

**THE UNIVERSITY OF WESTERN ONTARIO**  
**HIS 4492E: The Nazi Occupation of Europe**  
**STVH 1119**  
**Tuesdays, 3:30-6:30pm**

**Instructor: Dr. Karen Priestman**  
**Office Hours: Monday, 2:30-5:30**  
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(Email will be checked on weekdays, between 10:00am and 4:00pm. If you do not receive a reply from me within 48 hours, please resend the email.)

**Course Description:**

This course will focus predominantly on the Nazi occupation of Europe, from 1938 to 1945. It will examine the differences between the Nazi occupations of Western and Eastern Europe. Within this framework, we will also discuss issues of resistance and collaboration, the exploitation of prisoners of war and slave labour, and the relationship between occupation policies and the Holocaust. In addition, this course will examine the early phase of the Allied occupation of Germany as we explore how the occupiers became the occupied.

**Course Objectives:**

- Students will become familiar with Nazi occupation policies during the Second World War.
- Students will engage in scholarly debates and hone their skills of oral communication.
- Students will engage in significant analysis of primary documents.
- Students will produce work original to the student based on extensive use of primary and secondary sources.
- Students will present their research to their peers.

**Required Books:**

Mark Mazower, *Hitler's Empire: How the Nazis Ruled Europe*. (Penguin, 2009)  
Additional Readings on Owl.

**Evaluation:**

Book Review:	2 December	10%
Participation:		30%
Paper Critiques:	TBA	10%
Proposal & Bibliography:	4 November	10%
Oral Presentation:	TBA	5%
First Draft Paper:	22 February	20%
Final/Response Paper:	7 April	15%

As this is a seminar course, your final mark is determined by two major components: participation in discussions, and preparation of a major research paper.

**Students are expected to:**

1. **Meet on a weekly basis** to discuss the assigned readings.
2. **Complete a scholarly review of an historical monograph.** Students may choose to review any book that pertains to the subject matter of this course (except for the course textbooks). Ideally, the student will choose to review a book that will also be used for their major paper. This review should be 8-10 pages long and must consult at least three professional reviews. Two of these reviews must be at least one page long. These reviews are to be photocopied by the student and submitted with the book review.

**3. Prepare a research proposal and annotated bibliography.** The proposal should be 500 words long and should identify the paper's topic, possible directions the argumentation might take, and the feasibility of the project. It should be accompanied by a bibliography of no less than twelve sources which will be consulted for this project. *\*If you intend to write a research paper (as opposed to a historiography), you must identify the primary sources upon which you will base the bulk of your research.*

It is understood that students' knowledge of foreign languages may be limited, therefore, I will make every effort to work with students to find suitable English-language primary sources to be used for the research paper.

**4. Submit a discussion paper** of between 20 and 25 pages, double-spaced, including references and bibliography. You should submit this to Dropbox on Owl by midnight on February 24<sup>th</sup>. I will then distribute the paper to the rest of the class. Students cannot submit their drafts after the due date and time.

**Please Note:** When a discussion paper is presented it should be viewed as a polished final product and not as an incomplete first draft. Everyone obviously benefits from the criticisms and suggestions of their peers and of the instructor, and will be given the opportunity to revise or respond as deemed appropriate. However, the right to make a final submission must be earned.

**5. Present your papers to the seminar during the second semester,** according to a schedule that will be arranged by the instructor. Presentations should be approximately 10 minutes long and should emphasize the essence of the paper, concentrating on the problems encountered in putting it together, and the ways in which it might be further developed. You will also be responsible for defending the paper from criticism, answering questions about the broader aspects of the chosen topic, and stimulating further discussion by raising relevant issues and thought-provoking questions. Those of you not presenting in any given week will be responsible for reading papers critically, posing challenging questions, and suggesting improvements to the author.

**6. Submit a page-length single-spaced critique of your colleagues' papers** at the start of the seminar in which the respective presentations are made. Critiques will not be accepted thereafter. The suggestions made in these critiques will be read by the instructor and passed on to the presenting student in order to help improve the paper. Consequently, students should focus on substantive issues such as methodology and analysis rather than on matters of style. Critiques should highlight the major thesis, inconsistencies, and questions that you have from the respective discussion papers.

**7. Submit a final paper** to the instructor. Students have two options. Option one is to write a response to the instructor's comments and the critiques, of no more than 6 pages in length. It should also utilize any further reading and research done after the discussion. Option two is to revise and resubmit the original paper, incorporating suggestions made by the instructor, reviews, and in-class discussion. In most cases, students will decide for themselves which of these two options to choose. In rare cases, students whose first submission is deemed inferior by the instructor will be invited to revise and resubmit, so that this 'final' assignment will be longer than the original submission.

**Please Note:** Students are required to also re-submit the first discussion paper with their final submission, along with any of the instructor's written comments.

**Participation:**

Your participation grade constitutes 30% of your final mark – this is substantial. This grade will be determined by your participation in both semesters – both in the discussions of the assigned readings and of your colleagues' papers. You will be evaluated on the quality, not the quantity of your comments/questions/observations. The aim in seminar discussions is to explore ideas, stimulate discussion, and clarify points of confusion.

**Minimum Standards:**

Because this is a seminar course, students are expected to attend class. Because your participation mark is such a high portion of your final mark, missing class will have a profound effect on your final mark.

Likewise, because of the centrality of the major research paper, students must receive a passing grade on the major research paper in order to pass this course.

**Late Penalties:**

Because of the nature of this course, certain due dates cannot be missed. **Paper critiques, major research papers, and final/response papers WILL NOT BE ACCEPTED AFTER THE DUE DATE.** If these deadlines are not met, the entire class suffers.

For the proposal & bibliography, as well as the book review, a late penalty of 5% per calendar day will be applied.

**Schedule of Discussions and Readings  
(Subject to Change)**

Date	Discussion Topic and Readings
Sept. 9	Introduction: Expectations, Organization, Evaluation
Sept. 16	<p>Establishing the New Order</p> <ul style="list-style-type: none"> <li>• Mazower, 1-63 + maps</li> <li>• David Furber, “Near as Far in The Colonies: The Nazi Occupation of Poland” <i>International History Review</i>, 26/3 (Sept. 2004): 541-579.</li> <li>• Norman Rich, “Ch. 2: The Ethnic Germans” in <i>Hitler’s War Aims</i>, vol. 2 (1974): 13-26.</li> </ul> <p>For Reference:</p> <ul style="list-style-type: none"> <li>• Party and State Organization Chart (1 pg.)</li> <li>• SS Organization and Ranks (6 pgs.)</li> <li>• Biographical Sketches (20 pgs.)</li> </ul>
Sept. 23	<p>The Acronyms of Administration</p> <ul style="list-style-type: none"> <li>• Mazower, 223-256, 294-318.</li> <li>• Isabel Heinemann, “ ‘Ethnic Resettlement’ and Inter-Agency Cooperation in the Occupied Eastern Territories” in Gerald D. Feldman and Wolfgang Seibel, eds., <i>Networks of Nazi Persecution</i>, pp. 213-235.</li> <li>• Norman Rich, “Ch. 5: Instruments of Control: The State, &amp; Ch. 6: Instruments of Control: Racial Offices” in <i>Hitler’s War Aims</i>, vol. 1 (1973): 38-58.</li> </ul>
Sept. 30	<p><u>The West: Northern and Western Europe – Military vs. Civilian Occupation</u></p> <ul style="list-style-type: none"> <li>• Mazower, 102-109.</li> <li>• Joachim Lund, “Denmark and the ‘European New Order’ “ <i>Contemporary European History</i>, 13/3 (Aug. 2004): 305-321.</li> <li>• Jay Howard Geller, “The Role of Military Administration in German-Occupied Belgium.” <i>The Journal of Military History</i>, 63/1 (Jan. 1999): 99-125.</li> <li>• Richard Petrow, “Ch 8: The Civilian Front in Norway” in <i>The Bitter Years</i> (1974): 99-117.</li> <li>• Jennifer Foray, “The ‘Clean Wehrmacht’ in the German-occupied Netherlands, 1940-45” <i>Journal of Contemporary History</i>, 45/4 (2010): 768-787.</li> </ul>
Oct. 7	<p><u>The West: Unoccupied (Vichy) France</u></p> <ul style="list-style-type: none"> <li>• Mazower, 416-445 (?)</li> <li>• Richard Vinen, Ch, 2 “Vichy” in <i>The Unfree French</i> (2006): 45-98.</li> <li>• Ulrich Herbert, “The German Military Command in Paris and the Deportation of the French Jews” in Herbert, ed. <i>National Socialist Extermination Policies</i> (2000) 128-162.</li> <li>• Simon Kitson, “From Enthusiasm to Disenchantment: The French Police and the Vichy Regime, 1940-1944. <i>Contemporary European History</i>, 11/3 (Aug. 2002): 371-390.</li> </ul>

Oct. 14	<p><u>The West: Occupied France</u></p> <ul style="list-style-type: none"> <li>• Vinen, “Ch. 3: Living With the Enemy”, 99-132.</li> <li>• Vinen, “Ch. 5: Frenchwomen and the Germans”, in <i>The Unfree French</i>, 157-181.</li> <li>• Hanna Diamond, Ch. 6 “Back to Normal” in <i>Fleeing Hitler</i> (2007): 170-202.</li> <li>• Lynne Taylor, “Ch. 7: Pillaging” &amp; “Ch. 8: Black Market and Theft” in <i>Between Resistance and Collaboration</i> (2000): 107-141.</li> </ul>
Oct. 21	<p><u>The West: Resistance</u></p> <ul style="list-style-type: none"> <li>• Bob Moore, “Introduction” in Bob Moore, ed. <i>Resistance in Western Europe</i> (2000): 1-9.</li> <li>• Alan Milward, “The Economic and Strategic Effectiveness of Resistance”, in Stephen Hawes and Ralph White, eds. <i>Resistance in Europe, 1939-1945</i> (1975): 186-203.</li> <li>• MRD Foot, “What Good did Resistance do?” in Stephen Hawes and Ralph White, eds. <i>Resistance in Europe, 1939-1945</i> (1975): 204-220.</li> <li>• Louise Wilmot, “The Channel Islands” in Bob Moore, ed. <i>Resistance in Western Europe</i> (2000): 65-91.</li> <li>• Hans Kirchhoff, “Denmark” in Bob Moore, ed. <i>Resistance in Western Europe</i> (2000): 93-124.</li> <li>• Dick van Galen Last, “The Netherlands” in Bob Moore, ed. <i>Resistance in Western Europe</i> (2000): 189-221.</li> <li>• Robert Gildea, “Resistance, Reprisals and Community in Occupied France” in <i>Transactions of the RHS</i> 13 (2005): 163-185.</li> </ul>
Oct. 28	<p><u>The East: Poland</u></p> <ul style="list-style-type: none"> <li>• Mazower, 63-101.</li> <li>• Timothy Snyder, Ch. 4 “Molotov-Ribbentrop Europe”, in <i>Bloodlands</i> (2010): 119-154.</li> <li>• Klaus-Peter Friedrich, “Land Without a Quisling: Patterns of Cooperation with the Nazi German Occupation Regime in Poland During WWII” in <i>Slavic Review</i> 64/4 (Winter 2005): 711-746.</li> <li>• Jan T. Gross, “Ch. 7: The Texture of Life” in <i>Polish Society Under German Occupation</i> (1979): 160-183.</li> </ul>
Nov. 4	<p><u>The East: The Soviet Union I</u></p> <ul style="list-style-type: none"> <li>• Mazower, 129-178.</li> <li>• Snyder, “Ch. 5: The Economics of Apocalypse”, in <i>Bloodlands</i> (2010): 155-186.</li> <li>• Theo J. Schulte, “Soviet Prisoners of War in the German Army Rear Areas” in <i>The German Army and Nazi Policies in Occupied Russia</i> (1989): 180-210.</li> <li>• Alexander Dallin, “Ch 5: The Administration of the Occupied East” in <i>German Rule in Russia, 1941-1945</i> (1981): 84-103.</li> </ul>
Nov. 11	<p><u>The East: The Soviet Union II</u></p> <ul style="list-style-type: none"> <li>• Alexander Dallin, “Ch. 22: The Church – Lever or Challenge?” in <i>German Rule in Russia, 1941-1945</i> (1981): 472-493.</li> <li>• Alexander Dallin, “Ch. 10: Ostland – Lohse and the Baltic States” in <i>German Rule in Russia, 1941-1945</i> (1981): 182-198.</li> </ul>

	<ul style="list-style-type: none"> <li>• Wendy Lower, “Chs 2 &amp; 3” in <i>Nazi Empire Building and the Ukraine</i> (2005): 30-59.</li> <li>• Anton Weiss-Wendt, “Ch. 3: The Collective Experience of Nazi Occupation” in <i>Murder Without Hatred</i> (2009): 57-83.</li> <li>• Jeff Rutherford, “The Radicalization of German Occupation Policies” in Alex J. Kay, et. al. eds. <i>Nazi Policy on the Eastern Front, 1941</i> (2012): 130-154. Stephan Lehnstaedt, “The Minsk Experience: German Occupiers and Everyday Life in the Capital of Belarus” in Alex J. Kay, et. al. eds. <i>Nazi Policy on the Eastern Front, 1941</i> (2012): 240-266.</li> </ul>
Nov. 18	<p><u>The East: Satellite States, Racialization, Germanization</u></p> <ul style="list-style-type: none"> <li>• Mazower, 179-222; 353-367.</li> <li>• Valdis O. Lumens, “VoMi and the Minorities, III: The War Years,” in <i>Himmler’s Auxiliaries</i> (1993): 217-249.</li> <li>• Wendy Lower, “Ch. 7: Himmler’s Hegewald Colony” in <i>Nazi Empire Building and the Ukraine</i> (2005): 162-179.</li> <li>• Rory Yeomans, “Ch. 8: Eradicating ‘Undesired Elements’: National Regeneration and the Ustasha Regime’s Program to Purify the Nations, 1941-1945,” in Anton Weiss-Wendt and Rory Yeomans, eds., <i>Racial Science in Hitler’s New Europe</i> (2013): 200-236.</li> </ul> <p>❖ Geraldien von Frijtag Drabbe Künzel, “Ch. 3: Germanic Brothers: The Dutch and the Germanization of the Occupied East” in Anton Weiss-Wendt and Rory Yeomans, eds., <i>Racial Science in Hitler’s New Europe</i> (2013): 83-107 . <b>This reading is optional.</b></p>
Nov. 25	<p><u>The East: The Holocaust</u></p> <ul style="list-style-type: none"> <li>• Mazower, 327-340, 368-415.</li> <li>• Thomas Sandkühler, “Anti-Jewish Policy and the Murder of the Jews in the District of Galicia, 1941/42” in Ulrich Herbert, ed. <i>National Socialist Extermination Policies</i> (2000) 104-127.</li> <li>• Erich Haberer, Intention and Feasibility: Reflections on Collaboration and the Final Solution” <i>European Jewish Affairs</i>, v.1/n.2 (2001): 64-81.</li> <li>• Martin C. Dean, “Seizure of Jewish Property and Inter-Agency Rivalry in the Reich and in the Occupied Soviet Territories” in Gerald Feldman and Wolfgang Seibel, eds., <i>Networks of Nazi Persecution</i> (2005): 88-102.</li> <li>• Frank Bajohr, “The Holocaust and Corruption” in Gerald Feldman and Wolfgang Seibel, eds., <i>Networks of Nazi Persecution</i> (2005): 118-138.</li> <li>• Götz Aly, “The Planning Intelligentsia and the ‘Final Solution’” in Omer Bartov, ed., <i>The Holocaust: Origins, Implementation, Aftermath</i> (2000): 94-105.</li> <li>• Christopher Browning, German Technocrats, Jewish Labor, and the Final Solution: A Reply to Götz Aly and Susan Heim” in <i>The Path to Genocide</i> (1992): 59-76.</li> </ul>
Dec. 2	<p><u>The East: Resistance</u></p> <ul style="list-style-type: none"> <li>• Mazower, 446-470.</li> <li>• Kenneth Slepyan, Ch. 2 “Bread and Bullets” &amp; Ch. 3 “Bureaucrats and Generals” in <i>Stalin’s Guerillas</i> (2006): 60-103 &amp; 104-134.</li> </ul>

	<ul style="list-style-type: none"> <li>• Nechama Tec, “Ch. 7: Resistance” in <i>Resilience and Courage: Women, Men and the Holocaust</i> (2003): 256-339.</li> <li>• Christopher Browning, “Conclusion” in <i>Remembering Survival</i> (2010), pp.291-299.</li> </ul>
	WINTER BREAK
Jan. 6	Germany as an Occupied Country? <ul style="list-style-type: none"> <li>• Richard Evans, <i>The Third Reich at War</i>, pp. 420-466.</li> <li>• Noakes and Pridham, (Vol. 4) pp. 120-136, 168-171, 501-539, 571-587.</li> </ul>
Jan. 13	Fallout: Refugees, Retribution, Antisemitism <ul style="list-style-type: none"> <li>• Mazower, 522-550, 553-604.</li> <li>• Atina Grossmann, “A Question of Silence: The Rape of German Women by Occupation Soldiers” in Robert G. Moeller, ed. <i>West Germany Under Construction</i> (1997), pp. 33-52.</li> <li>• Richard Vinen, Excerpts from “Ch. 10: Sunset of Blood” in <i>The Unfree French</i> (2006):329-366.</li> <li>• Peter Romijn, “ ‘Restoration of Confidence’: The Purge of Local Government in the Netherlands as a Problem of Postwar Reconstruction,” in István Deak, Jan T. Gross and Tony Judt, eds. <i>The Politics of Retribution in Europe: WWII and its Aftermath</i>. (2000): 173-192.</li> <li>• Jan T. Gross, Excerpts from “A Tangled Web: Confronting Stereotypes Concerning Relations between Poles, Germans, Jews and Communists,” in István Deak, Jan T. Gross and Tony Judt, eds. <i>The Politics of Retribution in Europe: WWII and its Aftermath</i>. (2000): 104-116.</li> </ul>
Jan. 20	From Occupier to Occupied <ul style="list-style-type: none"> <li>• Richard Bessel, “Ch. 7: The Beginning of the Occupation,” in <i>Germany 1945</i> (2009), pp.169-210.</li> <li>• John H. Herz, “The Fiasco of Denazification,” in <i>Political Science Quarterly</i>, 63/4 (December 1948): 569-594.</li> <li>• Ben Shephard, “Ch. 4: Half the Nationalities of Europe on the March,” in <i>The Long Road Home: The Aftermath of the Second World War</i> (2011): 62-77.</li> <li>• Shephard, “Ch. 6: The Surviving Remnant,” in <i>The Long Road Home: The Aftermath of the Second World War</i> (2011): 97-119.</li> <li>• Shephard, “Ch. 7: “Feed the Brutes?”” in <i>The Long Road Home: The Aftermath of the Second World War</i> (2011): 120-137.</li> <li>• Shephard, “Ch. 15: “The Best Interests of the Child,”” in <i>The Long Road Home: The Aftermath of the Second World War</i> (2011): 305-327.</li> </ul> ❖ Konrad Jarausch, “Ch. 5: Arriving at Democracy,” in <i>After Hitler</i> (2006), pp. 130-155. <i>(This article raises some really intriguing questions about what ‘democratization’ means and how it was accomplished in the Western zone of Germany. It is not mandatory reading, but some of you might find it interesting.)</i>
Jan. 27	TBA
Feb. 3	Research and Writing – NO CLASS
Feb. 10	Research and Writing – NO CLASS

Feb. 17	READING WEEK
Feb. 24	Student Presentations
Mar. 3	Student Presentations
Mar. 10	Student Presentations
Mar. 17	Student Presentations
Mar. 24	Student Presentations
Mar. 31	Student Presentations
Apr. 7	Student Presentations

Students must consult with the instructor concerning absences from tutorial and late assignments worth less than 5% of the final mark.

No electronic devices are allowed during midterms or final exams.

## **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 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)