

History 3415E
Modern Germany, 1815 to the Present
(UCC-65, Monday 2:30-4:30 pm, and Wednesday 4:30-5:30 pm)

Instructor: Eli Nathans
Office: Lawson 2217
Office Telephone: 661-2111, ext. 84977
Email: enathans@uwo.ca (email checked Monday through Friday in the morning,
and periodically at other times during the week)
Office Hours: Tuesdays 1:30 to 3:30 and by appointment

*Unity and Law and Freedom
For the German Fatherland!
For this let us strive
As brothers, with heart and hand!
Unity and Law and Freedom
Are the guarantees of happiness and good fortune.
Bloom in the glow of this happiness,
Bloom, German Fatherland!*

The Deutschlandlied (also known as "Deutschland, Deutschland über alles") was composed in 1841 by August Heinrich Hoffmann von Fallersleben. It was from the 1890s the unofficial, from 1922 the official, national anthem. The last stanza, above, has been since 1952 the national hymn of the Federal Republic of Germany.

Fascism also has deep and perhaps indestructible roots in human nature; for its essence is force. It is in physical and mental oppression that fascism believes; this is what it practices, loves, honors, and glorifies. Oppression is not only the ultimate goal but the first principle"

Thomas Mann, *The Coming Victory of Democracy* (1938).

Course Objectives:

This course analyzes the cataclysmic history of modern Germany. It examines the various forms taken by the conflict between liberalism and reaction in the first two thirds of the nineteenth century; the changes caused by industrialization; the political, economic, and cultural tensions of the Kaiserreich; the causes and consequences of the First World War; the reasons for the weakness of the Weimar Republic; the rise of Nazism and Nazi rule; the different ways in which the two post-war German states transformed (or sought to transform) German society; and the challenges facing Germany in the post-unification era. The course focuses in particular on how divisions in German society influenced political decisions and individual lives, and how these divisions changed over time.

Learning Outcomes:

By the end of this course students will be able to:

Explain the causes and consequences of, and relationships between, key institutions, events, and processes of historical change in modern German history, including the military defeat of the German states by France at the start of the nineteenth century; the growing attraction of nationalism and liberalism; the revolution of 1848 and the creation of a unified German nation; industrialization; the political structures of the new German state; changing gender roles and expectations; class conflicts; the events leading to the First World War and the effects of this war on German society and government; the rise of Nazism, the nature of Nazi rule, and the Second World War; the social and political institutions and practices of the German states created in 1949; and the causes and consequences of reunification;

Evaluate primary sources, demonstrating an ability to explain the meanings they contain and their historical significance;

Construct analytic, logical, and clear historical arguments in essays;

Make informed, constructive, and concise contributions to discussions of complex subjects.

Grading Template:

Grading:

| | |
|--|----|
| Mid-term Examination | 20 |
| Final Examination | 20 |
| Fall Term Essay | 20 |
| Winter Term Essay | 20 |
| Class participation and in-class writing assignments | 20 |

Discussion of course requirements:

The course will have both a mid-term and a final examination. Each examination will count for 20% of the class grade. Both examinations will be held during the regular examination period at the end of each semester; this will take place between December 10 and 21 in the fall semester and between April 14 and 30 at the end of the academic year. The exact date and time will be determined by the registrar after the start of each semester. Please do not plan to be away from campus during these periods until you learn the date of the exams.

Both the mid-term and final examinations will consist of essay questions and identifications. The mid-term will cover material assigned during the fall semester, and the final will cover material studied during the winter semester. The essay questions will be based both on assigned readings and class discussions. The identifications will consist of quotations drawn from original documents in the coursepack, as well as terms and names found in all of the assigned readings. Students will not be permitted to refer to books and notes during the examinations.

Each student will also be required to write two essays; each essay will count for 20% of the class grade. Essays turned in after the due date will be penalized one point on a hundred point grading scale for each day they are late, starting at the end of the class period on the day that they are due. Thus: an essay due in class on Monday would be late if it is submitted at 5:00 pm instead of 4:30 pm, when the class ends, and would be penalized one point. If the essay were submitted at any time on Tuesday it would be penalized two points, on Wednesday three points, etc. Penalty points will also be imposed on weekends. Any make-up essays will be penalized five points on a hundred point scale to reflect the failure to complete the initial assignment. The essays will be graded for both form and substance. Essays must also be submitted electronically on the course OWL website, in the Assignments section. Submission to the course OWL website will be considered submission for the purposes of calculating the penalty for tardy submission.

Essays should be eight to ten pages; a minimum of 2500 words is required for each essay. There is no firm upper limit on length. Please note that the due dates for essays on the different subjects differ, since due dates are linked to when subjects are covered in class. Students who prefer to write on a subject not included among the assigned essay topics may be permitted to do so, but must first speak with the instructor, who will set a question after discussion with the student. Students who wish to write on alternative subjects must notify the instructor of their preferences by the end of September, in the case of the first essay, and by the end of January, in the case of the second essay. The willingness of the instructor to assign an alternative essay topic will depend on the existence of an adequate source base and the centrality of the subject to German history.

Fall Term Essay Assignment:

Choose one of the following four essay questions:

1. By what methods did German elites seek to maintain their privileged positions of power and influence in the period between 1815 and 1871? You may, if you wish, focus only on Prussia in answering this question.

In addition to the relevant primary and secondary sources assigned for the course, please consult the entirety of Thomas Nipperdey's *Germany from Napoleon to Bismarck 1800-1866*, trans. by Daniel Nolan (Princeton: Princeton University Press, 1996) and other sources available in the Weldon library or found in journals accessible through databases in the Western libraries website.

Due Monday, October 16th, in class.

2. What challenges faced workers who sought to organize to protect their rights and interests during the pre-war period of the Kaiserreich (1871-1914) and how did workers respond to these challenges?

In addition to the relevant primary and secondary sources assigned for the course, please consult the entirety of S.H.F. Hickey, *Workers in Imperial Germany. The Miners of the Ruhr* (Oxford: Clarendon Press, 1985), Vernon Lidtke, *The Alternative Culture. Socialist Labor in Imperial Germany* (Toronto: Oxford University Press, 1985), and other sources in the Weldon library or found in journals accessible through the Western libraries website.

Due Monday, October 16th, in class.

3. Did German women succeed in gaining greater equality with men in the course of the long nineteenth century? You may, if you wish, focus only on the period between 1870 and 1914.

In addition to the primary and secondary sources assigned for the course, please consult Ute Frevert, *Women in German History. From Bourgeois Emancipation to Sexual Liberation*, trans. by Stuart McKinnon-Evans (Oxford: Berg, 1989), 1-147, and other sources in the Weldon library or found in journals accessible through the Western libraries website.

Due Wednesday, October 18th, in class

4. To what extent in the course of the nineteenth century did German Jews become emancipated from the restrictions that had previously limited them to a narrow and subordinate place in the different German states?

In addition to the relevant materials assigned for the class, please consult Jacob Katz, *Out of the Ghetto. The Social Background of Jewish Emancipation 1770-1870* (Cambridge: Harvard University Press, 1973) and Michael Meyer and Michael Brenner, *German-Jewish History in Modern Times*, vol. 3, *Integration in Dispute* (New York: Columbia University Press, 1996) and other sources in the Weldon library or found in journals accessible through the Western libraries website.

website.

Due Monday, October 23rd, in class.

Winter Term Essay Assignment:

The choice of essay topics, with some suggestions for readings, will be announced by the start of the winter term.

The remaining 20% of the class grade will be based on participation in class discussions and the in-class writing assignments that students should expect; these will generally be short response papers based on assigned primary and secondary sources. The participation grade will reflect the extent to which comments made in class reflect thoughtful analyses of the assigned reading. To prepare for class discussions and in-class writing assignments students should attempt to answer the questions posed in the syllabus when doing the reading.

PLAGIARISM: Plagiarism is taking the work of another and passing it off as one's own. When you turn in an essay, the teacher assumes that the words and thoughts in it are yours. If in some cases they are not - which is typical - you should indicate this through footnotes that indicate the source of the words and ideas that you use. Simply finding synonyms for the words of others, or changing the order in which ideas are expressed, does not mean that one may avoid citation of a source. Plagiarism will result in the failure of the course. The Department Chair and Faculty Dean are informed of each instance. The *Academic Calendar* describes in more detail how the rules that govern plagiarism function.

If you have a disability that requires adaptations or accommodations, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible to discuss your situation.

If you need to miss a class because of a medical or family emergency, or because of a conflict with a religious holiday, you should feel free to do so. If possible, please inform the instructor in advance.

The syllabus may be adjusted as the course proceeds.

The Faculty of Social Science has exempted 3rd and 4th year History courses from the requirement that students receive notice of at least 15% of their final grade three weeks before the drop deadline for the class. In this class students who meet the deadlines for submission of the first essay should receive feedback amounting to 20% of their final grade before the drop deadline.

Book List - purchase required, except as noted:

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

David Blackbourn, *History of Germany 1780-1918: The Long Nineteenth Century*, 2nd ed. (Blackwell, 2003).

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (HarperPerennial, 1998).

Peter Grieder, *The German Democratic Republic* (Basingstoke: Palgrave, 2012).

*A.J. Nicholls, *Weimar and the Rise of Hitler*, 4th ed. (St. Martins, 2000) Not to be purchased: available on seven day loan from the Weldon library reserve stacks.

Wolfgang Samuel, *German Boy. A Child in War* (Broadway, 2001).

*Hiltgunt Zassenhaus, *Walls: Resisting the Third Reich - One Woman's Story* (Beacon Press). Not to be purchased: available on seven day loan from Weldon library reserve stacks.

Starred readings in the syllabus are to be found in the Resources section of the course OWL website. The documents can be printed as a coursepack, available from Creative Expressions, located on the second floor of the UCC.

Assignments:

I. THE EIGHTEENTH CENTURY BACKGROUND, EFFECTS OF THE FRENCH REVOLUTION AND THE NAPOLEONIC CONQUEST OF EUROPE

Week of September 11

Monday: Discussion of the goals of the class. Germany in the late eighteenth century. Blackbourn, *History of Germany*, preface (xiv-xxi), 1-33. *Prussian census of 1817.

Blackbourn describes German society as based on estates (so: peasantry, nobility, members of guilds). What were the most significant differences in the rights of different individuals and groups? (Blackbourn, pp. 3-7) At the end of the eighteenth century, what difference did the existence of the Holy Roman Empire make to the lives of individual Germans and to the political structure of the German states? (Blackbourn, pp. 10-20) How did Prussia threaten the Holy Roman Empire? What other forces for change does Blackbourn identify? (Blackbourn, pp. 20-33)

With respect to the Prussian census of 1817: what percentage of the population of Prussia lived in towns and cities, and what percentage in rural areas? Was the population growing or declining? What was the illegitimacy rate? Why might so many children have been born out of wedlock in Berlin? Why might the number of marriages, and also births, legitimate and illegitimate, have been so low, comparatively, in the Western provinces of the kingdom (Westphalia, Kleve-Berg, Lower-Rhein)? (hint: compare the population densities of the different provinces of Prussia) What percentage of the population died before reaching the age of 14? Why might the mortality rates for women, which were consistently below those of men prior to the twenty-fifth year of life, exceed those of men between the age of twenty-five and forty-five? How would a society in which such a high percentage of the population died before adulthood, and that experienced very significant rates of mortality in every period of life thereafter, differ from societies in which most people could expect to live to 70 or even beyond? What effects might there have been on family structures or religious beliefs?

Power Point: Votivbilder from the German Historical Museum.

Wednesday: The French Revolution in Germany, part 1. Enlightenment and Romanticism. Blackbourn, *History of Germany*, 37-44; *Kant, *An Answer to the Question: What is Enlightenment?*; *Hölderlin, selections.

How did Germans respond to the French revolution? How does Blackbourn seek to explain the fact that there was "no revolution of the French type in Germany"? (Blackbourn, 37)

What does Enlightenment mean, according to Kant's article? How does Kant suggest Enlightenment should take place? What are the principle obstacles to Enlightenment, in his view? On what grounds does he praise the absolutist monarchy of Frederick the Great?

What does the romantic impulse, as expressed in Hölderlin's poems, which date to the 1790s, share with the Enlightenment, as expounded by Kant? In what does it differ?

Week of September 18

Monday: The French Revolution in Germany, part 2. Conquest, domination, and reform. Blackbourn, *History of Germany*, 44-68; *Nipperdey, *Germany from Napoleon to Bismarck*, 1-54; *Fichte, *Addresses to the German Nation* (winter of 1807-8); *Prussian decrees of 9 October 1807 abolishing serfdom and of 1813 and 1815 calling for resistance to Napoleon.

Why were the armies of France able to conquer the German states? How did Napoleon rearrange the political map of Europe, and in what ways did the internal structures of German states change as a result of French domination? What were the key elements of the Prussian reforms undertaken between 1807 and 1814? What were the aims of the reformers, and why were they permitted by the king to restructure the Prussian government and, to a significant degree, Prussian society? Why does Blackbourn term the liberation of serfs an "emancipation of the Junker nobility"? (p. 65)

Why does Fichte claim that Germany had reached a new stage in its history following the

defeat of Prussia by Napoleon? What are the special characteristics of this new phase? What is it that unites Germans, according to Fichte?

What were the goals stated in the Prussian decree ending serfdom and establishing freedom of access to occupations? Based on the readings about 18th century German society assigned for last week, in what respects was this decree revolutionary? In what ways were the other assigned Prussian decrees also revolutionary?

What are the most important differences between Blackbourn's and Nipperdey's accounts of the history of Germany in the Napoleonic era?

Wednesday: The defeat of Napoleon, the Congress of Vienna, and the creation of the German Bund (confederation), dominated by Klemens von Metternich of Austria. Blackbourn, *History of Germany*, 69-79; *Jakob Walter, *The Diary of a Napoleonic Foot Soldier* (Doubleday, 1991), 76-81; *Friedrich Gentz, "Considerations on the Political System now in Europe," from Mack Walker, *Metternich's Europe* (Harper & Row, 1968), 69-84.

The excerpt from Jakob Walter's diary describes the retreat of the French army from Russia in 1813. How would you characterize the effect of this retreat on Napoleon's army?

What principles and interests explain the form taken by the post-Napoleonic settlement as it affected the German states? How does Blackbourn describe political developments and conflicts in the period between 1815 and 1848?

In his memorandum from 1818, Friedrich Gentz, a close adviser of Metternich, argues that the European order established at Vienna was likely to endure for decades. On what grounds does he make this argument? What dangers to the Vienna settlement does he foresee?

II. REFORM AND REACTION IN THE GERMAN STATES, 1815-1848

Week of September 25

Monday: Social and economic change, 1815-1848. *Nipperdey, *Germany from Napoleon to Bismarck*, 125-144, 150-154, 250-280; Blackbourn, *History of Germany*, 79-103; **Deutschlandlied*; *Heinrich Heine, selected poems.

The first part of the Nipperdey assignment is a detailed examination of rural life in the German states, and especially in Prussia, between 1815 and 1870; through the end of this period most Germans continued to live in the countryside. What are the principal changes that Nipperdey describes and analyses? Consider the introduction of new crops and more intensive methods of farming; the expansion of the area farmed; the growing commercialization of farming; and changing relationships with the land, i.e., the shift from traditional relationships to more commercial ones. In what respects did life in the countryside arguably improve in this period? Which groups primarily benefited from these improvements? (to answer this question one will have to distinguish the different economic and social groups into which Nipperdey divides rural society) In what ways did elites manage to maintain their privileges and power (note, for example, Nipperdey's comments regarding which groups paid the most taxes, on page

140)? Which groups were harmed by change?

Blackbourn suggests that "Germany in these years was a bundle of contradictions." (p. 88) What does he mean? What forms were taken by political debates? How does Nipperdey explain the attraction of liberalism and nationalism in the post-1815 era? What does the *Deutschlandlied*, composed in 1841, suggest binds Germans to each other? What hopes, fears, and expectations do the Heine poems, written in the 1830s and 1840s, express?

Wednesday: The revolutions of 1848-49 in the German states. Blackbourn, *History of Germany*, 104-31. *Excerpts from the constitution of 1848.

Class writing exercise. Bring an outline of an essay to class that answers the following question: What were the most important reasons for the failure of the revolution (or revolutions) of 1848 in the German states to achieve many of the goals of those who made it (or them)? The outline will be collected and graded. The outline should include a sketch of between six and ten paragraphs, with an introduction and a conclusion. The outline should make clear what the argument of the essay would be, that is, how the essay would explain the failure of the revolution. There should be a clear logic governing the structure of the essay, that is, a reason why a particular paragraph has the place it does in the essay, and a connection between the different paragraphs. While students need not provide evidence to support the claims that they make - this would come in the fully developed essay - the description of each paragraph should explain in a sentence what the thesis of the paragraph would be, what claim it would support.

III. THE PERIOD OF REACTION FOLLOWING 1848 AND THE CREATION OF THE GERMAN NATION-STATE

Week of October 2

Monday: Domestic and international consequences of the revolutions of 1848-9 and their failure. The Crimean War. The unification of Germany. Blackbourn, *History of Germany*, 171-203; *Letters of Bismarck from Theodore Hamerow, *The Age of Bismarck*, 43-52, 109-10, 113-15, 156-58.

Why is it that the Crimean War of 1854-1856 "broke open the German question," as Blackbourn puts it? (p. 180)

With respect to Bismarck's memorandum of early 1858: What are the "multifarious dangers" that surround Austria to which Bismarck refers? Why might Austria call on Prussian support? Why should Prussia limit its assistance to Austria to occasions when "German frontiers" should be attacked? Which non-German frontiers are in danger of attack? Why was Prussia the natural leader of Germany, in Bismarck's view? What might be the larger dangers threatening the entire German confederation? In his memorandum does Bismarck propose to destroy the German Bund or to work within it?

Why does Bismarck state, in the letter of May 1859, that "in Austria, France, Russia, we shall not easily find the conditions again so favorable for allowing us an improvement of our

position in Germany"? To what conditions is he referring? What exactly is Bismarck advocating in this letter?

In what respect does the letter of 1861 represent a further radicalization of Bismarck's position, in comparison with the 1859 letter? What position does he take with respect to the legitimacy of the smaller states of the German Bund? Why does he welcome the creation of a union parliament? To what extent did the methods he employed follow the plans he outlined in his letters from the period before he became the Minister President of Prussia in 1862?

How did the structure of the new German state created in 1871 operate to protect the interests of Prussia and the Prussian monarchy? What role was played in it by Bismarck? What methods did Bismarck employ to remain, for twenty years, the dominant figure in the state? (p. 202) In particular, how did he deal with the challenge presented by the Reichstag?

Wednesday: Industrialization and its consequences. Migration and urbanization. Improvements in agriculture. Cartels, tariffs, and international trade. Blackbourn, *History of Germany*, 135-57, 237-54; *Kamphoefner, Helbich, and Sommer, eds., *News from the Land of Freedom* 149-62, 523-31, 589-603.

Based on the assigned readings in Blackbourn and the selected letters, why did millions of Germans choose to emigrate to the United States during the nineteenth century? What aspects of the new country did they find attractive, and what aspects proved challenging or unappealing? What personal qualities led to success or failure in the new country?

Week of October 9

FALL READING WEEK - NO CLASSES

Week of October 16

Monday: The new urban working class. Blackbourn, *History of Germany*, 157-70; 265-281; *Autobiographies of Adelheid Popp and Max Lotz, from Alfred Kelly, *The German Worker: Working Class Autobiographies from the Age of Industrialization*, 121-34, 320-37. *Manifesto of the Communist Party, 1848, from Karl Marx and Friedrich Engels, *Basic Writings on Politics and Philosophy*, 6-19; **The Internationale*.

Essay on the ways in which German elites maintained their power between 1815 and 1871 and the essay on the working class during the Kaiserreich are due in class.

The selections from Popp and Lotz's memoirs describe many characteristic features of working class life in the late nineteenth and early twentieth centuries. How do Popp and Lotz describe the experience of work? What are the effects on workers? To what extent were the characteristics of work different for men and women, based on the descriptions in the assigned texts?

Both Popp and Lotz are intensely aware of common, demeaning stereotypes and

prejudices regarding the working class. What were these, in their view? In what ways was the working class oppressed, according to these two accounts?

According to the Communist Manifesto, how had capitalism changed human societies? Why do Marx and Engels believe its demise inevitable? How do they believe it will take place?

Wednesday: Gender roles and the family. *Ute Frevert, *Women in German History* (Berg Publishers, 1989), 38-47, 83-93 (the instructor will loan students a copy of Frevert's book); *Carole Adams, *Women clerks in Wilhelmine Germany: Issues of class and gender* (Cambridge University Press), 6-30; *Marion Kaplan, *The Making of the Jewish Middle Class: Women, Family, and Identity in Imperial Germany* (Oxford University Press, 1991), 85-116.

Essays on the emancipation of German women in the nineteenth century due in class.

Frevert describes the traditional roles of husband and wife in middle and upper class marriages in the late eighteenth and early nineteenth centuries. What kinds of skills and personality did the roles of each spouse require? What were the most important respects in which fathers and husbands dominated the marriage and the family? What were the principal employment choices open to girls and women from working class families, according to Frevert?

According to Adams, why in the decades before the First World War did many subfields of clerking come to seem especially suitable for women? In what ways did these new positions conform to, and perpetuate, existing gender roles and expectations? In what respects did they offer women new possibilities for independence and development of skills? Compare the wages of women clerks provided by Adams with the figures for other largely female occupations given in Frevert (p. 86). Which occupations were the most lucrative? How do the income levels Adams describe compare with the pay of miners as described in Lotz?

Kaplan explains how middle class German Jewish families in the late nineteenth and early twentieth centuries attempted to accommodate the desire of many young people to marry for love with more traditional understandings of the nature of marriage and the role of the family in determining marriage choices. What roles did the institution of the dowry play in efforts to reconcile these conflicting objectives? What forms of division did it reinforce or create among German Jews?

Week of October 23

Monday: Minorities: Catholics, Poles, Jews, Danes, Alsatians. Blackbourn, *History of Germany*, 214-227, 321-334. *Piotr Wandycz, *The Lands of Partitioned Poland 1795-1918* (University of Washington, 1974), 228-38; *Werner Mosse, "From 'Schutzjuden' to 'Deutsche Staatsbürger jüdischen Glaubens': The Long and Bumpy Road of Jewish Emancipation in Germany," in *Paths of Emancipation: Jews, States, and Citizenship*, Pierre Birnbaum and Ira Katznelson, eds., (Princeton, 1995), 59-85; *Dietz Behring, *The Stigma of Names; Anti-Semitism in German Daily Life, 1812-1933* (Ann Arbor, 1992), 209-20.

Essays on Jewish emancipation in nineteenth century Germany due in class today.

In what ways did religious and ethnic differences divide German society during the Kaiserreich? Were these divisions becoming more or less significant? Why did Bismarck undertake the Kulturkampf? What were the consequences? How anti-Semitic was German society, and, to the extent that it was, how does one explain this anti-Semitism?

In what ways did Jews experience emancipation in the German states in the course of the nineteenth century, and in what respects were their efforts to achieve full equality and integration into German society unsuccessful?

Wednesday: The role of the army in the new nation-state. William II. *William II's speech to new recruits in Potsdam, 1891

Week of October 30

Monday: Interest groups, political parties, and elections. William II. Austria-Hungary. Blackbourn, *History of Germany*, 254-64, 282-93, 304-321. *Margaret Anderson, *Practicing Democracy: Elections and Political Culture in Imperial Germany* (Princeton, 2000), 45-50, 152-161, 206-211. *Chart showing Reichstag election results in the Kaiserreich.

What conflicting interests and ambitions led to the creation of a range of interest groups, especially from the 1890s, that attempted to influence government policy? What were the goals of the principal political parties, and from which parts of the population did each draw support?

What methods did those who controlled the German states, and especially the Reich and Prussia, employ to steer elections? How successful were they?

Wednesday: Cultural rebellions. Blackbourn, *History of Germany*, 227-233; 293-303. *Rilke, selected poems. *Friedrich Nietzsche, *Beyond Good and Evil*, excerpts.

What were the most important grounds on which many Germans in the latter half of the Kaiserreich engaged in what Blackbourn calls a "cultural revolt"? Against what were they revolting, and what forms did the revolt take? Among the most radical and influential of the rebels was Friedrich Nietzsche. For what reasons does Nietzsche attack modern societies, democrats, and Christianity? What does he propose as an alternative? What does the influence of Nietzsche in both Germany and outside of Germany suggest about the intellectual climate of the late nineteenth and early twentieth centuries?

What is the mood expressed in the assigned poems by Rilke? How do they differ from the poems of Hölderlin and Heine read earlier in the course?

IV. THE FIRST WORLD WAR

Week of November 6

Monday: Imperialism and the diplomatic background to the First World War. Blackbourn, *History of Germany*, 334-347. *Hartmut Pogge von Strandmann, *Walther Rathenau: Industrialist, Banker, Intellectual, and Politician: Notes and Diaries 1907-1922* (Oxford University Press, 1985), pp. 49-59, 78-92.

How can one explain Germany's increasing diplomatic isolation from the last decade of the nineteenth century? To what extent was this isolation the product of aggressive German policies in Europe and around the world, as Blackbourn suggests? (337) How does Walter Rathenau, a leading German industrialist and intellectual, characterize German policies in its African colonies, and to what does he attribute what he describes as their failings?

Wednesday: Immediate causes of the war. Immanuel Geiss, *July 1914. The Outbreak of the First World War: Selected Documents* (New York, 1967), 76-87, 110-111, 113, 118, 122-124.

According to the evidence from German and Austro-Hungarian documents from July 1914, what role did Germany play in causing the First World War? Why, in particular, did Germany urge Austria-Hungary to respond with force to the threat posed by Serbia? What calculations did Germany's leaders make about the likely responses of Russia, France, and the United Kingdom? Why were they willing to accept the risk of war? What were the most significant errors of calculation that they made? What roles were played in the start of the war by Austria-Hungary, Russia, France, and Britain? What role did Germany's military plans play bringing about the start of the war?

Week of November 13

Monday: The war. Effects of the war on German society. Blackbourn, *History of Germany*, 348-68.

What forms of suffering did the war inflict on German society?

What were Germany's war aims? Why did the military come to dominate the civilian government, and by 1916 make virtually all of the most important political decisions? What were the most important miscalculations made by the military leadership in the course of the war? In what ways did the war challenge existing social structures and practices? What were the most important reasons that Germany lost the war?

Wednesday: Discussion of the war, continued.

Week of November 20

Monday: Defeat and revolution. Blackbourn, *History of Germany*, 369-74; Anthony Nicholls, *Weimar and the Rise of Hitler* (4th ed.), 1-27 (Nicholls' book is on seven day reserve at

Weldon Library)

What steps did the leadership of the military take to shift responsibility for the loss of the war from the army to the civilians that for the most part had been excluded from positions of power during and also before the war? What were the reasons for the end of the monarchy? What were the effects of the various attempts of Communists, or other left-wing groups, to seize power by revolutionary means?

Wednesday: Creation of the Weimar Republic and the Versailles Treaty. Nicholls, *Weimar and the Rise of Hitler* (4th ed.), 28-67.

What were the most important features of the Weimar constitution? Why was so much power given to the president? Why did the republic's founders decide to base the Reichstag on a proportional system of representation, instead of a system based on district elections? What were the consequences of this decision? Why did the Versailles Treaty depart in so many respects from the assurances made to the Germans when they sought an armistice in October 1918? What were the most critical mistakes made by the Allies in formulating the peace treaty, according to Nicholls? What were the principal structural weaknesses of the republican government, according to Nicholls?

V. THE WEIMAR REPUBLIC

Week of November 27

Monday: The first years of the Weimar Republic. Hitler and the Nazi Party; a first attempt to seize power in 1923. Nicholls, *Weimar and the Rise of Hitler* (4th ed.), 68-111. Wolfgang Benz, *A Concise History of the Third Reich*, 9-19; *"The Nazi Party Program," from *Nazism 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, Vol. 1 (Exeter: 1983), 14-16; *Hitler, *Mein Kampf*, 50-81, 227-240.

What domestic and foreign challenges faced the new Weimar Republic between 1919 and 1923? How did the governing parties, the administration, and the army respond to these challenges? What larger changes in the relationship of the political parties and their attitudes towards the republic took place between 1919 and 1923, and how can one explain these changes?

What conditions in Bavaria in the immediate postwar period help explain Hitler's ability to find followers as the leader of the Nazi Party? What role did the German army and the government of Bavaria play in the growth of the Nazi Party?

What were the principal "national" elements of the Nazi Party program and which goals were "socialist"? Which planks of the program were anti-Semitic?

In what ways was the putsch Hitler attempted in November 1923 a product of the larger political climate? What were his goals?

In the assigned selections from *Mein Kampf*, how does Hitler explain the development of his political views? On what grounds does he base his contempt for both Social Democrats and

Jews? Why do Jews pose such a threat to German society, in his view? What is his theory of propaganda? What is the connection between his understanding of the role of propaganda in political struggles and his belief in authoritarian forms of government?

How might his theory of propaganda be connected to his fear of Jewish power? What does Hitler's world view share with that of Nietzsche, and where does it differ?

Wednesday: Weimar Culture. Films: *The Blue Angel*, *M* (excerpts).

Week of December 4

Monday: The Weimar Republic between 1924 and 1929. Hitler adapts to new circumstances. The creation of the Nazi propaganda hero Horst Wessel. Nicholls, *Weimar and the Rise of Hitler*, 112-43; Jay Baird, *To Die for Germany. Heroes in the Nazi Pantheon* (Bloomington: Indiana University Press, 1990), 73-89, 102-7.

What was the diplomatic strategy of the republic under the leadership of Gustav Stresemann (1924-1929)? (note: for most of this period Stresemann was the republic's foreign minister) What was the attitude of the civil service and the army to the republic? What weakness does Nicholls describe in what one could call the political culture of the Weimar Republic?

Why did the Nazi Party elevate Horst Wessel to cult status? What aspects of his story appealed to Nazi followers?

Wednesday: Preparation for the mid-term examination.

MID-TERM EXAMINATION IN THE EXAM PERIOD, FROM DECEMBER 10-21. DO NOT MAKE TRAVEL PLANS FOR THIS PERIOD UNTIL THE EXAMINATION DATE HAS BEEN SET

VI. THE END OF THE WEIMAR REPUBLIC AND THE HISTORY OF NAZI GERMANY

Week of January 8

Monday: The onset of the Great Depression and the breakdown of the parliamentary system of government. Appointment of Hitler as Chancellor. Hitler's initial consolidation of power in February and March 1933. Nicholls, *Weimar and the Rise of Hitler*, 144-71; Benz, *A Concise History of the Third Reich*, 20-48; *"Reichstag Fire Decree of February 28th, 1933," from German History in Documents and Images; *"Enabling Act of March 23rd, 1933," from German History in Documents and Images; *"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), 245-81; *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 carefully diary of the events of the Nazi period. He was of Jewish ancestry, and survived the Nazi period due to his marriage to a non-Jewish woman.

What measures did Weimar's political leaders take to promote the recovery of the country from the war and the inflation between 1920 and 1929? Why was the government's response to the Great Depression not more vigorous? On what grounds does Nicholls criticize the different political parties, from the Left to the Right? According to Nicholls, what individuals and parties bear the greatest responsibility for Hitler's appointment as Chancellor?

What methods did Hitler use to bring the Weimar Republic to an end? What were the most important stages in this process?

Wednesday: Nazi methods at the local level. *William Sheridan Allen, *The Nazi Seizure of Power* (Quadrangle Books, 1965), 23-34, 159-67, 173-79.

Which part of the electorate proved most susceptible to the appeal of Nazism? What electoral techniques did the Nazis employ? Why did the other political parties, on the right and left, fail to contain the Nazi Party? How did the Nazi Party deploy terror against opponents before and after Hitler's appointment as Chancellor?

Week of January 15

Monday: Techniques of rule, 1933-1939. Benz, *A Concise History of the Third Reich*, 49-120; *Hermann Rauschning, *The Voice of Destruction* (Putnam, 1940), 47-57, 77-84. *Translation of two of Hitler's speeches at the Nazi Party Congress held in September 1934.

What methods did Hitler use to consolidate his power once he had been appointed Chancellor? How was he able to convince much of the country that his rule was legal? What were the Nazis' most important domestic and foreign policies?

Wednesday: The role of the courts, schools, and propaganda. *Ingo Müller, *Hitler's Justice. The Courts of the Third Reich*, trans. by D. Schneider (Cambridge: Harvard University Press, 1991), 82-89; *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), 8-23.

January 22

Monday: Persecution of the Jews. *Michael Meyer and Michael Brenner, *German-Jewish History in Modern Times*, vol. 4, *Renewal and Destruction* (New York: Columbia, 1996), 197-230; *Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany* (Oxford, 1998), 94-103; *Ingo Müller, *Hitler's Justice. The Courts of the Third Reich*, trans. by D. Schneider (Cambridge: Harvard University Press, 1991), 90-111; *"The Nuremberg Citizenship Law," from *German History in Documents and Images*; *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; *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.

What factors determined the forms taken by the persecution of German Jews in the period between 1933 and 1939? Which parts of Nazi Germany advocated increased levels of persecution, and what individuals, institutions, and interests promoted moderation? How did the German Jewish community respond? How did Germans respond?

Wednesday: The Nazi regime and the churches. Benz, *A Concise History of the Third Reich*, 121-30; *Guenter Lewy, *The Catholic Church and Nazi Germany* (De Capo, 2000), 258-93; *Encyclical "With Burning Concern" (Mit Brennender Sorge); "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.

In what ways did the regime persecute Christianity, and in what ways did it pose as its defender? How did the German churches respond? Why did the Catholic Church protest certain of the regime's measures in April 1937, and in what respects was the protest limited? Why were the Jehovah's Witnesses so relentlessly persecuted?

Week of January 29

Monday: Foreign Policy. 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, 87-107, 239-57, 282-99; "Hossbach Memorandum of November 1937," from *German History in Documents and Images*.

What were Hitler's goals and methods in foreign policy before the invasion of Poland? To what extent was Germany's foreign policy a product of a long-term plan, and to what extent did it reflect improvisation, an adaptation to circumstances?

Why was Hitler so successful in breaking the bonds of Versailles? Why did other European nations fail to resist more effectively? What might they have done to stop Hitler?

Wednesday: Attacks on Poland, Denmark, Norway, and France. The Battle of Britain. Invasion of the Soviet Union. Start of a program to murder mentally handicapped individuals in Germany. Benz, *A Concise History of the Third Reich*, 171-189. *Michael Burleigh, *Death and Deliverance 'Euthanasia' in Germany 1900-1945* (Cambridge: Cambridge University Press, 1994), 130-73

What were the most important features of Nazi warfare? Why was the regime so successful militarily, at least until the invasion of the Soviet Union?

Week of February 5

Monday: German occupation policies. Benz, *A Concise History of the Third Reich*, 190-212. *Jürgen Forster, "Operation Barbarossa as a War of Conquest and Annihilation," from *Germany and the Second World War*, vol 4, *The Attack on the Soviet Union* (Clarendon Press, 1998), 1140-9, 1162-3, 1172-6; *Field Marshal von Reichenau's orders to the German army of 10 October 1941, from Lucy Dawidowicz, *A Holocaust Reader* (Behrman House), 70-72; *Zygmunt Klukowski, *Diary from the Years of Occupation, 1939-44*, trans. by George Klukowski (Urbana: University of Illinois Press, 1993), 184-201; Maren Röger, "The Sexual Policies and Sexual Realities of the German Occupiers in Poland in the Second World War," *Contemporary European History* 23:1 (2014): 1-21.

What were the goals of the German government in the conquered territories of the Soviet Union, according to the excerpt from Jürgen Forster's essay on Operation Barbarossa? What was the role of the army in carrying out these plans? How did they change - somewhat - in the course of the first six months of the war? What were the principal characteristics of the relationship between Poles and Germans in occupied Poland, according to Klukowski's diary and the Röger article regarding the sexual policies and practices of the German occupiers?

Wednesday: Genocide. Benz, *A Concise History of the Third Reich*, 213-33; *Saul Friedländer, *Nazi Germany and the Jews*, vol. 2, *Years of Extermination* (Harper Perennial, 2007), 197-215, 261-68, 479-83; *Minutes of the Wannsee conference, 20 January 1942, from Lucy Dawidowicz, *A Holocaust Reader* (Behrman House), 72-82.

According to Friedländer, how can one explain Hitler's decision to murder the Jews of Europe, and the methods he employed to carry out this policy? What factors determined the timing of this decision according to Friedländer?

Week of February 12

Monday: Just following orders? Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (Harper, 1993), 1-87, 121-32, 143-89; *Sonke Neitzel, *Tapping Hitler's Generals. Transcripts of Secret Conversations, 1942-1945* (Frontline Books, 2007), preface, 167-71, 183-6, 198-206, 226-30.

How does Browning explain the willingness of almost all the members of Reserve Police Battalion 101 to play an active role in the killing of tens of thousands of Polish Jews in 1942? Why did a small number of the policemen refuse to participate in the killing? What general conclusions does he draw regarding the reasons why the Nazi regime was successful in carrying out its various criminal policies?

To what extent do the transcripts of recorded conversations of German POWs, some of which concerned attitudes towards Nazi crimes, support or suggest the need to modify Browning's conclusions?

Wednesday: Resistance by the elite. Benz, *A Concise History of the Third Reich*, 234-49; *Thomas Mann, *The Coming Victory of Democracy* (Alfred Knopf, 1938), 7-23; *Alan Bullock, *Hitler: A Study in Tyranny*, 733-752 *Heinrich August Winkler, *Germany: The Long Road West*, vol. 2, 1933-1990, trans. by Alexander Sager (Oxford University Press, 2007), 92-99.

How does Mann explain the attraction of fascism? Why does he believe that fascism would continue, in different forms and under different names, to attract supporters? Why does he nonetheless believe that democracy would ultimately triumph? What are its hidden sources of renewal and strength?

How do Benz, Bullock, and Winkler explain the goals of the conservative resistance in Germany between 1938 and 1944? What were their objectives?

Week of February 19

READING WEEK - NO CLASSES

Week of February 26

Monday: Resistance from outside the elite. *Friedrich Percival Reck-Malleczewen, *Diary of a Man in Despair* (Collier, 1970), 159-169, 182-185, 195-199; *Georg (Jürgen) Wittenstein, "The White Rose: A Commitment," in John Michalczyk, *Confront: Resistance in Nazi Germany* (Peter Lang, 2004), 196-207; Hiltgunt Zassenhaus, *Walls: Resisting the Third Reich - One Woman's Story* (Beacon Press, 1974). (Zassenhaus' book is on reserve at Weldon library)

Why does Reck-Malleczewen despise Hitler and the many Germans who supported him? How does Wittenstein, a White Rose supporter who managed to escape execution after the arrest

of the members of the group in 1943, explain why this small group of Munich students decided to write and distribute a series of leaflets denouncing the crimes of the Nazi regime?

Why did Hiltgunt Zassenhaus decide to resist the Nazi regime, and why did her resistance prove successful, in the sense that she did save the lives of many Scandinavian POWs and also succeeded in avoiding capture by the Gestapo? What role was played by the conduct of family and friends in explaining her own actions? What role was played by religious belief? What personal qualities did she possess that made her resistance possible? What general lessons does she try to draw from her experience?

Wednesday: The end of the war. Flight and Expulsions. Benz, *A Concise History of the Third Reich*, 250-67; Wolfgang Samuel, *German Boy. A Refugee's Story* (Jackson: University of Mississippi Press, 2000), 3-40, 72-95, 111-14, 142-59.

Samuel's account, a child's memories of the last months of the Nazi regime and the first weeks of the postwar period, has an almost cinematic quality. What are the principal impressions he gives of German society as it faces imminent defeat? How do different individuals in it react? What kinds of threats does his family encounter?

Week of March 5

Monday: Occupation and a new beginning. The Nuremberg and other postwar trials. "Denazification." Benz, *A Concise History of the Third Reich*, 269-81; *Heinrich August Winkler, *Germany: The Long Road West*, vol. 2, 1933-1990, trans. by Alexander Sager (Oxford University Press, 2007), 108-28; 131-36; *Konrad Jarausch, *After Hitler. Recivilizing Germans 1945-1995*, trans. by Brandon Hunziker (Oxford University Press, 2006), 31-8, 48-55; Wolfgang Samuel, *German Boy. A Refugee's Story*, 220-65.

How does Winkler support the claim that "the year 1945 was a more profound watershed in world history than 1918." (p. 108) What were the principal policies of the allies towards occupied Germany, and how successful were they, according to Winkler? In what respect did the new constitution of the Federal Republic, the Grundgesetz, reflect lessons learned from the failure of the Weimar Republic?

Was denazification, as Jarausch describes it, entirely a failure?

What challenges did Samuel's family face as it attempted to survive in former air force barracks in the north of Germany, between the winter of 1945-46 and the summer of 1948?

Wednesday: The Federal Republic of Germany in the Adenauer Era. *Winkler, *Germany: The Long Road West*, vol. 2, 1933-1990, 144-51, 154-65; *Jarausch, *After Hitler*, 31-8, 48-55; *Heinrich Böll, "Murke's Collected Silences," from *The Stories of Heinrich Böll* (Knopf, 1986), 495-513. *Michael Stolleis, "Theodor Maunz: The Life of a Professor of Constitutional Law," in *The Law under the Swastika. Studies on Legal History in Nazi Germany*, trans. by T. Dunlap (Chicago: Chicago University Press, 1998), 185-92; *"German Scholar Unmasked as Former SS Officer," *The New York Times*, June 1, 1995, p. 3.

What were the chief policies advocated by Konrad Adenauer as Chancellor of the Federal Republic from 1949? How can one explain the growing support of Germans for these policies in the course of the 1950s?

In what ways, and with what motives, did the Federal Republic promote the reintegration of former Nazis, including most civil servants and also members of the SS and police, into society and government after 1949? How does Winkler characterize the intellectual currents in West Germany in the 1950s? What role did the promotion of a pan-European identity play?

What attitudes does Böll, one of the popular authors in West Germany, criticize in the assigned short story, which was written in the 1950s? What qualities of Murke does Böll apparently consider admirable?

How does Michael Stolleis characterize the conduct of the prominent legal scholar Theodor Maunz?

Week of March 12

Monday: Forms taken by challenges to authority in postwar West Germany. *Maria Höhn, *GIs and Fräuleins. The German-American Encounter in 1950s West Germany* (Chapel Hill: North Carolina, 2002), 38-43, 74-84, 163-73, 226-29. *Winkler, *Germany: The Long Road West*, 190-6; *Jarausch, *After Hitler. Recivilizing Germans 1945-1995*, 162-79;

What role was played by the influence of American models and contact with the American army in promoting cultural change in West Germany, according to Maria Höhn? How did conservative authorities respond to these influences in the 1950s? According to Winkler, what events and policies weakened Adenauer's public support in the early 1960s? According to Jarausch, how can one explain the generational rebellion that took place at the end of the 1960s and continued into the 1970s?

Wednesday: Remembering (or forgetting) the past. *Robert Moeller, "War Stories: The Search for a Usable Past in the Federal Republic of Germany," *American Historical Review* (October 1996), 1008-1037; *Richard von Weizsäcker, May 8, 1985 speech to the Reichstag; *Winkler, *Germany: The Long Road West*, 400-5; *Reactions to the exhibit "Crimes of the Wehrmacht."

What did West Germans choose to remember about the Nazi period? What memories were contested? What was forgotten? How did popular memory of the Nazi period change over time?

Week of March 19

Monday: The German Democratic Republic until 1960. Peter Grieder, *The German Democratic Republic*, 1-49; *Catherine Epstein, *The Last Revolutionaries. German Communists*

and Their Century (Cambridge: Harvard University Press, 2003), 130-57.

What methods did the East German government use to create loyalty and obedience in its subjects? How successful was it in these efforts? Why did the East German government undertake to discredit a significant number of the old Communists in the early 1950s? In what ways did East Germans express independent views with respect to the policies of the state?

Wednesday: The German Democratic Republic, 1961-1989. Grieder, *The German Democratic Republic*, 50-79. Judd Stitzel, *Fashioning Socialism. Clothing, Politics, and Consumer Culture in East Germany* (Oxford: Berg, 2005), 27-43, 94-7, 148-52. *Songs of Wolf Biermann; Excerpts from the film *The Legend of Paul and Paula*.

Week of March 26

Monday: Germany and the European Union. [reading to be determined]

By what stages has the European Union come into being? What advantages has it brought to Germans and other Europeans? What challenges has it encountered?

Wednesday: Subject to be determined

Week of April 2

Monday: The collapse of the Soviet Bloc and German unification. Grieder, *The German Democratic Republic*, 80-130. Timothy Garton Ash, *The File. A Personal History* (London: Atlantic Books, 2009), 1-37, 74-178. [copies of the book to be supplied by the instructor] *Inga Markovits, *Imperfect Justice. An East-West German Diary* (Oxford: Clarendon Press, 1995), 167-204.

Why did the Soviet Empire, and the East German state, collapse? What role was played in this process by the people of East Germany?

Timothy Garton Ash's memoir describes both the mood of the German Democratic Republic in the early 1980s, the role of the Stasi in maintaining the regime's control of society,

Wednesday: Germany after unification. *Eli Nathans, *The Politics of Citizenship*, 235-64. *Jana Hensel, trans. by Jefferson Chase, *After the Wall. Confessions from an East German Childhood and the Life that Came Next* (New York: Public Affairs, 2004), 63-79. Other reading to be assigned.

What successes and difficulties have marked the effort to merge former East Germany into the Federal Republic? How have the former East Germans responded? In what ways has

the experience of living for a generation in a communist country continued to influence the views of those who came from, or still live in, the East? What role has united Germany played in the European Union after 1990?

Week of April 9

Monday: Current Challenges.

Wednesday: Preparing for the final examination.

The Final Examination will be held during the examination period, from April 14-30, at a date and time to be announced 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

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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or vangalen@uwo.ca