



## SCOT HSSC 215S Scottish History to Present Day

Duration: 4 weeks  
Credit: 3 US Credits  
Level: 200  
Subject: History

Tutor: Dr Aaron Allen [other guest lecturers to be added for first and last weeks]

### Course Description:

From a Roman frontier of disparate tribes to a post-imperial United Kingdom, Scotland's story is one of both union and strife. Familial divisions and religious discord impacted on the domestic strength of Scotland's rulers. Centuries of war with the 'auld enemy' gave way to dynastic and political union which ended Anglo-Scottish war and brought prosperity, though support for the union with England has never been universal. This course will challenge your perceptions of Scotland's story and explain the complicated relationship of Scotland to the UK.

### Learning Outcomes:

1. Recognise the breadth of Scotland's history and its relevance as a context for the heritage sector.
2. Understand key topics in various periods of Scotland's past.
3. Develop critical skills for interrogating primary and secondary sources.
4. Synthesise evidence from primary and secondary sources to form balanced arguments in select themes of Scottish History.
5. Hone communication skills for written assessment and class participation.

### Course Requirements:

1. Required readings (with bibliographic data):
  - Lynch, Michael (2000) *Scotland: A New History*, London: Pimlico. ISBN: 0712698930; Cost: To Be Determined.
  - Cowan, Edward (2008) *'For Freedom Alone': The Declaration of Arbroath, 1320*, Edinburgh: Birlinn. ISBN: 1841586323; Cost: To Be Determined.
  - Whatley, Christopher (2001) *Bought and Sold for English Gold?: Explaining the Union of 1707*, East Linton: Tuckwell Press. ISBN: 186232140X; Cost: To Be Determined.
  - Lynch, Michael (2011) *The Oxford Companion to Scottish History*, Oxford: Oxford University Press. ISBN: 0199234825; Cost: To Be Determined.

Additional readings for essay questions will be distributed in class to supplement these.

2. Assessment:

**Document or Object Analysis (500 words) (50 %):** Brief commentary looking at context, content and significance of either an excerpt from a contemporary text or an object in the NMS collections (a list of suitable options will be provided). This will assess your skills for interrogating primary sources in order to obtain evidence for historical research.

**Essay (1500 words) (50 %):** A range of questions from several periods of Scotland's history will be given out in class. An analytical response to one question of your choice will be required, drawing on a respectable range of primary and secondary sources. Guidance and reading lists will be provided.

3. Level: (200)

### **Course Outline:**

#### **Block 1: The Formation of 'Scotland' (c.0 – 1000 AD) (Week 1)**

For week 1, students will spend 2 hours each morning Monday to Thursday looking at how the nation of 'Scotland' was formed, and what other cultures and groups came before (8 hours).

The week breaks down as follows:

- Monday: Introduction and Early Settlement: Before Scotland, there were diverse tribes and kingdoms; many of which left no historical record. Through archaeology, material culture and their interaction with cultures who did leave a written record, much can be gleaned about these earlier groups.
- Tuesday: Roman Scotland: The Romans had a profound impact on the cultural and physical landscapes of what would become Scotland; many aspects of which are still visible today.
- Wednesday: 'Scotland' and early 'Scottish' identity: Visit to the National Museums of Scotland to look at what objects tell us about early Scottish identity and the influences of Christianity.
- Thursday: Vikings: Scandinavian influences can still be seen in place names, linguistic survivals and cultural festivals in Scotland, and this class will look at both conflicts and connections with those from across the North Sea.
- Friday: Joint (with Archaeology and Geology) field trip to Fife, including Falkland Palace (demonstrating the decentralized nature of power, with an itinerant royal court) and the royal burgh of St Andrews (looking at the first and third estates: church and burgesses). NB: Dress warmly and wear shoes appropriate to rocky ground; rain highly likely.

#### **Block 2: Medieval Scotland (c.1100 – 1513 AD) (Week 2)**

For week 2, students will spend 2 hours each morning Monday to Thursday looking at medieval Scottish society, including its structuring and restructuring; its relations with the outside world; and the internal divisions which plagued those in power (8 hours).

The week breaks down as follows:

- Monday: Davidian Revolution: Explores the Anglo-Norman impact on Celtic Scotland, with its far-reaching, modernizing reforms.
- Tuesday: Wars of Independence: While Wallace, Bruce and the Declaration of Arbroath have become iconic symbols of modern Scottish nationalism, the actual story of the Wars of Independence is much more nuanced when viewed in the framework of contemporary feudalism.
- Wednesday: Joint (with Geology) mini field trip: Inchcolm Abbey (Monasticism and the Forth Basin) and South Queensferry (Pre-modern transportation routes). NB: Dress warmly and wear shoes appropriate to rocky ground; rain highly likely.

- Thursday: Stuart Monarchy: The Stuart dynasty would last through much of the early modern period, though the monarchy was often plagued by early demise, subsequent minority rule and strife amongst the nobility. Despite these, there are many political and cultural achievements worthy of note.
- Friday: Joint (with Archaeology and Geology) field trip to the Trossachs, including Stirling Castle (strategically key fortress and royal residence), Mar's Wark (unfinished Renaissance façade of a noble townhouse) and Argyll's Lodging (later noble townhouse): what does the townhouse say about the relationship between the second estate (the nobility) and the rest of Scottish society? NB: Dress warmly and wear shoes appropriate to rocky ground; rain highly likely.

### **Block 3: Early Modern Scotland (c.1450 – 1707 AD) (Week 3)**

For week 3, students will spend 2 hours each morning Monday to Thursday looking at the dramatic changes which affected Scotland at the beginning of the modern era: the reform of the Kirk; the shared monarchy with England; revolts against that monarchy; and the dissolution of 'Scotland' and 'England' to form a (theoretically) unified 'Great Britain' (8 hours).

The week breaks down as follows:

- Monday: Reformation and Union of Crowns: As Scotland reformed its Kirk, it gained common cause with protestants across Europe. This, amongst other factors, contributed to closer relations with the 'Auld Enemy', though Scotland's Presbyterianism would take a very different path from their Anglican brethren.
- Tuesday: Revolution and the Wars of the Covenant: Charles I was indeed inept and absolutist, though the reasons behind the outbreak of war in all three of his kingdoms are complex; here we will explore the Scottish causes, chronology and effects of this intriguing facet of the 'mid-seventeenth-century crisis'.
- Wednesday: Joint (with Geology) mini field trip: Roslyn Chapel and Castle (Gothic architecture; fifteenth-century piety; Cromwellian conquest). NB: Dress warmly and wear shoes appropriate to rocky ground; rain highly likely.
- Thursday: Road to Union, 1660 – 1707: From Restoration of the Stuarts to the removal of James VII due to his Catholicism, Scotland and England followed separate, but parallel, courses. What factors brought about in 1707 the cessation of these independent paths, and the formation of a single, unified and imperial trajectory as 'Great Britain'?
- Friday: Joint (with Archaeology and Geology) field trip to Angus, including St. Vigeans, Eassie, Glamis & Aberlemno (Pictish sites) and Arbroath Abbey (Monasticism and the Reformation; Revisionist History: the Declaration of Arbroath). NB: Dress warmly and wear shoes appropriate to rocky ground; rain highly likely.

### **Block 4: A United Kingdom? (c. 1707 – present) (Week 4)**

For week 4, students will spend 2 hours each morning on Monday and Tuesday looking at modern Scotland and its place in the United Kingdom. The rest of the week will include revision and guidance on completing the assessments for the course (8 hours).

The week breaks down as follows:

- Monday: Mini field trip: Holyrood Palace and Scottish Parliament (Overview of the changed nature of power and government in Scotland's history)

- Tuesday: Scots and the British Empire: Scots contributed greatly to the Empire both at home and abroad, and this session will look at the socio-economic and cultural impact of the Scots and the Scottish diaspora.
- Wednesday: Guidance: Document Analysis skills/content/citations
- Thursday: Guidance: Essay writing skills/content/citations
- Friday: Guidance: Essay polishing skills/presentation/proofreading

**3 Required day field trips on the Fridays, with smaller excursions periodically during the week:**

Each field trip is about 5 hours excluding travel time (total = 15 hours):

(Total 49 contact hours with direction from lecturer)

**Additional reading lists for Blocks 1 – 4:**

Additional suggested reading lists will be distributed with the essay questions.

**Pre-requisites:**

None

**Rationale and Impact of the Course:**

This course is being offered jointly as part of a Scottish studies program and as an elective for a heritage internship program. As the focus of the latter is on heritage management, the Scottish History course will additionally prepare students for working within the heritage sector by providing an historical context for heritage. The associated internship will offer access to additional credit, while the history element will give both a stronger sense of Scotland's past and transferable skills applicable to the wider heritage industry. Students on the Scottish studies program will also have the option of taking Geology (200 level) from the offerings provided by the University of Edinburgh's Office of Lifelong Learning in partnership with Arcadia University. Joint field trips will demonstrate the connections between environment and historical events, showing how important place is to our understanding of the past. The cultural exposure and the research skills developed in this course will not only be applicable to the heritage internship and Scottish studies programs, but also to the students' wider studies when they return to their home universities.