SCHOOL OF DIVINITY, HISTORY AND PHILOSOPHY

ACADEMIC SESSION 2015– 2016

HI 406B
Germany, 1516– 1806: Reformation, Empire & Enlightenment
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 Mo 10-11 and Tue 3-4

Discipline Administration:
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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
Composed of hundreds of principalities, cities, bishoprics and other territories, the ‘Holy Roman Empire of the German Nation’ – as Germany was then called – seemed an incoherent patchwork, yet it functioned as a political entity for centuries. This course studies the great diversity of German history at a time of profound transformation, from the onset of the Reformation to the destruction of the Empire by Napoleon in the early years of the nineteenth
century. We will look at religious conflict and social rebellion, the impact of war on society, the important role of German cities, the relationship between Empire and territorial states, Baroque culture, the impact of the early Enlightenment, the changing idea of Empire and the development of early national identity. As for much of this time the Empire was a battlefield for the diverse interests of European dynasties in the ‘heart of Europe’, we will explore the relationship between Germany and its neighbours. The question we have to ask is not ‘why did the Holy Roman Empire fail?’, but ‘why and how did it survive for such a long period’?

INTENDED AIMS AND LEARNING OUTCOMES

AIMS:

- to promote scholarly investigation and deepen students’ understanding of early–modern Germany
- to facilitate the development of judgement and good practice by students, who will select and pursue research themes centred on their individual interests as these emerge during the course
- to introduce students to unfamiliar types of sources and to incorporate the study of primary sources as a vital tool in the cultivation of critical, analytical abilities
- to emphasise the development of presentational and debating skills, the giving and receiving of academic criticism, the evaluation of disparate analyses and the testing of the students’ arguments through active student participation in seminars
- to provide opportunities for teamwork in seminars and in group presentations
- to cultivate general skills in time–management, self–learning and initiative through the allocation of assignments
- to encourage the use of information technology for bibliographical searches

By the end of the course, students should be able:

- to identify and outline key factors relating to the development of early modern Germany between the sixteenth and eighteenth centuries
- to relate the development of early modern German society, government, culture and religion to the long–term success or failure of the Holy Roman Empire
- to identify, analyse and synthesise primary and secondary sources, and to compare and evaluate disparate and conflicting sources and arguments.
- to understand that some views and attitudes are specific to certain times and places
- to provide and receive academic criticism in a constructive fashion
- to research, construct and present essays based on relevant written, visual, online and electronic sources
- to budget time and effort effectively
- to develop skills relating to word processing, data (including bibliographic) production, presentation and analysis and the use of the internet
• to develop and refine skills of verbal expression, organisation and team-work through seminars and group presentations

LECTURE/SEMINAR/TUTORIAL PROGRAMME (WEEKS 1–11)

Week 1
Lecture – Registration and presentation of the course programme.
Seminar – Lecture and Discussion: The Idea and Practice of Empire

Week 2
Lecture – Peasant Rebellion: the ‘Communal Reformation’ paradigm
Seminar – The Magisterial and the Radical Reformation

Week 3
Lecture: The Reformation in the Cities
Seminar – Urban Reformation (prepare material on a chosen city)

Week 4
Lecture – Confession as Politics: From the Peace of Augsburg (1555) to the Thirty Years War
Seminar – Secular authority and the paradigm of ‘confessionalisation’

Week 5
Lecture – Poverty, Crime and Punishment
Seminar – Life on the Margins? The Role of Women and Minorities

Week 6 – formative assessment: source analysis
Lecture – Princes and Parliaments: The ‘Rise’ of Brandenburg–Prussia
Seminar – Territorialisation, Princes and Parliaments (prepare material on one territory of your choice, except Brandenburg–Prussia)

Week 7
Lecture – Lord and Peasant in Germany
Seminar – Serfdom, War and the Rural Economy

Week 8 – formative assessment: Essay due
Lecture – The Enlightenment in Germany
Seminar – Education, Culture and the Public Sphere

Week 9 – Reading Week and (early) exam preparation

Week 10
Lecture – Austro-Prussian Dualism and the End of the Empire
Seminar – ‘Social Militarisation’ and the ‘Frederician Era’

Week 11 – Lecture and Seminar: no lecture session but discussion sessions: The end of the Holy Roman Empire – discussion and exam preparation
READING LIST, IF APPLICABLE

PLEASE SEE A COMPREHENSIVE READING LIST AND SPECIFIED WEEKLY READING MATERIAL ON THE WEBSITE FOR THIS COURSE ON MYABERDEEN

The bibliography printed below serves as a tool for further individual investigation, either through footnotes and bibliographies in the listed books, or additional reference works and internet sites, e– books and e– journals. (please see under metalib in the library, click databases: 'Scopus', 'Web of Knowledge' and' ingenta connect'). You find important primary sources on the following websites:

1. http://andromeda.rutgers.edu/~jlynch/18th/history.html
4. A bibliography of works on the early period (to around 1550): http://www.dur.ac.uk/l.e.scales/gotexbib.htm
5. For the Lutheran Reformation see http://www.iclnet.org/pub/resources/text/wittenberg/wittenberg–home.html
6. The following source base has recently expanded considerably and is one of the best to be used for primary sources: http://germanhistorydocs.ghi–dc.org/section.cfm?section_id=8
7. For information on new publications, reviews, debates etc. see https://networks.h-net.org/node/35008/reviews (link does not work by clicking on it, copy and paste, then it will)
9. Early modern sources at the University of Warwick: http://www2.warwick.ac.uk/fac/arts/emforum/external–copy/

General works

On Europe:

Thomas Munck, Seventeenth–Century Europe (1993)
Tony Upton, Europe 1600–1789 (2001)
James D. Tracy, Europe’s Reformations 1450–1650 (1999)

On Germany:

Joachim Whaley’s 2 volume work, Germany and the Holy Roman Empire (Oxford 2012) esp. chapters IV, V, VI in the first volume and III, IV, V and VI in the second. I do not expect that you read it all but focus on some of the topics that you are going to concentrate on throughout the course.
Peter Wilson, *The Holy Roman Empire 1495–1806* (1999)
Peter Wilson, *From Reich to Revolution: German history, 1558–1806* (2004)
Charles Ingrao (ed), *State and Society in Early Modern Austria* (1994), collection of essays by several authors
F.L. Carsten, *Princes and Parliaments in Germany from the 15th to the 18th century* (1959)

**ASSESSMENTS**

- Essay and a source review: **formative** for level 4 students
- Presentations and class participation (by peer review): level 4 students will be asked to chair at least **two** seminars and presentations by other students and lead discussion sessions: **20% of assessment** (10% + 10%)
- Final Exam: **80% of assessment**

*Click to view the University Level Descriptors (ANNEX A).*
*Click to view the University Assessment Scale Band Descriptors (ANNEX B).*

**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.

**SOURCE ANALYSIS (FORMATIVE FOR LEVEL 4)**

Select a short text of your own choice, analyse the context (who, when, where, why, for whom etc.), and examine the text for key words, emotions, its agenda and intention, stylistic means etc.; not more than 1000 words.
ESSAYS (FORMATIVE FOR LEVEL 4)

• ‘Essays should be around 2500-3000 words long. Footnotes and bibliography do not count towards the word limit.

• **Serious deviation** from departmental formatting style in end/footnotes or bibliography (see below) will have a **negative** impact on the mark given to the essay.

• Evidence of inadequate proof- reading (such as repeated typographical errors, incomplete sentences, the use of contractions, etc.) will have a **negative** impact on the mark given to the essay.

• End/footnotes should be used **not only** for direct quotations **but also** to show where specific bits of information (not widely known) have originated as well as ideas, analysis and ways of considering an issue unique to a given author (i.e., when you are paraphrasing someone else’s thoughts and ideas). Failure to make adequate use of end/footnotes will have a **negative** impact on the mark given to the essay and may, in **exceptional circumstances**, be construed (potentially) as suggesting **plagiarism**.

• 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 **extensions & penalties for late submission of work** and **plagiarism**.

ASSESSMENT DEADLINES

Formative essay and formative source analysis Thursday of Weeks 6 and 8 of term at 12 noon

SUBMISSION ARRANGEMENTS

The Department requires ONE official electronic copy submitted by the deadline plus ONE paper copy of all assignments with the TurnitinUK receipt, attached as follows:

**Electronic Copy:**
One copy submitted through Turnitin via **MyAberdeen**.

**Hard Copy:**
One hard copy with the Turnitin receipt attached together with an **Assessment cover sheet**, typed and double spaced – this copy 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 Department **[Drop-off boxes located in CB008, 50-52 College Bounds]**.

Please note: Failure to submit both to Turnitin, and also one identical hard copy with the Turnitin receipt attached will result in a deduction of marks. Failure to submit to Turnitin will result in a zero mark.
EXAMINATION
There will be a revision session preparing you for the exam during the lecture course to be announced, before the exam. *Past exam papers can be viewed at http://www.abdn.ac.uk/library/learning– and– teaching/for– students/exam– papers/*.