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
Course coordinator: Professor A.J. Heywood
Office hours: see departmental webpage
Telephone: 01224-272640
Email: t.heywood@abdn.ac.uk
Lecturing staff and seminar leaders: see the course webpages

Discipline Administration:
Mrs Barbara McGillivray/Mrs Gillian Brown
50-52 College Bounds
Room CBLG01
01224 272199/272454
history-ug@abdn.ac.uk

TIMETABLE
Lectures: two one-hour lectures per week throughout the half session, total 22 hours plus revision session in the revision week
Tutorials: eight one-hour sessions during teaching weeks 3-11, total 8 hours, with one reading week (normally week 7, but check with your tutorial leader).

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](http://www.abdn.ac.uk/infohub/study/timetables-550.php)

**COURSE DESCRIPTION**

This course provides an introduction to the academic study of history with its emphasis on history as debate. In this course we focus on the history of Europe in the twentieth century, and because a comprehensive treatment of this enormous subject is obviously impracticable within the space of one semester, we highlight a selection of six major debates about key political, social, economic and other developments. The lecture series begins with a brief survey of the major themes and events, and then focuses on the selected debates. In each case the lectures aim to provide a brief introduction to the topic and the related debate among historians about which argument or arguments best explain the given issue. The seminars show how professional historians conduct and present research, and provide opportunities to develop and practise these research skills.

The debates selected for this session are:

1. The July Crisis of 1914
2. 1917? Periodising and Reconceptualising the Russian Revolution
3. Explaining the Demise of Weimar Germany
4. Britain and Europe, c.1955-65
5. Europe in the 1990s
INTENDED AIMS AND LEARNING OUTCOMES
The course aims to introduce students to the academic study of the complexities of twentieth-century European history. It seeks to show how professional historians advance our collective knowledge and understanding of the past through debate about why particular changes occur.

By the end of the course students should be able to:
- demonstrate a critical appreciation of the main arguments to explain changes that are advanced by historians in at least three of the selected debates
- relate specific primary (contemporary historical) sources and secondary sources (mainly works by historians) to specific explanations that are evident in the historians’ debates
- reach informed judgements and coherent conclusions in both seminar discussion and written coursework
- use basic IT skills, and writing, presentation and numeracy skills to present coursework in a professional manner
- make an informed choice about honours-level History courses in particular in the area of modern and contemporary European History

LECTURE/SEMINAR PROGRAMME
The lectures are focused on our selection of six themes. The lecture programme is:

Week 1
1. Course Overview and Key Themes
2. Studying the History of Europe in the 20th Century

Week 2
1. Research resources; assessment advice
2. Theme 1  The July Crisis of 1914

Week 3
1. Theme 1  The July Crisis of 1914
2. Theme 1  The July Crisis of 1914

Week 4
1. Theme 2  1917? Periodising and Reconceptualising the Russian Revolution
2. Theme 2  1917? Periodising and Reconceptualising the Russian Revolution

Week 5
1. Theme 2  1917? Periodising and Reconceptualising the Russian Revolution
2. Theme 3  Explaining the Demise of Weimar Germany

Week 6
1. Theme 3  Explaining the Demise of Weimar Germany
2. Theme 3  Explaining the Demise of Weimar Germany

Week 7
1. Theme 4  Britain and Europe, 1955-65
2. Theme 4  Britain and Europe, 1955-65

Week 8
1. Theme 4  Britain and Europe, 1955-65
2. Theme 5  Europe in the 1990s

Week 9
1. Theme 5  Europe in the 1990s
2. Theme 5  Europe in the 1990s

Week 10
1. Theme 6  Violence and Hard Power in Europe’s 20th Century
2. Theme 6  Violence and Hard Power in Europe’s 20th Century

Week 11
1. Theme 6  Violence and Hard Power in Europe’s 20th Century
2. Modernisation in 20C Europe
The tutorials are designed to help develop (a) your research skills and (b) your familiarity with historical debate, with some of the lecture topics used as specific examples.

Tutorial programme:
- Week 3: Introductions; the research process – questions and interpretations in historical research and writing; planning a History essay
- Week 4: Sources for historical research – types of source, and where to find them; using and abusing the web
- Week 5: Writing up your historical research I: how to build and present a bibliography; why and how to reference
- Week 6: Writing up your historical research II: preparing the Introduction; your argument, and how to build it
- Week 7: Reading week - subject to confirmation by your tutorial leader
- Week 8: Source analysis I:
- Week 9: Source analysis II:
- Week 10: Source analysis III:
- Week 11: Source analysis IV:

READING LIST
Details about the reading and preparatory work, specifically for the tutorials, will be posted on the course on MyAberdeen as we go along. For reading to prepare for the lectures etc., please see the themes lists below in this guide.

SECONDARY READING, IF APPLICABLE
Selectivity is one of the skills we have to learn as historians. It is impossible to read properly even a small proportion of the books that are available on 20th-century European history. So, do not even try! Instead, aim to study several aspects in depth, starting in each case with a good (that is, recent and analytical) overview. Major strands of debate, with major authors being represented, should also become discernible.

The following list consequently does not even attempt to be ‘complete’. We have tried instead to identify useful starting points for all subjects covered. Supplement this with reading you find from the bibliographies of the recent books and journal articles indicated, and from your own research. We will
show you how to build your own bibliography during the course, and you can always ask your tutor.

A note about Wikipedia (and similar general non-academic websites): Wikipedia is not a ‘quotable’ source for historians because for the most part its material has not been properly checked. Hence, academic work largely based on this type of web resource cannot hope to achieve the levels of sophistication and professionalism that are required in University work.

By contrast, academic books and journal articles are published only after careful scrutiny by fellow academics, usually on an anonymous basis, to ensure that they comply with the profession’s high research standards. These sources are the ones to use.

As a rule of thumb, the bibliography of your essay should include about 10-12 items, with a mixture of academic articles and books, and both your essay and your exam script should discuss the views of specific historians.

Specific instructions about the preparatory work required specifically for the tutorial classes will be published on the course website during the term.

**How to do research**

**GENERAL**

**STATISTICS, MAPS, REFERENCE WORKS**
Chambers’ Biographical Dictionary
SELECTED WORKS IN RELATION TO THE COURSE THEMES

THEME 1 THE JULY CRISIS OF 1914

On the historiography:
Mulligan, W., The Origins of the First World War (Cambridge, 2010)

A selection of recent interpretations of the crisis and specific aspects:
Ferguson, N., The Pity of War (London, 1999)
Fischer, F., Germany’s Aims in the First World War (London, 1967)
Lieven, D., Towards the Flame: Empire, War and the End of Tsarist Russia (London, 2015)
McMeekin, S., July 1914: Countdown to War (London, 2013)

Otte, T.G., *The World’s Descent into War, Summer 1914* (Cambridge, 2014)


See also the special issue of *Journal of Contemporary History*, 48, 2 (2013)

THEME 2 1917? PERIODISING AND RECONCEPTUALISING THE RUSSIAN REVOLUTION


See also the journal *Revolutionary Russia*

**THEME 3 EXPLAINING THE DEMISE OF WEIMAR GERMANY**


For those who can read German:


**THEME 4 BRITAIN AND EUROPE, 1955-65**


Wurm, Clemens A., 'Britain and European Integration, 1945-63', *Contemporary European History* 7 (1998), 249-261


Also see the EU's website: www.europa.eu.int

**THEME 5  EUROPE IN THE 1990s**

Fukuyama, F., 'The End of History', *The National Interest*, 16 (Summer 1989), 3-18


Huntington, S. 'The Clash of Civilizations', *Foreign Affairs*, 72, 3 (1993), 22-40

Interview with Samuel Huntington on the ‘Charlie Rose’ show, 30 Jan. 1997: [https://www.youtube.com/watch?v=3SNicJRCuqs](https://www.youtube.com/watch?v=3SNicJRCuqs)


Ignatieff, M., *Virtual War: Kosovo and Beyond* (London, 2000)


**THEME 6 VIOLENCE AND HARD POWER IN EUROPE’S 20th CENTURY**


For a 2010 discussion with Paul Kennedy about his thesis of the rise and fall of great powers, see: [http://www.pbs.org/newshour/bb/business-jan-june10-kennedy_03-02/](http://www.pbs.org/newshour/bb/business-jan-june10-kennedy_03-02/)

Madley, B., ‘From Africa to Auschwitz: How German South West Africa Incubated Ideas Methods Adopted and Developed by the Nazis in Eastern Europe’, *European History Quarterly*, 35/3 (2005), 429-64

Nye, J., ‘Soft Power’, *Foreign Policy*, (autumn 1990), 153-71


Sheehan, J., *Where Have All the Soldiers Gone? The Transformation of Modern Europe* (Boston, 2009)

See also the debate between Yehuda Bauer, Dan Michman, and Jürgen Zimmerer on ‘Holocaust and Genocide’, 2002 (please focus on the discussion of the relationship between colonial violence & violence in Europe): [https://www.youtube.com/watch?v=b6q1ngmYFiq](https://www.youtube.com/watch?v=b6q1ngmYFiq)
ASSESSMENT
1 two-hour written examination (50%)
Continuous assessment (50%), consisting of:
   1 essay of c. 2500 words (40%)
   1 essay plan on 1 page of A4 size paper (10%)

Resit: 1 two-hour written examination (100%)

Feedback on all assessment will normally be provided within a maximum of three working weeks (excluding vacation periods) following the deadline for submission of the 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.

Eessays
The essay should be about 2,500 words, including footnotes/endnotes but excluding the required bibliography. Help with essay writing will be given through the tutorials. The main criteria for assessing the quality of your work are:

• a critical, questioning approach. Did this really happen as the source states? Are interpretations given by historians acceptable?
• degree of own contribution (composition and thinking) as opposed to reproduction;
• clarity of argument, use of historical evidence, and appropriate organisation;
• degree and clarity of how question is addressed and answered, and put into general context;
• choice of literature;
• appropriate use of specialist historical vocabulary, concepts etc.;
• language and style

Note that up to 3 marks will be deducted for failure to include references (footnotes or endnotes) and a separate bibliography at the end.
ESSAY PLAN EXERCISE
The essay plan must take the form of notes. Use the top half of the page for planning the Introduction, and the bottom half to list the main analytical points that form the spine of your argument. Use bullet points, and add some notes about supporting evidence. Do not use more than about 250-300 words for the whole exercise.

LIST OF ESSAY TOPICS
A list of essay titles will be posted on the course website in week 4.

ASSESSMENT DEADLINES
Essay plan: week 4, by 12 noon on the Thursday
Essay: week 8, by 12 noon on the Thursday.

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
The examination will take place in the December diet and will last for two hours. It will cover all areas of the course. It will have six questions, each of which will offer a choice of two questions. In other words, each of the six core themes discussed in the lectures will be addressed by two exam questions, but you must not attempt more than one question per theme. You will have the opportunity not only to demonstrate knowledge about a range of
historical topics, but also the fundamental skills of a historian, viz. critical analytical assessment. Examinations will be marked accordingly: although we cannot as historians argue without knowledge, it is the argument, backed up by evidence, that counts.

Past exam papers, which until 2012/13 had a different format but covered similar ground, can be viewed at http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/.