

ARCADIA ABROAD

Course Title:	Scottish Studies: Identity, History, and Place
Course Code:	SCOT SSHU 217
Subject:	Scottish Studies, History, Philosophy, Literature/Creative Writing, Urban Studies
Credits:	3
Contact Hours:	45
Semester/Term:	☒ Semester ☐ J-Term ☐ Summer
Course Description:	Explore how Scottish national identity has developed over time, drawing on perspectives from history, philosophy, urban studies, and creative practices based in Scottish culture and landscape. Spend a semester exploring Scotland's capital city through this street-teaching course based at the Arcadia Edinburgh Center and in locations across the city. During the first weeks of the course, you'll take part in lectures, seminars, and field trips led by expert faculty from the Arcadia Scotland Team. For the remainder of the semester, you'll develop and carry out an independent research experience and project with guidance from a faculty supervisor. You'll share your findings and ideas at a student conference organized at the Edinburgh Center, bringing your learning and research together in a final presentation.
Course Requirements:	Required Text <i>Scotland: A History</i>, Jenny Wormald, (ed.), (Oxford: Oxford University, 2005). [Landman Library and hardcopies available at the centre]. <i>A History of Scottish Philosophy</i> by Alexander Broadie (Edinburgh University Press 2009) [available through Landman Library as electronic book] <i>The New Sociology of Scotland</i> by David McCrone (SAGE Publications Ltd 2017) [available in Edinburgh Center and local University Libraries] <i>The Ekphrastic Encounter in Contemporary British Poetry and Elsewhere</i> by David Kennedy (Routledge, 2012) [available through Landman Library as electronic book] Additional Readings and Resources <i>Inspiring Capital? Deconstructing myths and reconstructing urban environments, Edinburgh, 1860–2010</i> by Rebecca Madgin and Richard Rodger, Urban History, Volume 40, Issue 3, August 2013, pp. 507 - 529 (Cambridge University Press 2013) [available digitally in Google Scholar] <i>Edinburgh: Picturesque Notes</i> by Robert Louis Stevenson (1878) [available online]

ARCADIA ABROAD

	Others TBD Powerpoint lecture slides are available from the instructor on the course Canvas site through Arcadia University. Assignments <table> <tr> <th>Course Requirements</th><th>Percentages</th></tr> <tr> <td>Participation</td><td>15%</td></tr> <tr> <td>Project Proposal</td><td>15%</td></tr> <tr> <td>Research Project</td><td>50%</td></tr> <tr> <td>Conference Presentation</td><td>20%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table>	Course Requirements	Percentages	Participation	15%	Project Proposal	15%	Research Project	50%	Conference Presentation	20%	Total	100%
Course Requirements	Percentages												
Participation	15%												
Project Proposal	15%												
Research Project	50%												
Conference Presentation	20%												
Total	100%												
Learning Outcomes and/or Expected Student Competencies and Assessment Measures:	On completion of the course, students should be able to: <table> <tr> <th>Learning Outcomes</th><th>Course Requirement that will be used to assess the student's achievement of this outcome</th></tr> <tr> <td>Understand and analyze key themes in the humanities relating to Scottish and regional identity</td><td>All assessments</td></tr> <tr> <td>Analyze and synthesize appropriate readings and engage creatively in the themes covered.</td><td>Participation, Research Project and Presentation</td></tr> <tr> <td>Develop a research project that synthesizes key themes and articulates an evolving understanding of ideas.</td><td>Project Proposal, Research proposal and project</td></tr> <tr> <td>Apply research methodology to questions of interest, successfully applying an intellectual context and a larger critical discourse to an aspect of the Scottish context</td><td>Project Proposal, Research project and presentation</td></tr> </table>	Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome	Understand and analyze key themes in the humanities relating to Scottish and regional identity	All assessments	Analyze and synthesize appropriate readings and engage creatively in the themes covered.	Participation, Research Project and Presentation	Develop a research project that synthesizes key themes and articulates an evolving understanding of ideas.	Project Proposal, Research proposal and project	Apply research methodology to questions of interest, successfully applying an intellectual context and a larger critical discourse to an aspect of the Scottish context	Project Proposal, Research project and presentation		
Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome												
Understand and analyze key themes in the humanities relating to Scottish and regional identity	All assessments												
Analyze and synthesize appropriate readings and engage creatively in the themes covered.	Participation, Research Project and Presentation												
Develop a research project that synthesizes key themes and articulates an evolving understanding of ideas.	Project Proposal, Research proposal and project												
Apply research methodology to questions of interest, successfully applying an intellectual context and a larger critical discourse to an aspect of the Scottish context	Project Proposal, Research project and presentation												
Course Outline:	Course session can refer to the following: weeks, themes, modules, or units. <table> <tr> <th>Session</th><th>Topic</th></tr> <tr> <td>Session 1</td><td>Dr Cameron McKay, 'National Identity: How Scotland became Scottish.'</td></tr> </table>	Session	Topic	Session 1	Dr Cameron McKay, 'National Identity: How Scotland became Scottish.'								
Session	Topic												
Session 1	Dr Cameron McKay, 'National Identity: How Scotland became Scottish.'												

ARCADIA ABROAD

	Session 2	Seminar/Fieldtrip e.g., National Museum of Scotland/local sites
	Session 3	Dr Hamish Thompson, 'The ideas of Scotland'
	Session 4	Seminar/Fieldtrip e.g., local sites
	Session 5	Dr Eoin Palmer, 'Edinburgh: Lived & Imagined'
	Session 6	Seminar/Fieldtrip e.g., local city museums and sites
	Session 7	Dr Joan Haig, 'Stories from Scottish Art': Responses to Scottish Art
	Session 8	Seminar/Field trip e.g., local national galleries
	Session 9	Author/Guest Talk
	Session 10	Supervisor Meetings
	Session 11	Supervisory Meetings
	Session 12	Student Conference
Other Policies:	Expectations Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at synchronous class sessions, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email. Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session. This includes participation in any required online discussion boards as well as during class sessions. Course Policies For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through postings in the learning management system. This syllabus is subject to change, and any changes will be communicated to you via email or the learning management system. Plagiarism Representation of another's work or ideas (including authors, journalists, websites, AI, etc) as one's own in academic submissions is plagiarism, and is cause for disciplinary action. All ideas and text used in assignments should be properly cited. If plagiarism is discovered and confirmed through appropriate means, the student will receive a failing grade on the assessment.	

ARCADIA ABROAD

	Late or Missed Assignments Late assignments not be accepted for grading unless an extension has been discussed and approved by the faculty prior to the due date. Late work may receive penalties determined by the instructor (for example, point deductions per day or a grade of zero). Failure to submit an assignment may result in an automatic failing grade for the assignment, and by extension, the class. If a student must miss an assignment because of a medical emergency, documentation of the emergency should be presented to the faculty or Center staff. Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before the start of term so that appropriate arrangements can be made. Incident Reporting and Compliance with Discrimination, Harassment, and Sexual Misconduct Policies Arcadia University is committed to supporting students abroad who are affected by any incident which impacts their safety or well-being, including but not limited to: reports of possible crime, behavioral issues, discrimination or harassment, sexual misconduct, hospitalization, other health concerns, or issues prompting early program departure ("Incidents"). This may include assisting affected individuals with accessing the criminal justice system, academic and classroom supportive measures, or internal processes, as available. Title IX does not extend to classes off of U.S. soil, but where possible, Arcadia does comply with the University's Policy Prohibiting Discrimination and Harassment and any relevant laws for all programs that operate under its auspices. Arcadia generally defers to the wishes of the individual affected, though there may be circumstances where an individual's autonomy may be limited. Information about Arcadia's policies and procedures, including the Policy Prohibiting Discrimination and Harassment, can be found in the Student Handbook.
Prerequisites:	No prerequisites
Country and Program Connection:	This course is embedded in the history of ideas and the creation of Scottish identity across the humanities with multiple local field trips utilising the local space as an additional classroom to learn and engage intellectually and creatively with ideas.