

THE UNIVERSITY OF WESTERN ONTARIO
HIS 4492E: The Nazi Occupation of Europe
STVH 1119
Tuesdays, 11:30-2:30pm

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:

Participation:		30%
Proposal & Bibliography (see below for grade breakdown)		26%
Paper Critiques:	TBA	6%
Oral Presentation:	TBA	8%
Research Paper:	26 February	20%
Final/Response Paper:	4 April	10%

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. Prepare a research proposal and annotated bibliography.

This assignment includes several steps; outlined below. The early stages of writing a paper – forming an idea, conducting research, developing a thesis – are just as important as the writing and revising of that paper. Without adequate preparation, the final product will suffer. In light of this, students will complete a series of assignments that will lead you through the various stages of research and conceptualization. The end product of this process, ideally, will be a sophisticated and well-conceived proposal and bibliography. The various steps of this assignment will be discussed in detail in class.

The steps:

- a. Library Assignment – 3%
On Tuesday, October 4th, the entire class will participate in a workshop at the Weldon Library, led by history's subject-area librarian, Elizabeth Mantz. Students will complete a short assignment related to this workshop. This assignment will be graded on a complete/incomplete basis and is worth 3% of your final grade.
- b. Research Question Assignment – 3%
Students will formulate a research question of 1-2 sentences that should demonstrate the potential for intriguing and analytical answers. This assignment must be submitted in your his 4492E Dropbox (on OWL) by 11:59am on Friday, 21 October. This assignment will be graded on a complete/incomplete basis and is worth 3% of your final grade.
- c. Preliminary Bibliography Assignment: IN-CLASS ACTIVITY – no grade.
Students will submit a preliminary bibliography and revised research question to their online Dropbox by 11:59am on Friday, 11 November. Students will bring a paper copy of this assignment to class on Tuesday, 15 November. We will spend the entirety of this class session discussing the strengths and weaknesses of these preliminary bibliographies. ***Failure to attend this session will result in the forfeiture of 50% of your Bibliography grade (so, 5% of your final grade).***
- d. Thesis Statement and Partially Annotated Bibliography – 10%
Based on the feedback given by the professor and fellow classmates, students will submit their research question, thesis statement, and annotated bibliography in class on Tuesday November 29th. Students must annotate four of the secondary sources included on their bibliography. In addition, students must provide a detailed annotation of their primary sources. The most crucial element of this assignment is proving that you have found an adequate volume of appropriate and relevant primary sources upon which to base your research paper. *If this minimum*

is not met, I reserve the right to ask for a resubmission before I grade this assignment. Students cannot proceed with their proposed paper until I am satisfied that an adequate base of primary sources exists.

- e. Preliminary Outline: IN-CLASS ACTIVITY – no grade.
Students will submit a Preliminary Outline to Owl by 11:59pm on Sunday, 15 January. On 17 January, students will bring a paper copy of that Preliminary Outline to class. It will include your Research Question, Thesis Statement (revised), Arguments, Supporting Evidence, and Bibliography (with annotations completed in November). As a class, we will work through these outlines and evaluate their feasibility. Students will use the feedback received in this session to prepare their formal outline. ***Failure to attend this session will result in the forfeiture of 50% of your Formal Outline grade (so, 5% of your final grade).***
- f. Formal Outline – 10%
This is the last opportunity you have to receive feedback before your completed paper is due. This outline should be as detailed as possible and incorporate the feedback provided by your peers and instructor in the 17 January class session, where appropriate. Students will submit their Preliminary Outline with their Formal Outline.

Please Note: *As a bonus, you can include your introduction and I will provide substantial feedback but it will not affect your grade and it is not a requirement of the assignment.*

Phew! By the end of this process, the majority of your research should be complete, you should have a carefully considered research question, and a compelling and analytical thesis. Your arguments should be formulated and your evidence should be in order. You might even have your introduction done! Now you have 4 weeks to put your outline into sentences, fill in any remaining gaps in your research and revise, revise, revise! Good luck! (Oh, and start thinking about your presentations!)

4. Submit a research paper of between 20 and 25 pages, double-spaced, including references and bibliography. You should submit this to Dropbox on Owl by 11:59pm on February 26th. 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 research paper is submitted 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. Each student will critique 3 papers at 2% each: = 6% total.

7. Submit a final paper to the instructor. Using suggestions made by the instructor, reviews, and in-class discussion, students will revise and re-submit their papers. Students are required to re-submit the first research 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. The success of this course rests on each individual's consistent engagement with the readings and their colleagues' ideas. The aim in seminar discussions is to explore ideas, stimulate discussion, and clarify points of confusion. 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' is earned through consistent outstanding performance. *Simply attending class 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 seminar 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.

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 various stages of the Proposal and Bibliography, missing submission guidelines will result in poor or no feedback and will therefore significantly affect the quality of the final product.

Other:

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

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

Date	Discussion Topic and Readings
Sept. 13	Introduction: Expectations, Organization, Evaluation
Sept. 20	<p>Establishing the New Order</p> <ul style="list-style-type: none"> • Mazower, 1-63 + maps • David Furber, “Near as Far in The Colonies: The Nazi Occupation of Poland” <i>International History Review</i>, 26/3 (Sept. 2004): 541-579. • Norman Rich, Ch. 1: The Ideology of Expansion” ” in <i>Hitler’s War Aims</i>, vol. 1 (1973): 3-10. • Norman Rich, “Ch. 2: The Ethnic Germans” in <i>Hitler’s War Aims</i>, vol. 2 (1974): 13-26. • J. Noakes and G. Pridham, eds. <i>Nazism, 1919-1945: A Documentary Reader</i>, vol. 3 (1988): 610-618; 680-687. <p>For Reference: (You should print these out and bring them with you)</p> <ul style="list-style-type: none"> • Familiarize yourself with the maps in Mazower • Party and State Organization Chart (1 pg.) • Lozowick Party and State Organization (1 pg.) • SS Organization and Ranks (6 pgs.) • Biographical Sketches (20 pgs.)
Sept. 27	<p>The Acronyms of Administration</p> <ul style="list-style-type: none"> • Mazower, 223-256, 294-318. • Norman Rich, “Ch. 5: Instruments of Control: The State,” “Ch. 6: Instruments of Control: Racial Offices,” and “Ch 7: Instruments of Control: The Economy,” in <i>Hitler’s War Aims</i>, vol. 1 (1973): 38-58. • Noakes & Pridham, vol. 3 (1988): 875-888; 900-911. <p><i>*Review and bring to class the reference material from last week.</i></p>
Oct. 4	Library Trip – the entire class will meet in the foyer of the Weldon Library at the beginning of class.

<p>Oct. 11</p>	<p><u>The West: Belgium and the Netherlands</u></p> <ul style="list-style-type: none"> • Mazower, 102-107. • Summary of Werner Rings: Resistance and Collaboration. • Jennifer Foray, “The ‘Clean Wehrmacht’ in the German-occupied Netherlands, 1940-45” <i>Journal of Contemporary History</i>, 45/4 (2010): 768-787. • Dick van Galen Last, “The Netherlands” in Bob Moore, ed. <i>Resistance in Western Europe</i> (2000): 189-207. (Article continues to p. 221, read only to p. 207) • Dan Michmann, “The Uniqueness of the Joodse Raad” in <i>Dutch Jewish History</i>, v. 3. • 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. • Lynne Taylor, “Ch. 7: Pillaging” & “Ch. 8: Black Market and Theft” in <i>Between Resistance and Collaboration</i> (2000): 107-141.
<p>Oct. 18</p>	<p><u>The West: Norway, Denmark, the Channel Islands</u></p> <ul style="list-style-type: none"> • Joachim Lund, “Denmark and the ‘European New Order’ “ <i>Contemporary European History</i>, 13/3 (Aug. 2004): 305-321. • Richard Petrow, “Ch 8: The Civilian Front in Norway” in <i>The Bitter Years</i> (1974): 99-117. • Louise Wilmot, “The Channel Islands” in Bob Moore, ed. <i>Resistance in Western Europe</i> (2000): 65-91. • Other readings TBA <p><i>*Library Assignment Due</i> <i>*Research Question Due: Friday, Oct. 21 at 11:59am.</i></p>
<p>Oct. 25</p>	<p><u>The West: France I</u></p> <ul style="list-style-type: none"> • Mazower, 416-445 • Richard Vinen, Ch, 2 “Vichy” in <i>The Unfree French</i> (2006): 45-98. • 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. • P. Griffioen and R. Zeller, Anti-Jewish Policy and Organization of the Deportations in France and the Netherlands,” <i>Holocaust and Genocide Studies</i>, 20/3 (Winter 20016): 437-473. <p><i>*Research Question Return</i></p>

<p>Nov.1</p>	<p><u>The West: France II</u></p> <ul style="list-style-type: none"> • Vinen, “Ch. 3: Living With the Enemy”, in <i>The Unfree French</i>, 99-132. • Vinen, “Ch. 5: Frenchwomen and the Germans”, in <i>The Unfree French</i>, 157-181. • Hanna Diamond, Ch. 6 “Back to Normal” in <i>Fleeing Hitler</i> (2007): 170-202. • Robert Gildea, “Resistance, Reprisals and Community in Occupied France” in <i>Transactions of the RHS</i> 13 (2005): 163-185. • Other readings TBA
<p>Nov. 8</p>	<p><u>The Southeast: The Balkans</u></p> <ul style="list-style-type: none"> • Mazower, 327-367 • 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. • Mark Mazower, Excerpts from <i>Inside Hitler’s Greece</i> (1993). • Other readings TBA <p><i>*Revised Research Question and Preliminary Bibliography Due: Friday, 11 November at 11:59am.</i></p>
<p>Nov. 15</p>	<p>CLASS DISCUSSION – Research Question and Preliminary Bibliography</p> <ul style="list-style-type: none"> • Students must bring a paper copy of their Research Question and Preliminary Bibliography to class. • <i>Failure to attend this class will result in a forfeiture of 50% of your grade for this assignment (5% of your final grade).</i> <p><i>*Since we are 1/3 of the way through our discussions, I will post your participation grades on Owl this week.</i></p>
<p>Nov. 22</p>	<p><u>The East: Poland I</u></p> <ul style="list-style-type: none"> • Mazower, 63-101; 177-222. • Robert Koehl, “Ch 3: Problems in the Field,” in <i>RKFDV: German Resettlement Policy</i> (1957): 89-126. • 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. • Catherine Epstein, Excerpts from <i>Model Nazi</i>. • Mary Fulbrook, Excerpts from <i>A Small Town Near Auschwitz</i> (2012)

<p>Nov. 29</p>	<p><u>The East: Poland II</u></p> <ul style="list-style-type: none"> • Mazower, 368-415 • Richard Lukas, Excerpts from <i>Forgotten Holocaust</i>. • 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. • Stephen Lehnstaedt, “Coercion and Incentive: Jewish Ghetto Labor in East Upper Silesia,” <i>Holocaust and Genocide Studies</i>, 24/3 (Winter 2010): 400-430. • 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. • Other readings TBA <p><i>*Thesis Statement and Partially Annotated Bibliography Due in-class. I reserve the right to require a re-submission (without grading it) of this assignment if either the Thesis Statement or Primary Sources are not viable. If required, this re-submission will be due on Friday, 2 December at 11:59am.</i></p>
<p>Dec. 6</p>	<p><u>The East: The Baltic States</u></p> <ul style="list-style-type: none"> • Mazower, 446-460. • Alexander Dallin, “Ch. 10: Ostland – Lohse and the Baltic States” in <i>German Rule in Russia, 1941-1945</i> (1981): 182-198. • Anton Weiss-Wendt, “Ch. 3: The Collective Experience of Nazi Occupation” in <i>Murder Without Hatred</i> (2009): 57-83. • Erich Haberer, “Intention and Feasibility: Reflections on Collaboration and the Final Solution” <i>European Jewish Affairs</i>, v.1/n.2 (2001): 64-81. • Other readings TBA <p><i>*Thesis and Annotated Bibliography Return</i></p>
<p>WINTER BREAK</p>	

<p>Jan. 10</p>	<p><u>The East: The Soviet Union I</u></p> <ul style="list-style-type: none"> • Mazower, 129-178; 461-470. • Snyder, “Ch. 5: The Economics of Apocalypse”, in <i>Bloodlands</i> (2010): 155-186. • 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. • Alexander Dallin, “Ch 5: The Administration of the Occupied East” in <i>German Rule in Russia, 1941-1945</i> (1981): 84-103. • Other readings TBA <p><i>*Preliminary Outlines due: Sunday, 15 January at 11:59pm.</i></p>
<p>Jan. 17</p>	<p>CLASS DISCUSSION – Preliminary Outlines</p> <ul style="list-style-type: none"> • Students will bring paper copies of their Preliminary Outlines to class for group discussion. • <i>Failure to attend this class will result in a forfeiture of 50% of your grade for this assignment (5% of your final grade).</i>
<p>Jan. 24</p>	<p><u>The East: The Soviet Union II</u></p> <ul style="list-style-type: none"> • Alexander Dallin, “Ch. 22: The Church – Lever or Challenge?” in <i>German Rule in Russia, 1941-1945</i> (1981): 472-493. • Wendy Lower, “Chs 2 & 3” in <i>Nazi Empire Building and the Ukraine</i> (2005): 30-59. • 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. • Wendy Lower, “Ch. 7: Himmler’s Hegewald Colony” in <i>Nazi Empire Building and the Ukraine</i> (2005): 162-179. <p><i>*Preliminary Outline return.</i> <i>*Formal Outlines due: Friday, 27 January at 11:59am.</i></p>
<p>Jan. 31</p>	<p><u>The East: The Seige of Leningrad and Partisan Activity</u></p> <ul style="list-style-type: none"> • Kenneth Slepyan, Ch. 2 “Bread and Bullets” & Ch. 3 “Bureaucrats and Generals” in <i>Stalin’s Guerillas</i> (2006): 60-103 & 104-134. • Nechama Tec, “Ch. 7: Resistance” in <i>Resilience and Courage: Women, Men and the Holocaust</i> (2003): 256-339. • Anna Reid, Excerpts from <i>Leningrad: The Epic Siege of WWII</i>. • Vera Inber, Excerpts from <i>Leningrad Diary</i>. <p><i>*Formal Outline Return</i></p>

Feb. 7	<p>Fallout: Refugees, Retribution, Antisemitism</p> <ul style="list-style-type: none"> • Mazower, 522-550, 553-604. • 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. • Richard Vinen, Excerpts from “Ch. 10: Sunset of Blood” in <i>The Unfree French</i> (2006):329-366. • 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. • 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.
Feb. 14	<p>From Occupier to Occupied</p> <ul style="list-style-type: none"> • Richard Bessel, “Ch. 7: The Beginning of the Occupation,” in <i>Germany 1945</i> (2009), pp.169-210. • John H. Herz, “The Fiasco of Denazification,” in <i>Political Science Quarterly</i>, 63/4 (December 1948): 569-594. • 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. • Shephard, “Ch. 6: The Surviving Remnant,” in <i>The Long Road Home: The Aftermath of the Second World War</i> (2011): 97-119. • Shephard, “Ch. 7: “Feed the Brutes?” in <i>The Long Road Home: The Aftermath of the Second World War</i> (2011): 120-137. • 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. <p>❖ 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>)</p>
Feb. 21	READING WEEK
Feb. 28	Student Presentations
Mar. 7	Student Presentations
Mar. 14	Student Presentations
Mar. 21	Student Presentations
Mar. 28	Student Presentations
Apr. 4	Student Presentations

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

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 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