

<b>Module Title</b>	<b>Life and Times in Nazi Germany</b>
<b>Level</b>	6
<b>Semester</b>	1
<b>Ref No:</b>	
<b>Credit Value</b>	20 CAT Points
<b>Student Study hours</b>	Contact hours: 45 Student managed learning hours: 155
<b>Pre-requisite learning</b>	Level 5 modules
<b>Co-requisites</b>	None
<b>Excluded combinations</b>	None
<b>Module Coordinator [Name + e mail address]</b>	Dr Lisa Pine <a href="mailto:pinel@lsbu.ac.uk">pinel@lsbu.ac.uk</a>
<b>Parent Division</b>	Social Sciences
<b>Parent Course</b>	BA History
<b>Description [100 words max]</b>	This module analyses the rise of Hitler and the history of Nazism. It examines how Hitler consolidated his power and the relationship between the dictatorial regime and the German people. It deals with aspects of everyday life, such as coercion and consensus, propaganda and the use of terror, including the secret police and the concentration camp system. The module also analyses Nazi ideology, Nazi economic policy, foreign policy, resistance, education and youth groups. It examines cultural life, including cinema, theatre, art, architecture, literature, music, as well as the press and radio.
<b>JACS Code</b>	
<b>Aims</b>	<ul style="list-style-type: none"> <li>• To provide students with a detailed understanding of the history of Nazi Germany</li> <li>• To provide students with an understanding of Hitler's rise to power</li> <li>• To provide students with a knowledge of Nazi ideology</li> <li>• To examine the nature of the regime and the relationship between consensus and coercion in Nazi Germany</li> <li>• To examine the 'national community', insiders and outsiders in Nazi society</li> <li>• To utilise and critically evaluate source material</li> <li>• To examine the debates surrounding the subject</li> </ul>
<b>Learning outcomes</b>	<p>On successful completion of this module students will have:</p> <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>• An understanding of Hitler's rise to power, and of the subsequent history of the Third Reich, in context</li> <li>• An understanding of the nature of the regime and the relationship between consensus and coercion in Nazi Germany</li> <li>• An understanding of the concept of 'national community', insiders and outsiders in Nazi society</li> </ul> <p><b>Intellectual Skills:</b></p>

	<ul style="list-style-type: none"> <li>• An ability to appraise and critically evaluate sources and debates</li> <li>• The ability to construct coherent arguments</li> <li>• The ability to synthesise material to create unique answers to a question</li> </ul>
<b>Employability</b>	Effective time management skills, the ability to work on tasks in small groups and independently, good written communication skills and the ability to work to deadlines will enhance employability.
<b>Teaching &amp; Learning Pattern</b>	The module will be taught by a series of weekly lectures and seminars. The lectures will introduce students to the broad themes and debates. The seminars will include small group discussions and tasks. It is essential that students read around the subject and come to seminars prepared.
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>• Hitler's rise to power</li> <li>• Nazi ideology</li> <li>• Nazism and German society</li> <li>• propaganda</li> <li>• the use of terror</li> <li>• economic policy</li> <li>• foreign policy</li> <li>• resistance</li> <li>• education</li> <li>• youth groups</li> <li>• cultural life</li> </ul>
<b>Assessment method</b>	<p><b>Formative Assessment:</b> Students to select a visual source (either a photograph or a propaganda poster or cartoon) and to write short blog describing the image and the context in which it was produced.</p> <p><b>CW1:</b> Coursework Essay 3,500 words (100% of mark) to be submitted end of Semester.</p>
<b>Indicative Reading</b>	<p><b>Core Material</b></p> <p>Kershaw, I. (2015) <i>The Nazi Dictatorship: Problems and Perspectives of Interpretation</i>. London: Bloomsbury.</p> <p>Peukert, D. (1987) <i>Inside Nazi Germany: Conformity, Opposition and Racism in Everyday Life</i>. London: Penguin.</p> <p>Pine, L. (ed.) (2016) <i>Life and Times in Nazi Germany</i>. London: Bloomsbury.</p> <p>Pine, L. (2017) <i>Hitler's "National Community": Society and Culture in Nazi Germany</i> 2<sup>nd</sup> edition. London: Bloomsbury.</p> <p>Steber, M., and Gotto, B. (eds) (2014) <i>Visions of Community in Nazi Germany: Social Engineering and Private Lives</i>. Oxford: Oxford University Press.</p> <p><b>Optional reading</b></p> <p>Ayçoberry, P. (1999) <i>The Social History of the Third Reich, 1933-1945</i>. New York: The New Press.</p> <p>Burleigh, M., and Wippermann, W. (1991) <i>The Racial State: Germany 1933-1945</i>. Cambridge: Cambridge University Press.</p> <p>Evans, R. (2006) <i>The Third Reich in Power</i>. London: Penguin.</p> <p>Fritzsche, P. (2008) <i>Life and Death in the Third Reich</i>. Cambridge, MA: Harvard University Press.</p>

	Stoltzfus, N. (2016) <i>Hitler's Compromises: Coercion and Consensus in Nazi Germany</i> . New Haven: Yale University Press.
<b>Other Learning Resource:</b>	<p>Module pack provided by module coordinator.</p> <p>Box of Broadcasts.</p> <p><b>Module VLE:</b> The moodle site presents a more visual dynamic and interactive point of contact and dissemination for the module. The site details the structure of the module, functions as a document repository and contains links to online (including audio-visual) learning materials for example to newspapers, organisations, digital archives, reports etc.</p>