

**The University of South Dakota**

**HIST/ENGL/INTS 292: From Hogwarts to Brexit: The Formation of Modern Scotland (3 credits)**

**FLP, Fall 2019 (first 8 week block) course with Summer 2019 travel**

**Contact Information**

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**COURSE DESCRIPTION**

The history of Scotland has been marked by dramatic political, religious, and cultural strife. Between the 1560s and the present, 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).

Class Participation and Attendance

Your success in History 292 depends on your active and thoughtful participation in our discussions (both prior to our trip and during it). This means that you need to be read the 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 Learning Objectives

- Develop a better understanding of Scottish history, 1600-Present;
- 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 online meetings where the students will meet with the faculty member and other students to discuss the readings and to form research/presentation teams (times TBD over the summer). There will be three meetings, each of which will have a different focus:
  - a. Meeting 1: Early Modern Scotland (Witches and Nobility)
  - b. Meeting 2: Stuart Scotland and England (Macbeth, Union, Jacobites)
  - c. Meeting 3: Formation of Modern Scotland (Enlightenment, Economics, and the “Nation”)
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

### **Assignments**

#### **(1) Term Paper (30% of final grade)**

##### Purpose

For your term paper, you will write a research paper related to some aspect of the course (topic to be determined in conjunction with the instructor). There are two goals associated with this paper. First, it is expected that you will (briefly) outline the nature of the question(s) that you are investigating: i.e., explain an historical thesis about the topic that you have been researching. Secondly, you will place your analysis of this question into both its scholarly and historical contexts. In doing so, it is hoped that you will answer your thesis question, while explaining its importance to the scholarship on the issue and within a historical sense. As such, you should consult at least FOUR historical sources, which will presumably be both primary and secondary in nature.

### Paper Requirements

- 8-10 pages, typed and double-spaced, using page numbers.
- Cite your references to the original texts using footnotes.
- Include a bibliography of the works cited at the end of your text.

### Grading Criteria

I will grade your paper by looking for the following elements in order of importance (or adapted if you choose a creative option):

- A thesis statement located in the introductory paragraph;
- Critical examination of the historical context within which these events occurred;
- Identification of the scholarly opinions and conclusions on the subject;
- Succinct explanation and summary of how these contexts relate to your thesis;
- Evidence of careful proofreading: no spelling errors, correct punctuation and grammar, noun-verb agreement, lack of typos.

### Due Date

This paper will be due on **Tuesday, September 3, 2019** and will count for 30% of your final grade

### **(2) Site Presentation (10% of final grade)**

#### Purpose

For the site presentation, you will become an 'expert' on one of the locations that we will be visiting in Scotland and prior to (or during) our visit to it, you will provide a concise introduction to this site for the rest of the class. In particular, you should seek to provide information concerning the historical background or context of the location (i.e., what is this site and what is its historical significance?). This is an opportunity for you to "teach" the rest of the class the major points associated with this site. Remember, you are now the "expert" on this subject, so you will need to make this material as accessible as possible for the rest of your classmates. In doing so, it is hoped that not only will you be able to share your knowledge with others, but will gain experience with constructing informative presentations within an academic setting.

#### Presentation Outline

- Approximately 10-15 minutes;
- If you wish to use visual aids (powerpoint, handouts), please let me know in advance;
- Include a bibliography of the works cited at the end of your text.

### Grading Criteria

I will grade your paper by looking for the following elements in order of importance:

- A clear statement of your thesis;
- Succinct explanation of the significance of your topic (within an academic context);
- Concise overview of the historical context of your topic;
- Evidence of preparation and overall presentation of material.

### Due Date

Presentations will be scheduled along with our travels.

### (3) Travel Reflections (20% of final grade)

#### Purpose

During our travels, you will keep a running journal of what you have seen and reflections upon how these site visits have deepened your understanding of the history of Scotland. Of particular importance is providing an explanation of the historical significance of our travels and how these site visits relate to the broader themes of the course.

#### Outline

The format of your reflections may vary, ranging from online blog posts, to a series of postcards collected from each site, to a more formal journal. You are encouraged to be creative about how you format your reflections, provided you meet the goals of the assignment.

Course Schedule and Travel Itinerary			
Module 1: Pre-Trip Meetings			
Date	Topic		Location
TBA	Early Modern Scotland (The Land of Witches and Kings)		Online
TBA	Stuart Scotland and England (Macbeth through Union)		Online
TBA	Modern Scotland (Enlightenment to Brexit)		Online
Module 2: Trip to Scotland			
Day	Date	Topic	Location
1	August 8 (Thursday)	None (travel day)	USA to Aberdeen
2	August 9 (Friday)	Orientation: City as Text	Aberdeen
3	August 10 (Saturday)	Scottish Witch Hunts of 1597	Aberdeen (Kirk of St. Nicholas)
4	August 11 (Sunday)	Scotland and Nobility	Aberdeen (Balmoral Castle)
5	August 12 (Monday)	Macbeth	Aberdeen to Inverness (Loch Ness & Urquhart Castle)
6	August 13 (Tuesday)	1707 Act of Union, Battle of Culloden, & Jacobite Rebellion	Inverness (Old Town; Highlanders Museum)
7	August 14 (Wednesday)	Scottish & Irish Enlightenment	Inverness to Aberdeen (stop at Dufftown)
8	August 15 (Thursday)	The Industrial Revolution	Aberdeen (Aberdeen Maritime Museum)
9	August 16 (Friday)	Scotland in the 20 <sup>th</sup> Century	Aberdeen (Gordon Highlanders Museum)
10	August 17 (Saturday)	Brexit and Modern Politics	Aberdeen
11	August 18 (Sunday)	Wrap up	Aberdeen
12	August 19 (Monday)	Return Home	Aberdeen to USA
Module 3: Post-Trip Meeting			
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."