SCHOOL OF DIVINITY, HISTORY AND PHILOSOPHY

ACADEMIC SESSION 2018-2019

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
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
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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
Aims
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 PROGRAMME

Week One
11 September L1: The Roots of Modernity (M. Brown)
13 September L2: Enlightened Absolutism (H. Mehrkens)

Week Two
18 September L3: Newton (B. Marsden)
20 September L4: Hume (M. Brown)

Week Three
25 September L5: Rousseau (M. Brown)
27 September L6: German Enlightenment (H. Mehrkens)

Tutorial One: Enlightenment
Week Four
2 October L7: The American Revolution (M. Brown)
4 October L8: Creating the French Revolution (E. Macknight)

Tutorial Two: Revolution

Week Five
9 October L9: Defending the French Revolution (E. Macknight)
11 October L10: Napoleon (E. Macknight)

Tutorial Three: Reaction to Revolution

Week Six
16 October L11: Goya, the Gothic and the Irrational (M. Brown)
18 October L12: The Godwin Circle (M. Brown)

READING WEEK: LECTURES AS NORMAL BUT NO TUTORIAL.
This is the standard reading week for the course. Some tutors on the course may need to select a different reading week. If that is the case you will be informed of arrangements as early as possible.

Week Seven
23 October L13: Goethe, Friedrich and the Sublime (M. Brown)
25 October L14: German Romanticism (H. Mehrkens)

Tutorial Four: Interpreting Images

Week Eight
30 October L15: Religion in the nineteenth century (C. Barr)
1 November L16: The Birth of the Social Sciences (M. Brown)

Tutorial Five: Theories about Race

Week Nine
6 November L17: 1848 (E. Macknight)
8 November L18: Liberalism (M. Brown)

Tutorial Six: Religion and Science

Week Ten
13 November L19: Nationalism (M. Brown)
15 November L20: Marxism (M. Brown)

Tutorial Seven: 1848 and Liberalism

Week Eleven: Fin de Siècle
20 November L21: Darwin (B. Marsden)
22 November L22: Nietzsche and the Twilight of Modernity (M. Brown)

Tutorial Eight: Decadence and Symbolism

Week Twelve: Revision
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.

Peter Burke, *Varieties of Cultural History* (Cambridge, 1997)

Below are suggested readings for each individual lecture. Students are expected to supplement their reading via their own exploration of Library resources.

**Week One**

**L1: The Roots of Modernity**
Introduction & Conclusion

**L2: Enlightened Absolutism**
Week Two

L3: Newton
John Fauvel et al. (eds.), *Let Newton Be!* (1988)

L4: Hume

Week Three

L5: Rousseau
Charlotte Sussman, *Consuming Anxieties: Consumer Protest, Gender and British Slavery* (Stanford, 2000).

L6: German Enlightenment
S. Lestition, ‘Kant and the End of Enlightenment in Prussia’, *Journal of Modern History* 65/1 (1993), 57-112
P.H. Reill, *The German Enlightenment and the rise of historicism* (1975)
H. Reiss (ed.), *Kant’s Political Writings* (Cambridge 1970)
Ian Hunter, *Rival Enlightenments: civil and metaphysical philosophy in early modern Germany* (Cambridge 2001)

**Week Four**

**L7 The American Revolution**
Karen Hagemann, Jane Rendall and Gisela Mettele (eds), *Gender, War and Politics: Transatlantic Perspectives, 1775-1830* (New York, 2010)

**L8: Creating the French Revolution**
The following selection contains relevant material for both lectures on the French Revolution.
Peter McPhee, *Living the French Revolution* (Basingstoke, 2007)

**Week 5**

**L9: Defending the French Revolution**

**L10: Napoleon**
Malcolm Crook, *Napoleon Comes to Power: Democracy and Dictatorship in Revolutionary France, 1795–1804* (Cardiff, 1998)
Isser Woloch, *Napoleon and His Collaborators* (New York, 2001)

**Week Six**

**L11: Goya, the Gothic and the Irrational**

**L12: The Godwin Circle**
Mary Poovey, *The Proper Lady and the Woman Writer* (Chicago, 1984)

**Week Seven**

**L13: Goethe, Friedrich and the Sublime**
‘National Messianism’

**L14: German Romanticism**
F.J. Lampert, *German Classical Drama: Theatre, Humanity and Nation 1750-1870* (Cambridge, 1990), chapters 1, 3 and 4

**Week Eight**

**L15: Religion in the Nineteenth Century**
Owen Chadwick, *The Secularization of the European Mind in the Nineteenth-Century*.  
Christopher Clark & Wolfram Kaiser (eds.), *Culture Wars: Catholic-secular Conflict in Nineteenth-Century Europe* (Cambridge, 2003)

**L16: The Birth of the Social Sciences**
Peter Brooks, *Realist Vision* (New Haven, 2005)

**Week Nine**

**L17: 1848**
L18: Liberalism

Week Ten

L19: Nationalism

L20: Marxism

Week Eleven

L21: Darwin
Adrian Desmond and Jim Moore, *Darwin* (1991)

L22: Nietzsche and the Twilight of Modernity

**ASSESSMENT**
Assessment is based on a document report of 2,000 words (40%), tutorial participation (10%) and the two-hour degree examination (50%). The re-sit assessment is a 2-hour degree examination (100%). Note that in order to be assessed you must earn a class certificate.

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.

**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 individually, as soon as possible after submission, with a CAS mark and written comments. These consultations will provide an opportunity to discuss general aspects of the course as well as the specific piece of work under review. The document report will constitute 40% 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?
ASSESSMENT DEADLINES
The deadline for the document report is Monday of Week 8 (29 October) not later than 3pm.

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 HI2020 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 HI2020 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
The exam lasts two hours and students are required to answer three questions from a choice of twelve. The exam will constitute 50% of the final assessment.

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.
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 3,000-word assessed essay (80%). It is due by 3pm on Monday of Week 10 (12 November).
- Students must attend tutorials and participation is assessed (20%). Attendance is compulsory and will be monitored.
- Students are expected to familiarise themselves with the rules on attendance and monitoring on the Medical Humanities pages: https://www.abdn.ac.uk/medical/resource_centre/medical_humanities/
- Students must note, in particular, those sections on attendance and Class Certificates.