



University
of Glasgow

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 interdisciplinary 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:

A1	A2	A3	A4	A5	=	Excellent
B1	B2	B3			=	Very good
C1	C2	C3			=	Good
D1	D2	D3			=	Satisfactory
E1	E2	E3			=	Weak
F1	F2	F3			=	Poor
G1	G2				=	Very poor
NCT					=	No credit

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).

Alexander Broadie (ed.), *The Scottish Enlightenment: An Anthology* (Canongate: Edinburgh, 1997)

Alexander Broadie (ed.), *The Cambridge Companion to the Scottish Enlightenment* (CUP: Cambridge, 2003)

Departmental handout (to be distributed in class)

8 LECTURE SCHEDULE

Week	Topic	Lecturer
1	Introduction to the Scottish Enlightenment	Ronnie Young
2	Adam Smith and Moral Philosophy	Alexander Broadie
3	Social and Political Thought	Christopher Berry
4	History and Historiography	Murray Pittock
5	Science and Medicine	
6	READING WEEK – NO LECTURES OR SEMINARS	
7	Natural History: James Hutton	Paul Bishop
8	Aesthetics and Art	Ralph McLean
9	Literature and Culture	Gerry Carruthers
10	Religion and Enlightenment	Alexander Broadie
11	The Legacy of the Scottish Enlightenment	Christopher Berry

HOW WRITTEN WORK IS GRADED – A BASIC GUIDE

MARK	CONCEPT	PRESENTATION & STRUCTURE	USE OF EVIDENCE	RELATIONSHIP TO READING
A	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.			
B	Well understood and evidence of critical analysis.	Well structured argument showing links between paragraphs.	Accurate and appropriate backing up arguments.	Organised and selective use showing a good understanding of secondary literature and where appropriate, primary sources. Accurate bibliography.
C	Understood the task set but accepted and/or repeated with limited evidence of critique.	Satisfactory for the purpose.	Accurate.	Accurate understanding of the secondary literature and where appropriate, primary sources. Accurate bibliography.
D	Generally understood main concepts but failed to explore all aspects of the question.	Work efficiently structured if lacking in flair. Often list-like.	Accurate.	Over-dependency of secondary material; unnecessary accumulation of detail. Limited bibliography.
E	No evidence of a conceptual argument. Failure to answer the question set.	Barely adequate for the purpose. Poor links with the question.	Largely accurate.	Evidence not integrated into the essay; poor bibliography.
F	Misunderstood.	No clear structure. Not relevant to the nature of the question.	Weak grasp: characterised by errors.	Lacking understanding. Lacking a bibliography.
G	As in F above, but even more significant weaknesses			