

## *The Rise of Fascism*

<b>Section A: Headline Information</b>	
<b>Module title</b>	The Rise of Fascism
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Dr Thomas Mc Grath
<b>Parent programme(s)</b>	BA (Honours) in English and History
<b>Stage of parent programme</b>	3
<b>Semester (semester1/semester2 if applicable)</b>	2
<b>Module credit units(FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures, seminars, web facilitated learning
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 2 of the programme is required.
<b>Pre-requisite module titles</b>	Stage 3: World War One: The Fall of Empires
<b>Co-requisite module titles</b>	No
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators must have a minimum Level 9 qualification in History.
<b>Maximum number of learners per module</b>	35
<b>Duration of the module</b>	1 semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall with IT resources and Wifi
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner		Self-directed reading and study			
24	1:15						101: Self directed reading and study 51 Assessment preparation and writing 50			125 hours
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
<b>Percentage contribution</b>				40%			60%	<b>100%</b>		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	This module examines Europe between the two world wars and how fascism came to prevail in central Europe. The module builds on work engaged in by learners on the Semester One module - World War One: The fall of Empires. One of the legacies of the chaotic state of Europe after World War One and the unsuccessful Versailles Peace Treaty was the rise of fascism as a political force. The course concentrates on Hitler and Mussolini as the two principal protagonists of fascism. It also considers fascism in relation to its sworn political enemy: Communism and the Soviet Union under Stalin. The rise of fascist movements elsewhere in central Europe is considered: in Hungary and Romania as well as the significance of Primo de Rivero, the Spanish Civil War, 1936-1939, and the emergence of the dictator Franco. The course leads learners to understand the immediate background to World War Two, the greatest war in the history of the world.
<b>Module Aims and Objectives</b>	This module examines the rise of fascism in Europe after World War One. It aims to present learners with a grounded knowledge of Mussolini, Hitler and their

	<p>respective movements. The course aims to offer an interpretation of fascistic movements and to explain why fascism was successful between the wars in Italy, Germany, Spain and other central European countries.</p>
<b>Minimum Module Learning Outcomes</b>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the chaotic legacy for Europe of World War One (MIPLO 1, 2, 3).</li> <li>2. Explain why the rise of fascism was possible between the wars in Italy, Germany, Spain, and other central European countries (MIPLO 1, 2, 3).</li> <li>3. Offer interpretations on the meaning of fascism (MIPLO 3, 4, 5, 7, 8).</li> <li>4. Participate fully in class discussion and debate on primary sources and be able to critique the historiography of fascism (MIPLO 3, 4, 5, 7, 8).</li> </ol>
<b>Information Provided to Learners about the Module</b>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<b>Module Content, Organisation and Structure</b>	<p>The following themes will be covered in lectures and seminars</p> <p>Europe after World War One: The Paris Peace Treaties</p> <p>Italy: the failure of liberal politics - The emergence of Mussolini and his 'March on Rome'</p> <p>Interpreting Mussolini in power: achievements and failures in the 1920s</p> <p>Germany: the Weimar Republic and virtual civil war.</p> <p>The beginnings of the Nazi party</p> <p>The emergence of the Nazi party as a political force during the Great Depression.</p> <p>1933: Hitler in power – establishing the dictatorship</p> <p>Nazi ideology: Interpreting German fascism</p> <p>Mussolini in the 1930s: grand ambitions</p> <p>Enemy of fascism: Communism and the Soviet Union under Stalin</p> <p>Spain: from Primo de Rivero to the Civil War and General Franco</p> <p>Hitler prepares for war</p>
<b>Module Teaching and Learning Strategy</b>	<p>Formal lectures, using PowerPoint slides, supplemented by online digital resources to reinforce learning. The Lecturer will invite discussion and questions and answers in dialogue with the class.</p> <p>The learning strategy will include in-class reading of primary sources from documentary readers on Italian, German, Spanish and other fascisms. See the works of Delzell, Kallis, Laqueur, Noakes and Pridham as listed in the bibliography. These</p>

	primary sources give learners an insight into how fascist movements in various European countries viewed themselves.
<b>Work-Based Learning and Practice-Placement</b>	Moodle used for teaching resources and for learners to upload and share relevant material.  Learners are encouraged to access and use the wealth of information and resources available on the internet which deal with the topic of fascism.
<b>E-Learning</b>	Moodle used for teaching resources and for learners to upload and share relevant material.  Learners are encouraged to access and use the wealth of information and resources available on the internet from respected sites dealing with World War One.
<b>Specifications for Module Staffing Requirements</b>	Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners  Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
<b>Module Summative and Formative Assessment Strategy</b>	<b>Summative:</b>  <u>Continuous Assessment - 40%</u>  1. Essay (40%). 1,250 words.  <u>Proctored written examination - 60%</u>  A two-hour examination in which learners answer two questions, one to be a document question. This will test achievement of MIMLOS 1-3.
<b>Sample Assessment Materials</b>	Sample essays:  <u>Essay:</u> Why is Mussolini regarded as the founder of fascism?  <u>Essay:</u> How distinctive was German fascism in comparison to Italian fascism?  Answer two questions in proctored examination worth 60%. Sample questions:  <u>Exam questions:</u>  1. What do you understand fascism to mean? 2. Write a commentary on the Nazi party programme of February 1920 (document supplied)  1. Why did Hitler have such an appeal for the German people?
<b>Reading Lists and Other Information Resources</b>	<b>Essential Reading:</b>  Bosworth, R.J.B., <i>The Italian dictatorship: problems and perspectives in the interpretation of Mussolini and fascism</i> (London: Bloomsbury, 1998); <i>Mussolini's Italy: Life under the Fascist dictatorship, 1915-1945</i> (London: Penguin, 2007)  De Grand, Alexander, <i>Italian fascism: its origins and development</i> , 3 <sup>rd</sup> ed (Lincoln: University of Nebraska Press, 2000)  Kallis, Aristotle A., <i>The Fascism reader</i> (London: Routledge, 2002)

Kershaw, Ian, *The Nazi dictatorship: Problems and perspectives of interpretation* (London, Bloomsbury, 2015)

Morgan, Philip, *Fascism in Europe 1919-1945* (London: Routledge, 2002)

Paxton, Robert O., *The anatomy of Fascism* (London: Penguin Books, 2004)

Payne, Stanley G., *A history of Fascism, 1914-1945* (Madison, University of Wisconsin Press, 1996); *Fascism in Spain, 1923-1977* (Madison, University of Wisconsin Press, 1999)

**Other Reading:**

Bessel, Richard (ed.), *Fascist Italy and Nazi Germany: Comparisons and contrasts* (Cambridge: Cambridge University Press, 2008)

Bosworth, R.J.B., *Mussolini* (London: Arnold, 2002).

Delzell, Charles F. (ed.), *Mediterranean fascism, 1919-1945* (New York: Harper, 1970)

Griffin, Roger (ed), *Fascism [Oxford Readers]* (Oxford, Oxford University Press, 1995)

*German History*, Journal in College Library, published four times a year

Kershaw, Ian, *Hitler, 1889-1936: hubris* (London: Penguin, 1998)

Laqueur, Walter (ed.), *Fascism: A reader's guide* (London: Penguin, 1979)

Macmillan, Margaret, *Peacemakers: The Paris Conference of 1919 and its attempt to end war* (London: John Murray, 2001)

Noakes, Jeremy and Geoffrey Pridham (eds), *Nazism 1919-1945: A documentary reader*, 4 vols (Exeter, University of Exeter Press, 2010)

Preston, Paul, *The politics of revenge: Fascism and the military in 20<sup>th</sup> century Spain* (London: Routledge, 1995)

Steiner, Zara, *The Lights that failed: European international history 1919-1933* (Oxford: Oxford University Press, 2005); *The triumph of the dark: European international history 1933-1939* (Oxford: Oxford University Press, 2011)

Weber, Eugen (ed.), *Varieties of fascism* (Melbourne FL: Krieger, 1982)

Weber, Thomas, *Becoming Hitler: The making of a Nazi* (Oxford: Oxford University Press, 2017)

**Essential Viewing:**

Riefenstahl, Leni, *Triumph of the Will* (1934). The Nazi party rally in Nuremberg in 1934 is the subject of this masterpiece of propaganda and film making.

**Module Physical Resource Requirements**

Lecture Hall, PowerPoint, DVD and internet access.

