



The University of Western Ontario

DRAFT

HISTORY 2147A

Nazi Germany

Fall 2019

Wednesdays, 2:30-4:20, NS-1

Instructor: Eli Nathans

Office Hours: TBA

Department of History, Office: Lawson Hall 2217

Email: enathans@uwo.ca

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### **Course Description:**

We analyze how the Nazi Party came to power; the regime's use of propaganda, intimidation and terror within Germany after 1933; Hitler's foreign policy; Nazi methods in occupied Europe; anti-Semitism, the Holocaust, and other programs of mass murder; resistance within Germany; and the reasons for the regime's defeat.

### ***Antirequisites:***

History 1404E, History 2145A/B and the former History 1403E.

### **Course Syllabus:**

Students who pass this class will be able to:

explain the reasons for the Nazi Party's electoral successes in the early 1930s and for Hitler's appointment as Chancellor in January 1933;

explain the principal methods the Nazi regime used to govern Germany after January 1933, the responses to Nazi rule of different groups in German society, and why Hitler's foreign policy was initially so successful;

explain why German policies in the countries it conquered assumed such brutal forms, and in particular why Germany undertook organized campaigns of enslavement and mass murder;

explain the forms taken by resistance to Nazi rule, especially within Germany, and the reasons for the success or failure of particular kinds of resistance; and

analyze critically a range of primary and secondary sources.

## Required Course Materials:

Joseph Bendersky, *A Concise History of Nazi Germany* (Rowman & Littlefield, 2014; fourth edition).

Primo Levi, *Survival in Auschwitz*, translated by Stuart Woolf (New York: Touchstone Books, 1996).

Hiltgunt Zassenhaus, *Walls. Resisting the Third Reich - One Woman's Story* (Boston: Beacon Press, 1993).

All the required books may be purchased at the Western Bookstore.

Other sources are available on-line, in the Resources section of the course OWL website.

## Methods of Evaluation:

An in-class half hour essay response to a question regarding Primo Levi's *Survival in Auschwitz* (students may bring the book to class and use it and notes in responding to the question – however, no electronic devices may be used), to take place in class on November 20:

10%

An in-class half hour essay response to a question regarding Hiltgunt Zassenhaus's *Walls* (students may bring the book to class and use it and notes in responding to this question – however, no electronic devices may be used), to take place in class on November 27:

10%

An in-class mid-term examination on Wednesday, October 23. The exam will last for one hour. Students will be required to write responses to one essay question and to two identifications (drawn from a list of three, all quotations drawn from the assigned original sources found on the course OWL website). No books or notes or other written materials or electronic devices of any kind may be consulted during the mid-term.

30%

A final examination, to be held in the fall term examination period in December. This three hour examination will require students to answer two essay questions from a list of five, and to respond to four identification from a list of six (all quotations drawn from the assigned original sources found on the course OWL website). **The final examination will cover the entirety of the course, not just the second half of the semester.** No books or notes or other written materials or electronic devices of any kind may be consulted during the final examination.

50%

Students who are absent from any of the assignments or exams described above for any reason and wish to be permitted to write the assignment or exam later must request an accommodation from their home

faculty Academic Counseling Office. The questions and – in the case of the exams – identifications, will vary from the version given to the class.

### **Course Schedule and Readings:**

(Original sources, from which quotations may be drawn on the mid-term and final examinations, are starred)

#### **September 11. Why study Nazi Germany? Historical contexts.**

Bendersky, *A Concise History of Nazi Germany*, xi-xiv, 1-15

What were the principal challenges facing the Weimar Republic following its creation in 1919? To what extent were these challenges exacerbated by the political structures created by the constitution of the new republic?

#### **September 18. Hitler's self-portrayal in *Mein Kampf* and the goals of the Nazi Party; the failed Putsch attempt of November 1923.**

Bendersky, *A Concise History of Nazi Germany*, 16-54

\*Adolf Hitler, *Mein Kampf*, translated by Ralph Manheim (Boston: Houghton Mifflin, 1943), 37-65, 176-86.

\*"The programme of the Nazi Party, as adopted on February 24, 1920," from *Nazism 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, Vol. 1, *The Rise to Power 1919-1934* (Exeter: A. Wheaton, 1983), 14-16.

Jay Baird, *To Die for Germany. Heroes in the Nazi Pantheon* (Bloomington: Indiana University Press, 1990), 73-89, 102-7.

Optional Reading: Alan Bullock, *Hitler, A Study in Tyranny* (New York: Harper & Row, 1962), 23-120 (on seven day reserve at Weldon Library).

Please consider the following questions while reading the assigned texts: In the assigned excerpts from *Mein Kampf*, Hitler frequently claims that Germans were victims of violence, manipulation, and deception. What are the most important instances of these kinds of victimization discussed in the assigned excerpts? What purposes do they serve in Hitler's argument? How does Hitler explain his hatred for Socialists and Jews? What does he think of Austria-Hungary? What are his principles of successful propaganda? What do Hitler's views regarding propaganda suggest regarding his understanding of human nature and capacities, both with respect to Germans and non-Germans? What role is played by claims of victimization in Hitler's arguments regarding propaganda? To what extent, according to Bendersky, were Hitler's views a product of the cultural and political environment of Vienna in the period before the First World War, Hitler's own personal circumstances and experiences, and his personality?

What attracted Germans to the Nazi Party in the early 1920s, according to Bendersky? What were the principal goals of the Nazi Party, as described in the Party program? Why did Nazi Party leaders find Horst Wessel the perfect hero, according to Baird?

**September 25: The Great Depression, Nazi successes in provincial and national elections, Hitler's appointment as chancellor. Hitler's rapid consolidation of power**

Bendersky, *A Concise History of Nazi Germany*, 55-96.

\*"Reichstag Fire Decree of February 28th, 1933," from German History in Documents and Images, [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=2325](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2325) (accessed July 25, 2013).

\*"Enabling Act of March 23rd, 1933," from German History in Documents and Images, [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=1496](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1496) (accessed on July 25, 2013).

\*"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), 251-80.

Optional Reading: Alan Bullock, *Hitler, A Study in Tyranny* (New York: Harper & Row, 1962), 121-311 (on seven day reserve at Weldon Library).

Please consider the following questions while reading the assigned texts: How did Hitler hold the Nazi movement together as he maneuvered to be appointed Chancellor in 1931 and 1932? Why did he ultimately prove successful in this gamble? What errors did the opponents of the Nazis make?

What rights did the Reichstag Fire Decree suspend? What powers did the Enabling Act did the Enabling Act give the cabinet? What restraints on Hitler's conduct remained, under the Act? In his speech to the Reichstag on March 23, 1933, Hitler sought to secure a two thirds majority vote for the adoption of the Enabling Act, as required by the Weimar constitution with respect to amendments to the constitution. To what groups within Germany did he appeal, and how? In what respects might the speech have been designed to appeal to foreign states? To what extent was Hitler's sketch of the history of the Weimar Republic, of the conduct of its leaders and the treatment of National Socialists, accurate? What does it leave unsaid? What vision of the future does it offer Germans? How did the Social Democratic Party leader, Otto Wels, seek to defend his Party from Hitler's attacks in this debate? How did Hitler respond to Wels? How do the leaders of the other parties explain their willingness to vote in favor of the Enabling Act?

What varied responses to the new regime does Klemperer record to the first months of Hitler's rule? How did Nazi rule, and especially the responses of the Germans he observed, change his view of Germany?

**October 2: Nazi Domestic Policies, 1934-1939. Public Works Projects and Rearmament. Eugenics. Attracting the Youth. Relations with the Protestant and Catholic Churches.**

Bendersky, *A Concise History of Nazi Germany*, 99-129, 142-6.

Film: Excerpts from Triumph of the Will

\*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, 27-31, 94-8, 101-4, 112-14, 117-22. An account of his experiences in the Nazi period by someone who was six in 1933.

\*Jost Hermand, *A Hitler Youth in Poland. The Nazis Program for Evacuating Children during World War II*, trans. By Margot Bettauer Dembo (Evanston: Northwestern University Press, 1997), 46-56

Michael Wildt, *An Uncompromising Generation. The Nazi Leadership of the Reich Security Main Office* (Madison: University of Wisconsin Press, 2009), 21-47.

\*Translations of Hitler's speeches found in Leni Riefenstahl's *Triumph of the Will*.

\*Hermann Rauschning, *The Voice of Destruction* (New York: Putnam, 1940), 47-57.

Guenter Lewy, *The Catholic Church and Nazi Germany* (Da Capo Press, 2000; original 1964), 3-11, 25, 30-37, 115-21, 130-33.

\*"With Burning Concern," Papal Encyclical of March 14, 1937, from [http://www.vatican.va/holy\\_father/pius\\_xi/encyclicals/documents/hf\\_p-xi\\_enc\\_14031937\\_mit-brennender-sorge\\_en.html](http://www.vatican.va/holy_father/pius_xi/encyclicals/documents/hf_p-xi_enc_14031937_mit-brennender-sorge_en.html) (accessed on January 16, 2002).

Questions to consider when you read the assigned materials:

What Nazi measures attracted Germans to Nazi rule, and to Hitler as leader? How did the Nazi Party seek to capture the loyalty of the youth? To what emotions did it appeal? What were young people taught to believe? What kind of rebelliousness did it encourage, and what forms of obedience? In what respects was the training of the Hitler Youth (and of the comparable organizations for girls) reflect efforts both to mimic and to undermine traditional Christian beliefs? By what methods did these groups train the youth for war? How did Nazism appeal to the somewhat older and more academic group described in Michael Wildt's study?

What were Hitler's views regarding Christianity and the Christian churches, as revealed in his discussion with Hermann Rauschning, a senior Nazi Party leader from Danzig, in early 1933? In what ways did the Nazi regime seek to undermine the institutions of the Catholic Church between 1933 and 1937? How did the Catholic Church respond to these attacks? What aspects of the Nazi ideology, and which Nazi policies, did Pope Pius XI attack in his Encyclical of March 14, 1937?

**October 9**                      **Nazi foreign policy, 1933-1939; Reactions of other powers.**

Bendersky, *A Concise History of Nazi Germany*, 149-62..

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 foreign policy goals? How did he attempt to achieve them once he became Chancellor? How did Hitler weaken the alliances created to restrain Germany? Why did France and Britain fail to resist Hitler's successive abrogation of the Versailles Treaty? What does the Hossbach memorandum, the minutes of a secret meeting held in November 1937, reveal about Hitler's long-term goals and methods? What aspects of his long-term goals did he refrain from discussing in this meeting?

## **October 16                    Persecution of the Jews. Forms of resistance before the start of the war.**

Bendersky, *A Concise History of Nazi Germany*, 130-46.

Michael Meyer and Michael Brenner, *German-Jewish History in Modern Times*, vol. 4, *Renewal and Destruction* (New York: Columbia, 1996), 197-230.

\*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 careful diary of the events of the Nazi period. He was of Jewish ancestry, and survived the Nazi period thanks to his marriage to a woman who was not Jewish.

\*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.

\*"Law for the Protection of German Blood and German Honour," from *Nazism 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, Vol. 2, *State, Economy and Society 1933-39* (Exeter: A. Wheaton, 1984), 535-36.

\*"The Reich Citizenship Law of September 15, 1935," from German History in Documents and Images, [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=1523](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1523) (accessed on July 25, 2013).

\*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.

Ingo Müller, *Hitler's Justice. The Courts of the Third Reich*, trans. by D. Schneider (Cambridge: Harvard University Press, 1991), 82-111.

\*Thomas Mann, *The Coming Victory of Democracy* (Alfred Knopf, 1938) 7-23. Thomas Mann, among the best known German writers of the time, attacked the Nazi government from the 1930s in a series of speeches and, during the war, radio broadcasts. Mann lived in exile from 1933, first in the United States and then in Britain.

"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.

What were the principal stages in the development of anti-Semitic policies between 1933 and 1939? What role did the court system play in promoting the regime's anti-Semitic policies? What range of responses to the persecution of German Jews are described in the readings assigned in this class?

How does Thomas Mann define fascism and explain its attraction? What is true, or accurate, in its appeal, and what false, according to Mann? What does Mann understand democracy to mean, why does he believe in its "coming victory," even though fascism at the time appeared far more confident and aggressive? How did Pastor von Jan protest Kristallnacht?

**October 23: Mid-term examination; Hitler's War.**

Film: World at War: The Battle of France (excerpt)

Film: World at War: Stalingrad (excerpt)

**October 30: Occupation policies**

Film: Amateur Photographer

Bendersky, *A Concise History of Nazi Germany*, 163-87

\*Sönke Neitzel and Harald Walzer, *Soldaten. On Fighting, Killing and Dying: The Secret World War II Transcripts of German POWs*, translated by Jefferson Chase (New York: Alfred Knopf, 2012), 44-9, 56-65, 345-51.

Militärgeschichtliches Forschungsamt, *Germany and the Second World War*, vol 4, *The Attack on the Soviet Union* (Clarendon Press, 1998), 481-5, 1140-1149, 1162-1163, 1172-1176.

\*"Directives for the Treatment of Political Commissars ('Commissar Order') (June 6, 1941), from German History in Documents and Images, [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=1548](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1548) (accessed on July 25, 2013).

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. See <https://journals.scholarsportal.info/browse/09607773/v23i0001>

Optional Reading: Alan Bullock, *Hitler, A Study in Tyranny* (New York: Harper & Row, 1962), 490-650 (on seven day reserve in Weldon Library).

Please consider the following questions when reading the assigned texts: What were German plans for Poland and the conquered territory of the Soviet Union? How were these plans put into practice? In what respects did the conquest of Poland take the form of sexual violence and coercion?

**Week of November 4:            Reading Week No Classes**

**November 13            Mass murder, of the handicapped, of the intellectual and political elite of Poland, of Soviet POWs, of Roma, and of Jews.**

Film: Film Unfinished

Film: Shoah. Interview with Jan Karski.

Bendersky, *A Concise History of Nazi Germany*, 188-96.

Saul Friedländer, *The Years of Extermination: Germany and the Jews, 1939-1945* (Harper Perennial, 2007), 197-215, 261-268, 479-483.

\*Field Marshal von Reichenau's orders to the German army of 10 October 1941, and minutes of Wannsee Conference of January 20, 1942, from Lucy Dawidowicz, *A Holocaust Reader* (Behrman House), 70-82.

\*Sönke Neitzel, *Tapping Hitler's Generals. Transcripts of Secret Conversations, 1942-1945* (Frontline Books, 2007), 167-71, 183-6, 198-206, 226-30.

\*Zygmunt Klukowski, *Diary from the Years of Occupation, 1939-44*, trans. by George Klukowski (Urbana: University of Illinois Press, 1993), 184-201. Dr. Klukowski was a physician in a town that is now in the southeast of Poland.

Anatoly Podolsky, "The Tragic Fate of Ukrainian Jewish Women under Nazi Occupation, 1941-1944," in *Sexual Violence against Jewish Women during the Holocaust*, ed. by Sonja Hedgepeth and Rochelle Saidel (Waltham: Brandeis University Press, 2012), 94-107.

Please consider the following questions when reading the assigned texts:

When reading Levi's book, please consider the following questions: What lessons does Levi believe he has learned from his imprisonment in Auschwitz? Which individuals does he praise, and why? Which does he condemn?

What methods were used to reduce resistance to the program of killing of psychiatric patients that began in September 1939? What resistance did take place, and to what extent was it effective? How does Saul Friedlaender account for the decision to murder of all the Jews of Europe? On what kinds of evidence does he rely to support his argument? What do the secret recordings of German officers suggest about how much German soldiers knew regarding the killings of Jews and other crimes of the German army in the East, and their attitudes regarding these actions? By what methods did German authorities rule occupied Poland, according to the account of Zygmunt Klukowski? What was the response of the non-Jewish Polish population to the murder of Jews? What was Klukowski's response?



**November 20: In-class Essay Assignment: Primo Levi, *Survival in Auschwitz*. Resistance. The July 20, 1944 coup attempt of German officers.**

Bendersky, *A Concise History of Nazi Germany*, 196-200.

\*Primo Levi, *Survival in Auschwitz* (New York: Touchstone, 1995).

Guenter Lewy, *The Catholic Church and Nazi Germany* (Da Capo Press, 2000; original 1964), 284-93.

John Michalczyk, *Confront: Resistance in Nazi Germany* (Peter Lang, 2004), 196-207. Please note that this account of the White Rose resistance group was written by Georg (Juergen) Wittenstein, who participated in some of the activities of the group but was spared execution in 1943.

\*Fliers of the White Rose group, from *Nazism 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, vol. 4, *The German Home Front in World War II* (Exeter: 1984), 457-9.

\*Friedrich Percival Reck-Malleczewen, *Diary of a Man in Despair* (Collier, 1970), 159-169, 182-185, 195-199.

\*"Extracts from the Diary of Captain Wilm Hosenfeld," in Wladyslaw Szpilman, *The Pianist. The Extraordinary Story of One Man's Survival in Warsaw, 1939-1945*, translated by Anthea Bell (Toronto: McArthur and Co., 2003), 193-208; with a description of Hosenfeld's assistance to the Jewish author of the memoir, 176-81.

Please consider the following questions when reading the assigned text: Why did Zassenhaus resist the Nazi regime? What personal qualities, skills, and circumstances enabled her to do so successfully? What were the most important barriers to resistance, according to Zassenhaus? How can one explain the individual acts of resistance described in the other texts assigned for this class?

What was the response of the Catholic Church to the Holocaust? How can one explain the resistance of student members of the White Rose group in Munich?

**November 27: In-class Essay Assignment: Hiltgunt Zassenhaus' Walls. The End of the War. Postwar trials and "denazification." Remembering and Forgetting the War and Nazi Crimes. Holocaust Memorials and Holocaust Denial.**

Bendersky, *A Concise History of Nazi Germany*, 203-6

Film: *The Nasty Girl* (excerpts)/CBC Videorecording

\*Hiltgunt Zassenhaus, *Walls: Resisting the Third Reich - One Woman's Story* (Boston: Beacon Press, 1974).

\*Richard von Weizsäcker, May 8, 1985 speech to the West German Bundestag. Richard von Weizsäcker was at the time of this speech the president of the German Federal Republic.

Please consider the following question when reading the assigned texts:

How can one explain Zassenhaus' readiness to resist the policies of the Nazi regime, at the risk of her own life? What enabled her to survive? What, or who, were the most important influences on her life?

West German President von Weizsäcker outlines how he believes Germans should remember the day Nazi Germany surrendered. What does he propose?

### **December 3: Reflections on the Experience of Nazism: Preparing for the Final Examination**

The Final Examination will take place in the mid-year examination period (December 8-19), at a date to be set by the Registrar.

#### **Additional Statements**

##### ***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)

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 for such checking 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> ).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

##### ***Accessibility Options:***

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 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

[www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

##### ***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://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

to read about the University's policy on medical accommodation. 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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

Please note: Please visit [https://www.uwo.ca/univsec/academic\\_policies/index.html](https://www.uwo.ca/univsec/academic_policies/index.html) to view all updated academic policies regarding medical accommodations.

### ***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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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.

### ***Scholastic Offences***

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: [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)

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Students who are in emotional/mental distress should refer to Mental Health@Western, [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

*Use of Electronic Devices*

Electronic devices may not be used in any of the examinations for the class, or in writing in-class essays.

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 e-mail [vangalen@uwo.ca](mailto:vangalen@uwo.ca).