MHIS3027
Resisting the Nazis: Fascism and its Opponents
Session 1, Weekday attendance, North Ryde 2020
Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff
Keith Rathbone  
keith.rathbone@mq.edu.au

Credit points
10

Prerequisites
130cp at 1000 level or above OR (20cp in HIST or MHIS or POL or POIR or MHIX or POIX units at 2000 level)

Corequisites

Co-badged status

Unit description
More than seventy years after the end of the Second World War, fascism and Nazism continue to fascinate. In this course, we will explore Italian fascism and German Nazism as broadly understood in Europe and beyond to better understand the appeal of their conservative, reactionary, and militaristic ideology. We will read the key literature on definitions of fascism in order to understand the concept as more than a pejorative. Through a close examination of the governments of Fascist Italy and Nazi Germany we will investigate how fascist regimes controlled everyday life, mobilized political support, shaped men and women's bodies, built cults of personality around their leaders, silenced the press, defeated leftist student organizations and unions, and organized repressive systems of militaristic expansion. We will also concentrate on the way that people learned to resist, survive, and even thrive under fascism through the formation of armed bands, clandestine intellectual networks, and organizations for non-violent struggle.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

ULO1: Demonstrate an understanding of a variety of conceptual approaches to interpreting the history of fascism as well as an understanding of the history of fascist movements in the nineteenth and twentieth century.

ULO2: Contribute to contemporary debates about fascism with an informed and critical
understanding of the relationship between past and present.

**ULO3:** Analyse primary and secondary historical evidence, scholarship and changing representations of the past.

**ULO4:** Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.

**ULO5:** Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.

**ULO6:** Reflect critically on the knowledge and skills developed in their study of history.

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**General Assessment Information**

**Late Submission**

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline.

Late submissions will need to be emailed direct to Dr. Rathbone and accompanied by an explanation for their lateness.

**Extensions**

Students who encounter difficulties in meeting the deadlines for written assessment tasks should apply for an extension via ask.mq.edu in advance of the due date. Students should familiarize themselves with the University’s Special Consideration policy (see Policies and Procedures) before submitting such a request.

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**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>No</td>
<td>All semester</td>
</tr>
<tr>
<td>Project Proposal and Annotated Bibliography</td>
<td>15%</td>
<td>No</td>
<td>Week 3</td>
</tr>
<tr>
<td>Research Paper</td>
<td>40%</td>
<td>No</td>
<td>Week 13</td>
</tr>
<tr>
<td>Course Blog</td>
<td>15%</td>
<td>No</td>
<td>Week 6 and Week 13</td>
</tr>
<tr>
<td>Secondary Source Analysis</td>
<td>15%</td>
<td>No</td>
<td>Week 10</td>
</tr>
</tbody>
</table>

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**Participation**

Assessment Type 1: Participatory task

Indicative Time on Task 2: 0 hours

Due: All semester
Weighting: 15%

Students are expected to participate in and lead tutorial discussions throughout the semester. They should come to seminars prepared to share their ideas about the readings and questions that these may have raised, as well as resources relating to the readings that they have discovered.

On successful completion you will be able to:

• Demonstrate an understanding of a variety of conceptual approaches to interpreting the history of fascism as well as an understanding of the history of fascist movements in the nineteenth and twentieth century.
• Contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.
• Analyse primary and secondary historical evidence, scholarship and changing representations of the past.
• Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
• Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
• Reflect critically on the knowledge and skills developed in their study of history.

Project Proposal and Annotated Bibliography

Assessment Type: Annotated bibliography
Indicative Time on Task: 15 hours
Due: Week 3
Weighting: 15%

This assessment has two required components. Component One: In the proposal, students must design a research essay question focusing on any aspect of fascism and resistance to fascism. Component Two: In the Annotated Bibliography, students will generate a bibliography of at least five secondary sources that supports their research project.

On successful completion you will be able to:

• Demonstrate an understanding of a variety of conceptual approaches to interpreting the history of fascism as well as an understanding of the history of fascist movements in the nineteenth and twentieth century.
• Contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.
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Research Paper
Assessment Type 1: Essay
Indicative Time on Task 2: 30 hours
Due: Week 13
Weighting: 40%

Essay: self-designed from your research project proposal.

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• Contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.
• Analyse primary and secondary historical evidence, scholarship and changing representations of the past.
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• Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.

Course Blog
Assessment Type 1: Non-academic writing
Indicative Time on Task 2: 15 hours
Due: Week 6 and Week 13
Weighting: 15%

Students must post two blog posts. The first blog post should relate to topics covered in weeks 1-6 and the second should relate to topics covered in weeks 7-13.

On successful completion you will be able to:
• Demonstrate an understanding of a variety of conceptual approaches to interpreting the history of fascism as well as an understanding of the history of fascist movements in the nineteenth and twentieth century.
• Contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.
• Analyse primary and secondary historical evidence, scholarship and changing representations of the past.
• Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
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• Reflect critically on the knowledge and skills developed in their study of history.

Secondary Source Analysis
Assessment Type 1: Literature review
Indicative Time on Task 2: 15 hours
Due: Week 10
Weighting: 15%

For this assignment, students must examine a monograph (i.e. book) of their choosing. This monograph should be related to their final paper topic.

On successful completion you will be able to:
• Demonstrate an understanding of a variety of conceptual approaches to interpreting the history of fascism as well as an understanding of the history of fascist movements in the nineteenth and twentieth century.
• Contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.
• Analyse primary and secondary historical evidence, scholarship and changing representations of the past.
• Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
• Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.

1 If you need guidance or support to understand or complete this type of assessment, please contact the Learning Skills Team

2 Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation
Delivery and Resources

There are no special technologies, readings, or additional requirements to complete this unit satisfactorily.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy (Note: The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/
Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University’s IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/01/2020</td>
<td>Removed Dr. Baker. Thanks, Chris.</td>
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