

**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**  
**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 (first submission):	February 27th	20%
Research Paper (second submission):	April 10th	10%

## **Instructions for Assignments and Requirements:**

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.

**\*\*\*ALL WRITTEN ASSIGNMENTS MUST BE DOUBLE-SPACED WITH 1-INCH MARGINS AND USE TIMES NEW ROMAN 12-POINT FONT\*\*\***

**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, identifying a base of primary sources, conducting research, developing a thesis and arguments – are just as important as the writing and revising of that paper. Without adequate preparation, the final product will suffer. In light of this, you 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 additional detail in class. *The process of creating an effective outline can be tedious and frustrating, but will be worth it in the end. It is also time-consuming so don't try to do it last-minute!*

The steps:

a. Library Assignment – 3%

On **Oct. 3<sup>rd</sup>** 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 which is due in class on **Oct. 17<sup>th</sup>**. This assignment will be graded on a complete/incomplete basis and is worth 3% of your final grade.

b. Research Question Assignment – 2%

**Read “Tips for Developing a Strong Research Question”** located in the “Additional Resources for Writing Your Paper” folder on OWL. Based on these tips, you will develop 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 **Sunday Oct. 29<sup>th</sup>**. This assignment will be graded on a complete/incomplete basis and is worth 2% of your final grade.

c. Reverse Outline Assignment – 4%

Using the **example provided on OWL** (two links to a website and one PDF), students will create a reverse outline of one article included on our reading list in first semester. This assignment is due in class on the day we discuss your article; this means you choose your own due date. (So, for example, if you choose Jennifer Foray's “The Clean Hands of the Wehrmacht” your Reverse Outline is due on October 17<sup>th</sup>.) The last date on which you can submit this assignment is in class on November 28<sup>th</sup>. This assignment will be graded out of 4 based on completeness and accuracy. *No late assignments will be accepted.*

d. Primary Sources Assignment: IN-CLASS ACTIVITY – 5%.

\*Please consult the document “**Primary Source Suggestions**” on OWL. This is meant as a starting point, not a comprehensive list.

Primary sources are the most crucial aspect of your paper. If you do not find adequate and accessible primary sources, your paper will be fundamentally flawed. The purpose of this assignment is for you to convince me that you have located and can access primary sources that will allow you to answer your Research Question. ***If this minimum is not met, I reserve the right to ask for up to 3 resubmissions. Students cannot proceed with their proposed paper until I am satisfied that an adequate base of primary sources exists to move forward (Note: passing this assignment does not guarantee that these sources will continue to support your argument indefinitely). This assignment will be graded on a complete/incomplete basis.***

The Primary Source assignment consists of:

- i. A detailed description of all primary sources collected to date. (Detailed description means not only all bibliographic information but also an indication of content, the number sources, what kind of sources, {government documents, interviews, memoirs, etc.}, and length of each source {eg. Document 1 is 3 pages long, interview 1 is 5 mins long, etc.}).
- ii. Detailed descriptions of additional primary sources not yet acquired. (As much information as you know: where are they located, when do you expect to receive them, what do you expect to find in these sources, what will you do if they do not meet your expectations?)
- iii. Research Question (revised).
- iv. Tentative Thesis Statement.
- v. Preliminary Bibliography.

You will submit this assignment to your Dropbox on OWL by 11:59am on **Friday November 3<sup>rd</sup>**. Students will bring a paper copy of this assignment to class on **Nov. 7<sup>th</sup>**. We will spend the entirety of this class session discussing these Primary Source assignments.

***Failure to attend this in-class session or submit the assignment will result in a forfeiture of 50% of your grade for this assignment (so, 2.5% of your final grade).***

e. Preliminary Outline: IN-CLASS ACTIVITY – no grade.

Students will submit a Preliminary Outline to Owl by **11:59pm on Sunday, Dec.3<sup>rd</sup>**. On **Dec. 5<sup>th</sup>**, students will bring a paper copy of that Preliminary Outline to class. It will include your Research Question, Thesis Statement, Arguments, Supporting Evidence, and Bibliography (with annotations for 4 secondary sources). You should use the skills gained while completing your Reverse Outline assignment to help you map your own essay. Professor Schrag’s site, <https://historyprofessor.org/> is an excellent resource to help you tackle all the elements of this assignment. Other good resources include Mary Lynn Rampolla’s *A Pocket Guide to Writing in History* (recommended by almost every professor in this department), as well as the following websites:

<https://www.trentu.ca/history/workbook/effectiveoutlines.php>

<http://writingcenter.fas.harvard.edu/pages/outlining>

<http://sass.queensu.ca/writingcentre/tipsheets/>

As a class, on Dec. 5<sup>th</sup>, we will work through these outlines and evaluate their feasibility. Students will use the feedback received in this session to prepare their formal outline. Because the point of this exercise is to receive feedback on a work in progress, it is understood that aspects of this outline will be incomplete. Your arguments might not be fully articulated or there may be gaps in your research. However, it is also understood that your Preliminary Outline must be as complete as possible and contain sufficient information to elicit constructive feedback.

Students will also arrange to meet with me one-on-one to discuss your Preliminary Outline on December 5<sup>th</sup>, 6<sup>th</sup>, or 7<sup>th</sup>.

***Failure to attend this in-class session, our one-on-one meeting, or submit a Preliminary Outline will result in the forfeiture of 50% of your Formal Outline grade (so, 6% of your final grade).***

f. Formal Outline – 12%

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 **Dec. 5<sup>th</sup>** class session, where appropriate. Students will submit their Preliminary Outline with their Formal Outline, due in your Dropbox on OWL by 11:59pm on **Friday, January 19<sup>th</sup>**.

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. Now you have 4 weeks to put your outline into sentences, fill in any remaining (minor) gaps in your research and revise, revise, revise! Good luck! (Oh, and start thinking about your presentations!)

**4. Submit a research paper (first submission)** of between 20 and 25 pages, double-spaced, including references and bibliography. You should submit this to Dropbox on Owl by 11:59pm on **Tuesday, February 27<sup>th</sup>**. I will then distribute the paper to the rest of the class. You must also submit this assignment to Turnitin.com (under “Assignments” on OWL). ***Students cannot submit this assignment 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 required to revise their papers to incorporate those suggestions, where 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.

\* Please see “**Presentation Instructions**” on OWL for presentation requirements and suggestions.

**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.

\*Please see “**Guidelines for Peer Reviews**” on OWL.

**7. Submit a research paper (second submission)** 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 and clearly indicate where changes have been made. *Please note: Because the first submission is graded as a draft, students may receive a lower grade on their second submission than their first.*

### **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.

*Please Note: The Dean has exempted 3rd and 4th year History courses from the requirement that students receive notice of at least 15% of their final grade three days before the drop deadline for the class. You will, however, receive feedback amounting to at least 15% of your final grade before the December midterm.*

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

<b>Date</b>	<b>Discussion Topic and Readings</b>
<b>Sept. 12</b>	<b>Introduction: Expectations, Organization, Evaluation</b>
<b>Sept. 19</b>	<p><b>Establishing the New Order</b></p> <ul style="list-style-type: none"> <li>• Mazower, 1-63 + maps</li> <li>• David Furber, “Near as Far in The Colonies: The Nazi Occupation of Poland” <i>International History Review</i>, 26/3 (Sept. 2004): 541-579.</li> <li>• Norman Rich, Ch. 1: The Ideology of Expansion” ” in <i>Hitler’s War Aims</i>, vol. 1 (1973): 3-10.</li> <li>• Norman Rich, “Ch. 2: The Ethnic Germans” in <i>Hitler’s War Aims</i>, vol. 2 (1974): 13-26.</li> <li>• J. Noakes and G. Pridham, eds. <i>Nazism, 1919-1945: A Documentary Reader</i>, vol. 3 (1988): 610-618; 680-687.</li> </ul> <p>For Reference: (You should print these out and bring them with you)</p> <ul style="list-style-type: none"> <li>• Familiarize yourself with the maps in Mazower</li> <li>• Party and State Organization Chart (1 pg.)</li> <li>• Lozowick Party and State Organization (1 pg.)</li> <li>• SS Organization and Ranks (6 pgs.)</li> <li>• Biographical Sketches (20 pgs.)</li> </ul>
<b>Sept. 26</b>	<p><b>The Acronyms of Administration</b></p> <ul style="list-style-type: none"> <li>• Mazower, 223-256, 294-318.</li> <li>• 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.</li> <li>• Noakes &amp; Pridham, vol. 3 (1988): 875-888; 900-911.</li> </ul> <p><i>*Review and bring to class the reference material from last week.</i></p>
<b>Oct. 3</b>	<b>Library Trip</b> – the entire class will meet in the foyer of the Weldon Library at the beginning of class.
<b>Oct. 10</b>	<b>Fall Reading Week – No Class</b>

<p><b>Oct. 17</b></p>	<p><b><u>The West: Belgium and the Netherlands</u></b></p> <ul style="list-style-type: none"> <li>• Mazower, 102-107.</li> <li>• Jennifer Foray, “The ‘Clean Wehrmacht’ in the German-occupied Netherlands, 1940-45” <i>Journal of Contemporary History</i>, 45/4 (2010): 768-787.</li> <li>• 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)</li> <li>• Bob Moore, “Isolation” in <i>Victims and Survivors: The Nazi Persecution of the Jews in the Netherlands, 1940-1945</i>(1997): 62-90.</li> <li>• Jay Howard Geller, “The Role of Military Administration in German-Occupied Belgium.” <i>The Journal of Military History</i>, 63/1 (Jan. 1999): 99-125.</li> <li>• Lynne Taylor, “Ch. 7: Pillaging” &amp; “Ch. 8: Black Market and Theft” in <i>Between Resistance and Collaboration</i> (2000): 107-141.</li> </ul> <p><b><i>*Library Assignment Due in class.</i></b></p>
<p><b>Oct. 24</b></p>	<p><b><u>The West: Norway, Denmark, the Channel Islands</u></b></p> <ul style="list-style-type: none"> <li>• Bob Moore, “Introduction” in Bob Moore, ed. <i>Resistance in Western Europe</i> (2000): 1-9.</li> <li>• Summary of Werner Rings: Resistance and Collaboration.</li> <li>• Ole Kristian Grimnes, “Occupation and Collective Memory in Norway” in <i>War Experience, Self-Image and National Identity</i> (1997).</li> <li>• Uffe Østergård, “Swords, Shields or Collaborators” in <i>Nordic Narratives of the Second World War</i> (2011).</li> <li>• Joachim Lund, “Denmark and the ‘European New Order’ “ <i>Contemporary European History</i>, 13/3 (Aug. 2004): 305-321.</li> <li>• Richard Petrow, “Ch 8: The Civilian Front in Norway” in <i>The Bitter Years</i> (1974): 99-117.</li> <li>• Louise Wilmot, “The Channel Islands” in Bob Moore, ed. <i>Resistance in Western Europe</i> (2000): 65-91.</li> </ul> <p><b><i>*Research Question is due in your OWL dropbox by Sunday, Oct. 29 at 11:59pm.</i></b></p>



<p><b>Oct. 31</b></p>	<p><b><u>The West: France I</u></b></p> <ul style="list-style-type: none"> <li>• **Mazower, 416-445</li> <li>• Philippe Burrin, Excerpts from <i>France Under the Germans</i> (1995): 5-31 and 65-97.</li> <li>• Hanna Diamond, Ch. 6 “Back to Normal” in <i>Fleeing Hitler</i> (2007): 170-202.</li> <li>• Richard Vinen, Ch. 3 “Living With the Enemy” in <i>The Unfree French</i>, (2006): 99-132.</li> <li>• Robert Gildea, Ch. 3 “Separation” in <i>Marianne in Chains</i> (2002): 70-89.</li> <li>• Vinen, Ch. 5 “Frenchwomen and the Germans” in <i>The Unfree French</i>, (2006): 157-181.</li> </ul> <p><i>** Mazower’s section on France and Vichy France is uncharacteristically unclear. I would recommend reading the Burrin excerpts instead, especially if you know little about France in the Second World War.</i></p>
<p><b>Nov. 7</b></p>	<p><b>CLASS DISCUSSION – Primary Sources</b></p> <ul style="list-style-type: none"> <li>• Students must bring either a paper copy of their primary sources or a detailed description of those sources to class.</li> <li>• Students will also have prepared: <ul style="list-style-type: none"> <li>○ A Research Question</li> <li>○ Preliminary bibliography</li> <li>○ Tentative thesis statement</li> </ul> </li> <li>• The written portion of this assignment is due in your OWL dropbox by <b>11:59am on Friday, November 3<sup>rd</sup></b>.</li> </ul> <p><i>*Failure to attend this class will result in a forfeiture of 50% of your grade for this assignment (2.5% of your final grade).</i></p>
<p><b>Nov. 14</b></p>	<p><b><u>The West: France II</u></b></p> <ul style="list-style-type: none"> <li>• Juliette Pattinson, “France” in Philip Cooke and Ben H. Shepherd, eds. <i>European Resistance in the Second World War</i> (2013):77-95.</li> <li>• Gildea, Ch. 12 “Conscription” in <i>Marianne in Chains</i> (2002): 271-290.</li> <li>• Renée Poznanski, “Rescue of the Jews and the Resistance in France: From History to Historiography” in <i>French Culture, Politics &amp; Society</i> 30/2 (Summer 2012): 8-32.</li> <li>• Michael Marrus and Robert Paxton, Excerpts from <i>Vichy France and the Jews</i> (1995): 241-269.</li> <li>• Robert Gildea, “Resistance, Reprisals and Community in Occupied France” in <i>Transactions of the RHS</i> 13 (2005): 163-185.</li> <li>• Simon Kitson, “From Enthusiasm to Disenchantment: The French Police and the Vichy Regime, 1940-1944. <i>Contemporary European History</i> 11/3 (Aug. 2002):371-390.</li> </ul>

<p><b>Nov. 21</b></p>	<p><b><u>The East: Poland I</u></b></p> <ul style="list-style-type: none"> <li>• Mazower, 63-101; 189-199; 204-222.</li> <li>• Martyn Housden, Excerpts from <i>Hans Frank: Lebensraum and the Holocaust</i> (2003): 88-112.</li> <li>• Martin Winstone, Excerpts from <i>The Dark Heart of Hitler's Europe: Nazi Rule in Poland Under the General Government</i> (2015): 111-125; 138-146,</li> <li>• Elizabeth Harvey, Excerpts from <i>Women and the Nazi East: Agents and Witnesses of Germanization</i> (2003): 78-93.</li> <li>• Richard Lukas, Excerpts from <i>Forgotten Survivors: Polish Christians Remember the Nazi Occupation</i> (2004).</li> <li>• Jan T. Gross, "Ch. 7: The Texture of Life" in <i>Polish Society Under German Occupation</i> (1979): 160-183. Found online through Weldon Library.</li> <li>• E.B. Westermann, "'Friend and Helper': German Uniformed Police Operations in Poland and the General Government, 1939-1941" in <i>The Journal of Military History</i> 58/4 (Oct. 1994): 643-661.</li> </ul>
<p><b>Nov. 28</b></p>	<p><b><u>The East: Poland II</u></b></p> <ul style="list-style-type: none"> <li>• Mazower, 368-415</li> <li>• Richard Lukas, Excerpts from <i>Forgotten Holocaust</i>.</li> <li>• Jan Grabowski, "Ch. 5: <i>Judenjagd: Hunt for Jews</i>" in <i>Hunt for the Jews</i>. Found online through Weldon Library.</li> <li>• Jan T. Gross, Excerpts from <i>Neighbors</i>.</li> <li>• Norman M. Naimark, "The Nazis and 'The East': Jedwabne's Circle of Hell" <i>Slavic Review</i>, Vol. 61, No. 3 (Autumn, 2002): 476-482.</li> <li>• Janine P. Holc, "Working Through Jan Gross's Neighbors" <i>Slavic Review</i>, Vol. 61, No. 3 (Autumn, 2002): 453-459.</li> <li>• Wojciech Roszkowski, "After Neighbors: Seeking Universal Standards" <i>Slavic Review</i>, Vol. 61, No. 3 (Autumn, 2002): 460-465.</li> <li>• Jan T. Gross, "A Response" <i>Slavic Review</i>, Vol. 61, No. 3 (Autumn, 2002): 483-489.</li> <li>• Jan Grabowski Op Ed in MacLean's regarding new Polish legislation, found online at: <a href="http://www.macleans.ca/news/world/as-poland-re-writes-its-holocaust-history-historians-face-prison/">http://www.macleans.ca/news/world/as-poland-re-writes-its-holocaust-history-historians-face-prison/</a></li> <li>• The Polish Embassy in Ottawa's Response, found online at: <a href="http://www.macleans.ca/news/world/the-polish-embassy-in-ottawa-responds-to-jan-grabowski/">http://www.macleans.ca/news/world/the-polish-embassy-in-ottawa-responds-to-jan-grabowski/</a></li> <li>• The American Historical Association's Letter of Concern to the Polish Government' found online at: <a href="http://blog.historians.org/2016/11/letter-concern-polish-government-regarding-treatment-historian-jan-gross/">http://blog.historians.org/2016/11/letter-concern-polish-government-regarding-treatment-historian-jan-gross/</a></li> </ul> <p>I know this looks like an exceptional amount of reading, but the last 7 entries are each only 1-5 pages.</p>

Dec. 5	<p><b>CLASS DISCUSSION – Preliminary Outlines</b></p> <ul style="list-style-type: none"> <li>• Students will bring paper copies of their Preliminary Outlines to class for group discussion.</li> <li>• Preliminary Outlines are due in your OWL dropbox by <b>11:59pm on Sunday, December 3<sup>rd</sup></b>.</li> </ul> <p><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>
WINTER BREAK	
Jan. 9	<p><b><u>The East: General Plan Ost</u></b></p> <ul style="list-style-type: none"> <li>• Gotz Aly and Susanne Heim, Ch. 12 “The ‘General Plan for the East’” in <i>Architects of Annihilation</i> (Trans. 2002): 253-282.</li> <li>• Philip T. Rutherford, “‘Absolute Organizational Deficiency’: The 1. Nahplan of December 1939 (Logistics, Limitations and Lessons)” in <i>Central European History</i> 36/2 (2003): 235-273.</li> <li>• Isabel Heinemann, “‘Another Type of Perpetrator’: The SS Racial Experts and Forced Population Movements in the Occupied Regions” in <i>Holocaust and Genocide Studies</i> 15/3 (Winter 2001): 387-411.</li> <li>• Wendy Lower, “Ch. 7: Himmler’s Hegewald Colony” in <i>Nazi Empire Building and the Ukraine</i> (2005): 162-179.</li> <li>• Excerpts from Wendy Lower, <i>Hitler’s Furies: German Women in the Nazi Killing Fields</i> (2013): 97-144.</li> </ul>
Jan. 16	<p><b><u>The East: Reichskommissariat Ukraine</u></b></p> <ul style="list-style-type: none"> <li>• Mazower, 129-178; 461-470.</li> <li>• Alexander Dallin, “Ch 5: The Administration of the Occupied East” in <i>German Rule in Russia, 1941-1945</i> (1981): 84-103.</li> <li>• Alexander Dallin, “Ch. 22: The Church – Lever or Challenge?” in <i>German Rule in Russia, 1941-1945</i> (1981): 472-493.</li> <li>• Alenxander V. Prusin, “A Community of Violence: The SiPo/SD and its Role in the Nazi Terror System in Generalbezirk Kiev” in <i>Holocaust and Genocide Studies</i> 21/1 (Spring 2007): 1-30.</li> <li>• Wendy Lower, “Chs 2 &amp; 3” in <i>Nazi Empire Building and the Ukraine</i> (2005): 36-52.</li> <li>• Excerpts from Mikhail Tyaglyy, “Nazi Occupation Policies and the Mass Murder of Roma in Ukraine” in Anton Weiss-Wendt, ed., <i>The Nazi Genocide of the Roma</i> (2013): 120-132, 139-152.</li> </ul> <p><i>*Formal Outlines are due in your OWL dropbox by Friday, 19 January at 11:59am.</i></p>

<p><b>Jan. 23</b></p>	<p><b><u>The East: Reichskommissariat Ostland</u></b></p> <ul style="list-style-type: none"> <li>• Mazower, 446-460.</li> <li>• Alexander Dallin, “Ch. 10: Ostland – Lohse and the Baltic States” in <i>German Rule in Russia, 1941-1945</i> (1981): 182-198.</li> <li>• Anton Weiss-Wendt, “Ch. 3: The Collective Experience of Nazi Occupation” in <i>Murder Without Hatred</i> (2009): 57-83.</li> <li>• Stephan Lehnstaedt, “The Minsk Experience: German Occupiers and Everyday Life in the Capital of Belarus” in Alex J. Kay, et. al. eds. <i>Nazi Policy on the Eastern Front, 1941</i> (2012): 240-266.</li> <li>• Leonid Rein, “Local Collaboration and the Execution of the ‘Final Solution’ in Nazi-Occupied Belorussia” in <i>Holocaust and Genocide Studies</i> 20/3 (2006): 381-409.</li> </ul>
<p><b>Jan. 30</b></p>	<p><b><u>The East: Resistance and Reprisals</u></b></p> <ul style="list-style-type: none"> <li>• Kenneth Slepyan, Ch. 2 “Bread and Bullets” &amp; Ch. 3 “Bureaucrats and Generals” in <i>Stalin’s Guerillas</i> (2006): 60-103 &amp; 104-134.</li> <li>• Nechama Tec, “Ch. 7: Resistance” in <i>Resilience and Courage: Women, Men and the Holocaust</i> (2003): 256-339.</li> <li>• Theo J. Schulte, “Soviet Prisoners of War in the German Army Rear Areas” in <i>The German Army and Nazi Policies in Occupied Russia</i> (1989): 180-210.</li> <li>• Karel C. Berkhoff, “The ‘Russian’ Prisoners of War in Nazi-Ruled Ukraine as Victims of Genocide” in <i>Holocaust and Genocide Studies</i> 15/1 (Spring 2001): 1-32.</li> <li>• Anna Reid, Excerpts from <i>Leningrad: The Epic Siege of WWII</i>.</li> </ul>
<p><b>Feb. 6</b></p>	<p><b><u>Fallout: Refugees, Retribution, Antisemitism</u></b></p> <ul style="list-style-type: none"> <li>• Mazower, 522-550, 553-604.</li> <li>• Atina Grossmann, “A Question of Silence: The Rape of German Women by Occupation Soldiers” in Robert G. Moeller, ed. <i>West Germany Under Construction</i> (1997), pp. 33-52.</li> <li>• Richard Vinen, Excerpts from “Ch. 10: Sunset of Blood” in <i>The Unfree French</i> (2006):329-366.</li> <li>• Peter Romijn, “ ‘Restoration of Confidence’: The Purge of Local Government in the Netherlands as a Problem of Postwar Reconstruction,” in István Deak, Jan T. Gross and Tony Judt, eds. <i>The Politics of Retribution in Europe: WWII and its Aftermath</i>. (2000): 173-192.</li> <li>• Jan T. Gross, Excerpts from “A Tangled Web: Confronting Stereotypes Concerning Relations between Poles, Germans, Jews and Communists,” in in István Deak, Jan T. Gross and Tony Judt, eds. <i>The Politics of Retribution in Europe: WWII and its Aftermath</i>. (2000): 104-116.</li> </ul>

<b>Feb. 13</b>	<p><b>From Occupier to Occupied</b></p> <ul style="list-style-type: none"> <li>• Richard Bessel, “Ch. 7: The Beginning of the Occupation,” in <i>Germany 1945</i> (2009), pp.169-210.</li> <li>• John H. Herz, “The Fiasco of Denazification,” in <i>Political Science Quarterly</i>, 63/4 (December 1948): 569-594.</li> <li>• Ben Shephard, “Ch. 4: Half the Nationalities of Europe on the March,” in <i>The Long Road Home: The Aftermath of the Second World War</i> (2011): 62-77.</li> <li>• Shephard, “Ch. 6: The Surviving Remnant,” in <i>The Long Road Home: The Aftermath of the Second World War</i> (2011): 97-119.</li> <li>• Shephard, “Ch. 7: “Feed the Brutes?” in <i>The Long Road Home: The Aftermath of the Second World War</i> (2011): 120-137.</li> <li>• Shephard, “Ch. 15: “The Best Interests of the Child,” in <i>The Long Road Home: The Aftermath of the Second World War</i> (2011): 305-327.</li> </ul> <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>
<b>Feb. 20</b>	<b>READING WEEK</b>
<b>Feb. 27</b>	<b>PAPER DUE – NO CLASS</b>
<b>Mar. 6</b>	<b>Student Presentations</b>
<b>Mar. 13</b>	<b>Student Presentations</b>
<b>Mar. 20</b>	<b>Student Presentations</b>
<b>Mar. 27</b>	<b>Student Presentations</b>
<b>Apr. 3</b>	<b>Student Presentations</b>
<b>Apr. 10</b>	<b>Student Presentations</b>

## ADDITIONAL STATEMENTS

### **Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

### **Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the

reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

### **Medical Issues:**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

**SUPPORT SERVICES:**

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or [vangalen@uwo.ca](mailto:vangalen@uwo.ca)