SCHOOL OF DIVINITY, HISTORY AND PHILOSOPHY

ACADEMIC SESSION 2018-19

HI2524: KINGSHIP, CLEARANCES AND CONFLICT: DEBATES IN SCOTTISH HISTORY

30 CREDITS: 11 WEEKS

PLEASE NOTE CAREFULLY:
The full set of school regulations and procedures is contained in the Undergraduate Student Handbook which is available online at your MyAberdeen Organisation page. Students are expected to familiarise themselves not only with the contents of this leaflet but also with the contents of the Handbook. Therefore, ignorance of the contents of the Handbook will not excuse the breach of any School regulation or procedure. You must familiarise yourself with this important information at the earliest opportunity.

COURSE CO-ORDINATOR
Alastair Macdonald
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COURSE TEAM
Jackson Armstrong; Alex Campsie; Marjory Harper; Douglas Smith
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TIMETABLE
For time and place of classes, please see MyAberdeen

Students can view their university timetable at http://www.abdn.ac.uk/infohub/study/timetables-550.php

COURSE DESCRIPTION
This course operates as both an introduction to Scottish History and as a detailed engagement with historiographies, debates and controversies about the country’s past, from around 1100 to modern times.

In terms of the introductory aspect of the course, the lecture schedule, after offering a chronological foundation in the first week, focuses on important general themes on a weekly basis. This coverage will give students insights into a wide range of political, social and cultural themes which assert both the distinctiveness of the Scottish historical past, and also locate where the national experience fits in wider international frameworks. Selected core topics are discussed in more detail in tutorials. These are arranged to move forward in time chronologically, giving students an added sense of unfolding changes over time in the Scottish story. Primary and secondary sources are examined in tutorials, giving students an introduction to the sort of historical materials that can be used to gain a direct understanding of the country’s past.

Historiography, debates and controversies are placed at the heart of the course by examining such issues within the lectures. Tutorials, too, encourage engagement with historical interpretation (by using a debate format), as do the assessed essay and the end of term exam. This type of engagement with interpretation and analysis invites consideration of the value of, and the problems inherent in, studying societies through the prism of national history. A further objective is to familiarise students with the different historical issues and problems that arise when studying a dramatic ‘event’, such as the 1707 Union, or more evolutionary ‘processes’ like the ‘Europeanization’ of 12th- and early 13th-century Scotland or developing relations between ethnic groups in the 19th and 20th centuries. Ultimately it is hoped that close engagement with the historical past will enable students to develop a framework for a more sophisticated understanding of the state of contemporary Scotland and the challenges and opportunities with which it is faced.
INTENDED AIMS AND LEARNING OUTCOMES

**Aims:** The course aims to introduce students to the complexities and distinctive history of Scotland between c. 1100 and 2000 through a focus on historiography, debates and controversies.

**Learning outcomes:** By the end of the course students should be able to:

- identify and critically analyse key events and themes in the history of Scotland from c. 1100 to 2000
- appreciate and apply different historiographical approaches to the study of these events and themes
- develop an increasingly sophisticated awareness of the contested and problematic nature of key concepts such as ‘nation’, ‘class’, ‘religion’, and even ‘history’ itself
- distinguish and appreciate the role of continuities and disjunctures in shaping societies
- offer convincing interpretations of key themes in the context of awareness of existing Scottish historiography
- analyse primary and secondary sources relating to the history of Scotland
- clearly convey informed judgements and coherent conclusions in written and oral work

LECTURE PROGRAMME

**Week 1: Introduction; Chronologies and Controversies**
L1 (14 Jan) Introduction to the Course; Medieval Debates and Controversies
   *Alastair Macdonald*
L2 (18 Jan) Early Modern and Modern Debates and Controversies
   *Alastair Macdonald*

**Week 2: Scotland’s People**
L3 (21 Jan) A Harmonious Hybrid? The People of Scotland to c. 1560
   *Alastair Macdonald*
L4 (25 Jan) Immigration, Assimilation and Hostility: The Modern Age
   *Alex Campsie*

**Week 3: Identity and Imagination**
L6 (28 Jan) ‘Freedom!’: Perceptions of The Wars of Independence
   *Alastair Macdonald*
L5 (1 Feb) ‘A Nation in Revolt’?: Class, politics and popular protest in Modern Scotland
   *Alex Campsie*
Week 4: Religion
L7 (4 Feb) Chronicles, Chronologies, Controversies I: The Medieval Church  
   Alastair Macdonald
L8 (8 Feb) Chronicles, Chronologies, Controversies II: Reformations & Reactions  
   Jackson Armstrong

Week 5: Governance
   Jackson Armstrong
L10 (15 Feb) Governance by the Estates?: The Covenanting ‘Revolution’  
   Jackson Armstrong

Week 6: Emigration
L11 (18 Feb) The Mobile Scot: Scotland and the New World, 1707-1815  
   Marjory Harper
L12 (22 Feb) Banishment or Betterment? 19th- and 20th-Century Emigration  
   Marjory Harper

Week 7: Anglo-Scottish Relations
L13 (25 Feb) Before 1707 – Scotland and England  
   Jackson Armstrong
L14 (1 Mar) After 1707 – The Age of Unions  
   Jackson Armstrong

Week 8: The Highlands
L15 (4 Mar) The Highlands in the 18th Century: From Clanship to Clearance  
   Marjory Harper
L16 (8 Mar) The Highlands, c. 1800 – c. 1920: Clearances, Congestion, Conflict  
   Marjory Harper

Week 9: Urban Society
L17 (11 Mar) Towns and Scottish society and politics I: Earliest Towns to 1750  
   Jackson Armstrong
L18 (15 Mar) Towns and Scottish society and politics II: Scotland 1750 – 2000  
   Alex Campsie

Week 10: Popular Culture
L19 (18 Mar) ‘Riot, Revelry and Rout’? Popular Culture to c. 1800  
   Alastair Macdonald
L20 (22 Mar) ‘Old Firm’ and New Pastimes: Modern Popular Culture  
   Alex Campsie
Week 11: Scotland and Europe
L21 (25 Mar) Pawns or Players? Diplomacy, War & Cultural Exchange to c.1560  
Alastair Macdonald
L22 (29 Mar) Religion, Revolutions and Exile c. 1560 - c. 1746  
Jackson Armstrong

Week 12: Revision
L23 (1 Apr) Revision  
Alastair Macdonald

TUTORIAL PROGRAMME
Tutorials give you the opportunity to look at specific themes in more depth than can be achieved in lectures. The focus is on engaging with historiography and controversial interpretations, especially through the medium of formal debate. Students are invited to construct informed arguments and form their own interpretations. Fruitful debate and discussion requires the participation of all in the class. It is vital, this being so, that all present are well informed about the issues being discussed. As a minimum, students are asked to read the compulsory secondary source materials (which engage with relevant debates) and the short original primary source(s) for each tutorial. This material is available on MyAberdeen. In addition, you will be expected to participate in a debate on one of the core weekly topics in your tutorial group. Further details will be given in the tutorial groups. Tutorial performance constitutes one element of the assessment for the course (see below).

The role of tutors is not only to teach, but also to advise and help. Please do contact your tutor about any aspect of your studies that you feel he or she might be able to help you with. Their contact details are on the Department’s Staff Pages and tutors maintain office hours.

Week 1: No Tutorials
Week 2: No Tutorials
Week 3: Tutorial 1: Introduction: Aims and Objectives; A Medieval Melting Pot?: Ethnic Interactions in the Twelfth and Thirteenth Centuries
Week 4: Tutorial 2: A National Struggle? The Wars of Independence
Week 5: Tutorial 3: Politics or Principles? The Scottish Reformation
Week 6: Tutorial 4: A Covenanting Revolution? The Wars of the Three Kingdoms
Week 7: No Tutorials
Week 8: Tutorial 5: The Great Betrayal? The 1707 Union and Jacobitism
Week 9: Tutorial 6: Clearance or Improvement? Highland Society and the Clearances
Week 10: Tutorial 7: Red Clydeside? Urbanization, Industrialisation and Unrest

Week 11: Tutorial 8: Scotland’s Shame? Sectarianism, Religion and Ethnicity

NB: A DETAILED TUTORIAL HANDBOOK WILL BE MADE AVAILABLE ON MYABERDEEN

SUGGESTED READING

GENERAL TEXTS
There is no set text for this course. However, there are several single-volume histories of Scotland that offer scholarly coverage of the time period and relevant historical debates. See:


For the medieval period, the following works provide a good introduction:

For the later medieval period and the early modern centuries, the following works offer important ideas and debates:

For the modern era see:
JOURNALS
Scholarly journals are an excellent source for exploring historiography, debates and controversies. Among those which often feature Scottish material are the following:

History Scotland
Innes Review
Journal of Scottish Historical Studies
Northern History
Northern Scotland
Scottish Historical Review

HISTORIOGRAPHY AND HISTORICAL APPROACHES
M. Ash, The Strange Death of Scottish History (1980)
T. Brotherstone, et al. (eds), Gendering Scottish History: An International Approach (1999)
G. Donaldson, Scotland: The Shaping of the Nation (1993)
G. Donaldson, Scotland’s History: Approaches and Reflections (1995), especially ch. 4
G. Menzies (ed.), The Scottish Nation (1972)
G. Menzies (ed.), In Search of Scotland (2001)

WEEK 2: SCOTLAND’S PEOPLE
S. Bruce, No Pope of Rome: Militant Protestantism in Modern Scotland (1986)
T. M. Devine, Irish Immigrants and Scottish Society in the Nineteenth and Twentieth centuries (1991)
W. H. Fraser and R. J. Morris (eds), People and Society in Scotland vol. 2, 1830-1914 (1990)

WEEK 3: IDENTITY AND IMAGINATION

Lecture 5:
A. D. M. Barrell, Medieval Scotland (2000)
G. W. S. Barrow, Robert the Bruce and the Community of the Realm in Scotland (3rd ed., 1988)
R. Nicholson, Scotland: The Later Middle Ages (1978)
M. Penman, The Scottish Civil War: The Bruces and the Bailiols and the War for the Control of Scotland 1286-1356 (2002)

Lecture 6:
Reading list to be distributed

WEEK 4: RELIGION

C. G. Brown, Religion and Society in Scotland since 1707 (1997)
S. J. Brown and M. Fry (eds), Scotland in the Age of the Disruption (1993)
J. K. Cameron, The First Book of Discipline (1972)
J. Dawson, John Knox (2016)
J. Dawson, Scotland Re-formed, 1488-1587 (2007), Chapters 9 and 10
WEEK 5: GOVERNANCE

J. Kirk, *Patterns of Reform: Continuity and Change in the Reformation* (Kirk 1989)


W. Ferguson, ‘The making of the Treaty of Union of 1707’, *Scottish Historical Review*, 43 (1964)

J. Morrill (ed.), *The Scottish National Covenant in its British Context* (1990)


WEEK 6: EMIGRATION
T.M. Devine (ed.), *Scottish Emigration and Scottish Society* (1992)

WEEK 7: ANGLO-SCOTTISH RELATIONS

WEEK 8: THE HIGHLANDS
WEEK 9: URBAN SOCIETY


E. Gordon & Ester Breitenbach (eds), The World is ill divided: women’s work in Scotland in the nineteenth and early twentieth centuries (1990)

G. Gordon (ed.), Perspectives on the Scottish City (1985)

G. Gordon, & D.B. Dicks (eds), Scottish Urban History (1983)

**WEEK 10: POPULAR CULTURE**

*A History of Everyday Life in Scotland* (various editors, 3 vols, 2010-11)
G. Jarvie, & J. Burnett (eds), *Sport, Scotland and the Scots* (2000)

**WEEK 11: SCOTLAND AND EUROPE**

*Lecture 21:*


E. Bonner, ‘Scotland’s “Auld Alliance” with France 1295-1560’, *History*, 84 (1999), 5-30


*Lecture 22:*


A. Grosjean and S. Murdoch (eds), *Scottish Communities Abroad in the Early Modern Period* (2005)

S. Murdoch (ed.), *Scotland and the Thirty Years War 1618-1648* (2001)


D. Worthington (ed.), *British and Irish Immigrants and Exiles in Europe 1603-1688* (2009)

D. Worthington (ed.), *British and Irish Experiences and Impressions of Central Europe 1560-1688* (2012)

K Zickermann, *Across the German Sea: Early Modern Scottish Connections with the Wider Elbe Weser Region* (2013)
ASSESSMENT
First attempt:
• one two-hour examination at 50% of the final assessment
• one assessed essay of 2,500 words at 40% of the final assessment
• meaningful tutorial participation at 10% of the final assessment
  (‘meaningful participation’ requires routine verbal contributions and participation in a formal debate)

Resit:
• one two-hour written examination (100%)

To view the CGS Descriptors please go to MyAberdeen- Organisations- Divinity, History, & Philosophy Student Information for Undergraduates. The link to the CGS Descriptors is on the left hand menu.

PLEASE NOTE: In order to pass a course on the first attempt, a student must attain a Common Grading Scale (CGS) mark of at least E3 on each element of course assessment. Failure to do so will result in a grade of no greater than CGS E1 for the course as a whole.

If you submit your work on time, you can expect that feedback will normally be provided within three working weeks (excluding vacation periods) of the submission deadline.

TUTORIAL PARTICIPATION & PRESENTATIONS (10%)
It is assumed that students will attend and participate in all tutorials. Tutorial assessment will be based on such participation. Students will be awarded a Common Grading Scale (CGS) mark for the number of tutorials in which they make a useful contribution, and on the quality of both their presentations and general contributions, as laid out in the following table:

<table>
<thead>
<tr>
<th>Useful participation (number of tutorials)</th>
<th>Letter</th>
<th>Number</th>
<th>Quality of presentation and contributions</th>
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<tbody>
<tr>
<td>8</td>
<td>A</td>
<td>1</td>
<td>Excellent</td>
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<td></td>
<td>3</td>
<td>Good</td>
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<td></td>
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<td>5</td>
<td>Weak</td>
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<tr>
<td>7</td>
<td>B</td>
<td>1</td>
<td>Excellent</td>
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<td>2</td>
<td>Good</td>
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<td>6</td>
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<td>Weak</td>
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</tbody>
</table>
If students are prevented from attending a tutorial, but have a good cause, lack of contribution for the relevant week will not be penalised. So, if useful participation is made in seven tutorials but one is missed through illness a grade of ‘A’ will still be awarded. Failure to attend tutorials without good cause, however, may lead to loss of the class certificate for the course.

**Class Debates.** Details of the debate format will be arranged in the first tutorial. All students will either present a case for or against a debate proposition related to one of the core weekly themes, or they will act as a moderator and facilitator for the discussion. Debate-presentations should last no more than 10 minutes, and should seek to advance a compelling historically-informed argument in favour of the case being made. Talks should be accompanied by visual support in the form of a handout and/or a PowerPoint presentation.

**ESSAYS (40%)**
The essays should be approximately 2,500 words in length, including quotations and foot- or endnotes but excluding the bibliography. Students should note that they can be penalised for work which is either too long or too short. Students should sign up for their chosen question on MyAberdeen, which limits numbers taking each question to ease pressure on library resources. **NB: Essay questions will be available for selection at the start of Week 2.**

**Formal written and oral requirements:** It is expected that essays will be submitted in word-processed format. They must be accompanied by a bibliography and foot- or endnotes conforming to established academic conventions (see below, and the History Department referencing guide on MyAberdeen). Essays will be returned with a mark taken from the Common Grading Scale, with written comments. You will be given the opportunity to discuss your essay, techniques of essay writing, and other aspects of the course.
with your tutor. See *Departmental Guidelines* (and below) for information on extensions and the late submission of work.

The main criteria for assessing the quality of your work are:

- a critical, questioning approach. Did this really happen as the source states? Are interpretations given by historians acceptable?
- degree of own contribution (composition and thinking) as opposed to reproduction
- clarity of argument, use of historical evidence, and appropriate organisation
- degree and clarity of how question is addressed and answered, and put into general context
- choice of literature
- appropriate use of specialist historical vocabulary, concepts etc.
- language and style

Essays must have appropriate references (footnotes or endnotes) and a separate bibliography. Marks might be deducted for inadequate referencing and bibliography.

**GUIDE FOR REFERENCING**

Please refer to the History Department’s coursework referencing guide, available on MyAberdeen, for guidelines on how to present references and bibliography correctly in your essay, as well as other useful essay-writing tips.

**ASSESSMENT DEADLINES**

Assessed essay: **3PM ON MONDAY 25 MARCH (WEEK 11)**

**SUBMISSION ARRANGEMENTS**

When uploading assignments, please do the following:

1. Submit a .doc or .docx and include the word count.

2. Submit by the due date, no hard copy will be required unless directly requested by the Course Coordinator through MyAberdeen.

3. In advance of uploading, please save the assignment with your student ID number listed in the filename, i.e. 59999999 HI2524 Essay 1.

4. When asked to enter a title for the assignment, please enter a title identical to the name of your saved assignment, i.e. 59999999 HI2524 Essay 1.
Please note: Failure to submit by the due date (unless a prior arrangement has been made) will result in a deduction of marks. Where no submission is received, this will result in a mark of zero.

Please note: Safeassign text-matching software will be used. However the School of Divinity, History and Philosophy reserves the right also to submit material to TurnitinUK when deemed necessary.

EXAMINATION (50%):  
The examination will take place in the April/May diet and will last for TWO hours. Three questions out of a choice of twelve have to be answered, and the examination will cover all areas of the course. In particular, the general themes and ideas discussed in the lectures and in the tutorials will be covered. You will have the opportunity not only to demonstrate knowledge about a range of historical topics, but also the fundamental skills of a historian, namely critical analytical assessment. Examinations will be marked accordingly: although we cannot as historians argue without knowledge, it is the argument, backed up by evidence, that counts.

NB: Although this is the second year of the course running with its present title, it ran in 2016-17 under the title HI2523 ‘An Introduction to Scottish History’, and past papers under that title will be useful for you. A first-year version of the course ran before that with the course code ‘HI1522’, and questions from those past papers might also be worth consulting. Past exam papers can be viewed at http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/.

PLEASE NOTE: Candidates whose first language is not English may refer to English/native tongue dictionaries in History exams. Electronic dictionaries are not permitted in the examination venue. Invigilators are entitled to request inspection of dictionaries prior to the examination, thumbing through them to check that there is no extra written material present.