

JAMES MADISON UNIVERSITY  
COURSE OUTLINE  
**CULTURAL HISTORY OF SCOTLAND**  
(SHORT-TERM SUMMER SESSION 2008)

HIST 391

Travel Studies Seminar

Professor William P. Boyer, Jr.

Mrs. Leila O. W. Boyer

June 9-30, 2008

**Course Overview**

Students participating in the Cultural History of Scotland Short Term Summer Session will become intimately familiar with the history of Scotland through visits to sites where major events in Scottish pre-history and history occurred. These will include Iron Age, Pictish, Celtic, Viking and Roman sites as well as important sites in Scottish history from the post-Roman period to the present.

All aspects of Scottish history will be covered with the intent of having students understand the systemic effects politics, economics, religion and landscape had on Scottish culture and society. Visits to various locales such as Edinburgh and Stirling Castles, Falkland and Holyroodhouse Palaces; Bannockburn, Culloden and Killiecrankie Battlefields; St. Andrews, Melrose, Arbroath and Dunfermline Abbeys, St. Giles and Glasgow Cathedrals and Rosslyn Chapel will reinforce Scotland's political and religious history. Guest lecturers will discuss Scotland's historical geography and the influence of the European Renaissance on Scotland. Private tour guides will highlight the significant sites in St. Andrews, St Andrews University, and Edinburgh's Royal Mile. Scottish culture and society, and the changes both have undergone over time will be discussed throughout the tour. Visits to historic houses and museums such as Blair, Dunnottar and Urquhart Castles, Abbotsford, Edinburgh's National Museum of Scotland, the Vaults of Edinburgh and Anstruther's Fisheries Museum will introduce students to the material culture and lifeways of the very rich and the very poor. They will also learn about Scotland's long musical heritage through a visit to Highland games and musical venues throughout the trip

Visits to the Borders area and the Highlands will point out the topographical differences between those regions that created very different political cultures throughout Scotland's history. Scottish cultural history will be the focus during a private guided tour of the National Gallery's Scottish Collection, the National Archives of Scotland, and private classroom instruction on the rudiments of Gaelic and the importance the resurgence of that language is having on Scottish nationality. We will also discuss Scotland's current political situation, its devolution and growing nationalism. Students will be encouraged to read local and national newspapers and watch local news broadcasts to understand how this is affecting Scottish daily life, and a guided tour of the new Scottish Parliament in Edinburgh will serve as the basis for a discussion on Scotland's political and economic future and the impact the country's history will have on decisions yet to be made.

## **Course Requirements, Readings and Assignments**

1. Students will select and read a general history of Scotland text. Among those recommended are:

J. D. Mackie *A History of Scotland*

Nigel Tranter *The Story of Scotland*

Fitzroy McLean *Scotland: A Concise History*

T.M. Divine *The Scottish Nation*

Magnus Magnusson *Scotland: the story of a nation*

Nathaniel Harris *Heritage of Scotland: a cultural history*

R. A. Houston and W.W. J.Knox, eds., *The New Penguin History of Scotland From the Earliest Times to the Present Day*

2. Each student will select a research topic in consultation with Dr. and Mrs. Boyer. The project must relate to the area of study taken as credit, i.e., history for HIST 391, literature for ENG 302, art or architecture for ARTH 320, or humanities for GHUM 251. During the week in St Andrews each student will research the topic using the University of St Andrews Library or the City of St Andrews library and will write a 7-10 page paper on the topic. Papers will be due the day the program moves from St Andrews to Edinburgh (June 9.) Students will give a short presentation of their research project to the group at the appropriate times during the trip (i.e., if the topic deals with the works of Sir Walter Scott, the student will present his or her research the night before our trip to Abbotsford, Scott's home in the Borders area.)

3. Each student will maintain a detailed journal of the trip, describing the sites visited and their impressions of Scotland and the Scottish people they encounter during our journey. These descriptions might include details of the prehistory, history, art, architecture, ecology, observations of Scottish culture, comparisons with scenes in Scottish literature, etc. Students are encouraged to be as creative as possible by illustrating their journals with drawings or photos, mementos and sidebar notations. These journals will be updated daily and will be reviewed by Dr. and Mrs. Boyer at least three times during the trip. The journals must be thorough and attention must be paid to proper composition as they will contribute significantly to the student's final grade.

4. Students will be given information packets dealing with history, art, architecture, culture, etc. throughout the trip. These materials must be read as assigned and students must be prepared to discuss these materials during the trip.

### **Grade interpretation:**

(A) Means outstanding in all aspects of the course, demonstrating mastery of the subject, excellent exposition, and incisive interpretation .

(B) Means well-above average achievements in mastery of the subject, exposition, and interpretation throughout the course.

(C) Means comprehension of the basic concepts, competent exposition, and interpretation. The grade of C indicates that the student has learned the subject at an appropriate university level.

(D) Means unsatisfactory but still barely passing.

(F) Means failure.