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 Monday 10-11 and by appointment

Discipline Administration:
Mrs Barbara McGillivray/Mrs Gillian Brown
50-52 College Bounds
Room CBLG01
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history-ug@abdn.ac.uk

TIMETABLE
For time and place of classes, please see MyAberdeen

Students can also 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 looks at the definition and
the shaping of Enlightenment thought and practice (learned societies, reading clubs, social reform movements, education, freemasonry etc) at the 'peripheries' of an allegedly French-dominated Enlightenment culture (re-affirmed by Robert Darnton) by comparing and contrasting various theoretical and practical strands. 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 and personalities of the Scottish and European Enlightenments, on the religious, social and political aspects of Enlightenment culture, 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

Seminars

Seminars will be held twice a week. Attendance at seminars is compulsory (and will be monitored). Students are expected to give at least one presentation, and to help to guide the subsequent discussion, but 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 also 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.
LECTURE/SEMINAR PROGRAMME

Please consult the week-to-week reading guide on MyAberdeen

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 **Topic:** How did the Scottish, Irish and Central European Enlightenment differ from the development in France?

I. **The Religious Enlightenment**

Week 2
Session 1 Toland and the Newtonian Heresy
Session 2 Christian Thomasius and the Origins of the German Protestant Enlightenment

Week 3
Session 1 The Enlightened Traveller: Jonathan Swift
Session 2 The Enlightened Traveller: Bernard Connor

II. **Social Enlightenment:**

Week 4
Session 1 William Robertson: Empire and History
Session 2 Gottfried Wilhelm Herder: The Character of Nations

Week 5
Session 1 Francis Hutcheson: Polite Society and Manners
Session 2 David Hume: Relativism of Morals

Week 6 Class Meeting and **Gobbet Exercise due**
Session 1 Adam Smith: Economics of Enlightenment
Session 2 Cameralism in the German Lands

III. **Political Enlightenment**

Week 7
Session 1 Adam Ferguson on Civil Society
Session 2  The Scottish Enlightenment in Secondary Literature

**Week 8**
Session 1  Christian Wolff: Enlightened Absolutism German style
Session 2  Catherine the Great's *Nakaz* or Instruction

**Week 9**
Session 1  *Immanuel Kant: What is Enlightenment?*
Session 2  *The Rise of the Public Sphere*

**Week 10**  Reading Week

**Week 11**
Session 1  Rousseau’s Constitution for Poland
Session 2  The Age of Partition and Revolution

**Week 12**
Exam preparation (28 November and 1 December 2016, EW Ann 05)

**GENERAL BIBLIOGRAPHY:**

Selected works on the Enlightenment (most recommended with *), but please consult the seminar reading list on MyAberdeen for weekly readings

*Dorinda Outram, The Enlightenment* (2013 3rd ed.) only for short introduction
*Thomas Munck, The Enlightenment: A Comparative Social History, 1721–1794*
*H. Scott, B. Simms (eds), Cultures of Power in Europe during the Long Eighteenth Century* (Cambridge 2007), articles by Thompson, Whaley, Swann, Doyle.
*Dorinda Outram, Panorama of the Enlightenment* (London, 2007)
*Fania Oz-Salzberger, Translating the Enlightenment: Scottish civic discourse in eighteenth-century Germany* (Oxford, 1995) an adherent of the outdated German ‘Sonderweg’ school
Larry Wolff and Marco Cipolloni (eds), *The Anthropology of the Enlightenment* (Stanford, 2007), articles by Marouby, Hargraves, Germana, Kempe.
Michael Printy, *Enlightenment and the creation of German Catholicism* (Cambridge, 2009)
*Benjamin W. Redekop, Enlightenment and community Lessing, Abbt, Herder and the quest for a German public* (Montreal, 2000)

**GENERAL SOURCEBOOKS:**

Margaret C. Jacob (ed.), *The Enlightenment: a brief history with documents* (Boston 2001)
See ECCO and EEBO through the library database website and the website of the German Historical Institute WDC

**ASSESSMENT**

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

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

3. **Formative: 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 or Undergraduates. The link to the CGS Descriptors is on the left hand menu.

**FORMATIVE ESSAYS AND GOBBET EXERCISE**

- If you decide to submit a formative essay, it should be between **2500** and **3000** words long. Footnotes and bibliography do not count towards the word limit. The essay is not compulsory but helps your exam preparation.
- For the gobbet exercise, please agree the selection of two primary source texts (ideally from different ‘national Enlightenment’, for comparison. NB: The gobbet exercise is compulsory and non-completion will exclude you from the final exam.
- Late submission has to be authorised by the course tutor prior to the deadline via a form which can be downloaded from MyAberdeen. You should consult the School’s handbook for more information on MyAberdeen.

**ASSESSMENT DEADLINES**
The Gobbet Exercise is **due in Week 6, Thursday at 3.00pm**. Formative essays can be submitted at any time before Monday 3.00pm of week 11, and handouts need to be submitted a week before the presentation (with the exception of week 2)
SUBMISSION ARRANGEMENTS (for gobbet exercise and handouts only)

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 History Admin Office [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/](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 Viking 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 Viking Essay 1.

Both copies to be submitted by 3.00pm on the due date

**Please note:** 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**

There will be a revision session preparing you for the exam during the lecture course in week 12 (date and room tba). Past exam papers can be viewed at [http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/](http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/).