



An old Gaelic proverb, "Remember the People from whence you came".

History of

Scotland

CCSA Early Scotland
June 14-July 6, 2010

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I. Course Description

Cooperative Center for Study Abroad (CCSA), course "Under the Kilt, an intimate exploration of the history and culture of Scotland" is an on-location immersion experience focusing on the major events and personalities that contributed to the development of the modern nation of Scotland. The course attempts to assist students in distinguishing elements of Scots history and culture that have influenced the development of the modern era.

Prerequisites: There are no prerequisites for this course other than a desire to become familiar with the rich history and culture of Scotland.

II. General Goals of the Course

The overall objective of the course is to identify elements in Scots' history and culture that have and continue to influence the development of Scotland and the western world.

Students who complete History of Scotland should be able to demonstrate the following knowledge and skills:

- Follow instructions and meet deadlines



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- Define and recognize significant elements of Scots origin that exist in modern western and non-western cultures
- Develop and justify a timeline of Scots history and significant personalities
- If appropriate to the individual student, become familiar with one's personal Scots' heritage and lineage
- With the advice and approval of the course instructor, research, document and write an essay on an element of Scots' history of special interest to the student
- Maintain a daily on-line illustrated journal or blog of the course describing and reacting to the daily experience of the study-abroad adventure. The journal entries need not be uploaded to the World-Wide-Web daily, but the journal should be kept daily and uploaded when conditions permit.

III. Course Texts

A. Required:

Arthur Herman. *How the Scots Invented the Modern World*. New York: Three Rivers Press, 2001. (see one of several reviews: <http://www.cs.brown.edu/~sk/Personal/Books/Herman-Scots-Invented-Modern-World/>)

Rab Houston. *Scotland: A Very Short Introduction*. New York: Oxford University Press, 2008. (see review in the on-line version of the *Daily Scotsman*: <http://living.scotsman.com/books/Book-review-Scotland-A-Very-4674043.jp>)

B. Recommended:

John Prebble. *The Highland Clearances*.

John Prebble. *Glencoe*.

John Prebble. *Culloden*.

(the Prebble books are out of print, but copies are available through Amazon and several other used book dealers)

Michael Lynch. *The Oxford Companion to Scottish History*. New York: Oxford University Press, 2001. (see *History of Scotland Magazine* review: <http://www.historyscotland.com/bookreviews/oxfordcompanionscottishhistory.html>)

James Webb. *Born Fighting, How the Scots-Irish Shaped America*. New York: Broadway Books, 2004.

Devine, T. M., *The Scottish Nation 1700-2000*, New York: Penguin.

Any of the historical novels by the late Nigel Tranter.

Any "Cliff Notes" synopsis of the works of Sir Walter Scott; e.g., *Ivanhoe*, *Rob Roy*, *Waverley*.

J. K. Rowling *Harry Potter* (any or all books from the series)

Robert Louis Stevenson, *A Child's Garden of Verses* (available online)

Robert Louis Stevenson, *Kidnapped*

C. Recommended Scots' Guidebooks

Essential Scotland, by Hugh Taylor and Moira McCrossan (AA/AAA).

Ideal for the first-time visitor who has limited time and wants to see the highlights.

Spiral Guide to Scotland, by Hugh Taylor and Moira McCrossan (AA/AAA). The kind of guide that lends itself to an approach of "read it on the plane and hit the ground running." The magazine section provides valuable background information, and each chapter contains detailed itineraries and walking and driving tours.

Insight Guide: Scotland (APA Publications). This covers the country in great depth and has an excellent historical section.

D. Materials

Students will need a digital camera and access to the World-Wide-Web.

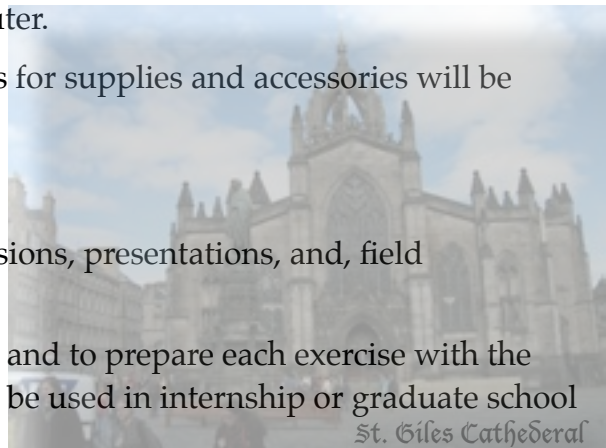
Students need note taking material, pencils, pens, a notebook, and possibly an audio recorder, and, a laptop computer.

A list of additional recommendations for supplies and accessories will be provided.

V. Course Procedures

The course includes lectures, discussions, presentations, and, field experiences.

Students are encouraged to develop and to prepare each exercise with the idea that the completed work might be used in internship or graduate school



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applications or in job search portfolios, all documenting your study abroad experience in Scotland.

Assignments will be submitted through the course's Blackboard site. CCSA students not from the University of Tennessee at Chattanooga will be added to the UTC Blackboard system on an individual basis. To be added, a student must provide the instructor with his or her name and current primary email address.

Because it is the job of an educated person to be informed. History students should keep informed of current events. You are encouraged to visit on a regular basis either a Scots newspaper or a UK news service. For example,



Firth of Forth Railway Bridge

you will be able to keep up with current events in Scotland by visiting regularly *The Daily Scotsman* at <http://news.scotsman.com/> or the BBC's home service at <http://news.bbc.co.uk/>

The Cumberland News from Carlisle, England, on the border between Scotland and England(<http://www.cumberland-news.co.uk/>) is another source for news with Scots' interests.

Students are encouraged to develop their own sources of current Scots' news. Perhaps, a "Google search" using keywords like "Scotland" or "Scotland News," or "Scotland television," might be appropriate for a beginning exploration of current events in Scotland.

History of Scotland students will make a journal entry for each class meeting..

D. Course Policies

A. Attendance

Students are expected to attend class sessions and to participate in field trips as well as other scheduled activities. Students are also expected to complete assignments on time. Our course policy does not support make-up quizzes or exams. Assignments not submitted by deadline will be acknowledged, but they will not receive credit.

B. Format for Assignments (*this is important!*)

All assignments, reports and presentations will be submitted as Blackboard uploads. All word processing should be in Microsoft Word (.doc) or Apple Pages (.pages). Several assignments may be submitted in portable-document-format (.pdf)—more on that in class. **The absolute, final deadline for submitting course material is Wednesday, July 14, 2010.**

Your instructor will provide through the UTC Blackboard system Microsoft Word templates at the beginning of the term. You are required to use the form and style reflected in the template to prepare assignments. Do not use Microsoft Works to prepare and submit assignments!

C. Make-up Assignments, Missed Examinations, Late Assignments

You must develop and submit all assignments and examinations by the scheduled due date and deadline time. Your work will not receive points after the due date and time. *The policy of this study-abroad course is that there are no make-ups and no extra credit assignments. Late submissions will be acknowledged, but students who submit work after the due date will not receive full credit.*

D. Students with disabilities

If you have a disability that may require assistance or accommodation, or you have questions related to any accommodations for testing, note takers, readers, and so forth, please speak with your campus CCSA representative and the course professor immediately.

VI. Grade Criteria

Important: You will receive points on many assignments simply for submitting the work on time. In some cases, you'll receive points merely for submitting the work in the required format with appropriate remarks.

Meeting assignment requirements is the primary criteria for evaluation. Evaluation measures include style; content; structure (organization and transition); mechanics (grammar, punctuation, word choice, spelling and typographical errors; and accuracy. Evaluation rubrics will be provided to students.



You will receive credit for following instructions and meeting deadlines.

Grades will be recorded in the course's Blackboard grade book, and the grades will be as up-to-date as possible during our time in Scotland. The Blackboard grade book should be current and accurate within two or three days of our return to the United States. Even so, you should keep your own records. You should bring to the instructor's attention any errors in the Blackboard grade book.

The [Family Educational Rights and Privacy Act](#) requires a high level of security and confidentiality for student information, including grades. Before your instructor can send to you grade reports by email, you should provide written, signed permission.

The final grade for the course is determined by dividing the sum of the points awarded by the total number of points available. The course grade is the resulting average on a 100-point scale. For example, points will be awarded for the research

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presentation, the research report, for each field trip, and for each journal entry. The sum of the points available equals 100 percent. Your grade is determined by the number of points you earn divided by the number of points available.

A. Grade percentages

- A = At least 90 percent of the points possible
- B = 80 - 89 percent of the points possible
- C = 70 - 79 percent of the points possible
- D = 60 - 69 percent of the points possible

B. Grade Interpretation

- A = represents superior performance in the course
- B = represents above the expected performance in the essentials of the course
- **C = represents acceptable or expected performance in the essentials of the course**
- D = represents marginal performance below the acceptable standards of university work
- F = indicates unqualified failure and the necessity for repeating the course to obtain credit
- W = indicates official withdrawal from one or more classes after the first two weeks of class, and up to the last six weeks before the final examinations.



John Knox
St. Giles Cathedral
Edinburgh, Scotland

VII. Terminal Objectives for the Course

In general, by the end of the term students should be able to demonstrate in writing and verbally competency in their knowledge of the history of Scotland. Our objectives also include developing a basic level or elementary proficiency in the ability to communicate our knowledge.

Specifically, by the end of term, students should be able to do the following:

- A. Research and develop a thesis that demonstrates knowledge of one or more elements of Scots' history and how the subject of the project may (or may not) continue its influence into the modern era.
- B. Present your research project to the class.

- C. Produce a written record of the course through journal entries, illustrations, and other media that traces the development of your knowledge through our experiences in the History of Scotland.
- D. Meet deadlines, both for in-class exercises and out-of-class assignments
- E. Follow instructions.

IX. Unit Objectives

The objectives for the individual units of the course will be discussed in class.

X. Course Calendar, Outline, and Assignments

*The Course Calendar is provided as a separate document. **The calendar will change during the weeks of our time together.** Changes to the calendar will be announced during our class meetings and they will be posted on the course Blackboard site. Follow the most current version of the calendar for the sequences of readings and class presentations.*

The actual dates of the sessions depend upon arrangements made on location in Scotland.

XI. Instructional Method

The styles of instruction employed in History of Scotland are "Problem-based-learning" (PBL) and the "Socratic Method." A number of sources are available on the World-Wide-Web that explain the philosophies on which PBL and the Socratic methods rest. The major characteristic of PBL instruction is students are supposed to "learn how to learn." The Socratic method is a technique of mutual exploration, sharing, and discovery.

One common criticism heard from some students about problem-based learning is, "the teacher expects me to teach myself." In a way, that criticism is valid. However, the great and important responsibility for a teacher in a problem based learning classroom or course is to "challenge and support." If we are successful in this course, you will be challenged to learn. You will be challenged to find answers, to develop research and evaluative skills, and to develop answers to problems. Let us hope that you also receive the support you need to make the experience positive and productive.



UTC Students Heather McPherson and Emmy Stuart in Edinburgh, Scotland

XI. Course Calendar and Travel Itinerary

The course calendar and travel itinerary are available in a supplement to this syllabus.



The harbour at Oban, Scotland, June 2008