

**Department of History, Western University**  
**Fall Term, 2014**  
**HISTORY 2147A: NAZI GERMANY**  
**Wednesday 1:30-3:30, TC-141**

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**Course Description:**

This course analyzes how the Nazi Party came to power; the Nazi regime's use of propaganda and terror within Germany after 1933; the role played by conservative elites in the Nazi government; popular responses to the regime; Hitler's foreign policy; Nazi methods of rule in the countries Germany conquered; anti-Semitic policies before and after 1939; the Holocaust and other programs of mass murder; resistance within Germany; and the reasons for German defeat.

**Course Outcomes:**

Students who pass this class will be able to:

explain the reasons for the Nazi Party's electoral successes in the early 1930s and for Hitler's appointment as Chancellor in January 1933;

explain the principal methods the Nazi regime used to govern Germany after January 1933, the responses to Nazi rule of different groups in German society, and why Hitler's foreign policy was initially so successful;

explain why German policies in the countries it conquered assumed such brutal forms, and in particular why Germany undertook organized campaigns of enslavement and mass murder;

explain the forms taken by resistance to Nazi rule, especially within Germany, and the reasons for the success or failure of particular kinds of resistance; and

analyze critically a range of primary and secondary sources.

## Grade Breakdown:

Mid-term examination	30%
Final examination (covers entire course)	50%
In-class essay on Primo Levi's <i>Survival in Auschwitz</i>	5%
In-class essay on Hiltgunt Zassenhaus' <i>Walls</i>	5%
Class Participation (based on weekly in-class response papers)	10%

Both the mid-term and final examinations will consist of essay questions and identifications. The essay part of the examination will require students to analyze larger questions raised by the course. The identifications will require students to discuss the historical significance of key individuals and events, and/or of quotations taken from assigned original sources. The mid-term will be given in class, the final during the examination period. The final examination will cover all the material assigned for the course, including material covered in the first half of the semester. Please do not make irrevocable travel plans for the December examination period until the Registrar has determined the date of the final exam. The last date of the examination period is December 17th.

Students will also be required to write in-class essays on two primary sources, Primo Levi's *Survival in Auschwitz* and Hiltgunt Zassenhaus' *Walls*. *Survival in Auschwitz* is the memoir of an Italian Jew who was incarcerated in Auschwitz in 1944 and freed when the Red Army liberated the camp in January 1945. Levi seeks to draw conclusions from the experience that might be applied generally. *Walls* is the memoir of a German medical student who risked her life to help save thousands of Scandinavian POWs held in German prisons. *Walls* helps the reader understand how difficult it was to resist the regime, and what circumstances and personal qualities made resistance possible. Each of these exercises will be worth 5% of the class grade. They will be graded on a scale from zero to ten and will be returned to students at the final examination.

The class participation grade will be based on the brief response papers that students will be asked to write in most classes. The response papers will consist of one or two questions regarding one or several primary or secondary sources assigned for the class. Each response paper will be graded on a scale from zero to ten. The response papers will not be returned, but each student may examine the response paper in the instructor's office and discuss the grade received. Grades for the response papers will be posted on the class website by the end of the following week.

Students who miss classes may write the in-class essays on the books by Primo Levi and Hiltgunt Zassenhaus, or make up a missed response paper, only if the counselling office in the student's home faculty advises the instructor within ten days of the missed assignment that the student was unable to attend the class in question due to an illness or other form of emergency. In this case the instructor will schedule a make-up response paper or essay, in both cases with a new question.

## **Materials to be purchased at the Western Bookstore:**

Wolfgang Benz, *A Concise History of the Third Reich*, translated by Thomas Dunlap (Berkeley: University of California Press, 2006).

Primo Levi, *Survival in Auschwitz*, translated by Stuart Woolf (New York: Touchstone Books, 1996).

Hiltgunt Zassenhaus, *Walls. Resisting the Third Reich - One Woman's Story* (Boston: Beacon Press, 1993) (multiple copies of *Walls* are also available on seven day reserve at Weldon Library)

One goal of the class is to introduce students to the vast range of sources available to those who wish to study the Nazi period. The primary and secondary documents assigned in this class, other than those available for purchase at the Western Bookstore, are available on the course website, which can be accessed at owl.uwo.ca. These documents are found in the Resources section of the Website. InPrint Copy, which is located in the new Creative Services Centre in UCC 265/267, on the second floor of the UCC, is prepared to copy the assigned readings from the secure class website. For an additional fee Inprint will also bind the printed documents.

The syllabus frequently notes optional readings from Alan Bullock's *Hitler. A Study in Tyranny*, a classic and in many respects unsurpassed biography of Hitler. Multiple copies have been placed on seven day reserve at Weldon Library. The book was published in numerous editions; the page numbers given in the syllabus are based on the unabridged 1964 edition. This edition has a total of 848 pages.

## **Classes:**

September 10. Why study Nazi Germany?

Wolfgang Benz, *A Concise History of the Third Reich*, 9-19.

September 17. The Nazi Ideology: Claims of Victimization and Ruthless Nationalism

## **In-class response paper on assigned reading**

"The programme of the Nazi Party, as adopted on February 24, 1920," from *Nazism 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, Vol. 1, *The Rise to Power 1919-1934* (Exeter: A. Wheaton, 1983), 14-16.

Adolf Hitler, *Mein Kampf*, translated by Ralph Manheim (Boston: Houghton Mifflin, 1943), 37-65, 176-86.

Jay Baird, *To Die for Germany. Heroes in the Nazi Pantheon* (Bloomington: Indiana University Press, 1990), 73-89, 102-7.

Optional Reading: Alan Bullock, *Hitler, A Study in Tyranny* (New York: Harper & Row, 1962), 23-120 (on seven day reserve at Weldon Library).

Please consider the following questions while reading the assigned texts: What were the principal goals of the Nazi Party, as described in the Party program? Why did the Nazi Party leaders find Horst Wessel such an attractive hero? In the assigned excerpts from *Mein Kampf*, Hitler frequently claims that German were victims of violence, manipulation, and deception. What are the most important instances of these kinds of victimization discussed in the assigned excerpts? What purposes do they serve in Hitler's argument? How does Hitler explain his hatred for Socialists and Jews? What does he think of Austria-Hungary? What are his principles of successful propaganda? What do Hitler's views regarding propaganda suggest regarding his understanding of human nature and capacities, both with respect to Germans and non-Germans? What role is played by claims of victimization in Hitler's arguments regarding propaganda?

September 24: The "National Revolution" and Consolidation of Power, 1933-1934

### **In-class response paper on assigned reading**

Wolfgang Benz, *A Concise History of the Third Reich*, 20-59

"Reichstag Fire Decree of February 28th, 1933," from German History in Documents and Images, [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=2325](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2325) (accessed July 25, 2013).

Guenter Lewy, *The Catholic Church and Nazi Germany* (Da Capo Press, 2000; original 1964), 3-11, 25, 30-37.

"Enabling Act of March 23rd, 1933," from German History in Documents and Images, [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=1496](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1496) (accessed on July 25, 2013).

"Reichstag Debate on the Enabling Act, 23 March 1933," from Mitchell Allen and Michael Hughes, eds., *German Parliamentary Debates, 1848-1933* (New York: Peter Lang, 2003), 251-80.

Viktor Klemperer, *I will bear witness 1933-1941. A Diary of the Nazi Years*, trans. by Martin Chalmers (New York: Modern Library, 1999), 5-11. Klemperer was a teacher of French literature who kept a careful diary of the events of the Nazi period. He was of Jewish ancestry, and survived the Nazi period thanks to his marriage to a woman who

was not Jewish.

Optional Reading: Alan Bullock, *Hitler, A Study in Tyranny* (New York: Harper & Row, 1962), 121-311 (on seven day reserve at Weldon Library).

Please consider the following questions while reading the assigned texts: What aims did Hitler seek to accomplish through President Hindenburg's promulgation of the Reichstag Fire Decree and the adoption by the Reichstag of the Enabling Act? What role did German conservatives play in the first eighteen months of the Nazi regime? What was the attitude of the Catholic Church towards Nazism before and after January 1933? In his speech to the Reichstag on March 23, 1933, Hitler sought to secure a two thirds majority vote for the adoption of the Enabling Act, as required by the Weimar constitution with respect to amendments to the constitution. How did he construct his speech to achieve this aim? To what groups did he appeal, and how? How did the Social Democratic Party leader, Otto Wels, seek to defend his Party from Hitler's attacks in this debate? What varied responses does Klemperer record to the first months of Hitler's rule? How did Nazi rule, and especially the responses of the Germans he observed, change his view of Germany?

October 1:               Nazi social, economic, and cultural policies, 1933-1939; cooperation and conflict with Protestant and Catholic organizations

### **In-class response paper on assigned readings**

Wolfgang Benz, *A Concise History of the Third Reich*, 60-112

Stephen Roberts, *The House that Hitler Built* (London: Methuen Publishers, 1937), 201-17.

Gregor Ziemer, *Education for Death. The Making of the Nazi* (London: Oxford University Press, 1941), 140-67.

Alfons Heck, *A Child of Hitler. Germany in the Days when God wore a Swastika* (Frederick: Renaissance House, 1985), 8-31.

Translations of Hitler's speeches found in Leni Riefenstahl's *Triumph of the Will*.

Hermann Rauschnig, *The Voice of Destruction* (New York: Putnam, 1940), 47-57.

Guenter Lewy, *The Catholic Church and Nazi Germany* (Da Capo Press, 2000; original 1964), 115-21, 130-33.

"With Burning Concern," Papal Encyclical of March 14, 1937, from

[http://www.vatican.va/holy\\_father/pius\\_xi/encyclicals/documents/hf\\_p-xi\\_enc\\_14031937\\_mit-brennender-sorge\\_en.html](http://www.vatican.va/holy_father/pius_xi/encyclicals/documents/hf_p-xi_enc_14031937_mit-brennender-sorge_en.html) (accessed on January 16, 2002).

Please consider the following questions while reading the assigned texts: How did the Nazi Party seek to capture the loyalty of the youth? To what emotions did it appeal? What kind of rebelliousness did it encourage, and what forms of obedience? In what respects was the training of the Hitler Youth (and of the comparable organizations for girls) reflect efforts both to mimic and to undermine traditional Christian beliefs? By what methods did these groups train the youth for war? What were Hitler's views regarding Christianity and the Christian churches, as revealed in his discussion with Hermann Rauschning, a senior Nazi Party leader from Danzig, in early 1933? In what ways did the Nazi regime seek to undermine the institutions of the Catholic Church between 1933 and 1937? How did the Catholic Church respond to these attacks? What aspects of the Nazi ideology and which Nazi policies did Pope Pius XI attack in his Encyclical of March 14, 1937?

October 8                      Legal and extra-legal methods of rule; the persecution of German Jews, 1933-1939

### **In-class response paper on assigned reading**

Wolfgang Benz, *A Concise History of the Third Reich*, 113-30.

Ingo Müller, *Hitler's Justice. The Courts of the Third Reich*, trans. by D. Schneider (Cambridge: Harvard University Press, 1991), 82-111.

Michael Meyer and Michael Brenner, *German-Jewish History in Modern Times*, vol. 4, *Renewal and Destruction* (New York: Columbia, 1996), 197-230.

"Law for the Protection of German Blood and German Honour," from *Nazism 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, Vol. 2, *State, Economy and Society 1933-39* (Exeter: A. Wheaton, 1984), 535-36.

"The Reich Citizenship Law of September 15, 1935," from *German History in Documents and Images*, [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=1523](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1523) (accessed on July 25, 2013).

Marta Appel, *Memoirs*, in *Jewish Life in Germany. Memoirs from Three Centuries*, trans. by Stella Rosenfeld and Sidney Rosenfeld (Bloomington: Indiana University Press, 1991), 351-3.

Hans Berger, "Remembrances of Kristallnacht," in *Jewish Life in Germany. Memoirs from Three Centuries*, trans. by Stella Rosenfeld and Sidney Rosenfeld (Bloomington: Indiana

University Press, 1991), 386-97.

"Pastor Julius von Jan's Protest against the 9 November 1938 Pogrom," from Peter Hoffmann, *Behind Valkyrie. German Resistance to Hitler. Documents* (Montreal: McGill-Queen's University Press, 2011), 156-67.

Viktor Klemperer, *I will bear witness 1933-1941. A Diary of the Nazi Years*, trans. by Martin Chalmers (New York: Modern Library, 1999), 438-442.

Please consider the following questions while reading the assigned texts: How did the Nazi regime promote obedience to its views among judges and other civil servants? How did the treatment of convicted criminals change after January 1933? What were the principal stages in the development of anti-Semitic policies between 1933 and 1939? What role did the court system play in promoting the regime's anti-Semitic policies? What range of responses to the persecution of German Jews are described in the readings assigned in this class and in the previous class?

October 15: Hitler's pre-war foreign policy

### **In-class response paper on assigned reading**

Wolfgang Benz, *A Concise History of the Third Reich*, 155-70

Despatch of April 26, 1933, from Sir Horace Rumbold to Sir John Simon, from Horace Rumbold, *The War Crisis in Berlin, July-August 1914* (London: Constable & Company, 1940), 344-58. Rumbold was the British ambassador to Germany. The dispatch summarizes his views of the likely future policies of the Nazi regime.

Gerhard Weinberg, *The Foreign Policy of Hitler's Germany; Diplomatic Revolution in Europe, 1933-36* (Chicago: Chicago University Press, 1970), 1-24, 239-45, 282-91.

"Hossbach Memorandum of November 1937," from German History in Documents and Images, [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=1540](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1540) (accessed on July 25, 2013).

Optional Reading: Alan Bullock, *Hitler, A Study in Tyranny* (New York: Harper & Row, 1962), 312-71, 411-89. (on seven day reserve in Weldon Library)

Please consider the following questions while reading the assigned texts: What were Hitler's chief foreign policy goals, and by what methods did he pursue them? To what extent was he prepared to adapt his tactics to circumstances? What parallels can one draw between Hitler's methods in developing Germany's foreign policy between 1933 and 1939 and his domestic political tactics between 1923 and 1933?

October 22:           **Mid-term examination**

October 29:           Nazi military strategies and occupation policies

**In-class response paper on assigned reading**

Wolfgang Benz, *A Concise History of the Third Reich*, 171-212

Sönke Neitzel and Harald Walzer, *Soldaten. On Fighting, Killing and Dying: The Secret World War II Transcripts of German POWs*, translated by Jefferson Chase (New York: Alfred Knopf, 2012), 44-9, 56-65, 345-51.

Militärgeschichtliches Forschungsamt, *Germany and the Second World War*, vol 4, *The Attack on the Soviet Union* (Clarendon Press, 1998), 481-5, 1140-1149, 1162-1163, 1172-1176.

“Directives for the Treatment of Political Commissars (‘Commissar Order’) (June 6, 1941), from German History in Documents and Images, [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=1548](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1548) (accessed on July 25, 2013).

Optional Reading: Alan Bullock, *Hitler, A Study in Tyranny* (New York: Harper & Row, 1962), 490-650 (on seven day reserve in Weldon Library).

Please consider the following questions when reading the assigned texts: What were German plans for Poland and the conquered territory of the Soviet Union? How were these plans put into practice?

November 5:           Mass Murder

**In-class response paper on assigned reading**

Michael Burleigh, *Death and Deliverance ‘Euthanasia’ in Germany 1900-1945* (Cambridge: Cambridge University Press, 1994), 130-43, 160-80.

Saul Friedländer, *The Years of Extermination: Germany and the Jews, 1939-1945* (Harper Perennial, 2007), 197-215, 261-268, 479-483.

Field Marshal von Reichenau's orders to the German army of 10 October 1941, and minutes of Wannsee Conference of January 20, 1942, from Lucy Dawidowicz, *A*



*Holocaust Reader* (Behrman House), 70-82.

Sönke Neitzel, *Tapping Hitler's Generals. Transcripts of Secret Conversations, 1942-1945* (Frontline Books, 2007), 167-71, 183-6, 198-206, 226-30.

Zygmunt Klukowski, *Diary from the Years of Occupation, 1939-44*, trans. by George Klukowski (Urbana: University of Illinois Press, 1993), 184-201. Dr. Klukowski was a physician in a town that is now in the southeast of Poland.

Anatoly Podolsky, "The Tragic Fate of Ukrainian Jewish Women under Nazi Occupation, 1941-1944," in *Sexual Violence against Jewish Women during the Holocaust*, ed. by Sonja Hedgepeth and Rochelle Saidel (Waltham: Brandeis University Press, 2012), 94-107.

Please consider the following questions when reading the assigned texts: What methods were used to reduce resistance to the program of killing of psychiatric patients that began in September 1939? What resistance did take place, and to what extent was it effective? How does Saul Friedlaender account for the decision to murder of all the Jews of Europe? On what kinds of evidence does he rely to support his argument? What do the secret recordings of German officers suggest about how much German soldiers knew regarding the killings of Jews and other crimes of the German army in the East, and their attitudes regarding these actions? By what methods did German authorities rule occupied Poland, according to the account of Zygmunt Klukowski?

November 12: Resistance

### **In-class response paper on assigned reading**

Wolfgang Benz, *A Concise History of the Third Reich*, 234-49.

Thomas Mann, *The Coming Victory of Democracy* (Alfred Knopf, 1938) 7-23.

Guenter Lewy, *The Catholic Church and Nazi Germany* (Da Capo Press, 2000; original 1964), 284-93.

John Michalczyk, *Confront: Resistance in Nazi Germany* (Peter Lang, 2004), 196-207. Please note that this account of the White Rose resistance group was written by Georg (Juergen) Wittenstein, who participated in some of the activities of the group but was spared execution in 1943.

Fliers of the White Rose group, from *Nazism 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, vol. 4, *The German Home Front in World War II* (Exeter: 1984), 457-9.

Friedrich Percival Reck-Malleczewen, *Diary of a Man in Despair* (Collier, 1970), 159-169, 182-185, 195-199.

“Extracts from the Diary of Captain Wilm Hosenfeld,” in Wladyslaw Szpilman, *The Pianist. The Extraordinary Story of One Man’s Survival in Warsaw, 1939-1945*, translated by Anthea Bell (Toronto: McArthur and Co., 2003), 193-208; with a description of Hosenfeld’s assistance to the Jewish author of the memoir, 176-81.

Optional Reading: Alan Bullock, *Hitler, A Study in Tyranny*, 733-52.

Please consider the following questions when reading the assigned texts: What were the most important forms taken by resistance to the Nazi regime by individuals the regime considered German? Why did different individuals choose to resist the regime?

November 19: Resistance (continued)

### **In-class essay on Hiltgunt Zassenhaus' *Walls***

Hiltgunt Zassenhaus, *Walls: Resisting the Third Reich - One Woman's Story* (Boston: Beacon Press, 1974).

Please consider the following questions when reading the assigned text: Why did Zassenhaus resist the Nazi regime? What personal qualities, skills, and circumstances enabled her to do so successfully? What were the most important barriers to resistance, according to Zassenhaus?

November 26: Collapse

### **In-class essay on Primo Levi's *Survival in Auschwitz***

Wolfgang Benz, *A Concise History of the Third Reich*, 250-67.

Primo Levi, *Survival in Auschwitz* (New York: Touchstone, 1996).

Please consider the following questions when reading the assigned text: Levi writes that “we do not believe in the most facile and obvious deduction: that man is fundamentally brutal, egoistic and stupid in his conduct once every civilized institution is taken away, and that the Haeftling is consequently nothing but a man without inhibitions.” What are the alternative conclusions that Levi draws, and on what experiences does he base them? What are the most important similarities and differences between the conclusions that Levi draws and those found in Zassenhaus’ memoirs?

December 3: Epilogue

**In-class response paper on assigned reading**

Wolfgang Benz, *A Concise History of the Third Reich*, 269-81.

Richard von Weizsäcker, May 8, 1985 speech to the West German Bundestag. Richard von Weizsäcker was at the time of this speech the president of the German Federal Republic.

Please consider the following question when reading the assigned texts: By what methods did the Allies seek to punish Nazi criminals and prevent the continued influence of Nazism in Germany? In what ways did the treatment of Germany after 1945 reflect lessons learned from 1918? President von Weizsäcker outlines how he believes Germans should remember the day Nazi Germany surrendered. What does he propose?

The Final Examination will take place in the mid-year examination period (December 6-17), at a date to be set by the Registrar.

**ADDITIONAL STATEMENTS**

**Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

**Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently.

Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

## **Medical Issues:**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

### **SUPPORT SERVICES:**

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)