On economic and social levels, we shall witness the growth of a pastoral society into a maritime, commercial empire spanning the globe and will examine the effects of this transition upon the peoples of Britain (and its colonies). Finally, the period covered by this course includes a number of important intellectual developments—from the birth of “modern” scientific thought to the literary achievements of David Hume and Adam Smith—that we shall take care to study. By tracing the events of this time, students will gain a fuller understanding of some key issues during the formation of modern Scotland.

**COURSE REQUIREMENTS**

Required Texts

Jayne Lewis (Ed), *The Trial of Mary Queen of Scots* (Bedford).  
William Carroll (Ed), William Shakespeare, *Macbeth* (Bedford, ISBN 978-0-312-14454-8)  
James Buchan, *Crowded with Genius: The Scottish Enlightenment* (Harper Collins, 2003).  
Adam Smith, *Selections from Wealth of Nations* (Hackett, 1993).  
Robert Burns, Selections TBD

### Class Participation and Attendance

Your success in History 492 depends on your active and thoughtful participation in our discussions. This demands that you read course assignments carefully before class and that you are prepared to ask pertinent questions, to voice your views and insights, to defend them when appropriate, and to listen carefully to what your classmates say about the issues at hand. Your class participation grade will be based on the quality (which is not identical to quantity) of your contributions.

### Course Goals

- Develop a better understanding of Scottish history, 1550-1800;
- To familiarize students with the concepts historians use to interpret this period of Scottish history;
- Consider the nature of historical sources and their “legitimate” uses, gaining an appreciation for a wide variety of potential types of historical evidence;
- Improve your ability to communicate effectively and construct persuasive arguments in both written and oral form.

### **STRUCTURE OF THE COURSE**

There are three modules in the course:

1. Module 1: Pre-Trip Meetings where the students will meet with the faculty member (times TBD) to discuss the readings and to form research/presentation teams. There will be three meetings, each of which will have a different focus:
  - a. Meeting 1: Early Modern Scotland (MQS, Witches, Gender)
  - b. Meeting 2: Stuart Scotland and England (Macbeth, Union, Jacobites)
  - c. Meeting 3: Formation of Modern Scotland (Enlightenment, Economics, and Robert Burns)
2. Module 2: Travel through Scotland
3. Module 3: Post-Trip Reflections and Final Paper Due

### Grading

Your final grade for the course will be determined by a combination of your class participation and completion of written work. The percentage breakdown is as follows:

Assignment	% of Grade	Due Date
Participation/Discussion	10	Module 1
Preliminary Site Presentation	10	Module 1
Travel Participation	20	Module 2
Travel Reflections (Blog/Postcards/Journal options)	20	Module 2
Site Presentation	10	Module 2
Research Paper (8-10 pages)	30	Module 3

Course Schedule and Travel Itinerary			
Module 1: Pre-Trip Meetings			
Date	Topic		Location
TBA	Early Modern Scotland (MQS, Witches, Gender)		Vermillion
TBA	Stuart Scotland and England (Macbeth, Union, Jacobites)		Vermillion
TBA	Modern Scotland (Enlightenment, Economics, Burns, and the “Nation”)		Vermillion
Module 2: Trip to Scotland			
Day	Date	Topic	Location
1	May 11 (Friday)	None (travel day)	USA to Edinburgh
2	May 12 (Saturday)	Orientation (travel day)	Edinburgh
3	May 13 (Sunday)	Introduction to Scotland: City as Text	Edinburgh
4	May 14 (Monday)	Mary Queen of Scots	Edinburgh (day trip to Linlithgow Castle and Stirling Castle)
5	May 15 (Tuesday)	Scottish Witch Hunts	Edinburgh (Tantallon Castle and North Berwick)
6	May 16 (Wednesday)	The Idea of “Scotland”	Edinburgh to Inverness
7	May 17 (Thursday)	Macbeth	Inverness (Loch Ness & Urquhart Castle)
8	May 18 (Friday)	1707 Act of Union	Inverness (Old Town; Highlanders Museum)
9	May 19 (Saturday)	Battle of Culloden & Jacobite Rebellion of 1745	Inverness (day trip to Culloden Field and Clava Cairns)
10	May 20 (Sunday)	Early Political Economy (Whisky & Economics)	Inverness (Glen Ord Distillery)
11	May 21 (Monday)	Scottish & Irish Enlightenment	Inverness to Edinburgh
12	May 22 (Tuesday)	Modern Scotland (Robert Burns)	(Palace of Holyroodhouse)
13	May 23 (Wednesday)	Wrap up	Edinburgh
14	May 24 (Thursday)	Return Home	Edinburgh to USA
Module 3: Post-Trip Meeting			
Date	Topic		Location
TBA	Meeting to discuss Reflections and submit final paper		Vermillion

## **ADDITIONAL INFORMATION**

### USD College of Arts and Sciences Policy on Academic Dishonesty

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

If you have questions about plagiarism, contact me or consult the student handbook.

### Diversity Statement

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

### ADA Statement

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center 199; 677-6389) as early as possible.

### Statement on Freedom in Learning

The following statement is required by the South Dakota Board of Regents:

“Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.”