1. **Title of the module**

HIST5096/HIST5097 (HI5096/HI5097) Modern German History, 1918-1990

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 or Level 6

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA (Hons) History, BA (Hons) History Joint Honours Programmes

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate a critical understanding of the historiography and history of Germany between the end of the First World War in 1918 and German reunification in 1990.

8.2 Apply historical methodologies and approaches to analyse a range of primary and secondary sources on the subject, and where possible, visual and material evidence.

8.3 Demonstrate the necessary skills to organise, contextualise, analyse, evaluate and communicate their knowledge of modern German history.

**In addition level 6 students will be able to:**

8.4 Demonstrate a systematic understanding of the historiography and the methodological complexities in the historical record within the history of modern Germany.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.

9.2 Demonstrate analytical and reflective skills and the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.3 Demonstrate effective communication, presentation and information technology skills.

**In addition level 6 students will be able to:**

9.4 Demonstrate the ability to appropriately and accurately deploy techniques of historical enquiry and analysis.

9.5 Demonstrate the ability to manage their own learning, making use of relevant primary and secondary sources to inform their learning and research.

1. **A synopsis of the curriculum**

Focusing on the history of modern Germany in the Twentieth Century, the module examines major changes and continuities in the development of a highly advanced, industrialised but also militarised European nation state which played a central role in shaping the modern European geographical and political landscape. The module explores the end of the Imperial Monarchy after the end of the First World War in 1918, the role of the Allied reparation demands, hyper-inflation and political instability of the Weimar Republic, and the rise of National Socialism and the Third Reich during the 1930s. The course will chart the influence of anti-Semitism, racial eugenics and geopolitics in Germany’s quest for world domination during the Second World War and assess the legacy of the Holocaust in defining post-war German identity and society. By examining the Federal Republic of Germany (FRG) and the German Democratic Republic (GDR), the module will take a critical look at the politics, ideology and day-to-day history (Alltagsgeschichte) of East and West German society during the Cold War, and explore the underlying factors which led to the fall of the Berlin wall in 1989 and subsequent German reunification.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bessel, R., *Germany after the First World War* (Oxford, 1995)

Bessel, R., *Germany 1945: From War to Peace* (London, 2009)

Evans, R., *The Third Reich in Power* (London, 2005)

Friedländer, S., *The Years of Extermination* (London, 2007)

Fulbrook, M., *German History since 1800* (London, 1997)

Fulbrook, M., *The People’s State* (London, 2005)

Fulbrook, M., *Dissonant Lives: Generations and Violence through the German* Dictatorships (Oxford, 2011).

Jarusch, K., *Dictatorship as Experience* (Oxford, 1999)

Kershaw, I., *Hitler, 2. Vol.* (London, 1998; 2000)

Klessmann, C., *The Divided Past* (Oxford, 2001)

Ross, C., *The East German Dictatorship* (London, 2002)

Sereny, G., *The German Trauma* (London, 2000)

1. **Learning and teaching methods**

Total contact hours: 30

Total private study hours: 270

Total module study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Essay 1 (3,000 words) – 16%

Essay 2 (3,000 words) – 16%

Seminar Presentation (10 mins) – 4%

Examination (2 hrs) – 60%

13.2 Reassessment methods

100% Coursework (3,000 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Lecture | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essays | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Exam | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes. As this entire module relates to the history of Modern Germany it is international in outlook by its nature. The learning outcomes in section 8 make this clear.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 25/02/19 | Major | January 2020 | 8,9,12,13,14,17 |  |
|  |  |  |  |  |