



**SCHOOL OF DIVINITY, HISTORY, PHILOSOPHY  
AND ART HISTORY  
ACADEMIC SESSION 2023-2024**

**HI2020: THE BIRTH OF MODERNITY: POLITICS, CULTURE AND  
SCIENCE IN EUROPE, 1700-1870**

**ME33BM: THE BIRTH OF MODERNITY: POLITICS, CULTURE  
AND SCIENCE IN EUROPE, 1700-1870**

**HI2020: 30 credits: 11 weeks + Assessment Period  
ME33BM: 15 credits: 6 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**

Prof Michael Brown: [m.brown@abdn.ac.uk](mailto:m.brown@abdn.ac.uk)

**COURSE TEAM**

Dr Bradford Bow: [bradford.bow@abdn.ac.uk](mailto:bradford.bow@abdn.ac.uk)

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**OFFICE HOURS**

By email appointment

## **DISCIPLINE ADMINISTRATION**

Mrs Barbara McGillivray  
50-52 College Bounds  
Room CB001  
[history-ug@abdn.ac.uk](mailto:history-ug@abdn.ac.uk)

Students are asked to make themselves familiar with the information on key educational policies which are available at this link: [Key Education Policies for Students | StaffNet | The University of Aberdeen \(abdn.ac.uk\)](#).

These policies are relevant to all students and will be useful throughout your studies. They contain important information, including what to do if you are absent, how to raise an appeal or a complaint, and explain why the University takes your feedback seriously.

These institutional policies should be read in conjunction with this course guide, in which School-specific policies are detailed. Further information can be found on the [University's Infohub webpage](#) or by visiting the Infohub.

### **Please note:**

Attendance at small-group teaching sessions is compulsory. If you fail to fulfil any of the course requirements (including attendance, engagement, or submission of all course assessments by the stated deadline or agreed extension period) you will be contacted and may not be able to continue with the course.

A class certificate (indicating completion of the course) will not normally be retained if:

- attendance is less than 60% of all compulsory teaching sessions;
- summative work is not submitted by the stated deadline or agreed extension period.

Loss of a class certificate is indicated by the code 'C7'.

## **TIMETABLE**

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

## **COURSE DESCRIPTION**

This course introduces students to the crucible of the modern age. Hinging on the French and American Revolutions, it examines the transatlantic exchange of political ideas and the impacts that rippled through the European continent and wider world. It explores how men and women in elite and popular communities generated new modes of living, experience and expression and how they understood and manipulated the natural environment. Attention will be given to the Enlightenment, Revolution, Empire, Romanticism and Ideology. Interrelated developments in politics, culture and science are also explored. Students will be introduced to the works of figures such as Newton, Kant, Hume, Herder, Marx, Darwin and Nietzsche.

The forging of, and resistance to, new ideas concerning the individual, gender, society, the state and the natural world generated a wide-ranging and vigorous debate, which held at its heart a vital sense of the actors as either self-consciously modern or reactionary. At the core of the course will therefore be a study of the notion of revolutionary change, both in its specifically political and its broader cultural meanings. Thus, the ways in which revolutions were generated across the period, and the impact they held for the populace that created and experienced them will be the central focus of each phase of the course.

Lectures will highlight emblematic figures in each phase, and themes that link the different phases together. Particular attention will be given to the social context which generated and shaped actors, examining, for instance, the rise of a reading public, the professionalization of cultural activity, and the fragmentation of an ideal of universal knowledge.

## **INTENDED AIMS AND LEARNING OUTCOMES**

The course aims to provide students with a broad understanding of the development of the cultural and scientific character of Europe in the period and to relate this to foundational political developments. It will introduce students to essential knowledge and key concepts within the domains of cultural and political history.

### **Learning Outcomes**

#### ***Intellectual Skills***

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

- display a basic knowledge of European history during a crucial period of crisis and change;
- understand some of the primary debates among historians in narrating the period;
- interrogate the meaning of key terms such as Enlightenment, Revolution and Ideology;
- communicate these understandings in written and oral form.

### ***Attitudinal Skills***

This course is intended to enhance appreciation and awareness of:

- European cultural and intellectual development;
- European attitudes toward the wider world;
- European treatment and understanding of the natural world;
- the skills characteristic of the professional historian.

### ***Personal and Transferable Skills***

This course is intended to sharpen skills in:

- written and verbal communication (explanation and argument);
- independent learning, through preparation for written assignments and tutorials;
- exposition through the application of scepticism, common sense and open intellectual inquiry;
- IT, including word-processing and Internet retrieval, through preparation for tutorials, documentary analysis, and through the questioning of tutorial documents.

## **LECTURE/TUTORIAL/SEMINAR PROGRAMME**

### **WEEK ONE**

**L1: The Roots of Modernity (Michael Brown/Brad Bow)**

**L2: Enlightened Absolutism (Heidi Mehrkens)**

### **WEEK TWO**

**L3: Newton (Brad Bow)**

**L4: Hume (Brad Bow)**

### **WEEK THREE**

**L5: French Enlightenment (Brad Bow)**

**L6: German Enlightenment (Heidi Mehrkens)**

### **WEEK FOUR**

**L7: Creating the French Revolution (Michael Brown)**

**L8: Defending Revolution (Michael Brown)**

### **WEEK FIVE**

**L9: Kant (Karin Friedrich)**

**L10: The German Romantics (Karin Friedrich)**

### **WEEK SIX**

**L11: Napoleon (Michael Brown)**

**L12: French Romanticism (Michael Brown)**

## **WEEK SEVEN**

**L13: English Romanticism (Michael Brown)**

**L14: Birth of Social Sciences (Michael Brown)**

## **WEEK EIGHT**

**L15: 1848 (Michael Brown)**

**L16: Darwin (Brad Bow)**

## **WEEK NINE**

**L17: The Great Awakening (Laura Mair)**

**L18: Doubt (Laura Mair)**

## **WEEK TEN**

**L19: Nationalism (Cecilia Brioni)**

**L20: Marxism (Cecilia Brioni)**

## **WEEK ELEVEN**

**L21: Liberalism (Michael Brown)**

**L22: Nietzsche and the Twilight of Modernity (Michael Brown)**

## **WEEK ONE**

**L1: The Roots of Modernity**

Suggested readings:

- Peter Wagner, *Theorizing Modernity: Inescapability and Attainability in Social Theory* (London: SAGE, 2001)
- AHR Roundtable: 'Historians and the Question of Modernity', *The American Historical Review*, 116 (2011) 631-751
- S.N. Eisenstadt, 'Multiple Modernities', *Daedalus*, 129 (2000), 1-29
- Rob Warner, 'Classical Secularization Theory' in Rob Warner, *Secularization and its Discontents* (London: Continuum, 2010), 7-41

**L2: Enlightened Absolutism**

Suggested readings:

- Scott, Hamish M., *Enlightened Absolutism. Reform and Reformers in Eighteenth-Century Europe* (1990)
- Wilson, Peter, *Absolutism in Central Europe* (2000), Chapter 4  
<https://ebookcentral.proquest.com/lib/abdn/detail.action?docID=178673>
- Palmer, R.R. & Armitage, David, *The Age of the Democratic Revolution: A Political History of Europe and America, 1760-1800* (Updated Edition,

2014), Section XII: 'The Limitations of Enlightened Despotism'  
<https://ebookcentral.proquest.com/lib/abdn/detail.action?docID=1584939>

- Beales, Derek, 'How did Joseph II govern?', *Anzeiger der philosophisch-historischen Klasse* (2009), 144/2, pp.49-60  
[http://dx.doi.org/10.1553/anzeiger144\\_2s49](http://dx.doi.org/10.1553/anzeiger144_2s49)

## **WEEK TWO**

### **L3: Newton**

Suggested readings:

- Andrew Janiak, *Newton* (Wiley Blackwell, 2015)  
[https://abdn.primo.exlibrisgroup.com/permalink/44ABE\\_INST/rp8io5/alm9917744671905941](https://abdn.primo.exlibrisgroup.com/permalink/44ABE_INST/rp8io5/alm9917744671905941)
- Anna Marie Roos, 'Newton and the Apothecary', *International Journal of Regional and Local History*, 10.1 (2015), 18–31  
[https://abdn.primo.exlibrisgroup.com/permalink/44ABE\\_INST/1l8o6u2/informaworld\\_s10\\_1179\\_2051453015Z\\_00000000022](https://abdn.primo.exlibrisgroup.com/permalink/44ABE_INST/1l8o6u2/informaworld_s10_1179_2051453015Z_00000000022)
- Tessa Morrison, 'Isaac Newton, Architect', *The Seventeenth Century*, 26.1 (2011), 130–148  
[https://abdn.primo.exlibrisgroup.com/permalink/44ABE\\_INST/1l8o6u2/informaworld\\_s10\\_1080\\_0268117X\\_2011\\_10555662](https://abdn.primo.exlibrisgroup.com/permalink/44ABE_INST/1l8o6u2/informaworld_s10_1080_0268117X_2011_10555662)
- Vincenzo Schettino, 'Isaac Newton and Alchemy', *Substantia*, 1.1 (2017)  
[https://abdn.primo.exlibrisgroup.com/permalink/44ABE\\_INST/1l8o6u2/doaj\\_soai\\_doaj\\_org\\_article\\_3bbb8754788749f0aa48f886f6826e77](https://abdn.primo.exlibrisgroup.com/permalink/44ABE_INST/1l8o6u2/doaj_soai_doaj_org_article_3bbb8754788749f0aa48f886f6826e77)

### **L4: Hume**

Suggested readings:

- Alexander Broadie, 'David Hume' in Alexander Broadie, *A History of Scottish Philosophy* (Edinburgh: Edinburgh University Press, 2010), 147-95
- Andrew Sabl, 'David Hume: Skepticism in Politics?' in John Christian Laursen and Gianni Paganini (eds), *Skepticism and Political Thought in the Seventeenth and Eighteenth Centuries* (Toronto: University of Toronto Press, 2015), 149-76
- Timothy M. Costelloe, *The Imagination in Hume's Philosophy: The Canvas of the Mind* (Edinburgh: Edinburgh University Press, 2018), 220-60
- Emmanuel C. Eze, 'Hume, Race and Human Nature', *Journal of the History of Ideas*, 61 (2000), 691-8

## **WEEK THREE**

### **L5: French Enlightenment**

Suggested readings:

- Maria Teodora Comsa et al, 'The French Enlightenment Network', *The Journal of Modern History*, 88 (2016), 495-534
- Rainer Forst, *Toleration in Conflict: Past and Present* (2013), 266-358
- Arthur M Melzer, 'The Origin of the Counter Enlightenment: Rousseau and the New Religion of Sincerity', *The American Political Science Review*, 90 (1996), 344-60
- Daniel Brewer (ed.), *Cambridge Companion to the French Enlightenment* (2014)

## **L6: German Enlightenment**

Suggested readings:

- Ian Hunter, *Rival Enlightenments: civil and metaphysical philosophy in early modern Germany* (Cambridge, 2001),  
<https://ebookcentral.proquest.com/lib/abdn/reader.action?docID=201909&ppg=9>
- J. Schmidt, 'The Question of Enlightenment: Kant, Mendelssohn, and the Mittwochsgesellschaft', *Journal of the History of Ideas*, 50/2 (1989), 269-91, Jstor:  
[https://www.jstor.org/stable/2709735?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2709735?seq=1#metadata_info_tab_contents)
- S. Lestition, 'Kant and the End of Enlightenment in Prussia', *Journal of Modern History*, 65/1 (1993), 57-112, Jstor:  
[https://www.jstor.org/stable/2124815?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2124815?seq=1#metadata_info_tab_contents)
- Christopher Pierson, chapter 3, 'The German Enlightenment and Beyond', in Christopher Pierson, *Just Property: Volume Two: Enlightenment, Revolution, and History* (Oxford, 2016), online:  
<https://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199673292.001.0001/acprof-9780199673292-chapter-4>

## **Tutorial 1: reading a historical text**

### **WEEK FOUR**

#### **L7: Creating the French Revolution**

Suggested readings:

- Peter McPhee, *The French Revolution, 1789-1799* (Oxford: Oxford University Press, 2002)
- Stephane Franks, 'The General Will beyond Rousseau: Sieyes' Theological Arguments for the Sovereignty of the Revolutionary National Assembly', *History of European Ideas*, 37 (2011), 337-43

- Dale Von Kley and Thomas Kaiser (eds), *From Deficit to Deluge: The Origins of the French Revolution* (Stanford: Stanford University Press, 2010)
- Dan Edelstein, 'Do we want a Revolution without Revolution? Reflections on Political Authority', *French Historical Studies*, 35 (2012), 269-89

### **L8: Defending Revolution**

Suggested readings:

- Ian Forrest, 'The Insurgency of the Vendée', *Small Wars and Insurgencies*, 25 (2014), 800-13
- Timothy Tackett, 'The West in France in 1789: The Religious Factor in the Origins of the Counterrevolution', *The Journal of Modern History*, 54 (1982), 715-45
- Peter M Jones, 'Choosing Revolution or Counter-Revolution', in Peter McPhee (ed.), *A Companion to the French Revolution* (Oxford: John Wiley, 2013), 278-92
- Carolina Armentores, 'Joseph de Maistre (1753-1821): Heir of the Enlightenment, Enemy of Revolutions, and Spiritual Progressivist', in Jeffrey D. Burson and Ulrich L. Lehner (eds), *Enlightenment and Catholicism in Europe: A Transnational History* (South Bend: University of Notre Dame Press, 2014), 125-44

### **Tutorial 2: Court Society**

### **WEEK FIVE**

#### **L9: Kant**

Suggested readings:

- Paul Guyer, 'Mendelssohn, Kant, and Enlightenment', in Paul Guyer, *Reason and Experience in Mendelssohn and Kant* (Oxford: OUP, 2020), 259–275.
- <https://doi.org/10.1093/oso/9780198850335.003.0010>
- Lestition, 'Kant and the End of Enlightenment in Prussia', *Journal of Modern History*, 65/1 (1993), 57-112, [https://www.istor.org/stable/2124815?seq=1#metadata\\_info\\_tab\\_contents](https://www.istor.org/stable/2124815?seq=1#metadata_info_tab_contents)
- John A. McCarthy, 'Criticism and experience: philosophy and literature in the German Enlightenment', in Nicholas Saul, ed., *Philosophy and German Literature, 1700-1990* (Cambridge: CUP, 2002), 27-70, esp. pp. 44-56.

#### **L10: Herder**

Suggested readings:



- Johann Gottfried Herder, 'On the Influence of the *Belles Lettres* on the Higher Sciences', in J.G. Herder, *Selected Writings on Aesthetics* (Princeton University Press, 2006).
- Johann G. Herder, 'From alte Volkslieder' in Johann Gottfried Herder and Philip V. Bohlman, *Song Loves the Masses : Herder on Music and Nationalism* (Oakland, California : University of California Press, 2017), 26-43.
- Stefan Berger, 'Germany: Ethnic Nationalism par excellence?' in Timothy Baycroft and Mark Hewitson (eds), *What is a Nation?: Europe 1789-1914* (Oxford: Oxford University Press, 2006), 43-60
- Jürgen Barkhoff, 'Romantic Science and Psychology' in Saul, Nicholas (ed.), *The Cambridge Companion to German Romanticism* (Cambridge: Cambridge University Press, 2009), 209-226.
- John H. Zammito, Kant, *Herder and the Birth of Anthropology* (Chicago, 2001)

### **Tutorial Three: Enlightenment**

#### **WEEK SIX**

##### **L11: Napoleon**

Suggested readings:

- Michael Broers, *Europe after Napoleon: Revolution, Reaction, and Romanticism, 1814–1848* (Manchester, 1996)
- Howard G. Brown and Judith A. Miller, *Taking Liberties: Problems of a New Order from the French Revolution to Napoleon* (Manchester, 2002)
- Malcolm Crook, *Napoleon Comes to Power: Democracy and Dictatorship in Revolutionary France, 1795–1804* (Cardiff, 1998)
- Sudhir Hazareesingh, *The Legend of Napoleon* (London, 2004)
- Jakob Walter and Marc Raeff, *The Diary of a Napoleonic Foot Soldier* (New York, 1991).
- Isser Woloch, *Napoleon and His Collaborators* (New York, 2001)

##### **L12: French Romanticism**

Suggested readings:

- Jonathan P. Ribner, *Loss in French Romantic Art, Literature and Politics* (2021)
- David O'Brien, *Exiled in Modernity: Delacroix, Civilization and Barbarism* (2018), 15-182.

- Michel Despland, 'To Interpose a Little Ease: Chateaubriand on Christianity and the Modern World', *Religion and Literature*, 21 (1989), 19-44
- Mioslav Hroch, 'National Romanticism', *Studies in National Movements*, 10 (2022), 74-94

#### **Tutorial 4: Revolutions**

#### **WEEK SEVEN**

##### **L13: The English Romantics**

Suggested readings:

- John Mee, 'Blake and the Poetics of Enthusiasm' in Thomas Keymer and John Mee (eds), *The Cambridge Companion to English literature, 1740-1830* (Cambridge: Cambridge University Press, 2004), 194-210
- Claudia L. Johnson, *Equivocal Beings: Politics, Gender and Sentimentality in the 1790s* (Chicago, 1995), 21-70
- Philip Connell, *Romanticism, Economics, and the Question of 'Culture'* (Oxford: Oxford University Press, 2005), 121-87
- Marie Mulvey-Roberts, 'Mary Shelley, *Frankenstein* and Slavery' in Marie Mulvey-Roberts, *Dangerous Bodies: Historicising the Gothic Corporeal* (Manchester: Manchester University Press, 2016), 52-91

##### **L14: Birth of Social Sciences**

Suggested readings:

- Pamela Pilbeam, *Saint Simonians in Nineteenth-Century France: From Free Love to Algeria* (London: Palgrave, 2013)
- Mary Pickering, 'Auguste Comte and the Saint Simonians', *French Historical Studies*, 18 (1993), 211-36
- Richard Vernon, 'Auguste Comte and the Withering Away of the State', *Journal of the History of Ideas*, 45 (1984), 549-66
- Andrew Wernick, *Auguste Comte and the Religion of Humanity: The Post Theistic Program of French Social Theory* (Cambridge, 2001)

**Reading week: No tutorial**

#### **WEEK EIGHT**

##### **L15: 1848**

Suggested readings:

- Mike Rapport, '1848: European Revolutions' in Benjamin Isakhan and Stephen Stockwell (eds), *The Edinburgh Companion to the History of Democracy* (Edinburgh: Edinburgh University Press, 2015), 282-92
- R. J. W. Evans and Hatmut Pogge von Strandmann (eds), *The Revolutions in Europe, 1848-1849: From Reform to Reaction* (Oxford: Oxford University Press, 2000)
- John Horne, '1848 and the Language of Politics', *Saothar*, 25 (2000), 67-76
- William Fortescue, *France and 1848: The End of Monarchy* (London, 2005)

### **L16: Darwin**

Suggested readings:

- Anthony W. D. Larkum, *A Natural Calling. Life, Letters and Diaries of Charles Darwin and William Darwin Fox* (Springer, 2009)
- Keith Stewart Thomson, *The Young Charles Darwin* (Yale University Press, 2009)
- Henry Cowles, 'On the Origin of Theories: Charles Darwin's Vocabulary of Method', *The American Historical Review*, 122.4 (2017), 1079–1104
- Richard Delisle, *Charles Darwin's Incomplete Revolution. The Origin of Species and the Static Worldview* (Springer, 2019)

### **Tutorial Five: Romanticism**

## **WEEK NINE**

### **L17: The Great Awakening**

Suggested readings:

- James Pereiro, 'The Oxford Movement and Anglo-Catholicism', in Rowan Strong (ed.), *The Oxford History of Anglicanism, Volume Three: Partisan Anglicanism and its Global Expansion, 1829-c.1914* (Oxford: Oxford University Press, 2017), 17-211
- David Hempton, *Methodism: Empire of the Spirit* (New Haven: Yale University Press, 2005)
- David Bebbington, *Evangelicalism in Modern Britain: A History from the 1730s to the 1980s* (London: Taylor and Francis, 2003), 145-279
- Frances Knight, *The Church in the Nineteenth Century* (London: I. B. Tauris, 2008)

### **L18: Doubt**

Suggested readings:

- Stewart J. Brown, *Providence and Empire: Religion, Politics and Society in the United Kingdom, 1815-1914* (London: Pearson Longman, 2008), 226-241
- Owen Chadwick, *The Secularization of the European Mind in the Nineteenth Century* (Cambridge: Cambridge University Press, 2012)
- Diarmid A. Finnegan, 'Anglicans, Science and the Bible in the Nineteenth Century' in Rowan Strong (ed.), *The Oxford History of Anglicanism, Volume Three: Partisan Anglicanism and its Global Expansion, 1829-c.1914* (Oxford: Oxford University Press, 2017), 416-439
- Timothy Larsen, *Crisis of Doubt: Honest Faith in Nineteenth Century England* (Oxford: Oxford University Press, 2006)

## Tutorial Six: Social Darwinism

### WEEK TEN

#### **L19: Nationalism**

Suggested readings:

- Silvana Patriarca and Lucy Riall, 'Introduction' in Silvana Patriarca and Lucy Riall (eds), *The Risorgimento Revisited* (London: Palgrave Macmillan, 2012), 1-17.
- Adrian Lyttleton, 'The Hero and the People' in Silvana Patriarca and Lucy Riall (eds), *The Risorgimento Revisited* (London: Palgrave Macmillan, 2012), 37-55.
- Alberto Mario Banti, 'Sacrality and the Aesthetics of Politics: Mazzini's Concept of the Nation' in C. A. Bayly and E. F. Biagini (eds), *Giuseppe Mazzini and the Globalization of Democratic Nationalism, 1830-1920* (British Academy, 2008).
- Vorja Bilallonga, 'The Theological Origins of Catholic Nationalism in Nineteenth-Century Europe', *Modern Intellectual History*, 11 (2014), 307-31

#### **L20: Marxism**

Suggested readings:

- Rolf Hosfeld, *Karl Marx: An Intellectual Biography* (New York: Berghahn Books, 2012)
- Jonathan Sperber, 'Karl Marx the German', *German History*, 31 (2013), 383-402
- Gareth Stedman Jones, 'Scripting the German Revolution: Marx and

1848' in Keith Michael Baker and Dan Edelstein (eds), *Scripting the Revolution: A Historical Approach to the Comparative Study of Revolutions* (Stanford: Stanford University Press, 2015), 169-80

- George C. Comninel, *Alienation and Emancipation in the Work of Karl Marx* (London: Palgrave, 2019), 151-202

## **Tutorial Seven: Ideology**

### **WEEK ELEVEN**

#### **L21: Liberalism**

Suggested readings:

- Duncan Bell, 'What is Liberalism', *Political Theory*, 42 (2014), 682-715
- Duncan Kelly, *The Propriety of Liberty: Persons, Passions and Judgement in Modern Political Thought* (Princeton: Princeton University Press, 2011), 173-222
- Eileen P. Sullivan, 'Liberalism and Imperialism: John Stuart Mill's Defense of the British Empire', *Journal of the History of Ideas*, 44 (1983), 599-617
- Domenico Losurdo, *Liberalism: A Counter-History* (London: Verso, 2011), 219-40
- Alan S Kahan, *Liberalism in Nineteenth-Century Europe: The Political Culture of Limited Suffrage* (Basingstoke: Palgrave, 2003), 68-171

#### **L22: Nietzsche and the Twilight of Modernity**

Suggested readings:

- Debra Borgoffen, 'Toward the Body of the Overman', in Vanessa Lemm (ed.), *Nietzsche and the Becoming of Life* (New York, Fordham University Press, 2015), 161-76
- Daniel W. Conway, *Nietzsche and the Political* (London, 1996), 43-61 and 119-43
- Martine Prange, *Nietzsche, Wagner, Europe* (Boston: De Gruyter, 2013), 21-51 and 169-98
- Maudmarie Clark and David Dudrick, *The Soul of Nietzsche's Beyond Good and Evil* (Cambridge: Cambridge University Press, 2012), 137-264

## **Tutorial Eight: Fin de siècle**

### **IMPORTANT INFORMATION:**

Small group teaching is compulsory. If you fail to fulfil any of the course requirements (including attendance, engagement or submission of all course assessments by the stated deadline or agreed extension period) you will be

contacted and may not be able to continue with the course.

### **READING LIST**

The following general studies providing a valuable overview of the period are **highly recommended**. Students will be expected to supplement their readings, both for essays and exams, from collections of essays and various journals as well as the standard monographs.

- Frank M Turner, *European Intellectual History from Rousseau to Nietzsche* (New Haven, Yale University Press, 2015)
- Terry Eagleton, *Culture and the Death of God* (New Haven: Yale University Press, 2014)
- Marc Raeff, 'The Well-Ordered Police State and the Development of Modernity in Seventeenth- and Eighteenth-Century Europe: An Attempt at a Comparative Approach', *American Historical Review*, 80/5 (1975), 1221-43

See also MyAberdeen (and teaching schedule) for more reading suggestions.

### **CLASS PARTICIPATION**

#### **WEEKLY DISCUSSION BOARD TASK: POST 1, RESPOND TO 2 (THIS IS A REQUIREMENT)**

Every week, you should start a new thread, asking for help with a particular thing you are not sure of from the primary source. It has to be about the content of the primary sources themselves, not about the mechanics of downloading articles etc. (You can still ask these questions but please email them directly to the course co-ordinator).

Formulate your question as clearly as possible. Then look through the list of questions and respond to (at least) two of them. Try not to give a direct answer but help the person to find the answer themselves by giving hints or asking further questions.

### **ASSESSMENT**

Assessment is based on a document report of 2,000 words (**50%**) and an online 'take-home' exam (**50%**). Note that in order to be assessed you must earn a class certificate.

### **DOCUMENT REPORT**

The document report should be **2,000 words** in length. It should be submitted in word-processed format and must be accompanied by a bibliography and foot- or endnotes that conform to standard academic conventions. This will be an analysis of a primary document taken from the document report pack.

Document reports will be returned as soon as possible after submission, with

a CGS mark and written comments. The document report will constitute **50%** of the final assessment.

The document report should not be simply a restatement of what the document or documents contain. You should seek to set the document in context. What is the nature of the document? Who is writing it? What is valuable about this document? What does it reveal about the attitudes and position of its writer? What is the background to the document? Why is it being written? You need also to consider the core of the document. What is, or are, the most important points made in the document or documents? What do they reveal about the themes of the course?

### **TAKE HOME EXAM**

The examination will be posted online, and can be completed in students' own time within a set 'open' window in December, to be announced. Three questions out of a choice of ten have to be answered. There is a limit of 1,000 words per answer.

General exam guidance will be given in the Student Handbook.

To view the CGS Descriptors please go to **MyAberdeen- Organisations- Divinity, History, Philosophy & Art History Student Information for Undergraduates**. 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.

### **SCHOLARLY APPARATUS**

Written course-work (essays, assignments etc.) in History must feature a bibliography and foot- or endnotes which conform to standard academic conventions. Students should use the MHRA style guide, which can be found here: <http://www.mhra.org.uk/style/> . A handy abbreviated version of the style guide can be found here: <http://www.mhra.org.uk/style/quick.html> .

### **ASSESSMENT DEADLINES**

**2,000-word Document Report:** Monday 13 November, 3pm

**Take Home Exam:** The online exam will be in December. You will be informed in advance of the precise open period within which the exam must be completed.

### **LATE SUBMISSION PENALTIES**

There is now a university-wide policy regarding unauthorised late submission of work. In summary the penalty for unauthorised late submission of work is as follows:

- Up to 24 hours late, the grade will be reduced by 2 CGS points. For the purposes of this policy weekends are treated the same as week-days;
- For each subsequent day, up to a maximum of seven days total, the grade will be reduced by a further CGS point for each day, or part of a day, up to a maximum of seven days late;
- Over seven days late, a grade of G3 will be awarded;
- For work that is up to seven days late, if the assignment is graded above a passing grade but the penalty awarded takes the grade below the pass mark, the student will be awarded the minimum passing grade, i.e. D3.
- NB: Late penalties apply to coursework only. Online exams (in courses which feature them) are not accepted after the 'open' period has ended. Failing to submit an online exam within the open period leads to a mark of zero (G3) unless students can demonstrate medical (MC) or other good cause (GC) which prevented submission. In such cases students will need to take a resit exam, or other alternative assessment, at a later date.

### **SUBMISSION ARRANGEMENTS**

When uploading assignments, please do the following:

1. Submit a .doc or .docx and include the word-count.
2. Submit by **3pm** on the due date. No hard copy will be required unless directly requested by the Course Coordinator through [My Aberdeen](#).
3. In advance of uploading, please save the assignment with your student ID number listed in the filename, e.g. 59999999 HI2020 Document Report.
4. When asked to enter a title for the assignment, please enter a title identical to the name of your saved assignment, e.g. 59999999 HI2020 Document Report.



**Please note: Failure to submit by the due date (unless a prior arrangement has been made) will result in a deduction of marks. Where no submission is received, this will result in a mark of zero.**

**Please note: *Safeassign* text-matching software will be used. However, the School of Divinity, History and Philosophy reserves the right also to submit material to *TurnitinUK* when deemed necessary.**

## **EXAMINATION**

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

## **RESIT INFORMATION**

- The resit consists of a take home exam worth 100%. Details to follow.
- Access to the resit is provisional on the student having a valid Class Certificate. Students with C7's are not eligible for resits.
- Students who failed the course, i.e. received NP (No Paper) or a final course grade of E1 or below, will complete the resit assessment
- Students who were granted GC/MC (Good Cause/Medical Certificate) and are therefore resitting as a first attempt, will submit any outstanding pieces of assessment only.

## **INFORMATION FOR ME33BM STUDENTS**

Medical students taking ME33BM as part of the Medical Humanities programme will join the course from Week 7 of teaching and must attend all classes from that point. They will be assigned to one of the existing tutorials in accordance with their timetables. They are encouraged to visit the [MyAberdeen](#) site for HI2020 where material will be available on lectures from the earlier part of the course.

### **Assessment for ME33BM (only) is as follows:**

- Students must submit one 2,500-word assessed essay (90%) to be submitted on Friday 1 December.
- Students must attend tutorials and participation is assessed (10%). Attendance is compulsory and will be monitored.
- Students are expected to familiarise themselves with the rules on attendance and monitoring on the Medical Humanities

### **Resit**

- The resit consists of a 2,500-word essay worth 100%. Details to follow.
- Access to the resit is provisional on the student having a valid Class Certificate. Students with C7's are not eligible for resits.

- Students who failed the course, i.e. received NP (No Paper) or a final course grade of E1 or below, will complete the resit assessment
- Students who were granted GC/MC (Good Cause/Medical Certificate) and are therefore resitting as a first attempt, will submit any outstanding pieces of assessment only.

[https://www.abdn.ac.uk/medical/resource\\_centre/medical\\_humanities/](https://www.abdn.ac.uk/medical/resource_centre/medical_humanities/)

- Students must note, in particular, those sections on attendance and Class Certificates.