



MODULE SPECIFICATION

Part 1: Information			
Module Title	The Third Reich: Origins, State, and Society, 1914-45		
Module Code	UPHAVP-30-2	Level	2
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	History
Department	Arts and Cultural Industries		
Contributes towards	BA(Hons) History, BA(Hons) History and Heritage, BA(Hons) English and History		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p>This module offers an in-depth exploration of the period 1914-45 in Germany, focusing on the political entity which was Adolf Hitler's Third Reich, the nature of its power, and the social responses to and consequences of the exercise of that power.</p> <p>The primary objective of the module is to go beyond the significance of Hitler as political figurehead, employing a different angle of analysis aimed at society during the period. Although the module looks purely at Germany, this re-focusing of the historical problem of 'Nazism' away from the power of one individual allows us to construct an explanation of the Third Reich which is usable for comparison with other states and societies in the 1930s and 1940s and with important political movements and ideologies in our own time.</p> <p>Hence the focus is on the following broad themes: the political and human consequences of war and economic and social crisis (1914-45); the effects of rapid modernisation and social and cultural change; the roots and threats of political populism; the power of propaganda imagery; gender, childhood and the family; political terrorism; demonisation of the racial 'Other'; and the harnessing of science and technology to racial policy and social engineering. These themes allow us to concentrate on key areas of recent historiography.</p> <p>Explaining the social, cultural and political origins of the Third Reich - and the conflicts it led to - assists us to appreciate the fundamental principles of sustainable development as defined by UNESCO: 'Education for sustainable development helps develop the capacity to respect differences and diversities as well as to build social tolerance'.</p> <p>The module will be delivered through a combination of lectures and seminars. Although the module is clearly content-driven students will be encouraged to think carefully about the sources historians use to construct their arguments and the way in which academic debate is constructed from such sources. Seminar sessions will therefore use a combination of selected primary source material from the period (e.g. textual, visual, oral, quantitative), and selections of secondary literature from JSTOR and other digitised collections, which will be recommended via Blackboard and/or the module handbook.</p>

Projected lecture themes :

The Third Reich and historical theories of fascism and totalitarianism

Rapid modernisation and national unification, 1860-1914

The Social Impact of War : home front, defeat, demobilisation, 1914-18

Revolution and counter-revolution, 1918-23

Race and Eugenics in Germany before the Third Reich

Foundation of the NSDAP: action and ideology, 1920-25

The Weimar Republic: from stability to crisis, 1924-33

The Battle for the Streets, 1929-33

Consolidating power : the Party and the Civil Service

Suppressing opposition and concentration camps, 1933-38

The Role of Propaganda, 1933-45

Children and the Hitler Youth, 1933-45

Women, family, and population

The Racial State

'Selling Murder': Racial policy and film

'Backing Hitler': Denunciation and the social contribution to violence

The Battle Front: war and race, 1939-45

The Volksgemeinschaft at war: the home front, 1939-45

Defeat: Aerial Bombardment, Forced Migration, and Occupation

Part 3: Assessment

Assessment Strategy

Component A

One three-hour examination. Students will be required to answer three questions relating to topics covered across the module. This exam format encourages students to engage with the module in its entirety.

Component B

1. Document essay (2500 words)

Students are required to answer an essay question based on a small selection of supplied primary sources relevant to the first half of the module content.

2. Essay (2000 words)

Students are required to write an essay in answer to a question from a selection which cover the second half of the module content.

These two pieces of assessed coursework are designed to test a range of abilities from critical evaluation of

academic literature to historical understanding and the clear and concise communication of ideas. The assessment strategy is designed to measure:

- a) critical understanding of concepts and topics relating to German history, as explored in the module [B1, B2]
- b) the ability to understand and critically assess the significance to historians and historical problems of primary sources (including film and other imagery and visual material) [B1]
- c) the ability to present ideas in clear prose and observe appropriate academic standards (footnotes, bibliographies) [B1, B2]
- d) the ability to produce well structured, coherent, and well-argued written answers to complex historical questions [B2]

Feedback for these assessments will be sent first to students electronically. All students will be required to attend personal feedback tutorials which will be a timetabled part of the module's contact hours.

Identify final timetabled piece of 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. Exam (3 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Document essay (2500 words)	50%	
2. Essay (2000 words)	50%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam (3 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Document essay (2500 words)	50%	
2. Essay (2000 words)	50%	
Part 4: Teaching and Learning Methods		
Learning Outcomes	(i)	By the end of the module students will have engaged with and assimilated a considerable amount of historical material on Germany in the period 1914-45 and learned to analyse this material in a sophisticated form (A, B1, B2).
	(ii)	They will have gained an appreciation of the different ways in which historians frame the past, leading to an understanding of the different approaches and interests of (among others) political, social, economic, gender and religious historians (A, B1, B2).
	(iii)	Students will have had an opportunity to find out more about the social and political origins, experience, and consequences of war (A, B1, B2).
	(iv)	In so doing they will have developed some understanding of a number of key analytical and interpretative concepts, such as: 'fascism', 'totalitarianism', 'populism', 'democracy', 'state', 'nationalism', 'race', 'anti-semitism', and

- (v) 'eugenics' (A, B1, B2).
Students will have discussed how to use a variety of source materials, including written sources (historical and literary), and visual sources (including posters and film), to survey the desolate landscape of Nazism particularly in its social and cultural forms (A, B1).
- (vi) As well as these historical abilities, they will have developed their competence with vital transferable skills: locating and using research materials (including use of technology); collating and organising substantial amounts of evidence; reading and note-taking skills; document analysis, essay writing, presentational skills (A, B1, B2).
- (vii) In terms of citizenship skills, students will have been able to consider and reflect thoughtfully about the human effects of racism and other forms of discrimination, political responsibility, and about collusion with inhumane political movements and regimes (A, B1, B2).

Key Information Sets Information (KIS)

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

Contact Hours

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

Total Assessment

- Written Exam:** Unseen written exam, open book written exam, In-class test
- Coursework:** Written assignment or essay, report, dissertation, portfolio, project or in class test
- Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Students will be expected to read the suggested secondary literature recommended and highlighted via Blackboard and/or the module handbook, and will be expected to analyse and comment upon such literature in seminars. Recommended reading for each session will be clearly indicated in the course literature and is readily available from the library (online and/or in hard copy).

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Bessel, R. (ed), (1996). *Fascist Italy and Nazi Germany: Comparisons and Contrasts*, (Cambridge)

Burleigh, M. (2001). *The Third Reich. A New History* (London)

Caplan, J. (ed), (2008). *Nazi Germany*. Oxford: OUP.

Evans, R.J. (2003-2008). *The Third Reich Trilogy*. London: Penguin.

Kershaw, I. (2000). *The Nazi Dictatorship*. 4th edition, London: Arnold.

Noakes, J. (ed), (1974-1998) *Nazism: A Documentary Reader*, 4 vols, (University of Exeter Press).

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First CAP Approval Date	1 February 2017 link to RIA			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	2	<i>Link to RIA</i>