1. KentVision Code and title of the module

HIST6032 Persecution, Repression and Resistance: Nazi Germany & Vichy France

1. **Division and School/Department which will be responsible for management of the module**

Arts and Humanities (History)

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

Level 5

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 course(s) of study to which the module contributes**

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

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

8.1 Demonstrate an in-depth knowledge and critical understanding of the themes of persecution, repression and resistance;

8.2 Demonstrate a broad knowledge and critical understanding of some of the historiographical debates surrounding the subject and be well positioned to judge between competing interpretations of this era;

8.3 Formulate their own opinions on a variety of historiographical approaches, demonstrate effective communication skills and present clear historical arguments supported with relevant evidence;

8.4 Engage with selected representations, drawn from a range of primary source materials including official documents, filmic representations, posters, autobiographies, diaries and oral histories;

8.5 Engage with a range of secondary source materials including articles and monographs and have practiced selecting and deploying historical information.

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

9.1 Demonstrate effective communication skills and information technology skills.

9.2 Express complex ideas and arguments effectively.

1. **A synopsis of the curriculum**

What were the experiences of ‘outsiders’ who did not conform to Nazi ideals? What was it like to live in an occupied country during the Second World War? This course, which is structured in two parts, examines both Germany during the Third Reich and Vichy France under German occupation. Themes to be addressed include: the persecution of Jews, Roma and Sinti, Jehovah’s Witnesses, homosexuals and those with impairments; pro- and anti-natalist policies; the concentration camp system; German resistance; the fall of France; Vichy collusion; popular collaboration; French resistance; and the Liberation.

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

## 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).

1. **Contact Hours**

Total contact hours: 30

Total private study hours: 270

Total module study hours: 300

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

Blog 1 (500 words) – 10%

Blog 2 (500 words) – 10%

Essay (2,000 words) – 40%

Group exhibition - 40%

13.2 Reassessment methods

100% Coursework (3,000 words)

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| Blog 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Blog 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Group exhibition | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **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

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 a module dealing with occupied Europe during the Second World War, this module is particularly internationally focussed, comparing case studies of France and Germany within the context of Nazi rule.

**DIVISIONAL 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 | 8,9,11,12,13,14,17 | No |
| 21/12/2021 | Minor | 2022/23 | 13-14 | No |