

THE UNIVERSITY OF WESTERN ONTARIO
HIS 3427E: The Holocaust
Fall/Winter 2016-2017
WL 258
Wednesdays, 6:30-9:30pm

Instructor: Dr. Karen Priestman
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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:

During the Second World War the Nazis destroyed two-thirds of European Jewry. In surveying the history of this genocide, this course explores Nazi policy towards the Jews in the context of German and European anti-Jewish ideology, modern bureaucratic structures, and the varying conditions of war, occupation, and domination in Europe under the Third Reich. Particular attention will be paid to the evolution of the “Final Solution,” the role of specific institutions and non-German collaboration, the motives of the perpetrators, and the reaction of Jews, European populations and governments, the Allies, churches, and anti-Nazi political movements. We will also examine the lasting legacy of the Holocaust, both in Germany and the broader world. Any discussion of the Holocaust necessitates consideration of difficult political and moral issues, including but not limited to: resistance, collaboration, survival, and rescue. Throughout the course, we will make sure to historicize and contextualize the Holocaust, breaking with the notion of the inevitability and inexplicability of the event.

Course Objectives:

- Students’ understanding of the Holocaust will be broadened and placed in its historical context.
- Students will become aware of the complex political and moral issues arising from a study of the Holocaust.
- Students’ analytical and writing skills through significant engagement with primary and secondary sources.
- Students’ skills of oral expression through class discussions.

Required Books:

Main Textbooks:

- Doris Bergen, *War and Genocide: A Concise History of the Holocaust*. 3rd Edition. (Rowman and Littlefield, 2016).

Required Supplemental:

- Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. (Harper Collins, 2007).
- Other readings available on Owl.

Optional Books:

- Yehuda Bauer, *Rethinking the Holocaust*. (Yale, 2000).
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. (8th ed., Bedford/St. Martin's 2015).

NOTE: It is perfectly acceptable to buy a used and/or earlier version of any or all of these books. Abebooks.com is an excellent source for cheap history books. Amazon.ca is also always reliable, but pricier.

Evaluation:

Participation:		20%
Holocaust on Film:	28 September	3%
Architecture of Doom	12 October	2%
Summary Paper (Browning):	9 November	10%
Mid-term exam:	December exam period	15%
Proposal and Bibliography:	25 January	5%
Workshop:	15 February	5%
Research Essay:	5 April	25%
Final exam:	April exam period	15%

Assignments

Participation:

Participation in tutorial is a key component of the student's final mark. In order to participate effectively students must complete the readings for each tutorial. Simple attendance does not ensure a passing participation grade. In assigning a participation mark, I evaluate quality, rather than quantity. It is not necessarily the volume of remarks made that earns a high mark, but whether your comments and questions have stimulated discussion and led to a deeper understanding of the material and subject at hand. Like any other assignment, an 'A' in tutorial is earned through consistent outstanding performance. ***Simply attending tutorial without participating will not result in a passing grade. As a general rule, I assign a 4/10 to those who attend but do not participate in discussion.*** Participation in tutorial discussions is meant to enhance your ability to communicate orally. This requires you to become comfortable speaking in public as well as formulate an argument and articulate it convincingly.

****Students are encouraged to peruse the USHMM (United States Holocaust Memorial Museum) project, *Unfolding History*. Through this initiative, the museum is collecting and organizing contemporaneous American press reports on several Holocaust-related topics. On the three days indicated on the syllabus, I will be asking questions about how the American press perceived the events we are discussing. Though your participation in this project is not mandatory, doing so will boost your participation grade. More details will be given in class.**

******For those who have difficulty participating in class discussions, you can substitute a more elaborate version of this assignment for up to 9% of your tutorial grade, but you must arrange this with me by the end of September.***

The Holocaust on Film: (DUE: 28 September 2016)

On your own time, you will watch one Holocaust film. The film must be fiction (not a documentary) and its main subject must be the Holocaust. Googling "Holocaust movies" will bring up several sites which will give you many suggestions. If you are unsure about whether a particular film is acceptable, please see me.

After watching the film, you will record your reaction to it. Why did you choose this particular film? What did you learn about the Holocaust from this film? As a portrayal of the Holocaust, what are its strengths and weaknesses? Would you recommend this film to a friend? Why or why not? Be sure to also note the film's title, running time, release date, director, and country of origin at the top of your assignment. This assignment should be 1-2 pages long, single-spaced. It is due in-class on 28 September 2015 and will be graded on a complete/incomplete basis. ***Late assignments will not be accepted.***

*****You must keep this assignment (at least an electronic version) as you will need it for the discussion to be held in the final class in April.*****

Architecture of Doom: (DUE: 12 October 2016)

In-class on Tuesday, 5 October, we will watch the documentary, *The Architecture of Doom*. You will then write a summary of it, answering the following questions: What is the argument of the documentary? What evidence does it use? Is it convincing? This assignment should be 2 pages long, single-spaced. It is due in class on 12 October 2016 and will be graded on a complete/incomplete basis. ***Late assignments will not be accepted.***

****You may choose to watch this documentary on your own time instead of in class (it is available on YouTube in 10-minute sections), however, you must make sure you watch it in time to submit your summary on the due date.****

Summary Paper: (DUE: 9 November 2016)

Students are required to read Christopher Browning's *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* in its entirety. Students are required to write a summary paper of no more than ten pages double-spaced on *Ordinary Men*. Though this may seem like a very simple task, summaries require considerable skill. Students must accurately relate the contents of the book in very few pages. This means you must correctly identify the essential information and omit all non-essential information. Only if you truly understand Browning's book will your summary be accurate. Most of the paper should be devoted to identifying and summarizing Browning's argument. A smaller portion of the paper should be devoted to articulating what you think is significant about this book and its argument. What contribution does this book make to Holocaust history as a whole?

****Please Note: Late papers will be assessed a 10% penalty on the first day.**** Thereafter, the late penalty will be assessed as usual (2% per calendar day). This is because we will be having a discussion on the book on November 9th, so everyone must have the book read by then.

Proposal and Bibliography: (DUE: 25 January 2017)

Students are required to submit a 500-word proposal outlining your chosen essay topic, a working thesis, and possible arguments to support that thesis. It is understood that this thesis is likely to change as you complete more research and come to better understand your topic. This proposal must be accompanied by a bibliography listing at least eight (8) sources [2-3 articles count as one (1) source]. This assignment is intended to ensure you are thinking about your topic early in second semester as well as provide an opportunity for feedback. The earlier you begin thinking about your paper in a concrete way, the more likely it is that you will produce a paper you are proud of and will learn something from.

Choosing a Topic:

I encourage you to explore all of your options – don't just choose your topic based on a lecture or tutorial we've already had. Look through the entire syllabus before considering a topic. Peruse your textbooks – look through the table of contents and read a few pages here and there when something piques your interest. Go to the library (physically go there!) and wander through the German history section. Pick up a book now and then that looks interesting, look through its table of contents, maybe read a bit of the introduction. All of these things will help you to choose a topic that truly interests you and will make writing your paper a more enjoyable experience. If you are having difficulty choosing a topic, formulating a research question, or are concerned about the suitability of your topic, please come and see me.

Workshop - Photographing the Holocaust: (15 February 2016)

On February 15th, the entire class period will be devoted to the subject of photographs, specifically, photographs as historical sources. Students will be given a group of photographs and must answer a series of questions about them. (Those answers will be written out and submitted for grading). In class we will engage in a series of activities to help us explore this important and sometimes problematic source. More instructions will be given in class.

Research Essay: (DUE: 5 April 2017)

Students are required to submit a 10-12 page (double spaced) research essay on a topic of their choosing pertaining to the Holocaust. This essay should utilize at least eight (8) monograph-length secondary sources (2-3 articles count as one source). Primary sources are not required, but are not prohibited either. Research essays should include a title page and bibliography. ***You must also attach your marked proposal and bibliography to your essay.***

Students are required to submit their research essays to Turnitin.com (the link is under 'Assignments' on Owl).

Midterm and Final Exam:

The midterm will be held in the December exam period and the final exam will be held in the April exam period. Both will be standard history exams, consisting of some combination of short answers and essay questions. Both will be 2 hours long. The final exam is not cumulative. More details will be given on both exams in the review sessions at the end of each semester.

Late Penalties:

Unless otherwise noted, all late assignments will be penalized **2% per calendar day** (this includes weekends).

Other Matters:

Unless otherwise noted, all assignments should be double-spaced using 12 point Times New Roman font.

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.

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.

Schedule of Lectures at a Glance (subject to change)

Sept. 14	Introduction	
Sept. 21	A History of Antisemitism	Discussion 1a
Sept. 28	The Interwar Years, Hitler's Rise to Power	Discussion 1b
Oct. 5	Film: The Architecture of Doom	
Oct. 12	The Institutionalization of Racism	Discussion 2a
Oct. 19	Sterilization: The Persecution of 'Asocials'	Discussion 2b
Oct. 26	Euthanasia: 'Life Unworthy of Life'	Discussion 3a
Nov. 2	From Partial to Total Genocide	Discussion 3b
Nov. 9	The Police State and Camp System	Discussion 4a
Nov. 16	The Machinery of Destruction	Discussion 4b
Nov. 23	The Holocaust in Occupied Europe	Discussion 5a
Nov.30	The Holocaust in North Africa	Discussion 5b
Dec. 7	Overflow + Review	
WINTER BREAK		
Jan. 11	Victims: Marginalization, Ghettos, Camps	Discussion 6a
Jan. 18	Victims: Resistance and Other Responses	Discussion 6b
Jan. 25	The 'Other' Victims	Discussion 7a
Feb. 1	Bystanders: Press Reports	Discussion 7b
Feb. 8	Bystanders: Allied Nations	Discussion 8a
Feb. 15	Workshop: Photographing the Holocaust	
Feb. 22	READING WEEK – NO CLASS	
Mar. 1	Rescue: Obstacles and Opportunities	Discussion 8b
Mar. 8	The End of the Holocaust	Discussion 9a
Mar. 15	Guest Speaker	
Mar. 22	Discussion on Guest Speaker Holocaust Denial	
Mar. 29	Postwar Justice, Retribution, Remembering and Forgetting	Discussion 9b
April 5	The Holocaust on Film Discussion + Review	

Detailed Schedule of Lectures, Discussions, and Readings
(subject to change)

***Other than the assigned textbooks, all readings can be found on Owl

Date	Lecture Topic and Readings	Discussion Topic and Readings
Sept. 14	Introduction, Themes of the Course <ul style="list-style-type: none"> • Doris Bergen, <i>War and Genocide: A Concise History of the Holocaust</i>, vii-x. 	
Sept. 21	A History of Antisemitism <ul style="list-style-type: none"> • Bergen, Ch. 1, pp. 1-28. 	Discussion #1: Group A - European, German, and Nazi Antisemitism <ul style="list-style-type: none"> • Bernard Lewis, <i>Anti-Semites</i>.” • Wilhelm Marr, “The Victory of Judaism over Germandom.” • Karl Eugen Duehring, “The Question of the Jew is a Question of Race.” • Edouard-Adolphe Drumont, “Jewish France.” • Houston Stewart Chamberlain, “The Foundations of the Twentieth Century.” • Adolf Hitler, “A Letter on the Jewish Question.” • Adolf Hitler, “Nation and Race.”
Sept. 28	The Interwar Years and Hitler’s Rise to Power <ul style="list-style-type: none"> • Bergen, Ch. 2, pp. 29-50. <ul style="list-style-type: none"> ➤ Holocaust on Film Due 	Discussion #1: Group B - European, German, and Nazi Antisemitism See above for readings.
Oct. 5	Film: The Architecture of Doom	
Oct. 12	The Institutionalization of Racism <ul style="list-style-type: none"> • Bergen, Ch. 3 & Ch. 4, pp. 51-100. • “Nuremberg Law for the Protection of the German Blood and of the German Honour of 15 September 1935.” ❖ USHMM Unfolding History – The Nuremberg Laws or Kristallnacht ➤ Architecture of Doom Assignment Due 	Discussion #2: Group A - The Prewar Years in Germany <ul style="list-style-type: none"> • Victor Klemperer, <i>I Will Bear Witness</i>, excerpts. Owl. • Henrik Eberle and Victoria Harris, eds. <i>Letters to Hitler</i>, excerpts. • Joshua M. Greene and Shiva Kumar, eds. <i>Witness: Voices from the Holocaust</i>, excerpts. • Jurgen Matthaus, <i>Jewish Responses to Persecution</i>, excerpts.
Oct. 19	Sterilization: The Persecution of ‘Asocials’ <ul style="list-style-type: none"> • Bergen, Ch. 5, 101-133 	Discussion #2: Group B - The Prewar Years in Germany

Oct. 26	Euthanasia: 'Life Unworthy of Life'	Discussion #3: Group A - The Racial State/Utopia <ul style="list-style-type: none"> Henry Friedlander, "The Opening Act of Genocide." Robert Jay Lifton, "The Nazi Doctors". Klemperer, excerpts. <i>Letters to Hitler</i>, excerpts. Ruth Andreas-Friedrich, <i>Berlin Underground</i>, excerpts. <i>Witness: Voices from the Holocaust</i>, excerpts.
Nov. 2	From Partial to Total Genocide <ul style="list-style-type: none"> Bergen, Ch 7, pp. 167-196. 	Discussion #3: Group B - The Racial State/Utopia
Nov. 9	The Police State and the Camp System <ul style="list-style-type: none"> ❖ USHMM Unfolding History – Dachau Opens <ul style="list-style-type: none"> ➤ Ordinary Men Summary Due 	Discussion # 4: Group A – Ordinary Men
Nov. 16	The Machinery of Destruction <ul style="list-style-type: none"> "Special Duties, Commissar Decree, Guidelines by Heydrich." (This is actually 3 separate documents in one pdf file.) "Göring Order for the 'Final Solution'." 	Discussion # 4: Group B – Ordinary Men
Nov. 23	The Holocaust in Occupied Europe <ul style="list-style-type: none"> Bergen, Ch. 6, pp. 135-165. Iaonid, Radu. "Occupied and Satellite States." Peter Hayes and John K. Roth, eds. <i>The Oxford Handbook of Holocaust Studies</i>. 	Discussion #4: Group A - The Concentration and Death Camps <ul style="list-style-type: none"> Terrence Des Pres, "The Will to Survive." Primo Levi, "The Gray Zone." Zoe Waxman, "Women and the Holocaust." Klemperer, excerpts. <i>Witness: Voices from the Holocaust</i>, excerpts. Marian Turski, <i>Polish Witnesses to the Shoah</i>, excerpts. <i>Berlin Underground</i>, excerpts. Samuel Pisar, <i>Of Blood and Hope</i>, excerpts. Joseph Kermish, <i>Selected Documents from the Oneg Shabbat</i>, excerpts. Gideon Grief, ed. <i>We Wept Without Tears</i>, excerpts.
Nov. 30	The Holocaust in North Africa	Discussion #5: Group B – Ordinary Men
Dec. 7	Overflow + Review	
WINTER BREAK		

Jan. 11	Victims: Marginalization, Ghettos, and Camps	Discussion #6: Group A - Perpetrators <ul style="list-style-type: none"> • Ernst Klee, et. al., eds. <i>The Good Old Days</i>, excerpts. • “Hitler’s Reichstag Speech.” • “Himmler on the Treatment of Ethnic Minorities.” • “Excerpts from Letters From Photographer in PB 105.” • “Protocol of the Wannsee Conference, January 20, 1942.” • “The So-Called Jäger Report.” • “From a Speech by Himmler in Poznan.”
Jan. 18	The Victims: Resistance and Responses <ul style="list-style-type: none"> • Bergen, Ch. 7, pp. 203-214. ❖ USHMM Unfolding History – Warsaw Ghetto Uprising 	Discussion #6: Group B - Perpetrators
Jan. 25	The ‘Other’ Victims <ul style="list-style-type: none"> • Bergen, Ch. 7, pp. 196-203. • Giles, Geoffrey J. “The Most Unkindest Cut of All: Castration, Homosexuality and Nazi Justice.” <i>Journal of Contemporary History</i>, Vol. 27, No.1 (Jan. 1992): 41-61. • Zimmermann, Michael. “The National Socialist ‘Solution of the Gypsy Question.’” Ulrich Herbert, ed. <i>National Socialist Extermination Policies</i>. ➤ Proposal Due 	Discussion #7: Group A - Ghettos <ul style="list-style-type: none"> • Dan Diner, “Why the Jewish Councils Cooperated.” Owl • Adam Czerniakow, <i>The Warsaw Diaries of Adam Czerniakow</i>, excerpts. • <i>Oneg Shabbat</i>, excerpts. • Alexandra Zapruder, ed. <i>Salvaged Pages</i>, excerpts. • “Rumkowski’s Address at the time of the Deportation of the Children from Lodz Ghetto, September 4, 1942.”
Feb. 1	Bystanders: Press Reports <ul style="list-style-type: none"> • Berel Lang, “‘Not Enough vs. Plenty’ – Which did Pope Pius XII?” Owl. 	Discussion #7: Group B - Ghettos
Feb. 10	Bystanders: Allied Responses <ul style="list-style-type: none"> • Raoul Wallenberg, “Excerpts.” 	Discussion #8: Group A - Hiding, Passing, Helping <ul style="list-style-type: none"> • Klemperer, excerpts. • Beate Kosmala, “The Rescue of Jews, 1941-1945 – Resistance by Quite Ordinary Germans.” • <i>Witness: Voices from the Holocaust</i>, excerpts. Owl • <i>Polish Witnesses</i>, excerpts. • Richard C. Lukas, ed. <i>Out of the Inferno</i>, excerpts. Owl • Peruse the “Personal Histories” online exhibition of the United States Holocaust Memorial Museum. Read whatever interests you, but be sure you are reading about Jewish victims. This exhibition can be found at: http://www.ushmm.org/exhibition/personal-history/
Feb. 15	Workshop: Photographing the Holocaust	
Feb. 22	READING WEEK	

Mar. 1	Rescue: Obstacles and Opportunities	Discussion #8: Group B - Hiding, Passing, Helping
Mar. 8	The End of the Holocaust <ul style="list-style-type: none"> Bergen, Ch. 8 & Conclusion, pp. 215-233. 	Discussion #9: Group A - The End/Postwar Years <ul style="list-style-type: none"> Klemperer, excerpts. Owl <i>Witness: Voices from the Holocaust</i>, excerpts. <i>Polish Witnesses</i>, excerpts. <i>We Wept Without Tears</i>, excerpts. <i>Of Blood and Hope</i>, excerpts. <i>Salvaged Pages</i>, excerpts.
Mar. 15	Guest Speaker	
Mar. 22	Discussion on Guest Speaker Lecture: Holocaust Denial <ul style="list-style-type: none"> Liptstadt, Deborah. "Canaries in the Mine: Holocaust Denial and the Limited Power of Reason." <i>Denying the Holocaust</i>. 	
April 5	Postwar Justice, Retribution, Remembering and Forgetting <ul style="list-style-type: none"> Hanna Yablonka, "The Development of Holocaust Consciousness in Israel: The Nuremberg, Kapos, Kastner, and Eichmann Trials." <i>Israel Studies</i>, Vol. 8, No. 3 (Fall 2003): 1-24. Young, James E. "Germany's Holocaust Problem – and Mine." <i>The Public Historian</i>. Vol. 24, No. 4, (Fall, 2002): 65-80. Cole, Tim. "Prologue: The Rise (and Fall?) Of the Myth of the 'Holocaust.'" <i>Selling the Holocaust</i>. 	Discussion #9: Group B - The End/Postwar Years
April 6	Discussion: The Holocaust on Film +Review <ul style="list-style-type: none"> ➤ Research Paper Due 	Instructions for Discussion: The Holocaust on Film (The entire class will have this discussion together) On your own time, you will re-watch the Holocaust film you watched in September. Reflect again on the film, as you did in September. Write your reflections down (you will not hand it in this time). Note whether your thoughts and reactions have changed since September. In class we will discuss the films you watched and their value as representations of the Holocaust.

ADDITIONAL STATEMENTS

The Dean has exempted this course from Senate regulation (2016 04) which reads: "At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus." See the full text at:

http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

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

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 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