SCHOOL OF DIVINITY, HISTORY AND PHILOSOPHY

ACADEMIC SESSION 2013-2014

HI 1022 EUROPE IN THE TWENTIETH CENTURY

15 CREDITS  12 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 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 except week 7, total 22 hours
Tutorials: one-hour session in each of teaching weeks 3-6, 8-11, total 8 hours. See your portal or MyAberdeen for the times and locations.

Students can view the University Calendar at http://www.abdn.ac.uk/students/13027.php

COURSE DESCRIPTION
This course provides an introduction to the history of Europe in the twentieth century. A comprehensive treatment of this enormous subject is obviously impracticable within the space of one semester, and so we aim to highlight a selection of six major themes covering some of the key political, social, economic and other developments. The themes selected for this session are:

1. Tsarist Russia and Soviet Russia, 1914-24: Change or Continuity?
2. Interwar Europe – Stability or instability? Britain, Weimar and Spain
3. European integration: Britain in Europe?
4. Emigration and Immigration: push or pull?
5. Science, technology and medicine: political or apolitical?
6. Why did the Soviet bloc collapse in 1989-91?

INTENDED AIMS AND LEARNING OUTCOMES
The course aims to introduce students to the complexities of twentieth-century European history by focusing on a selection of six key themes.
By the end of the course students should be able to:
- demonstrate a knowledge of major structures and events in 20th-century European history
- appreciate different historiographical approaches
- understand the interaction between social, economic, political and cultural historical developments
- analyse historical primary and secondary sources
- reach informed judgements and coherent conclusions in written and oral work
- practise basic IT skills, and writing, presentation and numeracy skills
- 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. Introduction to the course
2. Europe in the 20th Century: Overview and Key Themes

Week 2
1. Research resources
2. Theme 1 Tsarist Russia on the eve of WW1

Week 3
1. Theme 1 Russia in War and Revolution, 1914-17
2. Theme 1 From Lenin to Stalin, 1917-1924

Week 4
1. Theme 2 The Weimar republic
2. Theme 2 Britain in the inter-war years

Week 5
1. Theme 2 Inter-war Spain
2. Theme 3 Post-war reconstruction

Week 6
1. Theme 3 European integration
2. Theme 3 Britain and Europe
Week 7    READING WEEK

Week 8
1. Theme 4    Emigration from Europe in the 20C
2. Theme 4    Immigration and immigrants in 20C Britain

Week 9
1. Theme 4    Homecoming: issues in return migration
2. Theme 5    Race and medicine

Week 10
1. Theme 5    The Bomb – part I
2. Theme 5    The Bomb – part II

Week 11
1. Theme 6    The Stalinist system
2. Theme 6    Permanent crisis? The Soviet bloc, 1953-85

Week 12
1. Theme 6    Final crisis and collapse, 1985-91
2. Modernisation in 20C Europe

The tutorials are designed to develop basic research skills and your familiarity with historical debate, with some of the lecture topics used as specific examples.

Tutorial programme:
Week 3    Orientation – schedule and agenda; the research process; essay/research questions
Week 4    Interpretations in historical research and writing
Week 5    Essay writing: building an argument; why and how to reference
Week 6    Research sources – types of source, where to find them, how to build a bibliography
Week 8    Source analysis I: Using and abusing the web
Week 9    Source analysis II: Tsarist and Soviet Russia
Week 10   Source analysis III: European integration
READING LIST
See the course website for a separate handout detailing the reading required specifically for the tutorial classes.

SECONDARY READING
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, don't 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 historiography, 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 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 websites, and of course YouTube etc): 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.

How to do research
You might find Barzun, Jacques/Graff, Henry F., The Modern Researcher (1992), or similar guides, useful.

GENERAL

**STATISTICS, MAPS, REFERENCE WORKS**
*Chambers’ Biographical Dictionary*
*The New State of the World Atlas*
*The Times Atlas of the Twentieth Century*

**SELECTED WORKS IN RELATION TO THE COURSE THEMES**

1. **Tsarist and Soviet Russia, 1914-24**
   - Acton, E., *Rethinking the Russian Revolution* (1990)

*journal: Revolutionary Russia*

2. **Inter-war Europe**
Aldcroft, Derek, *From Versailles to Wall Street 1919-1929* (1977)

Maier, Charles, *Recasting Bourgeois Europe. Stabilization in France, Germany, and Italy in the Decade after World War I* (1975)

3. European integration
Cameron, Fraser, *An introduction to European Foreign Policy*. Routledge (2007)
Urwin, Derek, *The Community of Europe* (1991)

4. Emigrants and immigrants


Harper, Marjory, ‘“Personal contact is worth a ton of text-books”: educational tours of the empire, 1926-39’, *Journal of Imperial and Commonwealth History*, 32: 3 (September 2004), 48-76.


Websites

www.ellisisland.org [Ellis Island Immigration Museum]
www.abdn.ac.uk/emigration [The Scottish Emigration Database]
www.movinghere.org.uk/galleries/histories/asian/journeys/journeys.htm
http://www.aemi.dk/home.php3 [The Association of European Migration Institutions]
http://www.qub.ac.uk/cms [The Mellon Centre for Migration Studies]
http://www.canadianwarbrides.com/ [Canadian war brides]
www.pier21.ca/ [Canadian Museum of Immigration at Pier 21]

5. Science, medicine and technology

Race and medicine
Edwin R. Black, War Against the Weak: Eugenics and America’s Campaign to Create a Master Race (2004)
Michael Burleigh, Ethics and Extermination: Reflections on Nazi Genocide (1997)
Michael Burleigh, Death and Deliverance: ‘Euthanasia’ in Germany c. 1900-1945 (1994)
Roger Cooter and John Pickstone (eds.), Medicine in the Twentieth Century (2000) (thematic essays and general background)
*John Cornwell, Hitler’s Scientists: Science, War and the Devil’s Pact (2004). See especially: chapters 5, 6 (eugenics and race); chapters 10, 11 (medicine under Hitler).
Ute Deichmann, Biologists under Hitler (1996)
Götz et al., Cleansing the Fatherland: Nazi Medicine and Racial Hygiene (1994)
Kristie Macrakis, Surviving the Swastika: Scientific Research in Nazi Germany (1994)
David Oldroyd, Darwinian Impacts (1983)


The following website gives some examples of ‘Medical experiments of the holocaust and Nazi medicine’: [http://www.remember.org/educate/medexp.html](http://www.remember.org/educate/medexp.html)

Nuremberg Physicians Trial 1946 is treated in: *In the Shadow of the Reich: Nazi Medicine* (1997) [Video, available on Amazon]

**Big Science, War and ‘The Bomb’**

See especially chapters 7, 8, 9, 22, 23, 24 (physics and ‘The Bomb’)


Michael Frayn, *Copenhagen* (1998). This play recreates the famous and controversial meetings said to have taken place between nuclear physicists Bohr and Heisenberg at various points during the Second World War. Was Heisenberg looking for ideas on making the ‘Nazi atom bomb’ – or was he trying to tell Bohr that such a project, under his control, would not receive sufficient support to make it viable? Frayn’s play explores the uncertainties surrounding these issues in a controversial intervention of literature into historical interpretation.


Margit Szöllösi-Janze (ed.), *Science in the Third Reich* (2001)


**6. The collapse of the Soviet bloc**

**Stalinism**


Haigh, R.H. et al., *Soviet Foreign Policy, the League of Nations, and Europe, 1917-1939* (1986)

Haslam, J., *Russia’s Cold War: From the October Revolution to the Fall of the Wall* (2011)


Tucker, R. (ed.), *Stalinism: Essays in Historical Interpretation* (1977)


**After Stalin**


Crampton, R.J., *Eastern Europe in the Twentieth Century and After* (1997)


Garton Ash, T., *We the People: The Revoltion of ’89 witnessed in Warsaw, Budapest, Berlin and Prague* (1990)


Haslam, J., *Russia’s Cold War: From the October Revolution to the Fall of the Wall* (2011)


**ASSESSMENT**
1 two-hour written examination (50%)
Continuous assessment (50%), consisting of:
   1 essay of c. 2500 words (40%)
   active and meaningful class participation (10%)

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

Click to view the discipline specific Common Assessment Scale (CAS) descriptors.

**ESSAYS**
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.

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

ASSESSMENT DEADLINES
The essay is due in week 8, by 12 noon on the Thursday.

SUBMISSION ARRANGEMENTS
The Department requires **ONE** hard and **ONE** electronic copy of all assignments, as follows:

**COPY 1:** One hard copy together with an Assessment cover sheet, typed and double spaced – this copy should only have your ID number **CLEARLY** written on the cover sheet, with **NO** name and **NO** signature – and should be delivered to the History Department [Drop-off boxes located in CB008, 50-52 College Bounds].

**COPY 2:** One copy submitted through Turnitin via MyAberdeen.

EXAMINATION
The examination will take place in the January 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 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/.

TUTORIAL PARTICIPATION

Details on tutorial participation and additional, non-assessed exercises will be given by tutors.