PRINCIPIA CONSORTIUM

The Scottish Enlightenment: Ideas and Influences

DEPARTMENT OF SCOTTISH LITERATURE

Course Code:
Session 2009-10: First Semester
WELCOME TO GLASGOW, THE UNIVERSITY AND THE COURSE: 
THE SCOTTISH ENLIGHTENMENT: IDEAS AND INFLUENCES

1 COURSE DESCRIPTION

This course is designed exclusively for students from the Principia Consortium at 
the University of Glasgow. It aims to introduce students to the rich intellectual 
and cultural heritage of Scotland and its lasting influence on world culture and 
contemporary thought.

The University of Glasgow is an internationally renowned institution with a strong 
intellectual history. In the 18th century, Glasgow was a leading centre of the 
Enlightenment and home to world-famous figures like Adam Smith. This is an in-
terdisciplinary course in which leading scholars will expose Principia Consortium 
students to the groundbreaking ideas of the Scottish Enlightenment and their 
lasting influence.

The course is run by the Departments of Scottish Literature and is worth 20 
credits. It is a compulsory course designed to complement the different choices 
available to Consortium students who study Honors at Glasgow by offering a 
single, bespoke, one-semester course that reflects their various multi-disciplinary 
interests. The subject matter looks at Enlightenment thought in key areas such 
as philosophy, politics, economics, science, natural history, medicine, literature 
and the arts, and considers the lasting influence, global impact and 
contemporary relevance of Scottish Enlightenment ideas and ideals.

The course is delivered through a series of weekly lectures delivered by scholars 
who are each experts in their respective fields. Lectures will be followed by one 
compulsory seminar per week in which you will have the opportunity to discuss 
the ideas presented in lectures with your tutor and fellow Consortium students.

The course will also feature excursions which aim to expose students to the rich 
cultural resources of Scotland and to bring students face to face with a variety 
of artefacts related to Scottish culture during the Enlightenment such as texts, 
paintings, and key locations.

Enquiries regarding the course can be addressed to Colette McGowan of the 
International and Postgraduate Service and to the course convenor, Dr Ronnie 
Young of Scottish Literature.

2 AIMS AND OUTCOMES

Aims
The aims of this course are:
• To introduce students to key themes, issues and ideas of the Scottish 
   Enlightenment with particular emphasis upon exploring their continued 
   relevance
To examine the legacy of the Scottish Enlightenment in diverse areas of culture and intellectual enquiry
To make students aware of the current approaches being taken by scholars towards the Enlightenment and of areas of contemporary debate
To enhance critical, discursive and analytical skills through completion of written assessment
To provide a unique learning experience through excursions and site visits to libraries and museums in Scotland’s other important cultural centres

Outcomes
On completion of the course students will be expected:
• To have achieved some knowledge and understanding of key themes, ideas and issues related to the Scottish Enlightenment
• To demonstrate an awareness of the intellectual and cultural legacy of the Scottish Enlightenment
• To have acquired a knowledge of the latest critical thinking on the subject, including areas of contemporary debate
• To have enhanced their critical, discursive and analytical skills through completion of written assessment
• To be able to demonstrate awareness of historic and cultural dimensions of Glasgow and Scotland

3 COURSE TIMES
Lectures: One per week
Seminars: One per week
Students will be informed of their seminar groups during Week 1

4 PERSONNEL
Course personnel are:

General enquiries: Colette McGowan, International and Postgraduate Service (c.mcgowan@admin.gla.ac.uk)
Convenor: Dr Ronnie Young, Scottish Literature (R.Young@scotlit.arts.gla.ac.uk)
Lecturer: Professor Christopher Berry, Politics
Lecturer: Professor Paul Bishop, Earth Sciences
Lecturer: Professor Alexander Broadie, History
Lecturer: Dr Gerard Carruthers, Scottish Literature
Lecturer: Dr Ralph MacLean, History
Lecturer: Professor Murray Pittock, English Literature
5 ASSESSMENT
The minimum requirement for the award of credits for this course is:

- Seminar attendance/performance = 10%
- Critical essay = 40%
- Extended essay = 50%

Faculty Marks Scale
All assessed work is marked according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 A2 A3 A4 A5</td>
<td>Excellent</td>
</tr>
<tr>
<td>B1 B2 B3</td>
<td>Very good</td>
</tr>
<tr>
<td>C1 C2 C3</td>
<td>Good</td>
</tr>
<tr>
<td>D1 D2 D3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>E1 E2 E3</td>
<td>Weak</td>
</tr>
<tr>
<td>F1 F2 F3</td>
<td>Poor</td>
</tr>
<tr>
<td>G1 G2</td>
<td>Very poor</td>
</tr>
<tr>
<td>NCT</td>
<td>No credit</td>
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</tbody>
</table>

For fuller explanation of these grades, see the page entitled HOW WRITTEN WORK IS GRADED: A BASIC GUIDE at the end of this course document. The criteria set out there are equally applicable to oral presentations.

Seminar attendance and performance
As part of the requirement for this course you are expected to attend weekly seminars and to contribute in a positive and meaningful way to group discussion and seminar workshops. Seminar attendance will be worth 10% of the mark.

Critical Essay
As part of the requirement for this course you will be asked to complete a critical essay of 2,000–2,500 words in response to a question set by the course lecturers. Individual questions will be based around the different areas covered by each lecture.

Extended Essay
As part of the requirement for this course you are further asked to complete an extended essay of 4,000–4,500 words. This counts for 50% of the assessment for the module. Individual students will choose their own topic for the extended essay. Topics should relate to at least one of the ten themed lectures and should be decided upon by yourselves in conjunction with your tutor and/or relevant lecturer. Essays will be graded according to the Faculty Scale set out above.

6 LIBRARY
GUL has an excellent collection of books and journals on the Enlightenment. Multiple copies of key texts are in GUL Short Loan Collections on Level 2.
7 PRESCRIBED READING

You are expected to purchase the following books (except for the 'departmental handout', which will be provided).

Departmental handout (to be distributed in class)

8 LECTURE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lecturer</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Scottish Enlightenment</td>
<td>Ronnie Young</td>
</tr>
<tr>
<td>2</td>
<td>Adam Smith and Moral Philosophy</td>
<td>Alexander Broadie</td>
</tr>
<tr>
<td>3</td>
<td>Social and Political Thought</td>
<td>Christopher Berry</td>
</tr>
<tr>
<td>4</td>
<td>History and Historiography</td>
<td>Murray Pittock</td>
</tr>
<tr>
<td>5</td>
<td>Science and Medicine</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>READING WEEK – NO LECTURES OR SEMINARS</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Natural History: James Hutton</td>
<td>Paul Bishop</td>
</tr>
<tr>
<td>8</td>
<td>Aesthetics and Art</td>
<td>Ralph McLean</td>
</tr>
<tr>
<td>9</td>
<td>Literature and Culture</td>
<td>Gerry Carruthers</td>
</tr>
<tr>
<td>10</td>
<td>Religion and Enlightenment</td>
<td>Alexander Broadie</td>
</tr>
<tr>
<td>11</td>
<td>The Legacy of the Scottish Enlightenment</td>
<td>Christopher Berry</td>
</tr>
</tbody>
</table>
## HOW WRITTEN WORK IS GRADED – A BASIC GUIDE

<table>
<thead>
<tr>
<th>MARK</th>
<th>CONCEPT</th>
<th>PRESENTATION &amp; STRUCTURE</th>
<th>USE OF EVIDENCE</th>
<th>RELATIONSHIP TO READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>As in B below but shows originality in the arrangement of and the relationship between facts/concepts/sources. Addresses the question in a novel or perceptive way.</td>
<td></td>
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</tr>
<tr>
<td>B</td>
<td>Well understood and evidence of critical analysis.</td>
<td>Well structured argument showing links between paragraphs.</td>
<td>Accurate and appropriate backing up arguments.</td>
<td>Organised and selective use showing a good understanding of secondary literature and where appropriate, primary sources. Accurate bibliography.</td>
</tr>
<tr>
<td>C</td>
<td>Understood the task set but accepted and/or repeated with limited evidence of critique.</td>
<td>Satisfactory for the purpose.</td>
<td>Accurate.</td>
<td>Accurate understanding of the secondary literature and where appropriate, primary sources. Accurate bibliography.</td>
</tr>
<tr>
<td>D</td>
<td>Generally understood main concepts but failed to explore all aspects of the question.</td>
<td>Work efficiently structured if lacking in flair. Often list-like.</td>
<td>Accurate.</td>
<td>Over-dependency of secondary material; unnecessary accumulation of detail. Limited bibliography.</td>
</tr>
<tr>
<td>E</td>
<td>No evidence of a conceptual argument. Failure to answer the question set.</td>
<td>Barely adequate for the purpose. Poor links with the question.</td>
<td>Largely accurate.</td>
<td>Evidence not integrated into the essay; poor bibliography.</td>
</tr>
<tr>
<td>G</td>
<td>As in F above, but even more significant weaknesses</td>
<td></td>
<td></td>
<td></td>
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