

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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## **TIMETABLE**

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>

## **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.

Dorinda Outram, *The Enlightenment* (Cambridge, 1995)  
Thomas Munck, *The Enlightenment: A Comparative Social History, 1721-1794* (London, 2000)  
Peter McPhee, *The French Revolution 1789–1799* (Oxford, 2002)  
Marilyn Butler, *Romantics, Rebels and Reactionaries* (Oxford, 1981)  
Tim Blanning, *The Romantic Revolution* (London, 2010)  
John Bowle, *Politics and Opinion in the Nineteenth Century* (London, 1954)  
Eric Hobsbawm, *The Age of Capital, 1848-1875* (London, 1977)  
Lynn Hunt (ed.), *The New Cultural History* (Berkeley, 1989)  
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

Asa Briggs & Peter Burke, *A Social History of the Media. From Gutenberg to the Internet* (London, 2002), chs 2 and 3.  
Fernand Braudel, *Civilization & Capitalism 15<sup>th</sup> –18<sup>th</sup> Century* vol. 2 *The Wheels of Commerce* (London, 1982)  
Simon Schama, *The Embarrassment of Riches. An Interpretation of Dutch Culture in the Golden Age* (New York, 1987)  
Jonathan Israel, *Enlightenment Contested. Philosophy, Modernity, and the Emancipation of Man 1670 –1752* (Oxford, 2006), Part One  
Keith Thomas, *Religion and the Decline of Magic* (Harmondsworth, 1971)  
Introduction & Conclusion

#### L2: Enlightened Absolutism

T.C.W. Blanning, *The Culture of Power and the Power of Culture in Ancien Regime Europe, 1660–1789* (Oxford, 2002).  
Jonathan Israel, *Radical Enlightenment. Philosophy and the Making of Modernity 1650–1750*, (Oxford, 2001),  
Martin van Gelderen & Quentin Skinner, eds, *Republicanism. A Shared European Heritage*: vol. 1 (Cambridge, 2001), chs 1 –4, 11, 14–15.  
Martin van Gelderen & Quentin Skinner, eds, *Republicanism. A Shared European Heritage*: vol. 2 *The Values of Republicanism in Early Modern Europe* (Cambridge, 2002), chs 1–3, 5–6, 10, 14, 15.  
Roger Chartier, *The Cultural Origins of the French Revolution* (Duke University Press, 1991).

## Week Two

### L3: Newton

Gale E. Christianson, *In the Presence of the Creator: Isaac Newton and his Times* (1984)

Pat Fara, *Newton: The Making of Genius* (2002)

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

Rob Iliffe, Rob, *Newton: A Very Short Introduction* (2007)

Margaret Jacob and Larry Stewart, *Practical Matter: Newton's Science in the Service of Industry and Empire, 1687-1851* (2004)

Richard S. Westfall, *The Life of Isaac Newton* (1994)

### L4: Hume

Christa Knellwolf, 'The Science of Man' in Martyn Fitzpatrick et al (eds.), *The Enlightenment World* (London, 2007), 194-206.

Donald W. Livingston, *Hume's Philosophy of Common Life* (Chicago, 1984).

John Brewer and Richard B. Sher (eds.), *Sociability and Society in Eighteenth-Century Scotland* (Edinburgh, 1993).

Dror Wahrman, *The Making of the Modern Self: Identity and Culture in Eighteenth-Century England* (New Haven, 2006).

G. J. Barker-Benfield, *The Culture of Sensibility: Sex and Society in Eighteenth-Century Britain* (London, 1992).

## Week Three

### L5: Rousseau

Dena Goodman, *The Republic of Letters: A Cultural History of the French Enlightenment* (London, 1994).

Lieselotte Steinbrügge, *The Moral Sex: Woman's Nature in the French Enlightenment* (Oxford, 1995).

Mark Huliung, *The Autocritique of the Enlightenment: Rousseau and the Philosophes* (London, 1994).

Ter Ellingson, *The Myth of the Noble Savage* (Berkeley, 2001).

Louis Sal Molins, *The Dark Side of the Light: Slavery and the French Enlightenment* (Minneapolis, 2006).

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

Kathleen Wilson, *The Island Race: Englishness, Empire and Gender in the Eighteenth Century* (London, 2003).

### L6: German Enlightenment

Michael Clark, 'Kant's Rhetoric of Enlightenment', *Review of Politics* 79/1 (1997), 53-73.

S. Lestition, 'Kant and the End of Enlightenment in Prussia', *Journal of Modern History* 65/1 (1993), 57-112

J. Schmidt, 'The Question of Enlightenment: Kant, Mendelssohn, and the Mittwochsgesellschaft', *Journal of the History of Ideas* 50/2 (1989), 269-91.

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)  
R. L. Gawthrop, *Pietism and the Making of Eighteenth-Century Prussia* (Cambridge 1993)  
D. Klippel, 'The True Concept of Liberty. Political Theory in Germany in the Second Half of the Eighteenth Century', in E. Hellmuth (ed.), *The Transformation of Political Culture. England and Germany in the Late Eighteenth Century* (Oxford 1990), 447-66.

## **Week Four**

### **L7 The American Revolution**

Keith Michael Baker, 'The Idea of a Declaration of Rights', in Gary Kates (ed.), *The French Revolution: Recent Debates and New Controversies* London, 1998), 91-140.  
Michael Burrage, *Revolution and the Making of the Contemporary Legal Profession: England, France and the United States* (Oxford, 2006)  
Karen Hagemann, Jane Rendall and Gisela Mettele (eds), *Gender, War and Politics: Transatlantic Perspectives, 1775-1830* (New York, 2010)  
Lloyd Kramer, *Lafayette in Two Worlds: Public Cultures and Personal Identities in an Age of Revolutions* (Chapel Hill, 1996)  
Robert Palmer, *The Age of Democratic Revolution: A Political History of Europe and America, 1760-1800* 2 vols (Princeton, 1959, 1964)  
Alexis de Tocqueville, *Democracy in America* (first published in 1835) trans. Henry Reeve, edited with an Introduction by Henry S. Commager (Oxford, 1947)

### **L8: Creating the French Revolution**

The following selection contains relevant material for both lectures on the French Revolution.

François Furet, *Revolutionary France 1770-1880* (Oxford, 1988)  
Gary Kates, *The French Revolution: Recent Debates and New Controversies* (London, 1998)  
Peter McPhee, *Living the French Revolution* (Basingstoke, 2007)  
Jeremy D. Popkin, *You Are All Free: The Haitian Revolution and the Abolition of Slavery* (Cambridge, 2010)  
Siân Reynolds (ed.), *Women, State and Revolution: Essays on Power and Gender in Europe since 1789* (Brighton, 1986)  
Bailey Stone, *Reinterpreting the French Revolution: A Global-Historical Perspective* (Cambridge, 2002)

## **Week 5**

### **L9: Defending the French Revolution**

Jacques Godechot, *The Counter-Revolution: Doctrine and Action*, (London, 1972)  
Isaiah Berlin, 'Joseph De Maistre and the Origins of Modern Fascism' in *The Crooked Timber of Humanity* (Harmondsworth, 1992), 91-174  
Jack Hayward, *After the French Revolution: Six Critics of Democracy and Nationalism* (Brighton, 1991)

Anthony D. Smith, *Chosen Peoples: Sacred Sources of National Identity* (Oxford, 2003)

John Burrow, *The Crisis of Reason: European Thought, 1848-1914* (Yale, 2000)

### **L10: Napoleon**

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)

### **Week Six**

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

Ronald Paulson, *Representations of Revolution* (New Haven, 1983), final chapter (on Goya).

Robert Hughes, *Goya* (London, 2003).

A. E. Perez Sanchez and A. E. Sayre, *Goya and the Spirit of Enlightenment* (Boston, 1989).

Ian Haywood, *Bloody Romanticism: Spectacular Violence and the Politics of Representation, 1776-1832* (Houndsmills, 2006).

Robert Darnton, *Mesmerism and the End of the Enlightenment in France* (Cambridge MA, 1968).

Henri F. Ellenberger, *The Discovery of the Unconscious: the History and Evolution of Dynamic Psychiatry* (London, 1970).

Maria M. Tatar, *Spellbound: Studies on Mesmerism and Literature* (Guildford, 1978).

#### **L12: The Godwin Circle**

Marilyn Butler, 'Romanticism in England', in Porter and Teich, *Romanticism*, 37-67.

Ronald Paulson, *Representations of Revolution, 1789-1820* (New Haven, 1983).

Richard Holmes, *Shelley: The Pursuit* (London, 1998).

William St Clair, *The Godwins and the Shelleys: The Biography of a Family* (New York, 1989).

Claudia L. Johnson, *Equivocal Beings: Politics, Gender and Sentimentality in the 1790s* (Chicago, 1995).

Esther Schor, *The Cambridge Companion to Mary Shelley* (Cambridge, 2003).

Mary Poovey, *The Proper Lady and the Woman Writer* (Chicago, 1984)

### **Week Seven**

#### **L13: Goethe, Friedrich and the Sublime**

Fredrick Beiser, *Enlightenment, Revolution, and Romanticism* (Cambridge, MA, 1992)



H.G. Schenk, *Mind of the European Romantics* (New York, 1967), chapter 19  
'National Messianism'  
John H. Zammito, Kant, *Herder and the Birth of Anthropology* (Chicago, 2001)  
F.C. Beiser, *Enlightenment, Revolution and Romanticism* (London, 1992)  
Isaiah Berlin, *Vico and Herder: Two Studies in the History of Ideas* (London, 1976)

#### **L14: German Romanticism**

F.J. Lamport, *German Classical Drama: Theatre, Humanity and Nation 1750-1870* (Cambridge, 1990), chapters 1, 3 and 4  
A. Menhennet, *Order and Freedom: German Literature and Society, 1720-1805* (London, 1973)  
Siegbert Praver (ed.), *The Romantic Period in Germany* (London, 1970)  
T.C.W. Blanning, *The French Revolution in Germany: Occupation and Resistance in the Rhineland* (Oxford, 1983)  
Marshall Berman, *All That is Solid Melts into Air* (London, 1983)

#### **Week Eight**

#### **L15: Religion in the Nineteenth Century**

Owen Chadwick, *The Secularization of the European Mind in the Nineteenth-Century*.  
Owen Chadwick, *A History of the Popes, 1830-1914* (Oxford, 1998).  
David I. Kertzer, *The Kidnapping of Edgardo Mortara* (New York, 1997).  
Michael Burleigh, *Earthly Powers: Religion & Politics from the French Revolution to the Great War* (London, 2005).  
Christopher Clark & Wolfram Kaiser (eds.), *Culture Wars: Catholic-Secular Conflict in Nineteenth-Century Europe* (Cambridge, 2003)

#### **L16: The Birth of the Social Sciences**

Andrew Wernick, *Auguste Comte and the Religion of Humanity: The Post Theistic Program of French Social Theory* (Cambridge, 2001)  
T.R. Wright, *The Religion of Humanity: The impact of Comtean Positivism on Victorian Britain* (Cambridge, 1986)  
Peter Brooks, *Realist Vision* (New Haven, 2005)  
George Levine, *The Realistic Imagination* (Chicago, 1981)

#### **Week Nine**

#### **L17: 1848**

Michael Rapport, *1848: Year of Revolution* (New York, 2008)  
William Fortescue, *France and 1848: The End of Monarchy* (London, 2005)  
Peter McPhee, *The Politics of Rural Life: Political Mobilization in the French Countryside 1846–1852* (Oxford, 1992)  
Laura O'Brien, *The Republican Line: Caricature and French republican identity, 1830-52* (Manchester, 2013)  
Pamela Pilbeam, *Republicanism in Nineteenth-Century France* (Basingstoke, 1995)

### **L18: Liberalism**

- George Armstrong Kelly, *The Humane Comedy: Constant, Tocqueville and French Liberalism* (Cambridge, 1992)
- Stephen Homes, *Benjamin Constant and the Making of Modern Liberalism* (New Haven, 1984)
- Nicholas Capaldi, *John Stuart Mill: A Biography* (Cambridge, 2004)
- John Burrow, *Whigs and Liberals: Continuity and Change in English Political Thought* (Oxford, 1988)
- Maxine Berg, *The Machinery Question and the Making of Political Economy, 1815-1848* (Cambridge, 1980)

### **Week Ten**

#### **L19: Nationalism**

- Eric Hobsbawn, *Nations and Nationalism since 1870: Programme, Myth, Reality* (Cambridge, 1990)
- W.G. Shreeves, *Nationmaking in Nineteenth-Century Europe: The National Unification of Italy and Germany, 1815-1914* (Walton-on-Thames, 1984)
- Ernest Gellner, *Nations and Nationalism* (Oxford, 1990)
- Anthony D. Smith, *The Ethnic Origins of Nations* (Oxford, 1986)
- Adrian Hastings, *The Construction of Nationhood: Ethnicity, Religion and Nationalism* (Cambridge, 1997)
- Michael Billig, *Banal Nationalism* (London, 1995)

#### **L20: Marxism**

- Isaiah Berlin, *Karl Marx* (Oxford, 1978)
- Keith Taylor, *The Political Ideas of the Utopian Socialists* (London, 1982)
- David W. Lowell, *Marx's Proletariat: The Making of a Myth* (London, 1988)
- E.P. Thompson, *The Making of the English Working Class* (London, 1963)
- William H. Sewell, *Work and Revolution in France: The Language of Labour from the Old Regime to 1848* (Cambridge, 1980)

### **Week Eleven**

#### **L21: Darwin**

- Peter J. Bowler, and Iwan Rhys Morus, *Making Modern Science: A Historical Survey* (2005), ch. 6.
- Peter Bowler, *Evolution: The History of an Idea* (1989), esp. ch. 10
- Browne, Janet, *Charles Darwin* (1995)
- Adrian Desmond and Jim Moore, *Darwin* (1991)
- Jonathan Hodge and Gregory Radick, *The Cambridge Companion to Darwin* (2003)
- D.R. Oldroyd, *Darwinian Impacts: An Introduction to the Darwinian Revolution* (1980)

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

- Terry Eagleton, *The Ideology of the Aesthetic* (Oxford, 1990), 234-62 and 263-88
- Kathleen Higgins and Bernd Magnus (eds.), *The Cambridge Companion to Nietzsche* (Cambridge, 1996)
- Daniel W. Conway, *Nietzsche and the Political* (London, 1996)

Louise Mabile, *The Rage of Caliban: Nietzsche and Wilde contra Modernity* (Bethesda MD, 2006)

Walter Kaufmann, *Nietzsche: Philosopher, Psychologist, Antichrist* (Princeton, 1974)

## 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/](https://www.abdn.ac.uk/medical/resource_centre/medical_humanities/)
- Students must note, in particular, those sections on attendance and Class Certificates.