

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

Dr Marie-Luise Ehrenschwendtner (m.ehrenschwendtner@abdn.ac.uk)

Office hours: Wednesday and Thursday, 9-10 am

COURSE TEAM

Dr Jackson Armstrong (j.armstrong@abdn.ac.uk)

Professor William Naphy (w.g.naphy@abdn.ac.uk)

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Discipline Administration

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TIMETABLE

<http://www.abdn.ac.uk/infohub/study/timetables-550.php>

COURSE DESCRIPTION

The course provides a broad overview of the changes which the Renaissance and Reformations introduced to European culture, politics, religion, society and people's understanding of their role in the world. It traces the tensions between the secular and the spiritual, brought on by the Renaissance, a time of unrest triggered by the European Reformations, the radical and the magisterial reformations, European expansion, the growth of monarchies and republics, religious wars and social conditions. It concludes with the onset of the early Enlightenment and an analysis of absolutist court culture. A chronological approach is combined with a thematic survey of major historical movements, concepts, ideas and developments, such as monarchy, nobility, secularisation, serfdom and feudalism, urbanisation, sexuality and everyday life, witchcraft and popular belief, court culture, mercantilism, and warfare.

INTENDED AIMS AND LEARNING OUTCOMES

By the end of the course, student should be able to:

- outline and understand the impact of Renaissance and Reformation movements on European history in the period from the late Middle Ages to the early eighteenth century through the study of specific geographical and chronological examples.
- understand and appreciate specific historiographical areas (social, cultural, intellectual, religious, political, and economic) of the European Renaissance and Reformation movements.
- make comparative analyses of the interaction and relationship of European political, social, religious and economic forces with each other and in the context of European historiographical debates.
- demonstrate familiarity with the points of view of different intellectual, religious, political and social groups and movements involved in the unrest and change which occurred from the fifteenth to the seventeenth centuries.
- reflect seriously on the nature and values of the modern western world and their impact on global history.

Attitudinal Skills

This course is intended to enhance appreciation and awareness of:

- the importance of the Christian religion to early modern society
- the increasingly frequent political conflicts of the early modern period
- the significance of different social bonds in the early modern period
- the social, cultural and economic effects of the Reformation and political discord

- the similarities and differences between different European experiences
- key developments in the early modern period, thereby providing a historical basis for early modern studies in different disciplines

Personal and Transferable Skills

This course is intended to sharpen skills in:

- written and verbal communication (explanation and argument), through essay work and tutorial discussion
- independent learning, through preparation for essays and tutorials
- enlightened exposition through the application of skepticism, common sense and open intellectual inquiry
- IT, including word-processing and critical use of online information
- documentary analysis, through the questioning of tutorial documents

LECTURE/SEMINAR PROGRAMME

Week 1 – The Legacy of the Middle Ages

L.1 Introduction (M Ehrenschwendtner)

L.2 The Legacy of the Middle Ages (J Armstrong)

No Tutorial

Week 2 – European Expansion

L.3 The New World: Discovery & Cultural Misunderstanding (W Naphy)

L.4 Cultures in Conflict: The Conquest & Remaking of the Inca World (W Naphy)

No Tutorial

Week 3 – The Way to Reformation

L5 Renaissance and Humanism (M Ehrenschwendtner)

L.6 Reformations before the Reformation (M Ehrenschwendtner)

Tutorial: Writing a Good History Essay

Week 4 – Reformations

L.7 The Lutheran Reformation (M Ehrenschwendtner)

L.8 The Calvinist Reformation (W Naphy)

Library Tutorial (obligatory): Wednesday 7th February, Sir Duncan Rice Library, 10am-11am; 11am-12noon (details will follow in due course).

Week 5 – Other Reformations

L.9 The Catholic Reformation (W Naphy)

L.10 Other Protestantisms (M Ehrenschwendtner)

Tutorial: Europeans and ‘The Other’

Week 6 – Social and Political Control

L.11 Serfdom and Peasant Rebellion (M Ehrenschwendtner)

L.12 'Pollution': Controlling Disease and Deviants (W Naphy)

Tutorial: Scotland and 'International Calvinism'

Week 7 – Borderlands and Violence

L.13 Borders and Frontiers (J Armstrong)

L.14 Violence and Vengeance in Early Modern Europe (J Armstrong)

Tutorial: Religious Violence and the St Bartholomew's Day Massacre

Week 8 – Women in Early Modern Europe

L.15 Women in Early Modern Society (W Naphy)

L.16 Witchcraft and the 'Profiling' of Women: Aberdeenshire, 1597 (W Naphy)

Tutorial: Ideas of Government and the Declaration of Rights

Week 9 – The Beginnings of 'Modernism'

L.17 Mercantilism and the Economy (W Naphy)

L.18 The Slave-Trade & an Atlantic Economy (W Naphy)

Tutorial: The 'Good Woman'; The 'Bad Woman'

Week 10 – Early Modern Culture and Society

L.19 Court, Culture and Nobility (J Armstrong)

L.20 Rural Culture and Society (W Naphy)

Tutorial: Life at Versailles

Week 11 – Popular Culture and Conclusions

L.21 Popular Culture (W Naphy)

L.22 Europe 'Differentiated', c. 1500-c. 1700 (W Naphy)

No Tutorial

A course bibliography, will be separately made available on MyAberdeen.

Tutorial documents are to be found on MyAberdeen.

ASSESSMENT

Assessment is based on:

- one written essay at 40% of the final assessment;
- two-hour degree examination at 60%.

RESIT: Final examination (100%)

To view the CGS Descriptors please go to **MyAberdeen- Organisations-Divinity, History, & Philosophy 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.

ESSAYS

You are required to submit one essay, **of 2,000 words in length**, which will contribute towards your final assessment. The footnotes do, but the bibliography does NOT count towards the word limit.

Essay presentation: An important criterion in the marking of essays is the quality and clarity of presentation. The submitted essay should be word-processed and must be accompanied by a bibliography and foot- or endnotes which conform to standard academic conventions. A guide for referencing will be available on MyAberdeen. Essays without page numbers, or which do not display adequate care for scholarly presentation, may have CGS points deducted from the overall mark.

Essay topics: A list of essay questions will be provided on MyAberdeen. You may substitute your own question for one of the set questions, as long as you agree the alternative question with your tutor in advance, and submit a bibliography with your proposed question for approval.

Essay topics should be phrased as questions. Please note: in order to offer students a wide range of essay topics and to spread the demand for key books, students are required to choose essay questions in advance by signing up to essay 'groups' on MyAberdeen. These groups will be capped.

Essay research and bibliography: you are expected to devise your own bibliography for each essay, making use of both relevant bibliographical material available in the separate course bibliography (available on MyAberdeen) and the methods learned in the library skills feature which Janet MacKay will create on MyAberdeen. A separate reference guide for History essays can be found on MyAberdeen. Your bibliography, which should feature between six and eight works, should include at least one specialised monograph and at least one article from a journal, and no more than two general textbooks.

ASSESSMENT DEADLINES

Essay: no later than 3pm on Friday of Teaching Week 9 (15th March 2019).

SUBMISSION ARRANGEMENTS

When uploading assignments, please do the following:

1. Submit a .doc or .docx and include the word count.
2. Submit by 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, i.e. 59999999 HI1523 Essay 1.
4. When asked to enter a title for the assignment, please enter a title identical to the name of your saved assignment, i.e. 59999999 HI1523 Essay 1.

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:

Two-hour degree examination at 60%.

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. 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.