

THE UNIVERSITY OF WESTERN ONTARIO
HIS 4445E: The Nazi Occupation of Europe
Fall/Winter 2017-2018
STVH 1155
Tuesdays, 2:30-5:30pm

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

Course Description:

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:	20%
Final/Response Paper:	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 **Date TBA**, 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 4445E Dropbox (on OWL) by 11:59am on **Date TBA**. 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 **Date TBA**. Students will bring a paper copy of this assignment to class on **Date TBA**. 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 **Date TBA**. 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 Date **TBA**. On **Date TBA**, 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 **Date TBA** 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 **Date TBA**. 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.