

The Rise of Fascism

7.1 Module Overview									
Module Number		Module Title	The Rise of Fascism						
Stage of Principal Programme			3	Semester	1	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓ if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 					✓	101			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in History or closely cognate area
	Staff - Learner Ratio X:Y
	1:120

Assessment Techniques – percentage contribution				
Continuous Assessment	40%	Proctored Exam – in person	60%	Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Understand what Fascism is, and why the conditions existed for it to emerge in certain countries during the period between the two world wars.	1, 2, 3

2. Offer interpretations of different stages of fascism, and through Robert Paxton's Stages of Fascism, be able to analyse how they applied to different countries between the world wars, and in the 21 st century. MIPLO	1, 2, 3
3. Participate fully in class discussion and debate on primary sources and be able to critique the historiography of fascism (MIPLO).	4, 6, 8.

7.3 Indicative Module Content, Organisation and Structure

Fascism is a particular series of tactics for gaining and holding power, and a phenomenon which was once considered to be only a feature of the years between the two world wars. In recent years, fascistic movements have emerged in several countries, including the US with MAGA, Russia, and Poland. The three essential fascist tactics are: (1) Reinforcing of a national identity based in part on myth or exaggeration, (2) alienation of domestic enemies; (2) propaganda; and (3) undermining of democratic institutions.

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 Nation States module in Year 2. 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 looks at the impact of fascism in the context of gender, both masculinity and the impact on women, and families. 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, and the subsequent emergence of the Cold War and the European Economic Community and other modalities of European co-operation in the post war period. Learners will be encouraged to reflect on how contemporary fascist movements have synergies with inter-war fascism, and to see how they align with Robert Paxton's Stages of Fascism. They will be encouraged to look at and analyse neo-fascist social media in the light of the historic phenomenon of fascism.

Teaching about the rise of concerning nationalist and fascist tendencies is one of the stated objectives of the Council of Europe's Observatory on History Teaching In Europe –

https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805e2c31

The following themes will be covered in lectures and seminars

- Europe after World War One: The Paris Peace Treaties
- Italy: the failure of liberal politics - The emergence of Mussolini and his 'March on Rome'
- Interpreting Mussolini in power: achievements and failures in the 1920s
- Germany: the Weimar Republic and virtual civil war.
- The beginnings of the Nazi party
- The emergence of the Nazi party as a political force during the Great Depression.
- 1933: Hitler in power – establishing the dictatorship
- Nazi ideology: Interpreting German fascism
- Mussolini in the 1930s: grand ambitions
- Enemy of fascism: Communism and the Soviet Union under Stalin
- Spain: from Primo de Rivero to the Civil War and General Franco
- Hitler prepares for war
- Neo-fascism: the rise of the far right in the 21st century

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

In lecture access to WIFI to access film and other digital sources (EG Fordham Fascism Modern History Sourcebook, historical newsreel, and national and international newspaper databases).

7.6 Application of programme teaching, learning and assessment strategies to this module

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.

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 Noakes and Pridham and primary source websites as listed in the bibliography. These primary sources give learners an insight into how fascist movements in various European countries viewed themselves

Summative:

Continuous Assessment - 40%

1. Essay (40%). 1,250 words.

Proctored written examination - 60%

A two-hour examination in which learners answer two questions, one to be a document question. This will test achievement of MIMLOS 1-3.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1-3	Exam. Two hour two question exam paper. A two-hour examination in which learners answer two questions, one to be a document question.	60%
1, 2	Essay. 1500 words Fascism has a modern face, as well as its interwar manifestation, In the light of this, the essay will be designed to encourage learners to reflect on themes and synergies between the interwar fascism and neo fascist movements and traits in movements and politics in the contemporary world – for example in Trump’s America and Putin’s Russia, or contemporary Poland.	40%

7.8 Sample Assessment Materials

Essay Question Sample:

1. In an interview in the *Daily Telegraph* on 12 February 2021, the head of the UK armed forces, General Sir Nick Carter, warned: ‘What you generally find with a crisis like this, which becomes an economic crisis, is that it then undermines the security and stability situation as well. And what often follows a very significant economic event is a security challenge. If you look at the Thirties, that started as a very significant economic crash and that acted as a very destabilising feature.’ How did economic crises contribute to the growth of fascism in Germany?
2. ‘Fake news’ – undermining public confidence in dissenting media - is not an invention of Donald Trump. Leadership in fascist Italy and Germany saw control of radio and newspapers as key to controlling society and suppressing dissent or liberal voices. Discuss media control in either Nazi Germany or Fascist Italy.

Exam

Sample questions.

1. Robert O Paxton describes fascism as ‘the original political novelty of the 20th century,’ What is fascism, and how did it differ between different European countries where it became the system of government?

2. In your opinion, was the Ukrainian Holodomor or 'Red Famine' of 1932-33 a deliberate act of genocide by Stalin's regime? Support your answer with evidence.
3. How did fascist regimes impact on peoples' everyday lives? Refer to either Italy, Spain or Germany in your answer.
4. Is the cultivation of myth, or as historian Timothy Snyder calls it, 'big lies' important to the success or failure of fascism? Compare the cultivation of myth in Trump's America to the cultivation of myth in either fascist Italy or NAZI Germany.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

- Arendt, Hannah, *The Origins of Totalitarianism*, (London: Penguin Modern Classics, 2017).
- Bosworth, R. J. B., *The Oxford Handbook of Fascism* (Oxford: OUP, 2010)
- Bosworth, R. J. B., *The Italian dictatorship: problems and perspectives in the interpretation of Mussolini and fascism* (London: Bloomsbury, 1998)
- Bosworth, R. J. B., *Mussolini's Italy: Life Under the Fascist Dictatorship, 1915-1945* (London: Penguin, 2007)
- Fitzpatrick, Sheila, *Everyday Stalinism, Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s* (Oxford: OUP, 2000)
- Horne, John (ed), *A Companion to World War I* (Chichester: Wiley-Blackwell, 2012)
- Kallis, Aristotle A., *The Fascism Reader* (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)
- Laruelle, Marlene, *Is Russia Fascist: Unravelling Propaganda East and West* (Ithaca: Cornell UP, 2021).
- Noakes, Jeremy and Geoffrey Pridham (eds), *Nazism 1919-1945: A documentary Reader*, 4 vols (Exeter, University of Exeter Press, 2010)
- Paxton, Robert O., *The Anatomy of Fascism* (London: Penguin Books, 2004)
- Preston, Paul, *The Politics of Revenge: Fascism and the Military in 20th Century Spain* (London: Routledge, 1995)
- Service, Robert, *Lenin: A biography* (London: Pan, 2010)
- Service, Robert, *Trotsky: A biography* (London; Pan, 2010)
- Service, Rober, *Stalin: A biography* (London: Pan, 2010)
- Shekhovtsov, Anton, *Russia and the Western Far Right, Tango Noir* (London: Routledge, 2017).
- Snyder, Timothy, *Bloodlands: Europe Between Hitler and Stalin* (New York: Basic Books 2010).
- Stanley, Jason, *How Fascism Works: The Politics of Us and Them* (New York: Random House 2020)

Indicative Other Resources:

1914-1918 Online, *The International Encyclopedia of the First World*, <https://encyclopedia.1914-1918-online.net/themes/>, British Cartoon Archive.

British Pathe newsreel, *Fordham Fascism Sourcebook*, <https://sourcebooks.fordham.edu/mod/modsbook42.asp>

The German Historical Institute resources on Weimar Germany and on Nazi Germany: http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=12

EBSCO, JSTOR and the Internet Archive.