Advanced Higher History

Field of Study 3 — Scotland: from the Treaty of Union to the Enlightenment, 1707–1815

Support pack

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Contents

Purpose

The purpose of this support pack is to assist Advanced Higher History candidates who choose Field of Study 3 — Scotland: from the Treaty of Union to the Enlightenment, 1707–1815. In particular, it suggests lines of enquiry, areas of controversy, and possible reading.

This pack is not intended to replace your own work. The aim is to encourage and help you set about your work purposefully. It does not attempt to be exhaustive. As far as possible it concentrates on works which should be available and accessible to you. If you come across a book which is not listed here it may be very good and well worth using. The fact that a book is not listed in this pack should not be taken as a criticism. The aim is not to make the book lists discouragingly long. All the historians mentioned have many other writings.

For your dissertation you should find the extra books listed useful. You may wish to seek out further monographs and articles when you are researching your dissertation.

Getting started

For information and advice, you should look at the Advanced Higher History page on SQA's website. This page contains the following useful documents:

- Course and unit support notes
- General marking instructions

Pages 1–12 of the general marking instructions are particularly helpful. The rest of the document gives question-specific marking instructions for questions which will not be repeated. However, you might find the Field of Study 3 pages useful.

Hints and tips

To help you read critically remember that many contemporary commentators wrote in order to promote their particular agenda. They might be for or against Union, Jacobitism, Whiggery, agricultural improvement, radicalism, moderation in religion and/or educational reform. Some more recent writers — especially those who are not academics but writing for a more general readership — continue to favour one side or the other in these areas.

You should develop evidence-based judgements. An awareness of this may help some aspects of your responses to the source questions in the question paper.

Remember that there is not one simple narrative of Scottish history in this period. Differences in region, in decade and in social status all need to be recognised. For

example, not all Jacobites were Highlanders, nor were all Highlanders Jacobites. Also, the prolonged French wars between 1794 and 1815 made the economic life of Scotland different from what it had been before.

There is no limit to what you might read about and think about but be aware, when reading, of the specific content for this Field of Study and make sure your study is efficiently directed towards it.

Background

There are 10 separate sections to this Field of Study which overlap to some extent. This means that it is possible to use material researched under one section to answer questions raised in a different section. If the subject area is listed in italics it may be used for one of the source questions in the question paper.

- The Treaty of Union, Glasgow and the tobacco trade
- *Jacobite rebellions 1715–1719*
- *The Jacobite Rebellion 1745–1746*
- *The Highlands*
- Industrialisation and urbanisation
- *Agricultural improvement in the Lowlands*
- *The governance of Scotland*
- The Kirk
- The Enlightenment
- *Education*

Historical background

During the eighteenth century Scotland was transformed. This transformation is the main subject of this Field of Study.

In 1700 Scotland and England were two separate countries. The constitutional situation was complicated, since both countries had the same monarch. But there were two separate parliaments. By 1800 the two countries had not only joined to become the United Kingdom; they were fighting a great war against France as one Great Britain. Some people went so far as to refer to Scotland as North Britain. Whether the Union was a good thing or a bad thing was as hotly debated at the time as it is today.

At the beginning of the eighteenth century Scotland was in the middle of a series of connected civil wars. They had begun with the Bishops' War of 1639, continued through the campaigns of Montrose, the invasion by Oliver Cromwell and the so-called 'Killing Times' during Charles II's reign. The wars were given fresh impetus

by the revolution of 1688, by which King James II and VIII was overthrown. As a result, there was a series of Jacobite risings, as the supporters of him, his son, and grandson tried to restore the Stuart dynasty. By the end of the eighteenth century Jacobitism and civil war was so much a thing of the past that the notorious acts of parliament banning tartan, bagpipes and all sorts of private weapons in the Highlands, were repealed. Scotland was able to enjoy peace.

One feature of the civil wars was that Scotland's towns and cities might be war zones. We know, from today's news, how dreadful that can be for the people who live in the middle of the fighting. Town walls, and places like Edinburgh Castle, still had a serious military function. Thanks to the universal peace after the middle of the eighteenth century, towns no longer needed walls. This was one reason for the massive urban expansion that took place and the building of new towns. Edinburgh New Town is one of the most famous of these developments but there were several.

Another reason was the shifting of populations from the countryside to the cities. As well as the Highland Clearances there was also a Lowland Clearance. The industrial revolution began to flourish in the central belt. At the same time foreign trade expanded enormously. Tobacco was the real boom commodity. There were also many Scots involved in the slave trade. One feature of the Union was that the Empire became a British Empire and the English Navy became the Royal Navy. This made possible the remarkable growth of Glasgow from a small cathedral city to a great industrial town. This Field of Study encourages you to look at these phenomena in greater depth and detail. These changes all continued and multiplied during the nineteenth century.

These physical changes were accompanied by a cultural change of international significance. The Scottish Enlightenment changed the world in some ways. Two of the most famous sentences in the English language begin 'We hold these truths to be self-evident…' and 'It is a truth universally acknowledged…'. Both the American Declaration of Independence and Jane Austen's *Pride and Prejudice* take their openings from Thomas Reid's philosophy of Common Sense. David Hume was by far the most famous Enlightenment figure, if he were not matched by his contemporaries, James Hutton and Adam Smith. Meanwhile their social circle was enriched by the arrival of Robert Burns from Ayrshire.

The Enlightenment was not just about a few figures of genius. The Church of Scotland affected everyone's lives. In 1697 Thomas Aikenhead, an Edinburgh student aged 20, was hanged for blasphemy. He had spoken freely, challenging the truth of stories in the Bible. By 1800 this would be unthinkable, even to the more old-fashioned evangelicals in the Kirk. There was a growing moderate movement and several schisms over the question of how much the civic authorities — local lairds and burgh councils — should control the Kirk. Alongside these developments were changes in education. The new ideas and the movements of people around the country made changes inevitable at all levels, from parish schools through secondary schools to the universities.

More Scots were involved in agriculture than in any other form of economic production. The last serious famine in Lowland Scotland took place in the late 1690s — the so-called ‘King William’s Years’. By the late eighteenth century the idea of such a famine became incredible. Some aspects of food production, such as climate and soil, remained unchangeable. But the new ideas referred to above included agriculture. Several landowners became prominent as improvers, introducing all sorts of new farming methods from England and from the Netherlands. The fact that some of them went bankrupt raises questions about their effectiveness in the short term, but in the long term farming was indeed transformed.

All the points made so far affected the Highlands as much as the central belt and the Borders. But the Highlands were different in all sorts of ways which is why they are given a section of this Field of Study all to themselves.

At the start of the eighteenth century it was still a land in which separate chieftains ruled as little tyrants over their glens or islands, and occasionally fought wars with each other. Their ability to raise private armies played a big part in the Jacobite risings (although it is important to make clear that clan chiefs were to be found on both sides in these conflicts). By the end of the century castles had become stately homes, the special legal authority of chiefs had been ended and the need for large numbers of tenants (to serve as warriors) had been replaced by a preference for small numbers of tenants who could pay good rents. The Highlands were caricatured by Lowlanders and by English writers in those days, and have been ever since. By following this Field of Study you should get some facts about the region, and learn to challenge mythical views.

And then there was politics. The big changes that made Scotland, along with the rest of the United Kingdom, more democratic did not happen until the nineteenth century. All the things mentioned so far — civil wars, union, peace, urbanisation, new ideas and so on — had substantial political implications. The section of this Field of Study called ‘The governance of Scotland’ deals with this. Managing a structure that was essentially non-democratic — Edinburgh had 33 voters at this time — was quite different from managing to win votes and manage parties in our own time. But it still took a lot of work and political skill. Two notably successful political managers in this period were Ilay Campbell and Henry Dundas. It is fascinating to learn the challenges they faced and the methods they used in dealing with them.

By the end of the century the biggest challenge was the new ideas associated with the French Revolution. When Henry Cockburn wrote a book about his life in Edinburgh, *Memorials of his time*, he looked back to his youth, during the 1790s, and said: ‘Everything was connected with the Revolution. Not this thing or that thing, but literally everything.’
In fact, the last two decades of this Field of Study do see new directions in Scottish history. The new ideas generated by the French Revolution did not merely affect politics. The moderates in the Kirk found themselves in dispute with an evangelical

revival. The Industrial Revolution had created a massive change in how people lived. The French wars, long lasting and intense, affected trade and demand. They also had a considerable impact on the Highlands particularly, because of the increase of recruitment.

Field of Study 3: section-by-section

This part looks at each section of this Field of Study in more detail. It begins with a clear statement of the wording of the section. If it is listed, you may be asked about it. There is also a select bibliography and some suggestions of where to find primary sources. The bibliographies listed are not exhaustive. Once you have chosen the title of your dissertation you should be able to read more than is listed here. Note that the use of contents and index means you are not expected to read every page of a book.

There may be few or many suggested lines of enquiry. This depends entirely on the nature of the topic. If there are a small number of lines of enquiry suggested, then these are likely to be quite substantial in content.

The bibliographies are designed with Advanced Higher candidates in mind. Teachers and lecturers, and interested candidates, should have no difficulty finding other titles. Many of the books suggested have bibliographies of their own; you can look online; or you can look on the shelves of a large library. Large libraries in large towns have substantial sections on Scottish history. Most universities will allow Advanced Higher candidates to work in their libraries, especially for the dissertation. Candidates should aim to spend at least two or three sessions working in them.

If you want to read a little before starting the course, *Kidnapped* by Robert Louis Stevenson is a work of fiction but follows history pretty closely. It has inspired historians of this period to take up the subject seriously. If you enjoy *Kidnapped*, go on to its sequel *Catriona*. It has less swashbuckling adventure but it is regarded by some critics as a greater novel. It too is steeped in eighteenth century Scottish history.

Scotland 1707–1815

While you may not have time to read books dedicated to each of the separate sections of this Field of Study, there are many fine histories of Scotland which cover many, if not all, the sections in reasonable depth and thoroughness. Remember though that at Advanced Higher you must be able to comment on the work of current historians, so if you rely heavily on one book you should also consult others for contrasting views and arguments to think about and discuss.

The following general history of Scotland books are recommended:

- *The Scottish Nation 1700-2000* by TM Devine (Allan Lane, The Penguin Press: 1999) — parts 1 and 2.
- *Scottish Society 1707-1830* by Christopher A Whatley (Manchester University Press: 2000).
- *Scotland: A New History* by Michael Lynch (Pimlico:1992) — chapters 19–22.
- *The New Penguin History of Scotland: From the Earliest Times to the Present Day* edited by RA Houston and WWJ Knox (Allan Lane, The Penguin Press: 2001) — section 5, 'From the Union of 1707 to the Franchise reform of 1832' by Bruce Lenman.
- *Higher World: Scotland 1707-1815* by Michael Fry (Birlinn: 2014) is full of fascinating detail and many challenging ideas. (Candidates are advised also to read Christopher A Whatley's review of this book in The Scotsman.)
- *A History of the Scottish People* by TC Smout (Fontana: 1969) — part 2.
- *Modern Scottish History: 1707 to the Present. Volume 1: The Transformation of Scotland 1707-1850*, edited by Anthony Cooke, Ian Donnachie, Ann MacSween and Christopher A Whatley (Tuckwell Press: 1998) which consists of a series of essays by leaders in the field, all relevant to sections of this Field of Study.

Two novels that are primary sources, albeit works of fiction, would make excellent half-term or holiday reading:

- *The Antiquary* by Walter Scott (1816) which features the Napoleonic Wars as part of the background.
- *Annals of the Parish* by James Galt (1821) in which Galt imagines the memoirs of an ordinary minister who sees the life of his parish transformed in the last decades of the eighteenth century and the first decades of the nineteenth.

In addition, *Memorials of his time* by Henry Cockburn (1856) is an intelligent and witty book, which covers Cockburn's time as a student and lawyer in Edinburgh. It is particularly strong on the social history and the politics of the revolutionary and regency periods, with emphasis on Edinburgh.

These books have useful material on most, or all, of the 10 sections of this Field of Study. Note, however, that few of these books were written to fit the dates of this

Field of Study. Material that falls after 1815 may be interesting context, but would not be specifically relevant to this particular Field of Study.

The Treaty of Union, Glasgow and the tobacco trade (section 1)

The question of whether Union between Scotland and England was entirely a good thing or a bad thing is a live political issue. You should try to avoid letting your views about the current political situation colour your history. The focus should be on evidence-based judgements.

There are many studies and statistics available for the economic impact. Material learned in other parts of the course (the governance of Scotland, for example) may also be very relevant under this heading. The impact on people's thinking is hardest to pin down with precision. In the early decades of the period there seems to have been a good deal of resentment at the fact Scotland had been incorporated into a United Kingdom dominated by England. In the last decades of the period there seems to have been a feeling of British unanimity in the struggle against Revolutionary and Napoleonic France. But the extent to which these feelings were held, by which sections of society, in which regions, and so on suggests that broad generalisations are not safe.

Content

- The Treaty of Union, Glasgow and the tobacco trade
  - — Short- and long-term importance of the Treaty of Union
  - — Impact of the Treaty of Union on Glasgow and the development of the tobacco trade
  - — The tobacco lords

Suggested lines of enquiry

- Investigate the economic impact of the Union, both short and medium term. Find out about different sectors of the economy and different regions. Note that statistics add enormously to any understanding of economic history.
- Investigate the political impact of the Union both short and medium term.
- Consider also these impacts in the long term — which means from the American War of Independence up until the Battle of Waterloo.
- The success of the so-called tobacco lords was such that they are in danger of becoming subjects of mythology. Find out the extent of their success and the reasons for it, but go beyond the tobacco lords themselves to the whole of Glasgow.

Suggested reading
The various books listed under Scotland 1707–1815 all have a good deal to say on this topic. (This point applies, more or less, to all the topics.)

- *The Scots and the Union* by Christopher A Whatley with Derek J Patrick (Edinburgh University Press: 2006 — chapter 9, 'Union in the balance, Union accomplished' is very good on the short-term impact.
- *Scotland's Empire 1600-1815* by TM Devine (Allen Lane: 2003) — chapters 3 and 4 are particularly useful for this section.

The Jacobites (sections 2 and 3)

Fifty years ago most histories treated the Jacobite rebellions as a minor episode, not of great importance in the main threads of European, British or Scottish history. Their successes were seen as temporary pieces of good fortune. Much work since then has changed this view among serious historians, though it may still lurk in some quarters. The Jacobites provided substantial opposition to the Whig vision of the United Kingdom.

As with all wars, there are human interest stories of heroism and atrocity. These can be enjoyed; but the difficult work is establishing how many Scots supported the Jacobites and why. Note that the word 'support' is sometimes used to mean 'came out to fight' and sometimes is used to mean 'hoped they would win'. It should not be assumed that the motives in 1715, 1719 and 1745 were all the same, though they are clearly linked. Some of the risings were also part of European wars.

It is not hard to find many important reasons why the risings failed, but there is disagreement about which were the most important reasons. In particular, there is disagreement about the merits and weaknesses of the various leading players on both sides.

Content
- *Jacobite rebellions, 1715-19*
  - — *Causes and extent of support for the 1715 rebellion*
  - — *Reasons for the failure of the 1715 rebellion*
  - — *Nature and significance of the 1719 rebellion*
- *The Jacobite Rebellion, 1745-46*
  - — *Extent of support and personal role of Charles Edward Stuart*
  - — *Victories and defeats*
  - — *Reasons for failure*

Suggested lines of enquiry

- Who supported the Jacobites, and why? You can make many reasonable generalisations, but try to go beyond these. For example, the motives of George Lockhart of Carnwath (a Lowland laird) and Allan Macdonald of Clanranald (a chieftain from the Western Isles) are likely to have differences. Think separately about the 1715, the 1719 and the 1745 risings. Consider Highland and Lowland, town and country, the ordinary folk as well as the chiefs. Consider at the same time those who chose to support the Hanoverian government — often referred to as Whigs, probably a majority of Scots.
- The various military operations. Here myth often takes the place of history, so try to find out military history. It is well known that the Jacobite forces often did well, but were often defeated. All the aspects of military history — tactics, strategy, leadership, logistics and so on — are relevant here. The influence of sea power also comes under this heading.
- The contributions of the various leaders on both sides is one area of dispute. Mar, Argyll, Lord George Murray, Cumberland, Charles Edward and the rest were actively building up their myths, and justifying their actions, while the events were taking place. Many of the Jacobites wrote memoirs in exile. You will not find a definite consensus here. Try to ensure that your own judgements are evidence-based.
- Where do the Jacobite risings fit into British politics and into European diplomacy? For example, the 1745 rising was part of a war between Britain and France. The 1715 rising was not. English Jacobitism and English anti-Jacobitism are outwith the course but clearly they are very important to the Scottish experiences.
- What were the consequences of the risings? The consequences of the ’45 for the Highlands are well known (though very much an area for broad generalisations bordering on mythology). Look also into the consequences of the earlier risings, and for other parts of Scotland.
- The repression of the Jacobites after Culloden overlaps with section 4, The Highlands. You should find out about it.

Suggested reading

One problem with this piece of Scottish history is the bewildering number and variety of books available. It has also attracted many historical novelists, film makers and so on. However, some of the works are not reliably academic in approach. It is up to you to use your judgement to identify appropriate books/material. As an additional aid there will usually be a biographical note about the author.

- *The Jacobite Risings in Britain 1689-1746* by Bruce Lenman (Eyre Methuen: 1980) is thorough. There has been a good deal of work done since it was written. Lenman’s much shorter book, *The Jacobite Cause* (Chambers: 1993) is also useful.

- *The Myth of the Jacobite Clans* by Murray H Pittock (Edinburgh University Press: 1995) sets out to make readers rethink the motives and the extent of Scottish support for Jacobitism.
- *The Jacobites: Britain and Europe 1688-1788* by Daniel Szechi (Manchester University Press: 1994) covers the international dimension in some detail.
- *The Gentle Lochiel: The Cameron Chief and Bonnie Prince Charlie* by John S Gibson (NMS Publishing: 1998) is one of many biographies of leading figures. This one is mentioned because it is easily accessible. Gibson has written several good books on aspects of the Jacobite story which are often overlooked by other historians.
- *Sheriffmuir 1715* by Stuart Reid (Frontline Books: 2014). Reid is a military historian, but he is also skilled at explaining the political and social backgrounds to campaigns briefly and in a no-nonsense style. It is worth mentioning here that Reid has written many short books on the Jacobite risings for the Osprey series on military history.
- *1715: The Great Jacobite Rebellion* by Daniel Szechi (Yale University Press: 2006).
- *The '45: Bonnie Prince Charlie and the Untold Story of the Jacobite Risings* by Christopher Duffy (Cassell: 2003) — Good for evidence-based neutrality.
- *Culloden The History and Archaeology of the Last Clan Battle* edited by Tony Pollard (Pen and Sword: 2009). The recent re-building of the visitor centre at Culloden was accompanied by a good deal of serious archaeological work on the battle site, which revealed some details not known from the written accounts. Pollard's book contains various essays on the topic by a range of experts.
- *1745: Charles Edward Stuart and the Jacobites* edited by Robert C. Woosnam-Savage. (Glasgow Museums: 1995) This short book contains eight essays by notable historians on various aspects of the '45.
- *The Butcher. The Duke of Cumberland and the suppression of the '45* by WA Speck (Basil Blackwell: 1981). The later chapters, dealing with the aftermath of Culloden, are particularly recommended.
- *The Jacobite Threat – England, Scotland, Ireland, France: A Source Book* by Bruce Lenman and John Gibson (Scottish Academic Press: 1990). This excellent collection of primary sources also includes a series of full introductions to each section. It is unfortunately out of print, but there are copies in libraries.

The Highlands (section 4)

A simple narrative of Highland history has the Highlanders as victims of repressions after the ’45, of clearances, of exploitation by the chiefs or newer landowners, and by governments. All this was made easier by the fact that the English, and Lowland Scots, thought of the Highlanders as backward foreigners. As with many powerful stories in history, there is a lot of truth in this version but the subject needs to be studied more carefully, so that nuances and variations and precise quantification can replace myths.

For example, there are many differences between regions, between the territories of different landowners and between decades. Government policies varied a lot between the 1750s, the 1780s and the 1800s. It is a mistake to assume that the experience of clearance on one estate was repeated on all the others. It is wrong to assume that facts about the clearances after 1815 can be applied to clearances before 1815. Identifying causes and apportioning blame is not straightforward.

Content

- *The Highlands*
  - — *Highland society, culture and economy pre-1745*
  - — *Impact of legislation following the 1745–46 rebellion*
  - — *Changes in estate management throughout the 18th century*
  - — *Attitudes to Highlanders amongst Lowlanders and the English*
  - — *Early clearance, 1760–1815*
  - — *Agriculture and economy, 1760–1815*
  - — *Standards of living, 1760–1815*

Suggested lines of enquiry

- How can the Highlands best be considered as separate regions, according to geography, history, religion and so on?
- In what ways were the Highlands changing regardless of the 1745-46 rebellion and the legislation that followed it?
- What were the specific impacts of the 1745–46 rebellion and its aftermath?
- What was government policy towards the Highlands between 1746 and 1815, and how did it change during these years?
- Were the clearances before 1815 more about relocation of people rather than depopulation?
- The early clearances are sometimes presented as a simple moral tale. Examine the causes and circumstances in the detail needed for an evidence-based picture.
- What was the impact of the British Fisheries Society on the Highlands in the 1780s and afterwards?
- Did the French Wars (1794–1815) have a significant effect on the Highlands? You might consider kelp, food prices and recruitment for the army.

- On the question of attitudes to the Highlands among the rest of the UK, Sir Walter Scott is perhaps the most important single person. However, most of his work in the field comes after this Field of Study ends. But his poem *Lady of the Lake* (1810) has a Highland setting, and his first novel, *Waverley* was published in 1814. It will be interesting to find out about the reaction to them.

Suggested reading
All the works on Scottish history mentioned in the first section of this support pack have sections on the Highlands.

Large libraries of Scottish history have many books on separate clans and separate regions.

- *Clanship to Crofters' War: The social transformation of the Scottish Highlands* by TM Devine, (Manchester University Press: 1994) — the first three chapters cover the history up to 1815.
- *Wild Scots* by Michael Fry (John Murray: 2005) — chapters 4–10 cover the dates in this Field of Study. His challenging judgements should stimulate thought.
- *Lairds and Luxury* by Stana Nedadic (John Donald: 2007) gives a detailed and readable picture of the Highlands in the late eighteenth century.
- *The Highland Clearances* by Eric Richards (Birlinn: 2008) is long and thorough. The first 200 pages in particular would be relevant to this Field of Study.
- *After the Forty-Five: The Economic Impact on the Scottish Highlands* by AJ Youngson (Edinburgh University Press: 1973). A good deal of research has happened since this work was published. However, it uses a number of primary sources. Chapters 1, 3 and 6 are particularly useful.
- *Journey to the Western Isles of Scotland* and *The Journal of a Tour to the Hebrides* (often bound up as one volume) by Samuel Johnson and James Boswell (several editions and publishers) is a classic. They describe their trip together in 1773.

Industrialisation and urbanisation (section 5)

It is not disputed that Scotland experienced massive industrial and urban growth during this period. Your task is to discover more detail about rates of change, extent of change and the variation between industries, dates and regions. There are some clever inventions to identify, but an explanation of the Industrial Revolution needs to go well beyond these to geographical and economic factors. As far as the social issues caused by economic growth are concerned, it is still not clear whether the changes were beneficial or damaging to people's lives.

Content

- Industrialisation and urbanisation
  - — The increasing significance of major industries, including textiles, in the later 18th century
  - — Role of technology and transport
  - — Progress of urbanisation and industrialisation
  - — Social issues in lowland Scotland caused by economic growth

Suggested lines of enquiry

- For industrialisation investigate the speed of industrialisation and the reasons for change. Remember how important statistics are in this sort of history. The different regions of Scotland had very different experiences. Look at the central belt, but also look outside it, north and south.
- Consider a range of major industries — textiles, iron, coal; and the full range of methods of transport — roads, bridges, canals and coastal shipping.
- For urbanisation it is recommended that you concentrate on a town or towns that are known to you. Dumfries, Hawick, Paisley, Dundee, Inverness and Aberdeen are as relevant as Glasgow and Edinburgh. Smaller towns are also interesting, though it may be harder to find material. Note that this Field of Study stops in 1815.
- Consider what caused the growth of the towns, with an awareness of different reasons in different places.
- What was the effect of the French wars after 1794? Prices and patterns of demand might both be relevant.
- Consider different social classes, and think of as many issues to investigate as you can.

Suggested reading

- For industrialisation the books already mentioned by TC Smout and Christopher A Whatley are recommended.
- *Scotland since 1707: The rise of an industrial society* by RH Campbell (John Donald: 1985). Part 1 is on this topic. There has, of course, been much research since 1985.

- *Scottish Life and Society, Volume 7: The working Life of the Scots*, edited by Mark A Mulhern, John Beech, Elaine Thompson (John Donald: 2008) — chapter 2 ‘The making of Industrial Scotland 1700–1900: Transformation, Change and Continuity’ by Christopher A Whatley.
- *A History of Everyday Life in Scotland 1600–1800* edited by Elizabeth Foyster and Christopher A Whatley — particularly chapter 2 by Charles McKean, and chapter 5 by Stana Nenadic.
- *The Scottish Town in the Age of Enlightenment 1740–1820* by Bob Harris and Charles McKean (Edinburgh University Press: 2014) is highly recommended.
- *The Making of Classical Edinburgh* by AJ Youngson (Edinburgh University Press, revised edition: 2002).

Agricultural improvement in the Lowlands (section 6)

The improvers were powerful campaigners, producing persuasive books and pamphlets. Traditional histories of agricultural change tended to take these at face value. More recent work has proceeded more cautiously, considering where their ideas immediately worked and where they did not. The geography of Scotland created a very diverse farming landscape, so different approaches suited different counties. By the end of the period urbanisation, and the French wars, created new patterns of demand and new prices. The picture is not a simple one, but it is very rewarding to study as a picture of a complex country in a time of change.

Content

- *Agricultural improvement in the Lowlands*
  - — *Condition of agriculture in the 1700s*
  - — *The improvers and resistance to their ideas*
  - — *Regional variations*
  - — *Degree of progress towards the end of the century*
  - — *The 'Statistical Account'*

Suggested lines of enquiry

- What do the statistics show about rates of production of various items of farm produce during this period? Look for changes over time and also changes between regions.
- Some historians question whether the term ‘revolution’ is appropriate for the changes in agriculture. Many aspects of farming in many regions changed slowly, better described as ‘evolution’. Which of these interpretations does the evidence support?
- What were the ideas of the improvers; were they suitable for Scottish conditions? What were the arguments for and against them? Were the landowners or the tenants (who actually worked the land) more responsible for the agricultural revolution in Scotland?

- It has been suggested that urbanisation and the French wars at the end of our period, because they led to an increase in prices, had a marked effect on agriculture. Investigate this. Which had the greater effect?

Suggested reading

- *Clearance and Improvement: Land power and people in Scotland 1700–1900* by TM Devine (John Donald: 2006) — chapters 1, 3 and 5 are full of useful material. This book also deals with the Highlands (section 4).
- *The Lowland Clearances: Scotland's Silent revolution 1760–1830* by Peter Aitchison and Andrew Cassell (Tuckwell Press: 2003) was intended to fill a gap in public perception of Scottish history, which tends to think of industrialisation in the Lowlands and clearance in the Highlands.
- *Modern Scottish History:1707 to the present. Volume 3: Readings* edited by Anthony Cooke, Ian Donnachie, Ann MacSween and Christopher A Whatley (Tuckwell Press: 1998) has three short but thought-provoking articles on the agricultural revolution — chapters 7, 8 and 9.

The governance of Scotland (section 7)

The Union of 1707 took place in a large part because it was a war-time emergency. Arrangements for the good government of Scotland were not properly worked out — whether 'good government' is narrowly defined as maintaining law and order, or whether a broader definition that includes the condition of the people is used. The course concentrates on two remarkable political managers, who both dominated Scottish affairs for many years. Both had defenders and detractors at the time, and still do today. Then in the last two decades of the section radical ideas, some of them from Revolutionary France, presented a fresh dimension to political life.

Content

- *The governance of Scotland*
  - — *The age of Ilay*
  - — *The Dundas despotism*
  - — *Popular discontent and political radicalism*

Suggested lines of enquiry

- How did the Union affect the way Scotland was governed? How did the relationship with London change during the period?
- Compare and contrast the methods used by Ilay and by Dundas to govern Scotland? (You will find that Ilay is sometimes spelled Islay. Do not let this worry you.)
- What were the causes of popular radicalism 1780–1815? Consider the French Revolution, industrialisation, and particular individuals.

- How did the authorities seek to deal with popular radicalism? You may find examples of both ‘sticks’ and ‘carrots’.

Suggested reading

- *The Political History of Eighteenth Century Scotland* by John Stuart Shaw (Macmillan: 1999).
- *An Enlightened Duke: The Life of Archibald Campbell* (1682–1761), Earl of Ilay, 3rd Duke of Argyll by Roger L Emerson (humming earth 2013) is quite in depth unless you’re considering Ilay as the subject of your dissertation. However, chapter 18, ‘Appraising the man’, is useful for everyone.
- *The Dundas Despotism* by Michael Fry (Edinburgh University Press: 1992). This is also quite long but the index can be used to find pages of particular interest.

The Kirk (section 8)

During the seventeenth century there was bitter civil war in all three of the Stuart kingdoms, Scotland not least. Kings preferred Episcopalian church government, run by bishops whom they could appoint. But in many parts of Scotland the Presbyterian Church was very strong. Violence and atrocities followed, on both sides. Then the 1688 Revolution led to the Presbyterians emerging as the established church in Scotland, and this position was reaffirmed by the Treaty of Union.

Outside the strongly episcopal regions, the Kirk dominated many aspects of daily life, including sex and death. Strong arguments were raised for and against any association between the governing of the Kirk — especially the appointment of ministers — and the civil power, which often meant the local lairds. At the same time, changing ideas and opinions (associated with the Enlightenment and with changes in education) caused deep divisions. During the eighteenth century the Kirk split often, as various groups seceded for various reasons. Nowadays such arguments could be regarded as peripheral to Scottish life; during this period they were part of the mainstream.

Content

- The Kirk
— Changing role of the Kirk in society during the 18th century
— Moderates and evangelicals
— The Patronage Act
— Secessions
— Challenges to the Kirk’s authority over Scottish life and culture

Suggested lines of enquiry

- The various schisms that took place, their causes and to which sections of society the new churches appealed.
- The Kirk and everyday life.
- The influence of the Kirk in education.
- The ideas and the influence of the moderates; followed by the ideas and influence of the evangelical revival in the late eighteenth and early nineteenth centuries.
- The terms and the effects of the Patronage Act. Before 1688 the Kirk had been associated with protest. To what extent did this change in the eighteenth century?

Suggested reading

- *Reformation, Dissent and Diversity: The story of Scotland's churches, 1560–1960* by Andrew TN Muirhead (Bloomsbury: 2015) — chapters 3, 4, 5 and 6 in particular.
- *The Sinners of Cramond: The struggle to impose Godly behaviour on a Scottish community, 1651-1851* by Alison Hanham (John Donald: 2005). This is full of examples of the Kirk and everyday life.
- *Church and University in the Scottish Enlightenment: The Moderate Literati of Edinburgh* by Richard B Sher (Edinburgh University Press: 1985).
- *The Oxford Handbook of Modern Scottish History* edited by TM Devine and Jenny Wormald (Oxford University Press: 2012) has some interesting pages on religion in this period.
- *The Scottish Church: 1688–1843* by Andrew L Drummond and James Bulloch (The Saint Andrew Press: 1973) — chapters 1–3.
- *Church and Theology in Enlightenment Scotland. The Popular Party 1740–1800* by John R McIntosh (Tuckwell Press: 1998) — particularly useful for a dissertation in this area.

The Scottish Enlightenment (section 9)

The ideas of Thomas Reid, David Hume, James Hutton, Adam Smith and many others have had an influence and an importance far beyond Scotland. The phenomenal contribution of Scots to the intellectual life of Europe was noticed at the time. Some scholars today see this simply as part of a wider European Enlightenment; most see the Scottish Enlightenment as an intellectual movement in itself. Clearly it was not just chance that so many leaders in so many fields worked in Scotland; but the causes of the movement are harder to pin down.

Content

- The Enlightenment
- — Causes of the Enlightenment
- — Diverse nature and impact of the Enlightenment: philosophy, history, economics and social commentary; language, literature and poetry; science; painting, architecture and town planning
- — Links with England and Europe

Suggested lines of enquiry

- You need to know the main thinkers associated with the Enlightenment and what their ideas were though you do not need to argue about the correctness, or otherwise, of their ideas. Note also that a dissertation or essay that is merely a descriptive list, however thorough and accurate, will not meet the analytical requirements of the marking criteria.
- The content list mentions language, literature and poetry. This refers to Robert Burns and Walter Scott at the very least; but you should enjoy going much further than these two in your research. Science, painting, architecture and town planning are also listed. Joseph Black, James Hutton, many new towns (not just Edinburgh), Allan Ramsay the painter, Robert Adam — there are many people to be aware of. They might be studied in great depth for a dissertation.
- Why did the Enlightenment take place where it did and when it did? There are a variety of explanations and judgements about the most important reasons.
- What were the consequences of the Enlightenment? Long-term consequences, beyond 1815, go beyond the course content, but it seems clear there were many consequences before 1815.
- The Enlightenment was not just about a small number of great thinkers. Consider how it affected other sections of the population. There will be cross-referencing with other parts of the course here, notably the Kirk, and Education.

Suggested reading

- *The Scottish Enlightenment: The Scots' invention of the modern world* by Arthur Herman (Fourth Estate: 2003) is thorough and wide ranging.
- *The Scottish Enlightenment: A hotbed of genius* edited by David Daiches, Peter Jones and Jean Jones (The Saltire Society: 1986). This book contains six essays

by notable scholars in the various fields. The first essay, by Daiches, is on the Enlightenment in general.

- *The Cambridge Companion to the Scottish Enlightenment* edited by Alexander Broadie (Cambridge University Press: 2003) contains 17 sections.
- *The capital of the mind: how Edinburgh changed the world* by James Buchan (John Murray: 2003) is readable and informative on art and music and theatre, as well as philosophy.
- *The Glasgow Enlightenment* edited by Andrew Hook and Richard B Sher (Tuckwell Press: 1995).
- *The Scottish Enlightenment: An anthology* edited by Alexander Broadie (Canongate Classics:,1997) is a convenient collection of key writings. Broadie's introduction is worth reading.

Education (section 10)

The new ideas of the Enlightenment, and the new ideas in the Kirk naturally filtered down from the universities to the schools. The profound changes in society and the movement of people from country to town created intolerable pressures for the old parish system. For all these reasons there were many educational innovations in Scotland during this period. The reformers had various ideas and objectives in mind.

Educational reform is very much a live political issue in our own time. This study should help put our current debates in perspective.

Content

- *Education*
- *Causes and impact of educational reform*
- *Literacy, schools, the SSPCK and the academy movement*
- *University reform*

Suggested lines of enquiry

- Primary or elementary education: What was the role of the parish dominie? What teaching was given, and how effectively? Did the provision of elementary education change during this period? What did the SSPCK do?
- Secondary education: What was the academy movement, and to what extent did it change secondary education? What proportion of Scottish children might receive secondary education?
- Universities: How did the teaching and the syllabus change during the period?
- Other sections of the course clearly affected education. Consider how the changes in education were related to the ideas of the Enlightenment, to the changes in the Kirk, to industrialisation, to closer contact with England after the Union, and to the changes in the Highlands.

Suggested reading

- *The History of Scottish Education* by James Scotland (University of London Press: 1969) is a very thorough and comprehensive survey. Part II of volume 1 covers this period.
- *The Edinburgh History of Education in Scotland* edited by Robert Anderson, Mark Freeman and Lindsay Paterson (Edinburgh University Press: 2015). Chapter 5 deals with the universities and chapter 6 with schools in this period.
- Histories of individual universities and schools — for example the Royal High School in Edinburgh — are useful. There may be books about universities and schools in your area in your local library.