

ACADEMIC SESSION 2018-2019

HI4009 – SPECIAL SUBJECT  
THE SCOTTISH WARS OF INDEPENDENCE, 1286-1328

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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## 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

In 1286 Alexander III of Scotland was found dead at the foot of a cliff and Scotland was engulfed in a period of political instability and eventually war that was to have a profound impact on the future development of the British Isles. The course considers key stages of the 'wars of independence' period in chronological sequence until the final triumph of Robert I in 1328. Due consideration will be given to international perspectives in trying to understand the Anglo-Scottish struggle, notably in relation to Ireland, France, Flanders and the Papacy. There will also be full consideration of the 'civil war' aspect to the struggle most obvious in the clash of Bruce and Balliol supporters after 1306. Alongside this examination of the unfolding political events wider themes will be considered on a weekly basis. These themes include attempts to understand the personalities of some of the major players and analysis of a variety of social groups (such as women and clerics) and conceptual frameworks (geographical factors, national identity, frontier societies) vital for understanding both insular international relations in this period and important developments within the Scottish kingdom.

## INTENDED AIMS AND LEARNING OUTCOMES

**Aim** The aim of this course is to study carefully Anglo-Scottish relations within a wide international framework, and examine developments in the kingdom of Scotland itself in the period 1286-1328. It is hoped that exploration of selected key themes alongside the political events will lead students to a rich appreciation of the period and an ability to offer analytical insights on it based on close scrutiny of a range of primary source materials.

### ***Learning Outcomes***

#### *Intellectual skills*

By the end of the course, students should be able:

- to outline key events in the 'wars of independence' period
- to adopt a broad, international framework in seeking to understand the course of Anglo-Scottish relations and developments within Scotland
- to understand the interplay between political, social, cultural, religious and other factors
- to consider critically the views of historians who offer differing perspectives on key themes relating to the subject

### *Personal and Transferable Skills*

This course is intended to sharpen skills in:

- analysing both contemporary primary sources and secondary sources
- written communication (through course work and examinations) and verbal communication (in seminar presentations and discussion)
- reaching informed judgements and coherent conclusions with the assistance of tutors' comments on written work and oral presentations
- IT, including word processing and internet retrieval, through preparation for seminars and essays
- Independent learning, through preparation for course work and seminars

### *Attitudinal Skills*

This course is intended to enhance appreciation and awareness of:

- the problems and challenges faced by individuals, institutions and groups in a time of crisis and upheaval
- historiographical debates relating to the subject
- the skills characteristic of the professional historian and the particular problems and challenges faced by students of medieval history

### **SEMINAR PROGRAMME**

As indicated below the seminar schedule covers the main political events in chronological order with particular related themes being concentrated on from week 3 on Thursdays. Detailed discussion will be based on a broad range of primary source materials to be read by all class members on a weekly basis. These will be distributed in advance of the appropriate seminar sessions. Attendance at seminars is mandatory. Students are expected to make full verbal contributions at these sessions and to make presentations on selected topics.

#### **Week 1**

Mon 10 Sep      Introductory: Organisation; Aims; Library Skills  
Thu 13 Sep      Two 'Superpowers'? Scotland, England and Britain

#### **Week 2**

Mon 17 Sep      The Succession Crisis and the Process of Norham, 1286-1291  
Thu 20 Sep      The 'Great Cause' and the Reign of King John, 1291-1296

#### **Week 3**

Mon 24 Sep      The Edwardian Conquest, 1296  
Thu 27 Sep      Theme: The Character of Edward I

**Week 4**

Mon 1 Oct William Wallace, Andrew Murray and the Rising of 1297  
Thu 4 Oct Theme: Land and Sea: Geography and the Attempt to Conquer Scotland

**Week 5**

Mon 8 Oct The Great Stalemate: 1298-1303  
Thu 11 Oct Theme: Clergy, Church and War

**Week 6:**

Mon 15 Oct The Second Conquest: 1304-1305  
Thu 18 Oct Theme: William Wallace as a National Icon

**Week 7**

Mon 22 Oct Brucean Revolution, Brucean Disaster: 1306-1307  
Thu 25 Oct Theme: Women, War and Politics

**Week 8:**

Mon 29 Oct Bannockburn and the Turning of the Tide: 1308-1314  
Thu 1 Nov Theme: A War of Chivalry?

**Week 9**

**Essay due Thursday 8 November by 3pm**  
Mon 5 Nov War, Famine and Brutality: Northern England and Ireland, 1315-1319  
Thu 8 Nov Theme: Creation of a Frontier Society?

**Week 10**

Mon 12 Nov Securing the Throne? 1320-1326  
Thu 15 Nov Theme: A Clash of Nations? National Identity

**Week 11**

Mon 19 Nov Winning the Peace: 1327-1328  
Thu 22 Nov Theme: The Character of Robert I

**Week 12**

**Revision Week**  
Mon 26 Nov 'Gobbet' Exercise  
Thu 29 Nov Revision

**BIBLIOGRAPHY**

Extensive reading is an essential part of any course in History and will deepen your understanding and enjoyment of the period and the discipline of history. The select bibliography offered below provides points of departure for further reading on the topics covered in the course. The footnotes and bibliographies of these books and articles will lead you to other sources; 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 is an ability to find information on any topic within your field. You are encouraged to show initiative in developing this ability.

### **Internet Resources**

The Breaking of Britain: Cross-Border Society and Scottish Independence 1216-1314: <http://www.breakingofbritain.ac.uk/>

De Re Militari (military history): <http://deremilitari.org/>

People of Medieval Scotland 1093-1314: <http://www.poms.ac.uk/>

Survey of Dedication to Saints in Medieval Scotland:

<http://www.shc.ed.ac.uk/Research/saints/Project.htm>

### **Primary Sources**

#### **Guides to sources: general**

Donaldson, G., *The Sources of Scottish History* (1978)

Elton, G.R., *England 1200-1640* (1969)

Given-Wilson, C., *Chronicles. The Writing of History in Medieval England* (2004)

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Gransden, A., 'The Chronicles of Medieval England and Scotland', in A. Gransden, *Legends, Traditions and History in Medieval England* (1992)

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Stones, E.L.G., 'English chroniclers and the affairs of Scotland, 1286-1296', in R.H.C. Davis and J.M. Wallace-Hadrill, eds., *The Writing of History in the Middle Ages* (1981)

Webster, B., *Scotland from the eleventh century to 1603* (1975)

#### **Guides to sources: specific**

Broun, D., 'A New Look at *Gesta Annalia* attributed to John of Fordun', in B. E. Crawford, ed., *Church, Chronicle and Learning in Medieval and early Renaissance Scotland* (1999), 9-30

Eben, L. A., 'John Barbour's *Bruce*: Poetry, History and Propaganda', *Studies in Scottish Literature*, 9 (1972), 218-42

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*Anglo-Scottish Relations, 1174-1328*, ed. E.L.G. Stones (2nd ed.,1970)

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*Calendar of Documents relating to Scotland*, ed. J. Bain, et al. (5 vols.,1881-1985)

*Calendar of Entries in the Papal Registers relating to Great Britain and Ireland*, ed. Bliss, W.H., et al., eds., (1894-)

*Calendar of Patent Rolls*

*Edward I and the Throne of Scotland, 1290-6*, ed. E.L.G. Stones & G.G. Simpson (2 vols,1978)

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*Records of the Parliaments of Scotland to 1707*, ed. K. Brown, et al.:

<http://www.rps.ac.uk/>

*Regesta Regum Scotorum: The Acts of Robert I*, ed. A.A.M. Duncan (1988)

*Source Book of Scottish History*, ed. W.C. Dickinson et al. (3 vols., 2nd ed., 1958)

*Scottish Historical Documents*, ed. G. Donaldson (1970)

*Documents Illustrative of the History of Scotland 1286-1306*, ed. J. Stevenson [selected texts published in full, with translations of those in French]

### **Narrative Sources**

*Anonimale Chronicle 1307 to 1334*, ed. W.R. Childs & J. Taylor (Yorkshire Recs. Soc., 1991)

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[list of office-holding clergy of the Scottish church]

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### **Relevant Journals**

<i>BIHR</i>	<i>Bulletin of the Institute of Historical Research</i>
<i>EHR</i>	<i>English Historical Review</i>
<i>History</i>	<i>History</i>
<i>History Scot.</i>	<i>History Scotland</i>
<i>IHS</i>	<i>Irish Historical Studies</i>
<i>IR</i>	<i>Innes Review</i>
<i>JMH</i>	<i>Journal of Medieval History</i>
<i>NH</i>	<i>Northern History</i>
<i>Nott. Med. St.</i>	<i>Nottingham Medieval Studies</i>
<i>PSAS</i>	<i>Proceedings of the Soc. of Antiquaries of Scotland</i>
<i>RSCHS</i>	<i>Records of the Scottish Church History Society</i>
<i>SHR</i>	<i>Scottish Historical Review</i>
<i>TDGAS</i>	<i>Transactions of the Dumfries and Galloway Natural History and Antiquarian Society</i>
<i>TCWAAS</i>	<i>Transactions of the Cumberland and Westmorland Antiquarian and Archaeological Society</i>
<i>TRHS</i>	<i>Transactions of the Royal Historical Society</i>

### **General Works**

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### **Themes: Edward I**

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### **Themes: Geography and the Attempt to Conquer Scotland**

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- Jewell, H. M., 'North and South: the antiquity of the Great Divide', *NH*, 27 (1991)
- King, A., 'Englishmen, Scots and Marchers: National and Local Identities in Thomas Gray's *Scalacronica*', *NH*, 36 (2000)
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- Summerson, H., *Medieval Carlisle: The City and the Borders from the late eleventh to the mid sixteenth century* (1993)
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### **Themes: National Identity**

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- Bruce, Mark P., 'Creating Scottish Nationalism: English Translations of the Fourteenth-Century Declaration of Arbroath', in Karl Fugelso, ed., *Memory and Medievalism (Studies in Medievalism, XV)* (2007)
- Bruce, M. P. & Terrell, K., eds, *The Anglo-Scottish Border and the Shaping of Identity, 1300-1600* (2012)
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- Cowan, Ted, 'The Bannockburn Legacy', *History Scotland*, 14: 3 (2014)
- Crawford, R., *Bannockburns. Scottish Independence and Literary Imagination, 1314-2014* (2014)
- Duncan, A. A. M., *The Nation of Scots and the Declaration of Arbroath* (1970)
- Duncan, A. A. M., 'The Making of the Declaration of Arbroath' in D. A. Bullough & R. L. Storey, eds., *The Study of Medieval Records: Essays in honour of Kathleen Major* (1971), 174-88
- Eriksonas, Linas, *National heroes and national identities: Scotland, Norway, and Lithuania* (2004)
- Grant, A., 'Aspects of National Consciousness in Medieval Scotland', in C. Björn, et al., eds, *Nations, Nationalism and Patriotism in the European Past* (1994)
- Simpson, G. G., 'The Declaration of Arbroath revitalised', *SHR*, 56 (1977), 11-33
- Terrell, K. H., 'Subversive Histories: Strategies of Identity in Scottish Historiography', in Jeffrey Jerome Cohen, ed., *Cultural Diversity in the British Middle Ages* (2008), 153-72
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- Watson, F., 'The Enigmatic Lion: Scotland, Kingship and National Identity in the Wars of Independence', in D. Broun, et al., eds, *Image and Identity* (1998)
- Webster, B., *Medieval Scotland: the making of an identity* (1997)

### **Themes: Robert I**

- Barrow, G.W.S., *Robert Bruce and the Community of the Realm of Scotland* (3<sup>rd</sup> ed., 1988; 4<sup>th</sup> ed., 2005)
- Barrow, G.W.S., *Robert Bruce and the Scottish Identity* (1984)
- Macdonald, A.J., 'Good King Robert's Testament? Guerrilla Warfare in Later Medieval Scotland' [available from course co-ordinator]
- McNamee, C., *Robert the Bruce: our most valiant prince, king and lord* (2006)
- Penman, M., 'A fell coniuracioun again Robert the douchty king': the Soules conspiracy of 1318-1320, *IR* (1999)
- Penman, M., *Robert the Bruce King of Scots* (2014)

## ASSESSMENT

Assessment is based on one three-hour degree examination at **100%** of the final assessment. The **Degree Examination** will be held in December. The purpose of the examination is to test your ability to analyse and synthesise material covered in the course. During the examination you will write on two essay questions and two gobbets.

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.

## FORMATIVE COURSE WORK

You are required to submit one short essay (1000 words) and complete a 'gobbet' exercise. The essay and 'gobbet' exercise help in the development of analytical skills necessary for the successful completion of the exam.

## ESSAY

Students will be provided with possible questions, but they may frame a question of their choice after consultation with the course co-ordinator. Essays will be returned with a mark taken from the Common Grading Scale with written comments. All essays will be returned individually, providing you with the opportunity to discuss your essay, techniques of essay-writing, and other aspects of the course with the course co-ordinator. Before starting your essay, consult the section on essay-writing in the Department's *Student Guidelines*. The scholarly apparatus used (bibliography and referencing styles) should conform to the History Department Referencing guide. This is available on MyAberdeen.

## 'GOBBET' EXERCISE

The 'gobbet' exercise will be undertaken under exam conditions on **Monday 26 November at 2pm**. Exercises will be returned with marks on the CGS and written comments.



## ASSESSMENT DEADLINES

The essay is due on Thursday, 8 November not later than 3pm.

The gobbet exercise will be completed between 2 and 3pm on Monday, 26 November.

## 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](https://myaberdeen.abdn.ac.uk). (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 HI4009 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. HI4009 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

The three-hour degree examination consists of twelve questions. You must answer question 1 and two other questions. In question 1 you must critically analyse two primary source extract 'gobbets' from a choice of five. Questions 2-12 are traditional essay-type questions designed to test your knowledge and

understanding of the course and your critical and analytical skills. Class teaching will feature detailed preparation for the examination.

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/>.

NB: please note that the requirement for Question 1 (the gobbet question) has changed from the pattern used on the past papers and the requirement is now two discussions from five rather than four from ten.

**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.

### **GUIDELINES ON USING PRIMARY SOURCES**

To make the best out of this kind of evidence about the past, you should first read quickly through the document, bearing in mind certain questions:

- What kind of document is it? What is its general nature and purpose: a treaty, a charter, a private letter, a public letter or what? Whether it was private, open or confidential may be important. When was the document produced - i.e. is it contemporary with the events it describes?
- What does the document say? Is its timing significant?
- Is the document authentic or is it a forgery? Is it accurate and trustworthy? Was it designed to deceive?
- Why might it be important: because of its author's standing; because of the information or the views it contains; or because it had directly or indirectly an effect on events?

These questions can be broken down further through investigation of the background.

- Who was (were) the author(s)? What was the document's provenance? What is known about the author? What bits of this information are particularly important for understanding and assessing the importance of the document?
- Has the author first-hand knowledge of what she/he is writing about? Is she/he writing from hearsay or with hindsight? If so, does this add or subtract from the value of the document?

- Why is the author writing: to give an order, convey information or influence others? Does the document make significant omissions or assumptions?
- Who was meant to see the document and who did see it?
- What effects, if any, did the document have on events? If it was designed to bring change, did it do so and in the way expected? Was it designed to stave off developments and did it succeed in doing so? Did it influence a person or group's attitudes and actions, by design or unintentionally?

If you are asked to write a commentary on a document or documentary extract, the commentary should contain two or three major points. In writing your commentary, focus on the extract itself, referring to the document as a whole only when it helps your understanding or influences your assessment of the significance of the extract itself. Different extracts, as also different documents need to be investigated and assessed in different ways, so use the guidelines flexibly.

In writing a commentary you will necessarily have to be selective but generally aim to comment on **who** wrote, to **whom**, and **why, what** the extract says, and **why** the extract (and on occasion the whole document) is important for the historian in throwing light on the particular development or issue.

See also the leaflet 'Reading Historical Documents' in the Course Materials Folder on MyAberdeen.