SCHOOL OF DIVINITY, HISTORY AND PHILOSOPHY

ACADEMIC SESSION 2017-2018

HI4003 - SPECIAL SUBJECT
The Enlightenment in Comparison: Scotland, Ireland and Central Europe

30 credits – 11 weeks

PLEASE NOTE CAREFULLY:
The full set of school regulations and procedures is contained in the Undergraduate Student Handbook which is available online at your MyAberdeen Organisation page. Students are expected to familiarise themselves not only with the contents of this leaflet but also with the contents of the Handbook. Therefore, ignorance of the contents of the Handbook will not excuse the breach of any School regulation or procedure.

You must familiarise yourself with this important information at the earliest opportunity.

COURSE CO-ORDINATOR/COURSE TEAM
Professor Karin Friedrich, k.friedrich@abdn.ac.uk, office hours Mondays and Thursdays 11-12 and by appointment

Discipline Administration:
Mrs Barbara McGillivray/Mrs Gillian Brown
50-52 College Bounds
Room CBLG01
01224 272199/272454
history-ug@abdn.ac.uk
TIMETABLE
For time and place of classes, please see MyAberdeen

Students can view their university timetable
at  http://www.abdn.ac.uk/infohub/study/timetables-550.php

COURSE DESCRIPTION
This course examines the emergence and the variations of Enlightenment thinking in Scotland and Central Europe (with particular emphasis on the German and East Central European Enlightenment, to which the Scottish Enlightenment had strong historical links). It emphasises the varieties of the European Enlightenment, against the traditional assumption that the Enlightenment was exclusively 'located' in France. It is based on ‘deep reading’ of selected texts by key writers and looks at the definition and the shaping of Enlightenment thought and practice (learned societies, reading clubs, social reform movements, education, etc.). The course reading is aimed at comparing and contrasting various theoretical and practical strands in different ‘national’ Enlightenments. It invites students to think critically about historiographical debates and to develop skills in using, speaking and writing about theoretical concepts in a clear, comprehensible manner. Seminar topics will focus on major figures of the Scottish and European Enlightenments, on the religious, social, economic and political Enlightenment, the issue of Enlightenment as secularisation, the 'rise of the public sphere', and other themes.

INTENDED AIMS AND LEARNING OUTCOMES
By the end of this course students will be able to:
• Demonstrate advanced understanding of the diversity and change in approaches to the Enlightenment across Europe, studied through specific case studies and examples
• Employ and communicate the meaning of theoretical concepts in a clear, comprehensible manner
• Appreciate the ways in which academic debate advances the knowledge of the varieties of the Scottish and central European Enlightenment
• Evaluate the strength of an argument
• Formulate viable research questions
• Articulate a convincing argument based on use of evidence
SEMINAR PROGRAMME

A seminar of one hour and one of two hours will be held each week (three contacts hours per week in total). **Attendance at seminars is compulsory** (and will be monitored). During the first meeting in the week, students are expected to present a paper or lead a discussion based on a text extract. The success of seminars depends not only on a well prepared and stimulating introduction, but also upon the willingness of every student to complete the individually assigned reading in both primary and secondary sources for each meeting and to contribute to the discussion. Students will be asked to provide a brief overview and analytical critique of the main idea(s) presented in the reading. Much of the discussion will focus on the analysis of primary sources and their contextualisation. Although students can specialise on areas of their particular interest, the comparative element (Scotland/Ireland – Central Europe) means that all students will engage in comparing sources of more than one national and geographic origin.

SEMINAR PROGRAMME – READING – SECONDARY LITERATURE

Please consult the week-to-week reading guide on MyAberdeen:
You find there the primary sources that all need to read in preparation for each week, and a more complete reading list. Here listed below are only the most essential secondary readings.

**Week 1**

**Session 1**  
*Registration. Aims & Objectives. Problems and Challenges of the Special Subject. Introduction to the Varieties of the European Enlightenment(s)*

**Session 2**  
How did the Scottish, Irish and Central European Enlightenment differ from the development in France? Selection of presentation topics.

Laszlo Kontler, ‘What is the (Historians’) Enlightenment Today?’, *European Review of History* 13, no 3 (Sept. 2006), 357-371, and start reading  
I. The Religious Enlightenment

Week 2  Natural Law and the German Protestant Enlightenment (Pufendorf and Thomasius)


Week 3  The Enlightened Traveller: Jonathan Swift (Book 4 of Gulliver) and the context of Enlightenment Travel Literature

Ann Cline Kelly, ‘Swift’s Explorations of Slavery in Houyhnhnmland and Ireland’, *PMLA* 91/5 (1976), 846-855.

II. Social and Economic Enlightenment:

Week 4  William Robertson’ Empire and History


Week 5  
Reading Week

Week 6  
Gobbet Exercise due
Gottfried Wilhelm Herder’s The Character of Nations


F. M. Barnard, Herder on nationality, humanity, and history (Montreal, 2003)


Week 7  
NB: We need to move the Monday session (I am away)!

Francis Hutcheson’s Polite Society and David Hume’s Relativism of Morals


MyAberdeen

John P. Wright, Hume’s a Treatise on Human Nature. An Introduction (Cambridge, 2009)

Week 8  
Adam Smith: Economics of Enlightenment and the German Cameralists


III. Political Enlightenment

Week 9  Civil or uncivil? Adam Ferguson on Civil Society and Catherine the Great's Nakaz or Instruction

On Catherine:

Week 10  From Christian Wolff to Immanuel Kant: ‘What is Enlightenment?’ and the Rise of the Enlightenment Public Sphere


Week 11  The Age of the Public Sphere, Partition and Revolution

Jürgen Habermas, The structural transformation of the public sphere: an inquiry into a category of bourgeois society (Cambridge, 1989, first publ. 1965)
Jonathan Israel, ‘The Polish and Wider Central European Enlightenment – was there a Radical Tendency?’, European Review, 2015, 23(3), 309-320.
Thomas Bartlett, David Dickson, Daire Keogh and Kevin Whelan (eds), 1798: A Bicentennial Perspective (Dublin 2003)

Week 12  Exam preparation

GENERAL BIBLIOGRAPHY (SELECTION):
Dorinda Outram, The Enlightenment (2013, 3rd ed.) only for short introduction
Derek Beales, Enlightenment and reform in eighteenth-century Europe (London, 2005)
Sarah Knott, B. Taylor (eds), *Women, Gender and Enlightenment* (Palgrave 2007)
Rosalind Carr, *Gender and Enlightenment Culture in Eighteenth-Century Scotland* (Edinburgh, 2014)
Richard Sher, *Church and University in the Scottish Enlightenment* (1985)  
Larry Wolff and Marco Cipolloni (eds), *The Anthropology of the Enlightenment* (Stanford, 2007), articles by Marouby, Hargraves, Germana, Kempe.

**GENERAL SOURCEBOOKS:**  
Margaret C. Jacob (ed.), *The Enlightenment: a brief history with documents* (Boston, 2001)  
Heiner F. Klemme, *The reception of the Scottish Enlightenment in Germany: six significant translations, 1755-1782* (Bristol, 2000)  
See ECCO and EEBO through the library database website and the website of the [German Historical Institute WDC](http://www.digitale-sammlungen.de).

**ASSESSMENT**

1. **One three-hour written final examination:** 100 % of overall assessment, consisting of analysis of source texts (gobbets) and essay questions

2. **Formative and compulsory: Gobbet exercise of 2000-2500 words.** The gobbet exercise in compulsory but does not count towards the overall mark.

3. **Formative and compulsory: Handouts:** one week before each presentation is due. Handouts are compulsory but do not count towards the overall mark.

4. **Formative and optional: Essay of 2000-2500 words:** You are also invited to submit a formative essay in preparation of the exam! Please discuss this with me individually.

To view the CGS Descriptors please go to [MyAberdeen- Organisations-Divinity, History, & Philosophy Student Information for Undergraduates](http://www.abdn.ac.uk). The link to the CGS Descriptors is on the left hand menu.

**PLEASE NOTE:** In order to pass a course on the first attempt, a student must attain a Common Grading Scale (CGS) mark of at least E3 on each element of course assessment. Failure to do so will result in a grade of no greater than CGS E1 for the course as a whole.
If you submit your work on time, you can expect that feedback will normally be provided within three working weeks (excluding vacation periods) of the submission deadline.

**COURSEWORK (ONLY FORMATIVE FOR THIS COURSE)**

Essays should be between 2000 and 2500 words long, including quotations and footnotes. Handouts for presentation should not exceed 2-3 A4 pages. The gobbet exercise of 2000-2500 words should examine one or two sources in comparison, use an extract from one of the primary sources discussed in the course and ask the “5 W” questions, contextualise the source, and relate to the main questions of the course: what is enlightened about this text, how does it fit into one the identified “enlightenments” discussed, but also focus on the issues raised in the text itself.

**ASSESSMENT DEADLINES**

Handouts for presentations on Thursday for the following Monday.  
Gobbet exercise: Thursday of Week 6 (19 October) at 3pm.  
Essay: Monday of Week 11 (20 November) at 3pm.

**SUBMISSION ARRANGEMENTS**

Please submit by the deadline ONE paper copy (cover sheet required) PLUS, ONE official electronic copy (no cover sheet required) as follows:

**Hard Copy:**  
One hard copy typed and double spaced, together with an Assessment cover sheet, – this should have your ID number CLEARLY written on the cover sheet, with NO name and NO signature but EVERYTHING ELSE filled in – and should be delivered to the Drop-off boxes located in CB008, 50-52 College Bounds.

**Electronic Copy:**  
One copy submitted through Turnitin via MyAberdeen. (for instructions please see http://www.abdn.ac.uk/eLearning/turnitinuk/students/)

Students are asked to retain the Turnitin receipt so they are able to provide proof of submission at a later date if required.

In advance of uploading, please save the assignment with your student ID number listed in the filename, i.e. 59999999 HIxxxx Essay 1.

When asked to enter a title for the assignment, please enter a title identical to the name of your saved assignment, i.e. 59999999 HIxxxx Essay 1.

Both copies to be submitted by 3.00pm on the due date.
Failure to submit both an electronic copy to Turnitin and a hard copy to the school office, by the stated deadline, will result in a zero mark. N.B Turnitin doesn’t accept Mac documents in Pages. If using a Mac please go to File and export work as a Word document.

EXAMINATION
The exam paper will consist of a ‘gobbet’ section of extracts from primary sources that we all discussed during the course. The task is to comment on, and analyse, three selected gobbets, and answer two essay questions in a three-hour exam. General exam guidance will be given in the Student Handbook.

Past exam papers can be viewed at http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/.

PLEASE NOTE: Candidates whose first language is not English may refer to English/native tongue dictionaries, when permitted by their Schools to do so. Electronic dictionaries are not permitted in the examination venue. Invigilators are entitled to request inspection of dictionaries prior to the examination, thumbing through them to check that there is no extra written material present.