



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Resistance to Fascism and Nazism in Western Europe: the Spanish Civil War and Occupied France, 1936-45				
Module Code	UPHN5U-30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE	Field	History		
Department	ACI	Module Type	Standard		
Contributes towards	Awards up to BA (Hons) in: History History and Heritage English and History				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	<i>stand alone</i>		
First CAP Approval Date	4 Feb 2016	Valid from	Sept 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date <i>(6 years from full CAP approval date)</i>	Feb 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop an <u>in-depth knowledge</u> of the political, social and cultural aspects of the history of France (1934-45) and Spain (1931-45), and (components A & B, both elements) <input type="checkbox"/> identify and critically assess the <u>historiographical debates</u> about the use of and resistance to tyranny and political violence in Civil War/Francoist Spain and Occupied France (components A & B, both elements, though with particular reference to component B, element two). <input type="checkbox"/> understand the <u>concepts</u> of authoritarianism, resistance, dissent, consent, and exile in this period in the context of civil war and foreign occupation (components A & B, both elements). <input type="checkbox"/> dissect and analyse the <u>visual rhetorical imagery</u> produced in the period, and

	<p>understand its role and significance (B, 1)</p> <ul style="list-style-type: none"> □ discuss the ways in which <u>memories</u> of painful collective events are kept alive, made public and manipulated (B, 2) □ <u>communicate</u> their ideas clearly and concisely, both in essays and other forms of written work (components A & B, both elements) □ demonstrate a good knowledge of a range of primary sources and the ability to critically assess them (component A & component B, 1). <p>In addition the educational experience will explore, develop, and practice, <u>but not formally discretely assess</u>, the following</p> <p>the ability to express, debate and defend ideas orally</p>
Syllabus Outline	<p>The following themes will be covered:</p> <ol style="list-style-type: none"> 1. French democracy besieged: people and places, 1929-40 2. Spanish democracy besieged: people and places, 1929-39 3. Riot in Paris : Place de la Concorde, February 1934 4. From <i>Fiesta Popular</i> to Rebellion : the Asturian Revolution, October, 1934 5. Anti-Fascism in France : León Blum and the Popular Front, 1935-36 6. Anti-Fascism in Spain : Manuel Azaña and the Popular Front, 1935-36 7. Hitler, Mussolini, and the First Days of War in Spain : July-August 1936 8. Franco's Crusade : Axis Aid and Repression, 1936-38 9. Volunteers for Liberty: the International Brigades in Spain 10. Children and War in Spain: welfare, propaganda, and evacuation, 1936-38 11. The Republican Zone : from People's Revolution to re-building the State (1936-38) 12. Divisions in the Popular Front in France, 1937-39 13. Spain 1939 : Defeat and Exile. The Long Road to France 14. France 1940 : Invasion, Defeat and the Exodus 15. Pétain and the Vichy Regime 16. Pétain's 'National Revolution': youth, women, religion and leisure 17. Vichy and Anti-Semitism 18. Occupation and Resistance in France, 1940-44 19. The Spanish Resistance : Invasion of the Val d'Aran, 1944 20. France liberated? : politics and gender


21. 1945 : French and Spaniards in Buchenwald Concentration Camp

Contact Hours
Contact hours for this module will consist of one 1-hour lecture and one 2-hour workshop per week.

Teaching and Learning Methods
Scheduled learning: 3 hours per week
Lectures will provide students with essential ideas and information to guide their reading and thinking about specific topics.
2-hour seminars/workshops will provide an opportunity for in depth discussion of set reading (including primary documents) and issues raised in the lectures.
Tutorials will provide individual feedback on written work.

Independent learning: 7 hours per week
In a normal week students can expect to spend on average three hours engaged in essential reading/set reading.
One hour should be spent in organising/reviewing material to enable effective seminar engagement.
Three further hours should be spent in wider reading/assignment preparation.

Key Information Sets Information
Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300
				

The table below indicates as a percentage the total assessment of the module which constitutes a -

- Written Exam:** Unseen written exam, open book written exam, In-class test
- Coursework:** Written assignment or essay, report, dissertation, portfolio, project
- Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		50%		Coursework assessment percentage		50%		Practical exam assessment percentage		0%				100%	
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Practical exam assessment percentage		0%																			
		100%																			
Reading Strategy	<p>Essential reading:</p> <p>A set of primary documents in translation will be supplied via Blackboard. The library holds multiple copies of certain key secondary texts and students will be given guidance on what books to buy (if they choose to). These texts will be flagged in both the module literature and introductory lecture/seminars. Important book chapters/essays will be digitised and made available via Blackboard. Much of the key reading consists of journal literature, in particular articles drawn from <i>Contemporary European History</i>, <i>Journal of Contemporary History</i> and <i>Journal of Modern History</i>, all of which are available in electronic form through databases such as JSTOR.</p> <p>Further reading:</p> <p>Students will be supplied with detailed reading lists for each topic studied via Blackboard. Reading lists will be updated annually. In addition students are expected to identify wider reading using a variety of bibliographic and full text databases and internet resources. Guidance on the use of bibliographical databases will be given in introductory seminars.</p>																				
Indicative Reading List	<p>Alexander, M. and Graham, H (eds). (1989) <i>The French and Spanish Popular Fronts comparative perspectives</i>, Cambridge: CUP</p> <p>Burrin, P. (1996), <i>Living with Defeat</i>, London: Arnold</p> <p>Casanova, J. (2010), <i>The Spanish Republic and Civil War</i>, Cambridge: CUP</p> <p>Esenwein, G. (2005), <i>The Spanish Civil War: A Modern Tragedy</i>, London: Routledge</p> <p>Gildea, R. (2003), <i>Marianne in chains : in search of the German occupation, 1940-1945</i>, London: Pan</p> <p>Graham, H. (2005), <i>The Spanish Civil War</i>, Oxford: OUP</p> <p>Jackson, J. (1985), <i>The Politics of Depression in France 1932–1936</i>, Cambridge: CUP</p> <p>Jackson, J. (1988), <i>The Popular Front in France: Defending Democracy, 1934-38</i>, Cambridge: CUP</p> <p>Jackson, J. (2001), <i>France 1940-1944: The Dark Years</i>, Oxford: OUP</p> <p>Preston, P. (1986), <i>The Spanish Civil War, 1936-1939</i>, Dorsey Press</p> <p>Richards, M. (1998), <i>A Time of Silence</i>, Cambridge: CUP</p> <p>Richards, M. (2013), <i>After the Civil War</i>, Cambridge, CUP</p>																				

Part 3: Assessment	
Assessment Strategy	<p>Assessment of the module under controlled conditions comprises a three hour examination. The examination is intended to address all learning outcomes.</p> <p>Component B is divided into two elements which help to develop a range of skills. The assessment takes the form of (1) a study of a variety of primary and secondary sources (2,000 words); and (2) a 2,500-word essay. The first element relates to specific learning outcomes concerned with analysis of primary sources in the light of secondary historical research analysis and historiographical awareness. Students will be expected to demonstrate their understanding and ability to engage with material in addressing an historical problem, as they will also in the second element. Written feedback will be provided on each element, and students will be offered the opportunity to discuss their work on a one-to-one basis with the tutor before and after submission.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Three-hour examination	100%	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1. Source study (2,000 words)	40%	
2. Essay (2,500 words)	60%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Three-hour examination	100%	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1. Source study (2,000 words)	40%	
2. Essay (2,500 words)	60%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		