PRINCIPIA CONSORTIUM

The Scottish Enlightenment: Ideas and Influences

SCOTTISH LITERATURE
SCHOOL OF CRITICAL STUDIES

Course Code:
86NY (Autumn)
85EH (Spring)
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 such as 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 within the School of Critical Studies 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 Recruitment and International Service and to the course convenor, Dr Ronnie Young.

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 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
(except week 6 & 7 – see below)

Seminars: One per week*:
(except weeks 6 & 7 – see below)

Plenary Session: One per semester:
Venue to be announced

Class Trip: One per semester:
Date and venue to be announced

4 PERSONNEL
Course personnel are:

General enquiries: Colette McGowan, Recruitment and International Service
collette.mcgowan@glasgow.ac.uk
Convenor: Dr Ronnie Young, Scottish Literature (Room 207, 7 University Gardens)
Ronnie.Young@glasgow.ac.uk
Lecturer: Professor Christopher Berry, Politics
Lecturer: Professor Paul Bishop, Geographical & Earth Sciences
Lecturer: Professor Alexander Broadie, History
Lecturer: Professor Andrew Hook
Lecturer: Dr Ralph MacLean, History
Lecturer: Dr David Shuttleton, 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%

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

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For fuller explanation of the marking scale, please refer to the Department of Scottish Literature Student Handbook, pp.20–21.

**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 words in response to a question set by the course lecturers based around the different areas covered by each lecture. (See section 12 below).

**Extended Essay**
As part of the requirement for this course you are further asked to complete an extended essay of 4,000 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 (See section 13 below). Essays will be graded according to the Faculty Scale set out above.

For further information about attendance and performance, submission of work, plagiarism, marking schemes, penalties for lateness and information about support organisations please refer to the relevant sections of the Scottish Literature Student Handbook.

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

**7 PRESCRIBED READING**
You are expected to purchase the following books (any additional handout material will be provided in class). Texts are available from the University bookshop in the Fraser building or can be purchased online.

## LECTURE SCHEDULE

<table>
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<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>Introduction to the Scottish Enlightenment</td>
<td>Ronnie Young</td>
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<td>2</td>
<td>Adam Smith and Moral Philosophy</td>
<td>Alexander Broadie</td>
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<td>3</td>
<td>Social and Political Thought</td>
<td>Christopher Berry</td>
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<td>4</td>
<td>Enlightenment Historiography</td>
<td>Alexander Broadie</td>
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<td>5</td>
<td>Medical Culture</td>
<td>David Shuttleton</td>
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<tr>
<td>6</td>
<td><strong>READING WEEK – NO LECTURES OR SEMINARS</strong></td>
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<td>7</td>
<td>PLENARY SESSION: Science and Natural History*</td>
<td>Paul Bishop</td>
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<td>8</td>
<td>Aesthetics</td>
<td>Ralph McLean</td>
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<td>9</td>
<td>Religion and Enlightenment</td>
<td>Alexander Broadie</td>
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<td>10</td>
<td>Literature and Culture</td>
<td>Ken Simpson</td>
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<td>11</td>
<td>The Scottish Enlightenment in America</td>
<td>Andrew Hook</td>
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* In week 7, your lecture will replaced by a special 2-hour plenary session. There will be no seminar in this week but students will have the opportunity to ask questions in the plenary.
This section offers a more detailed outline of the individual topics covered by each of the class lecturers, the material they expect you to read in advance of their lecture, and additional suggestions for further reading.

**Further reading** (copies of which can be found in Glasgow University Library, unless otherwise indicated) is *optional* and recommended as an aid to your understanding of each topic. Material marked ‘handout’ will be distributed in class.

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**Week 1: Introduction**  (Dr. Ronnie Young)
The first lecture will introduce you to some of the main ideas and the key subject areas covered in the class as well as providing a context for understanding the Scottish Enlightenment.

**Reading:**
From A. Broadie (ed.) *The Scottish Enlightenment: An Anthology*:
- A. Broadie, ‘Introduction: What was the Scottish Enlightenment’, (pp.3-31);
- David Hume - The Science of Man (pp.35-41);
- Selection from Dugald Stewart - The Unity of the Sciences (pp.42-45).

**Further reading:**

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**Week 2: Adam Smith and Moral Philosophy**  (Prof. Alexander Broadie)
The second lecture will look at Adam Smith’s theory of morality. Topics covered include the concept of sympathy, the need for impartial judgment, and morality and education.

**Reading:**
From A. Broadie (ed.), *The Scottish Enlightenment: An Anthology*:
- Adam Smith - Sympathy, Propriety and Merit (pp.155–75);
- —. - The Rules of Morality and Laws of God (pp.285–97);
- —. - The Division of Labour and the Provision of Education (pp.431–71).
A. Broadie, *The Scottish Enlightenment: The Historical Age of the Historical Nation*, chapter 4, section 5 (pp.100-108) [for an account of Smithian morality and its implications for education].

**Further reading:**
Week 3: Social and Political Thought  (Prof. Chris Berry)
The Scots took as their basis the evidence that humans are social beings, so that any understanding of their social life, and its range of institutions, had to start from that premise. This meant they were critical of alternative individualistic a-social approaches – such as State of Nature, Social Contract, ‘Great Men’. This also meant they criticised abstractly rational accounts of social life and drew attention instead to habit and ‘unintended consequences’. The Scots were also committed to the view that to understand social institutions meant appreciating that they were historical and they divided social history into stages that focussed on property relations surrounding differing means of subsistence. In these ways they are credited as being the ‘first sociologists’.

Reading:
From A. Broadie (ed.), Scottish Enlightenment: An Anthology:
25. John Millar - The Origins of the Distinctions of Ranks (pp. 490–96);
26. Adam Ferguson - The Origins of Civil Society’ (pp. 497–506);
28. David Hume - Of the Origin of Government (pp. 515-18);
36. Adam Smith - Duties of the Sovereign (pp.621–27).

Further Reading:
David Hume ‘Of the Original Contract’ (available in many editions and on-line)
Adam Ferguson History of Civil Society, Book 3, Chapter 2.
C. Berry, Social Theory of the Scottish Enlightenment (Edinburgh UP) (especially chapters 2 and 5).
A. Swingewood ‘Origins of Sociology’ in British Journal of Sociology 21 (1970)

Week 4: Historiography of the Scottish Enlightenment  (Prof. Broadie)
This lecture will cover the following topics: the teleological interpretation of history; the progress from rude to polished society; conjectural history; comparative history; and the legacy of Scottish Enlightenment historical writings.

Reading:
From A. Broadie (ed.), The Scottish Enlightenment: An Anthology:
24. Adam Smith - The Four Stages of Society (pp.475–87);
39. Dugal Stewart - Conjectural History (pp.669–74);
40. William Robertson - Comparative History (pp.675–82).

Further reading:
A. Broadie, The Scottish Enlightenment: The Historical Age of the Historical Nation, chapter 3 [for a general account of the Scottish Enlightenment view of history].
John Robertson, The Case for Enlightenment: Scotland and Naples 1680-1760, (Cambridge, 2005), esp. chapter 1 [focused on historiography].

Week 5: Medical Culture  (Dr. David Shuttleton)
In this lecture I shall be addressing the importance of ‘natural philosophy’ (science) in Scottish Enlightenment culture and in particular the emergence of the Glasgow and Edinburgh medical schools as leading centres of knowledge and teaching. I shall examine how eighteenth-century Scottish medicine is characterised by an emphasis upon the nervous system and how related
physiological ideas concerning ‘sensibility’, ‘sympathy’ and ‘irritability’ came to inform the language of morality, social relations and imaginative literature.

Reading:
From A. Broadie (ed) The Scottish Enlightenment: An Anthology:
45. John Gregory - The Duties and Qualifications of a Physician (pp.750-60)
48. Colin Maclaurin – Newtonian Science (pp.782–95)
1. David Hume – The Science of Man (pp.35-41) [from week 1]

Further Reading:
[Some additional primary sources for students to consult:]
[Fiction:]
Tobias Smollet, Roderick Random (satirical, picaresque tale of a Scottish naval surgeon)
—., The Expedition of Humphry Clinker (humorous epistolary novel with medical themes)
Henry Mackenzie, The Man of Feeling (key Scottish sentimental novel)
[Medical Writing:]
The works of Whytt, Cullen, Gregory and other eighteenth century Scottish medical theorists can be accessed using the Dale electronic database “Eighteenth Century Collections Online (ECCO) through the GL Library.

[In addition to the above, a selection of the following might be helpful:]
M. Barfoot, ‘Hume and the culture of science in the early eighteenth century’, Studies in the philosophy of the Scottish Enlightenment, ed. M. A. Stewart (1990), 151–90
A. Bower, The History of the University of Edinburgh, 2 vols, (Edinburgh: 1817)
Derek A. Dow The Influence of Scottish Medicine; An Historical assessment of its International Impact (Carnforth and New Jersey; Parthenon, 1988)
O. D. Edwards, Burke and Hare (Edinburgh, Polygon, 1980; reissued by Mercat Press, 1993)
J. Jenkinson, Scottish Medical Societies, 1731-1939. Their History and Records (Edinburgh: Edinburgh University Press, 1993)
L. Haakonssen, Medicine and Morals in the Enlightenment; John Gregory, Thomas Percival and Benjamin Rush (Amsterdam: Rodopi, 1997)
R. K. French, Robert Whytt; The Soul and Medicine (London; Wellcome Institute for the History of Medicine, 1969)
Andrew Patrizio and Dawn Kemp (eds) Anatomy Acts: How We Come to Know Ourselves (Edinburgh: Birlinn, 2006)


Guenter B. Risse, *New Medical Challenges During the Scottish Enlightenment* (Amsterdam, New York: Rodopi, 2005)


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[WEEK 6: READING WEEK – no lectures or seminars]

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**Week 7: PLENARY - Science and Natural History**  
**(Prof. Paul Bishop)**

PLEASE NOTE THAT THIS WEEK’S LECTURE IS A SPECIAL 2 HOUR LONG PLENARY SESSION

One of the great flowerings of the Enlightenment was in science and scientific knowledge, although it should be noted that a specific distinguishing of science from other types of thought and enquiry is perhaps a false distinction, as many of the great minds of the Scottish Enlightenment moved between, across and within many disciplines. James Hutton, considered the founder of modern geology and one of the subjects of this lecture, was physician, experimental farmer, naturalist and chemist, as well as a geologist. This lecture examines the nature of the rational and/or experiment-based enquiry undertaken by these ‘scientific’ minds and how it contrasted with earlier approaches to ‘scientific’ knowledge. Thus, Hutton’s approach to understanding the Earth, encapsulated in his Theory of the Earth, is different from earlier approaches, often drawn from the Biblical account of the Flood. This rational/experimental approach had major impacts on engineering, the chemical and manufacturing industries, and agriculture. We examine the ‘scientific’ underpinning of agricultural improvement in Scotland, before considering the contribution of Hutton in the context of the wider Enlightenment.

**Reading:**

From A. Broadie (ed) *The Scottish Enlightenment: An Anthology:*

47. Hutton – Theory of the Earth (pp.771–80)

Broadie, Alexander, *The Scottish Enlightenment : the historical age of the historical nation*  
(Edinburgh : Birlinn, 2007), Chapter 7. (class handout)

Further reading:
Jones, Peter (ed.), *Philosophy and Science in the Scottish Enlightenment* (Edinburgh: John Donald, 1988)

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**Week 8: Aesthetics**  
( Dr. Ralph McLean)

Reading:
From A. Broadie (ed.), *The Scottish Enlightenment: An Anthology*:
  9. Francis Hutcheson, A Sense of Beauty (pp.201–23)
  11. David Hume - Of the Standard of Taste (pp.243–63)

Further reading:
Flynn, Philip, 'Scottish Aesthetics and the search for a standard of taste', *Dalhousie Review* 60 (1980), pp. 5-19

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**Week 9: Religion and the Scottish Enlightenment** (Prof. Alexander Broadie)
The topics covered this week will be: 1. the origin and development of religion — a conjectural history; and 2. Reason and revelation.

*Reading:*
From A. Broadie (ed.), *The Scottish Enlightenment: An Anthology:*
15. David Hume - Of Miracles (pp.298–316);
17. Hugh Blair - On...a Future state (pp.331–43);
19. David Hume - Dialogues Concerning Natural Religion (pp.356–81).

*Further reading:*
A. Broadie, *The Scottish Enlightenment: The Historical Age of the Historical Nation*, chapter 5 [for a general account of Scottish Enlightenment perspectives on religion].

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**Week 10: Literature and Culture** (Prof Ken Simpson)
This section of the course engages with the ways in which Scottish Enlightenment thought impacted on the imaginative literature of the period. It will be argued that a range of disciplines, including philosophy, medicine, and natural sciences, established a fertile interaction with the poetry, prose fiction, and drama of the period, influencing both subject-matter and literary forms. In particular the lecture will chart, and attempt to account for, the Scottish contributions to the vogue of Sensibility and the growing interest in Primitivism and Progress. By interrogating the long-held notion that the Scottish Enlightenment was inimical to the production of imaginative writing of a high order, this section of the course aims to resituate literature in the context of Enlightenment culture.

*Reading:*
Class handout: selected poems by James Macpherson and Robert Burns; extracts from Henry Mackenzie, *The Man of Feeling*

*Further reading:*
**Primary**

**Secondary**


John Dwyer, Virtuous Discourse: Sensibility and Community in late Eighteenth-Century Scotland (Edinburgh, 1987)

John Dwyer & Richard B. Sher, eds, Sociability and Society in Eighteenth-Century Scotland (Edinburgh, 1993)

Carol McGuirk, Robert Burns and the Sentimental Era (Athens, Georgia, 1985)


John MacQueen, The Enlightenment and Scottish Literature, vol. 1 ‘Progress and Poetry’ (Edinburgh, 1982)


J.S. Smart, James Macpherson: An Episode in Literature (London, 1905)


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**Week 11: The Scottish Enlightenment in America**  
(Prof. Andrew Hook)

This final section of the course will address the following questions. How was it probable that the Scottish Enlightenment would have an impact upon eighteenth-century America? What was it that made Americans likely to be responsive to Scottish Enlightenment thinking? What were the key areas in America’s intellectual, cultural and political life influenced by the Scottish Enlightenment? And what was the Scottish Enlightenment’s legacy to the cultural history of nineteenth-century America?

**Reading:**


Further Reading:
Garry Wills, Inventing America (Doubleday, 1978).
Susan Manning, Fragments of Union, Making Connections in Scottish and American Writing (Palgrave, 2002).
W.R. Brock & Helen Brock, Scotus Americanus (Edinburgh University Press, 1982).

10 GENERAL BIBLIOGRAPHY

In addition to the above, you may find the following selection helpful. You are not expected to read all of the titles listed below; rather this list provides general ‘background’ reading on the Scottish Enlightenment and may be useful as a starting point for researching class essays. Copies are available in the Glasgow University Library.

Numerous books have been published about the Scottish Enlightenment (and the Enlightenment in general) and the following selection is by no means exhaustive. Students researching a specific subject can also consult the suggestions for further reading for each lecture topic (section 10 above). Independent research is also encouraged.

Berry, Christopher J., The Social Theory of the Scottish Enlightenment (Edinburgh Uni Press, 1997)
—., The Scottish Enlightenment : the historical age of the historical nation (Edinburgh : Birlinn, 2007).
Campbell, R.H. and Andrew Skinner (eds), The Origins and Nature of the Scottish Enlightenment (Edinburgh : John Donald Publishers Ltd., 1982).
—., *A passion for ideas: essays on the Scottish Enlightenment*, ed. by Murdo Macdonald
(Edinburgh: Polygon, c1994).
Donovan, Arthur L., *Philosophical Chemistry in the Scottish Enlightenment: the doctrines and
Dwyer, John, *Virtuous Discourse: Sensibility and Community in Late Eighteenth-Century
Scotland* (Edinburgh: J. Donald, 1987)
—. and Richard Sher, eds., *Sociability and Society in Eighteenth-Century Scotland* (Baltimore:
Johns Hopkins University Press, 1993)
—., *The Age of the Passions: An Interpretation of Adam Smith and Scottish Enlightenment
Culture* (East Linton: Tuckwell Press, 1998)
Emerson, Roger L., *Essays on David Hume, medical men, and the Scottish Enlightenment:
—., *Academic patronage in the Scottish Enlightenment: Glasgow, Edinburgh and St Andrews
Friday, Johnathan (ed.), *Art and Enlightenment: Scottish Aesthetics in the Eighteenth Century
Galvin, Robert W., *America’s Founding Secret: What the Scottish Enlightenment Taught our
Haakonsen, Knud, *Natural Law and Moral Philosophy: From Grotius to the Scottish
Enlightenment* (Cambridge: Cambridge University Press, 1996)
Herman, Arthur, *The Scottish Enlightenment: The Scots’ Invention of the Modern World
(London: Fourth Estate, 2001)*
Hont, Istvan and Michael Ignatieff (eds), *Wealth and Virtue: the shaping of political economy
Hook, Andrew and Richard B. Sher (eds), *The Glasgow Enlightenment* (East Lothian: Tuckwell
Hope, V. (ed.), *Philosophers of the Scottish Enlightenment* (Edinburgh : Edinburgh University
Jones, Peter (ed.), *Philosophy and Science in the Scottish Enlightenment* (Edinburgh: John
Donald, 1988).
—. (ed.), *The ‘Science of Man’ in the Scottish Enlightenment: Hume, Reid, and their
Lehmann, William C., Henry Home, Lord Kames, and the Scottish Enlightenment: a study in
national character and in the history of ideas (The Hague : Nijhoff, 1971).
MacQueen, John, *The Enlightenment and Scottish Literature* (Edinburgh : Scottish Academic
Press, 1982-1989)
McCosh, James, *The Scottish Philosophy, Biographical, Expository, Critical, From Hutcheson to
Hamilton* (London: MacMillan & Co., 1875)
and Societies* ([n.p]: Washington State University Press, 1969)
Meek, R. Smith, *Marx and After* (Chapman & Hall, 1977)
Muller, J. *Adam Smith in his Time and Ours* (Princeton UP, 1993)
—., ‘Clio, Mars and Minerva: The Scottish Enlightenment and the Writing of Women’s History’,
in *Eighteenth Century Scotland: New Perspectives*, ed. by T.M. Devine and J.R. Young
(East Lothian: Tuckwell Press, 1999), pp.134-151
Risse, Guenter B., *New Medical Challenges During the Scottish Enlightenment* (Amsterdam; New York, N.Y. : Rodopi, 2005).
—. and Jeffrey R. Smitten (eds), *Scotland and America in the Age of the Enlightenment* (Edinburgh: Edinburgh University Press, 1990)
——, ‘The Scottish Enlightenment’, *Blackwood’s Magazine*, 322 (1977), 371-388 (pp.385-386)
Waszek, Norbert, *Man’s Social Nature: a Topic of the Scottish Enlightenment in its Historical Setting* (Frankfurt am Main : Lang, 1986)
11 SEMINARS

Starting in week 2, students will be expected to attend a weekly seminar. Seminars will take place every week apart from weeks 1, 6 and 7 and will last 1 hour.

Seminar material will be based on the reading set each week for lectures (see section 10, above). Students are expected to read this material before attending both the lecture and the seminar. Any additional handouts will be provided in class. Students will be actively encouraged to participate in group discussion and to make an active contribution to each meeting.

Seminars will be held on Fridays 12.00-13.00 in Room 208, 2 University Gardens

If you cannot attend at this time then please contact the class convener.
CRITICAL ESSAY

Students are required to complete two pieces of written work for this course. The first of these is a CRITICAL ESSAY of approximately 2000 words which to ONE of the questions listed below.

You will be required to submit TWO PRINTED COPIES of your essay and ONE signed submission sheet with plagiarism declaration.

Essays are marked anonymously. Do not put your name on your essay, only your Matriculation number.

If you cannot submit your essay in person at the arranged time then please contact the class convener to discuss the possibility of alternate arrangements. You will still be expected to sing a submission sheet with plagiarism declaration.

For your CRITICAL ESSAY please answer ONE of the following questions:

1) What role does the concept of the impartial spectator play in Adam Smith’s moral philosophy?

2) How might we benefit today from a study of Adam Smith’s moral philosophy?

3) Why do the Scots judge habits as “entrammeling” or constraining? What role does that judgement play in their account of social institutions and social change?

4) Explain the link between the Scots’ critique of Contractarian political thought and their commitment to humans as social beings.

5) Examine the relation between the Scots’ analysis of property and their adoption of a stadial account of history.

6) Why were thinkers of the Scottish Enlightenment so interested in the idea that human society has evolved through a series of stages?

7) ‘Persons of delicate fibres and a weak constitution of body complain, that in looking on the sores and ulcers that are exposed by beggars in the streets, they are apt to feel an itching or uneasy sensation in the correspondent part of their own bodies’ (Adam Smith, The Theory of Moral Sentiments, 1759) Write an essay on how the language of medicine and/or the body informs many aspects of Scottish Enlightenment discourse from philosophy to fiction.

8) ‘We have indeed very much reason to be pleased with the honourable point of view in which our profession is regarded in every part of the British dominions’ (Dr John Gregory, Lectures on the Duties and Qualifications of a Physician, 1772). Write an essay on the role of physicians and/or medical ideas in shaping enlightenment culture in eighteenth-century Scotland.

9) ‘In physiological theory Scottish medicine was characterised by its stress on the total integration of body function, the perceptive capacity or sensibility of the organism, and a
preoccupation with the nervous system as the structural basis for these properties. (Christopher Lawrence, 1979). Write an essay in which you explain, illustrate and expand upon this statement.

10) Write an essay outlining any key development in ‘natural philosophy’ (science) in eighteenth century Scotland (you may make your account as broad or specific as you find appropriate).

11) Assess the contention that the Scottish Enlightenment emerged in a situation in which separate scientific disciplines were not usually recognised but resulted in the emergence of these separate disciplines.

12) Explain and discuss why James Hutton’s Theory of the Earth represented a fundamental break with the then-existing interpretation(s) of Earth history.

13) In what ways, and to what extent does Francis Hutcheson’s aesthetic theory impact upon the Scottish Enlightenment?

14) How important is the standard of taste in Scottish aesthetics?

15) Discuss the links between painting/portraiture and the Scottish Enlightenment.

16) Assess the effects of the Scottish Enlightenment on Scottish Literature of the period.

17) Why was the study of religion such an important discipline in the Scottish Enlightenment?

18) David Hume was judged by many to be an atheist. Was their judgment correct?

19) What areas of America’s intellectual and cultural life in the eighteenth and early nineteenth centuries were most influenced by the Scottish Enlightenment?

20) How can the impact of Scottish Enlightenment thinking upon colonial, revolutionary, and post-revolutionary America be best explained?

21) "Take away the individual contributions of Smith and Hume and the Scottish Enlightenment has no ‘legacy’ ". Discuss.

22) If the legacy of the Enlightenment is its commitment to science, freedom of thought and belief, and progress did the Scots contribute anything distinctive?
As part of the requirement for this course you are asked to submit an **EXTENDED ESSAY** of 4,000 words.

Individual students will choose their own topic for the Extended Essay. Topics should relate to one or more of the ten themed lectures and should be decided upon by yourself in consultation with your tutor or a designated supervisor. Reference to secondary reading material is required.

You will be required to submit TWO PRINTED COPIES of your essay and ONE signed submission sheet with plagiarism declaration.

Essays are marked anonymously. Do not put your name on your essay, only your Matriculation number.

If you cannot submit your essay in person at the arranged time then please contact the class convener to discuss the possibility of alternate arrangements.