1. KentVision Code and title of the module

HIST5109 Europe in Extremes: Communism, Fascism and Nazism, 1917-1939

## Division and School/Department or partner institution which will be responsible for management of the module

Arts and Humanities (School of Classics, English and History)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 5

## The number of credits and the ECTS value which the module represents

30 credits (15 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional for BA History; BA Military History, and associated joint honours programmes.

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

* 1. Demonstrate an advanced understanding of the three main extreme ideologies which took hold of countries in Europe during the interwar period, understanding how they came to power, how they consolidated their grip on their respective polities and how they governed.
  2. Demonstrate an understanding of the similarities and differences between these three movements, with particular reference to their ideological foundations, leadership styles, propaganda and social control tactics, foreign policy, and relationship with violence and civil strife.
  3. Demonstrate an awareness of how these three systems related to one another, and to other European states (including the liberal democracies, such as France and Britain), and of how their foreign policies fed into major conflicts and disputes during the period 1917-1939, such as the Russian Civil War(s), the Spanish Civil War, the Abyssinian Crisis and the Second World War.

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

1. Work with a moderate level of independence to research and develop their understanding of questions and issues.
2. Demonstrate an ability to provide persuasive written and verbal presentations, including the use of a range of primary source materials and historiographical content.
3. Research and integrate primary sources into written and verbal assessments and communicate effectively to a variety of audiences and/or using a variety of methods.
4. Apply their knowledge and skills to the production of a range of different outputs, including both written and oral arguments.

## A synopsis of the curriculum

This module explores the three extreme ideologies which took hold of parts of Europe during the interwar period – communism (especially in Russia; later, the Soviet Union), fascism (especially in Italy, and later in Spain), and Nazism (in Germany). These ideologies will be assessed in three ways. Firstly, they will be examined individually, encompassing their emergence, rise to power and assumption of total control; here, the emphasis will be on the power of ideological thinking, the extent of popular support attained by the movements, and the country-specific reasons for their success. Secondly, the ideologies will be considered in comparison with one another, including the leadership styles of Lenin, Stalin, Mussolini, Hitler and Franco, the roles played by propaganda in their rise and rule, and the ways in which they utilised, or otherwise engaged in, violence to further their aims. And thirdly, the connections between them will be discussed, especially the notion that in the countries mentioned above, and later across Europe, the struggle between extreme ideologies of left and right became the defining issue of the period.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 270

Contact Hours: 30

Total: 300

## Assessment methods

* 1. Main assessment methods

Gobbets Exercise (2,500 words) 35%

Essay (3,000 words) 45%

Presentation 20%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Presentation | **X** | **X** | **X** |  | **X** |  | **X** |
| Gobbets exercise | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module is, at its core, a study of international history – exploring how different states with different ideologies interacted with one another and influenced/were influenced by major international events, such as the Treaty of Versailles, the Spanish Civil War, the Italian invasion of Abyssinia, and the outbreak of the Second World War. Moreover, international bodies, such as the League of Nations, will be considered directly alongside an in-depth analysis of the role played by diplomacy in this period. Students will be encouraged to think critically about the relationship between domestic political ideology and international relations. In addition, it is intended to initiate an annual School of History field trip to Berlin, in which students on this module would be encouraged to participate.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 21/11/2023 | Major | 2024/25 | 13-14 |  |
|  |  |  |  |  |