

IDS 373, Survey of Scottish Issues, Fall 2023

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Class: W 18:00-20:00 at Arcadia Edinburgh offices
Course website: <http://courses.furman.edu>

COURSE DESCRIPTION

Furman Catalog: Survey of history, politics, economics, and culture of Scotland. Including appropriate readings, guest lecturers, structured group travel to selected sites, and independent assignments. Open only to students participating in the Edinburgh travel study program. 4 credits.

The topic of this semester's course will be broadly defined as "Scottish Economic History and Thought". The course will begin with a brief overview of Scottish economic history, specifically the long transformation from a rural society to a network of burghs. The heart of the course will start with exploring the Scottish Enlightenment, specifically considering the conception of commercial society developing in the burghs as a distinct and distinctive social formation. Using this foundation, we will then explore the actual process of industrial transformation in Britain, linking the theory of the Scottish Enlightenment with the process of the Industrial Revolution.

As you will see, this year's class and experience in Edinburgh and Scotland will highlight the interesting juxtaposition of Scotland's past and present. Although you will be working, living and traveling in a Scotland that is thoroughly modern, you will also sense the depth and weight of its history, made visible in the country's churches, cathedrals, castles, medieval towns, memorials, and battlefields.

COURSE GOALS

By the end of the course, you will:

1. Have a greater appreciation for the history of Edinburgh and Scotland.
2. Develop a background in the basic theory of why cities and states develop from urban economics and why/how places change from institutional economics.
3. Discuss, interpret and evaluate readings.
4. Apply the theories to real-world cases of urban formation and change in Scotland.

REQUIRED READINGS

Required: How the Scots Invented the Modern World by Arthur Herman
Love of Country: A Journey through the Hebrides by Madeline Bunting
Note: both books available as e-book through Amazon Kindle edition
Additional required readings posted on Moodle

COURSE REQUIREMENTS

Grades will be based on the following:

(I) Pre-Class reading reflection (20%)

Every Monday by 11:59pm you will turn in a reading reflection. Your reflection will be read, marked, and commented on before class. No late journal entries will be accepted.

Your reading reflection should be a reaction to the reading(s) for class that week. This could be in the form of questions raised by what you read, your thoughts and reactions to the reading, things you learned (perhaps surprisingly), things you doubt, connections to your personal experiences, connections to current issues, and so on.

A (rough) suggestion would be to do 15-20 minutes of concentrated free-writing. A skilled free-writer can easily write two or more pages of single-spaced prose in 15 minutes; thus, one full page of prose is a reasonable goal for 15 minutes of free-writing.

If you need more guidance, you can use the following prompts to read/write/reflect more critically:

- Identification of topic or issue
 - o What are the complexities of this issue?
 - o For whom is this topic important and why?
- Making connections
 - o What do I already know about this topic? Where and how have I acquired this knowledge? What might be the limitations of my thinking related to this topic?
 - o How is what I am reading different from what I already know? Why might this difference exist?
 - o What connections can I make between this reading selection and something else that we have discussed in this course?
- Challenging assumptions
 - o This chapter/article is about (insert any topic here). What assumptions do I have about (this)? How have my assumptions shaped my initial point-of-view? What information from the reading opposes my assumptions? What information from the reading supports my assumption?
 - o What do I still not know or understand about this topic?
 - o If the opportunity arose, what questions would I pose to the author?
- Making applications
 - o 3-2-1 reading application. What are three of the most important concepts from this reading? What two pieces of information would I share with a someone else who wanted to know more about this topic? What is one way my perspective has been altered based on what I have read?
 - o In what ways did this reading selection prompt me to pay attention to something different than what I have noticed before?

Grading

This reading reflection is meant to document your intellectual journey through these readings and how you make connections across topics and to the world around you. As such, grading will not be based on how well written your journal entries are. In fact, your entries should be free flowing thoughts and reactions. As I grade your journals, I will be evaluating to what extent your journal reveals engaged thinking about the topics that week.

Grading Scale: Unsatisfactory = 5, Below expectations = 6.5, Near expectations = 7.5, Meets expectations = 8.5, Exceeds expectations = 9.5, Exceptional = 10

(2) Class Participation (15%)

Class participation helps us actively engage with the subject matter, pushes us to create concepts, and forces us to show evidence for our claims. Active class participation improves critical and higher-level thinking skills. Participation can also help us learn from each other, increasing comprehension through cooperation.

Participating in discussion does not necessarily mean talking a lot or showing everything that you know. Good discussion participation involves people trying to build on and synthesize comments from others, and on showing appreciation for others' contributions. It also involves inviting others to say more about what they are thinking.

Below are some specific behavioral examples of good participation in discussion:

- Ask a question or make a comment that encourages another person to elaborate on something they have already said.

- Make a comment indicating that you found another person's ideas interesting or useful. Be specific as to why this was the case.
- Make a comment that underscores the link between two people's contributions and make this link explicit in your comment.
- Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts.
- Bring in a resource (a reading, web link, video) not covered in the syllabus but adds new information/perspectives to our learning.
- Use body language (active listening, not using devices) to show interest in what different speakers are saying.
- When we need to slow the pace of conversation or if we get off-topic, ask the group if we can pause for a minute to gather our thoughts and reflect again on the question at hand.
- Make a summary observation that considers several people's contributions and touches on a recurring theme in the discussion.
- Find a way to express appreciation for the enlightenment you have gained from the discussion. Try to be specific about what it was that helped you understand something better.

You will receive two grades for class participation, one around midterm and one at the end of the course. You will have an opportunity to reflect on your class participation at each point to demonstrate and document how you think you have done before I assign a grade. Class participation has multiple components as seen by the following rubric:

Component	Met	Partially Met	Not Met
<i>Conduct</i>	Student shows respect for members of the class, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, encourages and supports others to do the same.	Student shows respect for members of the class and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to his/her ideas or maintaining respectful attitude when challenging others' ideas.	Student shows little respect for the class or the process as evidenced by speech and manner. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas
<i>Ownership/Leadership</i>	Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. Provides constructive feedback and support to others.	Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.	Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.
<i>Reasoning</i>	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.

<i>Listening</i>	Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds group of comments made by someone earlier that are pertinent.	Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.	Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities.
<i>Preparation</i>	Student has carefully read and understood the readings and background preparation as evidenced by oral contributions; familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques.	Student has prepared, but comments often indicate that he/she didn't read or think carefully about it, misunderstood, or forgot many points. Class conduct suggests inconsistent commitment to preparation.	Student either is unable to adequately understand and interpret the material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion.

In addition to your participation in our weekly class meetings, this grade will also reflect your participation in our group activities. This consists of three basic elements. (1) Ordinary decent behavior. I have every expectation that you will arrive on time for all buses, ferries, tours, and meetings; that you will leave all housing better than you find it; and that your public behavior will reflect well on Furman and our group. (2) Helpfulness. A trip for 15 students and one professor can obviously be a complicated affair. Do everything you can to make life easier for your fellow students, your professor, our guides, and yourselves. This includes reminding your fellow students about schedules, helping to load luggage when we travel, pointing out problems that the director should know about, etc. (3) Intelligent tourism. Ask good questions of our guides and our guest speakers. Again, they will all form impressions of your future alma mater from your interactions with them.

(3) Post-Class Assignments (15%)

Each week there will be an assignment that has you explore the topics we covered that week in class in more depth. The post-class Moodle assignments will be due on Monday at 11:59pm (the same time as your reading journal for that week). I will use the same grading scale used for the pre-class reading reflection.

(4) Course Project (50%)

The course project will be conducted in groups. There will be multiple elements of the project that will be due at different points in the term. Some will be individual assignments and will be graded as such; others will be group assignments which will be graded as a group. A subsequent document will contain the details and deadlines associated with the course project.

GRADE CATEGORIES (FROM THE *FURMAN UNIVERSITY CATALOG*):

Grade	Description
A	Excellent. The mark of highest distinction earned by those students whose work represents the best that can be expected of a student at Furman.
B	Good. The mark of distinction earned by those students whose work represents a high degree of achievement in meeting the characteristic demands of the course.
C	Satisfactory. The mark earned by those students who have attained such familiarity with the content of the course and such ability to apply this knowledge as may be expected of a student who gives to the course a reasonable amount of time, effort, and attention.

Grade	Description
D	Marginal. The lowest passing grade representing inferior work. It indicates that the student would be seriously handicapped in attempting subsequent courses for which this work is a prerequisite.
F	Failure. The mark indicates unconditional failure. No credit earned.

Grades will be determined by the following scale: A (93-100), A- (90-92), B+ (88-89), B (83-87), B- (80-82), C+ (78-79), C (73-77), C- (70-72), D+ (68-69), D (63-67), D- (60-62), F (0-59).

Late Assignments:

If a student misses an assignment due to serious illness or other compelling circumstance beyond the student's control as communicated to me by Furman or Arcadia, late assignments will be permitted and new due dates will be assigned accordingly. If you have an anticipated absence, you are responsible for turning in assignments on schedule.

ACADEMIC INTEGRITY

All activities and assignments that you complete during this course are governed by the Furman University academic integrity policy (www.furman.edu/integrity). Furman University asks all students to abide by the integrity pledge, which reads as follows:

"It is the desire of Furman University to unite its members in a collective commitment to integrity. In so doing, Furman University strives to teach its members to live lives of humility, respect, and responsibility. Therefore, it is the expectation that all members of the Furman University community will conduct themselves with integrity in all endeavors. In honoring these values and ideals as Furman University's foundation, it is with utmost faithfulness and dignity that I will subscribe to them."

The academic integrity policy indicates that cheating entails not only giving and/or receiving unauthorized assistance but also witnessing cheating and failing to report it. If you witness or suspect cheating by any of your classmates, please report to your professor in confidence.

Trust and respect are vital to the success of collaborative endeavors. As such, any and all integrity violations are taken extremely seriously and will be adjudicated according to Furman's policy 190.6.

As part of our effort to protect academic integrity at Furman, I will utilize Turnitin by submitting your papers electronically. In turn, I will receive an originality report for your work. Your papers, like all materials submitted to Turnitin, will be stored on the service's restricted access database for the sole purpose of detecting possible plagiarism of such documents. For more information about Turnitin, refer to www.turnitin.com.

I expect all students to review Furman's policies on academic integrity. You are responsible for upholding these standards as you complete the assignments, write your papers and do your group project for this course. You should be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. I will report all academic integrity violations to the Associate Academic Dean. In this class, any academic integrity violation results in an F for the course.

OTHER INFORMATION

Accommodation Requests

It is my goal to fully include everyone in our classroom. The Student Office for Accessibility Resources (SOAR) is committed to helping qualified students with disabilities achieve their academic goals by providing reasonable academic accommodations under appropriate circumstances. If you have a disability and anticipate the need for an accommodation in order to participate in this class, please register with the Student Office for Accessibility Resources. They will assist you in getting the resources you may need to participate fully in this class. You can contact the SOAR office at 864.294.2320 or at soar@furman.edu. You can find additional information and request academic accommodations at the [SOAR webpage](#).

Name/Pronoun Use:

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Attendance and Participation:

Classroom Environment: Students are expected to play an active role in learning. This includes showing up on time, being prepared, participating in group activities, paying attention to the instructor and your peers, and respecting the opinions, needs, and rights of others. I anticipate that you give each class your fullest attention and that when you enter class you are ready to engage in thoughtful work. Your participation is critical to individual and group success as meaningful class time is influenced by your inquiry, experience and insight.

Class Discussions: I consider this classroom to be “open.” That is, everyone has a right to their opinion on the issues that we discuss. As part of the class, I expect each student to be fully prepared to engage in critical dialogue. I want every student in my class to feel comfortable expressing their views and opinions. My hope is that this class will challenge you intellectually and help you to learn from your classmates while exploring new ideas in the process.

Course Notifications:

Announcements related to the class will be communicated via email. Changes made to assignments and deadlines will also be updated in Moodle.

Nondiscrimination Policy and Sexual Misconduct:

Furman University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. Furman does not unlawfully discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, pregnancy, disability, age, religion, veteran status, or any other characteristic or status protected by applicable local, state, or federal law in admission, treatment, or access to, or employment in, its programs and activities. If you encounter any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment or gender-based harassment, sexual exploitation or intimidation, stalking, intimate partner violence), we encourage you to report this to the institution.

Furman University has established a Bias Incident Response Team (BIRT), which may be convened to ensure that affected students, staff, faculty, and visitors to campus have access to appropriate resources and to facilitate a coordinated campus response to bias-related incidents that may impact campus climate. If you believe you have experienced a bias incident, you are encouraged to report this using the [bias incident report form](#).

If students wish to report an incident of sexual misconduct, they may contact Furman’s Title IX Coordinator, Melissa Nichols (Trone Center, Suite 215; Melissa.nichols@furman.edu; 864.294.2221). If they would like to speak with someone who can advise them but maintain complete confidentiality, they can talk with a counselor, a professional in the Student Health Center or someone in the Office of Spiritual Life. If you speak with a faculty member, understand that as a “Responsible Employee” of the university, the faculty member MUST report to the university’s Title IX Coordinator what you share to help ensure that your safety and welfare are being addressed, consistent with the requirements of the law. You do not have to go through the experience alone.

Lauren’s Promise: I will listen and believe you if someone is threatening/harassing you.

Lauren McCluskey, a 21-year old student at the University of Utah and the daughter of economist Jill McCluskey, was murdered on Oct. 22, 2018 by a man she briefly dated. I am committed to doing what I can to make sure this does not happen again.

If you are in immediate danger, call 999. If you are experiencing sexual assault, domestic violence, stalking, or harassment you can report it to me. You should be aware that I am a mandatory reporter, which means that I am

required to report these instances to the university's Title IX Coordinator to investigate. You can also learn about your options (on-campus and off-campus, confidential and not) at furman.edu/title-ix.

Classroom Technology:

You are welcome to bring personal communication devices (cell phones, smartphones, etc.) to class. However, if these devices are not being used for class, they should be out of sight and silent. If you find that there are extenuating circumstances, I ask that you quickly and quietly leave class to handle your need to communicate and return only when you are finished. Likewise, devices such as laptops, tablets, iPads, etc., should only be used if their use is immediately relevant to a specific task related to what we are doing in class. In other words, *if you aren't using it to perform a task specifically related to what we are doing in class at that very moment, please put it away.*

ITS & Help Desk:

If you have technical problems with Moodle, or if you have any other computer issue, please contact the ITS Service Center by calling +1 864-294-3277 or by emailing service.center@furman.edu.

Consent to Use Student Materials

Your work in this class may be used for future research purposes and will be kept confidential. Use of your materials is completely voluntary. You have the right to choose not to allow the use of your materials for future research. Please know that if you choose not to have your materials used, your grade will not be affected in any manner. There are no anticipated risks to you, beyond those encountered in everyday life. All records will be maintained securely on Box. The results of any research using these materials may be published but will not include your name or any identifiable references to you. If you choose to allow me to use your materials this semester, you have the right to opt out at any time by notifying me. You have the opportunity to ask questions about your materials or any related research at any time.

If you DO NOT wish for your materials to be used in future research, please complete and return [this form](#) either in print or digital form to me before the end of the course. If you do not return this form, you give consent for me to use your materials for future research.

Date	Class	Readings to complete for class
9/6	Introduction to class	Persistent States: Lessons for Scottish Devolution and Independence
9/13	Islands	Bunting book - Ch 1, 3 and 4: Taking Bearings, Iona and Staffa chapters
9/15 to 9/17	3-day trip to Oban	
9/20	Edinburgh	Weiner - Geography of Genius - Edinburgh
9/27	Scottish Towns	Harris and McKean - Scottish Town in the Age of the Enlightenment - Ch 1. and Devine - Scotland
10/4	State of the UK before change	Mokyr - Intro, Ch 1 & 2
10/11	Scottish Enlightenment - Hutcheson and Kames	Herman book - Ch 3 & 4
10/13 to 10/15	3-day trip to Skye	
10/18	Scottish Enlightenment - Hume and Smith	Herman book - Ch 7 & 8
10/25	Highland/Lowland	Herman book - Ch 5 & 6 and Devine - Clearances
11/1	Institutional Economics	North: Structure and Change, Ch 12 & 13
11/8	Arcadia event on Wednesday night / Group meetings with me during the week	
11/15	Adam Smith's perspective	Smith - Wealth of Nations (only Book 3, Chapter 3) & Krueger introduction
11/22	Women and society	Sutherland - Adam Smith's master narrative: women and the <i>Wealth of Nations</i>
11/29	Burgh Presentation - Group 1; Internship presentations - Group 3	
12/6	Burgh Presentation - Group 2; Internship presentations - Group 1	
12/13	Burgh Presentation - Group 3; Internship presentations - Group 2	