SCHOOL OF DIVINITY, HISTORY AND PHILOSOPHY

ACADEMIC SESSION 2018-2019

HI 303W STEWART SCOTLAND, 1406-1603

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
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Discipline Administration
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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 examines Scotland in the last two centuries of its dynastic independence. Organised chronologically, it will address the rule of the realm under the Stewart dynasty. Kingship, nobility and the exercise of power on the national, regional and local levels will form major themes of this course. It will also examine regicide, regency, and resistance to authority, the relationship between crown, church and nobility, and the development of governmental institutions and offices. Attention will also be given to exploring social and political change, especially with regard to landowners and other power-holders.

INTENDED AIMS AND LEARNING OUTCOMES
Aim: To develop skills of historical research and analysis by focusing on Scotland in the last two centuries of its dynastic independence.

Learning Outcomes: By the end of this course students should be able to:
• Demonstrate a critical understanding of the social and political history of Scotland in the later middle ages;
• Articulate convincing analysis of different types of evidence, by developing a clear, balanced, scholarly argument;
• Appraise critically primary source materials and secondary scholarship;
• Evaluate the strength of an argument and counter-arguments;
• Demonstrate improved verbal and written expression skills.

LECTURE/SEMINAR PROGRAMME
The weekly readings listed below should be consulted in conjunction with the course Supplemental Bibliography and Resource Guide, available on MyAberdeen, which sets out a bibliography for each weekly topic, and which also explains abbreviations used below for certain journal titles.
[Abbreviation] Relevant textbooks:

Chapter-length approaches to the period:

WEEK 1

The Early Stewarts and the Reign of James I

Core readings:
RN, chs 9–11

Discussion questions:
(a) How effective was Albany as ‘Governor of Scotland’?

(b) Did James I’s actions against the Albany Stewarts and the Dunbars of March destabilise or strengthen his authority?

WEEK 2
*Renaissance: Learning, Culture, and Politics*

*Core readings:*
JW, ch. 4, ch. 11
Schoeck, R. J., ‘Background of European Humanism’, in MacQueen, J., (ed.), *Humanism in Renaissance Scotland* (1990), 1–9

*Discussion questions:*

(a) What were the links between education and politics?
(i) MacQueen, H.L., ‘“Rare Creatures for their Age”: graduate lairds and royal servants’, in Crawford, B.E. (ed.), *Church, Chronicle and Learning in Medieval and Early Renaissance Scotland* (1999), 227–39

(b) What were the most significant aspects of the renaissance in Scotland?
(i) Stevenson, J., and Davidson, P., ‘Ficino in Aberdeen: The Continuing Problem of the Scottish Renaissance’, *Journal of the Northern Renaissance*, 1 (2009), 64–87

WEEK 3
*Source skills week*
This week will introduce the types of primary sources used in class and for the source skills exercises. This week will also introduce online resources to assist with developing languages and palaeography skills. These include:

- The National Archives, *Reading Old Documents* page: tutorials for ‘Learn Medieval Latin – Stage 1’ and ‘Latin Palaeography’
•  *The Dictionary of the Scots Language:* [http://www.dsl.ac.uk](http://www.dsl.ac.uk)

  See esp. ‘1 Hour Basic Tutorial’ and ‘Court Records’

**WEEK 4**

**James II: Authority and Aggression**

*Core readings:*

RN, chs 12–13

McGladdery, C., *James II* (2015), chs. 2-4 (the minority) 5-8 (the personal rule)


This seminar will include a **source exercise** in class. However, the following discussion questions are included for independent study:

(a) **What factors, if any, promoted stability in the turbulent minority of James II?**
   (i) Downie, F., *She is but a Woman: Queenship in Scotland, 1424–1463* (2006), ch. 8 (on Queen Joan Beaufort, 1437–45)

(b) **Why did James II succeed against the Black Douglases?**

**WEEK 5**

**Nobility, Bonds and Service**

*Core readings:*

AG, chs 5–7

This seminar will include a **source exercise** in class. However, the following discussion questions are included for independent study:

(a) **Did the higher nobility wield greatest power in the fifteenth or the sixteenth century?**

(b) Were the changes experienced by the nobility in the fifteenth century superficial or fundamental?
(ii) Stevenson, K., ‘“Thai War Callit Knychtis and Bere the Name and the Honnour of that Hye Ordre”: Scottish knighthood in the fifteenth century’, in L. Clark (ed.), The Fifteenth Century VI: identity and insurgency in the late middle ages (2006), 33–52

WEEK 6
Crown and Estates in the Reign of James III
Core readings:
RN, chs 14–16
Macdougall, N.A.T., James III (Rev. edn 2009) chapters on 1470s and 1482

This seminar will include a source exercise in class. However, the following discussion questions are included for independent study:

(a) How effective was parliament as a mechanism for restraint in the reign of James III?
(i) Tanner, R.J., The Late Medieval Scottish Parliament (2001), ch. 8–9

(b) What did James III find were the limits of royal authority?

WEEK 7
Essay preparation week: no classes; meetings to discuss essay topic and readings

WEEK 8
Peacemaking and Bloodfeud
Core readings:

Discussion questions:
(a) Why did bloodfeud flourish in Stewart Scotland?

(b) What role did the law courts perform in the regulation of interpersonal violence?
www.euppublishing.com/toc/shr/92/1
(ii) Ewan, E., ‘Disorderly Damsels? Women and Interpersonal Violence in Pre- Reformation Scotland’, *SHR*, 89 (2010), 153-171,
www.euppublishing.com/toc/shr/89/2

WEEK 9 [intended excursion to City Archives at the Town House, Friday 10-12]
Urban Scotland
Core readings:
JW, ch. 3

This seminar will include a source exercise in class. However, the following discussion questions are included for independent study:

(a) In what ways were the larger burghs important in the wider kingdom?

(b) Did the social and political organisation of burghs change significantly in the two centuries after 1400?
(i) Ewan, E., *Townlife in Fourteenth-Century Scotland* (1990), ch. 2

WEEK 10 [Essay due this week]
James IV: ‘The Glore of Princelie Governyng’
Core readings:
RN, chs 17–18
JD, chs 1–4
This seminar will include a source exercise in class. However, the following discussion questions are included for independent study:

(a) Did the way in which the king related to the localities change significantly during the reign of James IV?

(b) What can urban records reveal about political life in towns?
   (i) Ewan, E., Townlife in Fourteenth-Century Scotland (1990), ch. 2
   https://doi.org/10.1017/S0963926816000766

WEEK 11
James V: ‘Asking grace of a graceless face’
Core readings:
JD, chs 5–7
JW, chs 1–2
Cameron, J., James V (1998), chs 1 & 14 (introd. & conclusion)

Discussion questions:
(a) Evaluate James V’s relationship with his magnates
   (i) Donaldson, G., Scotland: James V–James VII (1965), ch. 4
   (ii) Cameron, J., James V (1998), ch. 7 - or - ch. 11

(b) How did James V project his influence at home and abroad?
   (i) Thomas, A., ‘Princelie Majestie’: The Court of James V of Scotland, 1528–1542 (2005), ch. 1 (royal household)
SUPPLEMENTAL TOPICS [Possible for essays, not to be assessed on examination]

The Personal Reign of Queen Mary
Core readings:
JW, part II (chs 5–8)
JD, chs 8–13

Discussion questions:
(a) Which perspective on Mary do you find more convincing?
(i) Wormald, J., Mary Queen of Scots: A Study in Failure (1988), (2nd edn 2001, published as: Mary Queen of Scots: Politics, Passion and a Kingdom Lost), chs 5–6
(ii) Donaldson, G., All the Queen’s Men (1983), chs 4–5

(b) What do the events of 1563 & 1566 suggest about the reign?
(iii) Lynch, M., ‘Queen Mary’s Triumph: the baptismal celebrations at Stirling in December 1566’, SHR, 69 (1990), 1–21

Discussion questions:
Jacobean Scotland to the Union of Crowns
Core readings:
JW, chs 9–10 ;
JD, ch. 14

(a) In light of the rest of this course, how novel was the government of James VI?
(i) Lee, M., Great Britain’s Solomon: James VI and I in his three kingdoms (1990), ch. 3

(b) How effective was governmental change in the localities?
(i) Goodare, J., State and Society in Early Modern Scotland (1999), ch. 3
(iii) Cathcart, A., ‘Crisis of Identity? Clan Chattan’s response to government

READING LIST
A Supplementary Bibliography will be made available on MyAberdeen

ASSESSMENT
1st Attempt:

- Three-hour examination (50%), and
- Essay of 3,000 words, excluding notes and bibliography, on a topic agreed in advance with the course co-ordinator (50%)

RESIT: Essay of 3,000 words (100%)

Feedback on all assessment should be timely and normally provided within a maximum of three working weeks (excluding vacation periods) following the deadline for submission of the assessment.

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.

ESSAYS
It is almost universally true that the strongest written work demonstrates wide reading on the chosen topic. The supplemental bibliography on MyAberdeen provides points of departure for further reading. The footnotes and bibliographies of these books and articles are two sources of still further reading; the search-features of the library catalogue, browsing the open shelves, and consulting the course co-ordinator are other ways forward. A major outcome of a university education should be an ability to find information on any topic within your field. You are encouraged and expected to show initiative in developing this ability, notably in the essay:
Essay (c. 3,000 words). This must be submitted in word-processed format and must be accompanied by a bibliography and foot- or endnotes conforming to established academic conventions (see below). Students will design an individual essay topic which will form the basis of an essay question to be decided in consultation with Dr Armstrong. You are encouraged to design an essay topic around one of the seminar topics (or an aspect thereof), in order to develop this much further than we do in class. Please arrange individual meetings with Dr Armstrong to discuss your essay topic and question. See Departmental Guidelines (and below) for information on extensions and the late submission of work. It is assumed that students will use the assigned readings and supplemental bibliography to assist in constructing their own reading list.

Please note: It will be assumed that your bibliography (i.e., the list of only those works actually cited in the footnotes) will include at least:

- a scholarly monograph (i.e., a book)
- an article from a journal (i.e., a periodical)
- an essay from a book of collected essays
- a primary source (i.e., something written at the time of the historic events)

In addition to these requirements you may include as many further works as you wish.

Before starting the book review or essay, consult the section on essay writing in the Student Handbook.

- See ‘submission arrangements’ section below.
- Serious deviation from departmental formatting style in end/footnotes or bibliography (see below) will have a negative impact on the mark given.
- Students should note that they will be penalized for work that is either too long or too short.
- Evidence of inadequate proof-reading (such as repeated typographical errors, incomplete sentences, the use of contractions) will have a negative impact on the mark given.
- Failure to make adequate use of end/footnotes (see below) will have a negative impact on the mark given.

Scholarly Apparatus: Every essay and book review should be double spaced, page numbered, and have end/footnotes and a full bibliography, comprising only works cited. Any material consulted but not cited may be noted under an additional heading: ‘works consulted’.

Please observe the History coursework referencing guide, available on MyAberdeen.
ASSESSMENT DEADLINES
Essay due Thursday 15 November (Week 10), 3pm

SUBMISSION ARRANGEMENTS

Submit one paper copy with a completed essay cover sheet to the drop boxes in CB008 in 50-52 College Bounds and one official electronic copy to TurnitinUK via MyAberdeen. Both copies to be submitted by 3.00pm on the due date.

Paper Copy: One paper copy, typed and double spaced, together with an Assessment cover sheet – this should have your ID number clearly written on the cover sheet, with NO name or signature but EVERYTHING ELSE completed, including tutor’s name – and should be delivered to the drop boxes in CB008, 50-52 College Bounds.

Electronic Copy: One copy submitted through Turnitin via MyAberdeen. (for instructions please see http://www.abdn.ac.uk/eLearning/turnitinuk/students/) Students are asked to retain the Turnitin receipt so they are able to provide proof of submission at a later date if required.

In advance of uploading, please save the assignment with your student ID number listed in the filename, i.e. 59999999 HI303W Essay 1. When asked to enter a title for the assignment, please enter a title identical to the name of your saved assignment, i.e. HI303W Essay 1.

Both copies to be submitted by 3.00pm on the due date.

Please note: Failure to submit both an electronic copy to TurnitinUK, and an identical paper copy, will result in a deduction of marks. Failure to submit to TurnitinUK will result in a zero mark.
EXAMINATION
Information on how the examination paper will be structured, if necessary, such as how many questions, etc. General exam guidance will be given in the Student Handbook.

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, when permitted by their Schools to do so. 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.