



School of History, Philosophy, Political Science and International Relations
History Programme
Trimester 1, 2008

HIST 239 (Special topic)

The History of the German-Speaking Peoples

Dr. Alexander Maxwell

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TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

**School of History, Philosophy, Political Science and International Relations
Te Hunga Aro Whakamuri**

**HISTORY PROGRAMME
Trimester 1, 2008**

HIST 239: SPECIAL TOPIC; HISTORY OF THE GERMAN-SPEAKING PEOPLES CRN 7173

Lecturer: Dr. Alexander Maxwell
Room: Old Kirk 422
Phone: 463 6753
Email: alexander.maxwell@vuw.ac.nz

Lectures: Tuesday and Friday, 10:00 -10:50am
Venue: Hugh Mackenzie LT003
Tutorials: TBA

Course aims:

HIST239 aims to introduce students to the modern history of German-speaking countries: Germany, Austria and Switzerland.

Course content:

This course focuses on the decline of the dynastic principle, the rise of the "German nation" as a principle for legitimating political power, and the various ways in which this German nation has been imagined. It devotes special attention to regional histories within the German-speaking world. No knowledge of German is required.

Course objectives:

Students passing this course should be able to: (a) Understand references to key figures, symbols, slogans and concepts from the history of the German-speaking world; (b) Be familiar with Central European political geography; (c) Analyse primary sources both verbally and in writing; (d) Write a research paper that addresses a historical question using primary sources as evidence and referring to scholarly debates.

Recommended Reading:

Required: Book of Readings for HIST 239 is available from Student Notes Distribution Centre on the ground floor of the Student Union Building.

Textbooks can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online. Opening hours are 8.00am – 6.00pm, Monday – Friday during term time (closing at 5.00 pm in the holidays) and 10.00am – 1.00pm Saturdays. Phone: 463 5515

Assessment:

This is an internally assessed course. The assessment will be based on:

- (a) **Analytical Essay:** 1,500 words on one of the assigned topics, worth 12.5% of total course marks, due 5pm, Wednesday 9 April.
- (b) **Research Essay:** 3,000 words on a topic chosen by the student, worth 50% of total course marks, due 5pm, Friday 2 May.
- (c) **Analytical Essay:** 1,500 words on one of the assigned topics, worth 12.5% of total course marks, due 5pm, Friday 23 May.
- (d) **In-class test,** worth 25% of total course marks, to be held 9.00am, Friday 30 May.

Statement on the use of Turnitin:

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Mandatory Course Requirements:

Each student must:

- Submit the written work specified for this course, on or by the specified dates (subject to provisions as stated for late submission of work), and
- Attend **six** of the 10 tutorial sessions (in case of illness, this requirement may be waived if a medical certificate is provided), and
- Sit the in-class test scheduled for Friday 30 May

Workload guidelines:

In accordance with Faculty of Humanities and Social Sciences Guidelines, this course has been constructed on the assumption that students will devote 18 hours per week to this class. This includes 2 x 50 minute lectures and 1 x 50 minute tutorial.

Penalties for late work:

Penalties may be waived if there are valid grounds, eg. illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary. It is in your interests to contact the course coordinator as soon as a potential problem emerges. Extension forms are available in the History Programme office. If granted an extension by the course coordinator, students must agree to a new assessment due date.

PLEASE NOTE that **Friday 6 June 2008** is the **FINAL DATE** on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after **Friday 6 June 2008** must be sought in writing from the Head of Programme, Professor Melanie Nolan, and will only be granted for serious medical

reasons (supported by medical certificate), or in case of serious personal crisis. A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E, or F).

Aegrotats:

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. For first trimester courses in 2008, the starting point for this period is **Monday 12 May 2008**.

The following rules apply:

- Where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course-supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered.
- Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.

Academic Integrity and Plagiarism:

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria. The University defines plagiarism as follows: *Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.* 'Someone else's work' means anything that is not

your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material. Find out more about plagiarism and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine "turnitin.com", <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Handwritten work may be copy typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely.

Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of mark for an assessment or a fail grade for the course.

Further information about essay assignments:

Students are required to submit **both** a paper version and an electronic version of all their papers. Deposit paper versions at the History office, Old Kirk 405 with a History coversheet, available at the History office or on Blackboard. Email the electronic version to the instructor.

Maxwell's special rule: Any paper that confuses "its" and "it's", or alternatively "there," "they're" and "their" will be penalized 5%. Since formal academic writing should not use contractions (except in quotations), there is no occasion to use "they're" or "it's" in your paper (except in quotations). Students should remove them using the find-replace feature.

Other style rules: A title page is not necessary. Do not put your essay in a plastic folder. If you cite a primary source from a secondary source, the footnote should state both the original source of the quotation and the secondary source you used. Lecture notes cannot be cited. For proper citation format, go to Victoria Library's reference page (<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>) and follow the link to "Citation reference guides," then read the PDF document "Chicago [Turabian]," (focusing on the footnotes and not the sample bibliography). The same information is presented in a more readable format at <http://library.osu.edu/sites/guides/turabiangd.html>.

Maxwell's "before you print" checklist

- Put your name on the front page.
- Set the body text font to Times New Roman, size 12
- Check the body text has "justified" right margins, double-spaced
- Place page numbers in upper right corner
- Remove any extra spaces between paragraphs
- Set the footnote font to Times New Roman, size 10
- Check that footnotes have "justified" right margins, single spaced
- Find-replace search for "they're" and "it's" (see Maxwell's special rule)
- Staple your paper together, and to the programme cover sheet.

The research essay:

The research essay is the most important course assignment, worth 50% of total course marks. It is an exercise in historical research. It should make a historical argument by analyzing primary sources in the light of historiographic debates. Students must refer to at least five secondary sources, and then analyze at least five primary sources in terms of that debate, though primary sources may be quoted from secondary sources. Internet sources may be used if the information on the webpage has, at some point, appeared in print, and students must be able to cite both the paper version and the web address.

Victoria University's policy on aegrotats requires all courses to have completed at least 50% of marked assignments before the seventh week of class. To comply with this requirement, the research essay is due three weeks before the end of term. This deprives students of three weeks of research time, so students will need a very early start in order to get a good mark. To discourage procrastination, students must present an annotated bibliography in tutorial meetings on week 4, and five pages of research notes on week 5. Both the bibliography and the presentation of research notes are compulsory, and students who do not complete them will **lose 4%** of their total possible research essay grade.

Research only brings positive results if undertaken from a genuine interest in the topic, so students may write on any topic related to German, Austrian or Swiss history in the period covered by this class *except the military history of World War Two*. Students are encouraged to discuss their research topics with the instructor. The instructor may, however, disallow topics not relevant to the course, and advise against topics that cannot be completed using the resources available to Victoria's students.



Analytical essays

The analytical essays ask the students to analyze the course readings. Students may cite additional sources as relevant, but this is not expected or required. Students are expected to answer the question posed, not merely to write on related themes. Both essays should have **1,500** words and are worth **12.5%** of total course marks.

Essay 1 (due 5pm, Wednesday 9 April): Choose **one** of the following

- (1-A) How did Herder's idea of the national language influence the German political action as described in Levinger, Liulevicius and Applegate?
- (1-B) How did Goethe's vision of German unity differ from the ideals propounded after 1871? Refer to individuals described in Applegate, Sked and Shorske.
- (1-C) How did Engles' ideas about Arndt resemble and/or foreshadow Luxemburg's critique of German militarism during the First World War? Refer also to the KPD manifesto.

Essay 2 (due 5pm, Wednesday 23 May): Choose **one** of the following).

- (2-A) How did Hitler show *discontinuity* with previous trends in German nationalism? Give examples from at least four other German patriots.
- (2-B) Do you think Rosa Luxemburg would have supported the German Democratic Republic? Justify your answer by comparing Luxemburg's writings with the government that Pletsch and Pieck describe.

Tutorials

For each tutorial, students are expected to fill in a response paper about that week's key reading (listed in **bold** in your tutorial programme, and available in this book of readings). The response form is designed to ensure that students are prepared to participate in class discussion, and also hopefully helps students analyse primary sources for their essays. Students are required to participate in at least 6 tutorials to pass the course. Credit for participating in tutorials will only be given to students who (1) are present during the tutorial (2) with a completed response form. **No credit will be given for response forms if students are not present in tutorial.** To encourage students to react to sources without fear of getting the "wrong answer," response forms will not be graded for content.

To make a response form:

- (a) take an ordinary blank piece of A4 paper
- (b) write your name in the top right-hand corner
- (c) draw a horizontal line across the middle of the page, halfway between top and bottom
- (d) on the top half of the page describe the author(s) of the text i.e. what is the author's nationality, their social class, gender, religion, ideology, family background, and historical circumstances. What elements of the author's background are relevant to understanding the text?
- (e) On the bottom half of the page, examine the information we can derive from the text as historians. Does anything strike you as unusual? Does anything strike you as typical? What does the author unintentionally reveal? What does the text tell us about the era or society that produced it? What in this text struck you as interesting?

In-class test

Students will be asked to identify key names, trends, slogans, or concepts from the history of the German-speaking world. Students will also be asked to interpret visual images such as political cartoons or maps.

PROGRAMME OF LECTURES AND TUTORIALS

Week 1	Introduction to German History
26 Feb	Where is Germany? Who are the Germans?
29 Feb	Augustus the Strong and Saxony's age of glory

Readings

Otto von Guericke, "The Destruction of Magdeburg," (1631)
<http://history.hanover.edu/texts/magde.html>
 Peter Wilson, 'The Great War (1618-48)' *From Reich to Revolution*, pp. 103-156.



Week 2	Prussia and Austria as German powers
4 March	Maria Theresa and the Man who would be Kaiser
7 March	A Tale of Four Fredericks: Prussia 1648-1790

Response reading

Johann von Herder, *Materials for the Philosophy of the History of Mankind* (1784) <http://fordham.edu/halsall/mod/1784herder-mankind.html>

Course reading

Frederick, Catherine, Maria Theresa
<http://www.fordham.edu/halsall/mod/1795Poland-division.html>
 Edward Crankshaw *Maria Theresa* "The King of the Romans," "The Great Change" 249-275 (26 pages)
 "Territories of the Empire," "Imperial Constitution from John Gagliardo," *Reich and Nation* 3-26 (23 pages)

Week 3	German Romantic Nationalism
11 March	The French Revolution and Germany.
14 March	Goethe and Weimar; Popular Romantic Nationalism.

Response Reading

Johann Wolfgang von Goethe, Johann Eckermann, *Conversations of Goethe with Eckermann and Soret, conversation of 23 October 1828.*

Course reading

Johann Wolfgang von Goethe, "Erlkönig" (one of his most famous poems)
 URL: <http://www.moonfairye.com/library/Erlkoenig/erlking.htm>
 Matthew Levinger, 'A Nation of Revolutionaries,' *Enlightened Nationalism*, 127-59.
 Ernst Moritz Arndt, "What is the German fatherland?" (1813)
 URL: <http://www.fordham.edu/halsall/mod/arndt-vaterland.html>
 "Turnvater Jahn and the Genesis of German Nationalism" in: Snyder, *Documents of German History* pp. 137-43.

Week 4	Austria and Germany: <i>Grossdeutsch</i> or <i>kleindeutsch</i> ?
18 March	The Revolution of 1848 and its failure.
21 March	The Bach regime, the <i>Ausgleich</i> and fin-de-siècle Vienna.

**** Research Essay: bibliographies due in section this week!!**

Response reading

"Engles on Arndt" (1841) (Sections 1, 3, 4 – Skip section 2)
 URL: <http://marxists.org/archive/marx/works/1841/01/arndt.htm>

Course reading

Veit Valentin, *1848: Chapters of German History*, pp. 176-204, 263-85.
 Carl Schorske, 'Politics in a new key,' *Fin-de-siècle Vienna: politics and culture*, New York, 1979, pp. 116-75.
 Alan Sked, 'Austria and Germany' in F. Parkinson (ed.), *Conquering the Past: Austrian Nazism Yesterday & Today*, Detroit, 1989, pp. 17-33.
 Robert Musil, 'Kakania' in *The Man Without Qualities*, [trans.], London, 1979.
 *access through URL: <http://www.xs4all.nl/~jikje/Texts/kaka.html>

<u>Week 5</u>	<u>The Life and Death of Imperial Germany</u>
25 March	The Franco-Prussian war (1870-1) and the <i>Kaiserreich</i> .
28 March	The First World War and the fall of the noble houses.

**** Five pages of research notes due in section this week!! ****

Response reading

Friedrich Nietzsche, 'Peoples & Countries' in *Beyond Good and Evil* (1886)

<http://www.marxists.org/reference/archive/nietzsche/1886/beyond-good-evil/ch08.htm>

Course reading

Henrich Class, 'If I were the Emperor' (1912)

URL: <http://www.h-net.org/~german/gtext/kaiserreich/class.html>

Vejas Liulevicius, in *War Land on the Eastern Front*: 113-44.

Rosa Luxemburg, 'The War and the Workers – Junius Pamphlet, 1916'

<http://www.fordham.edu/halsall/mod/1916luxemburg-junius.html>

Ernst Junger, *The Storm of Steel* (1920, excerpts)

<http://cooper.edu/humanities/classes/coreclasses/hss3/e-junger.html>

<u>Week 7</u>	<u>Nazi Germany</u>
8 April	Adolf Hitler as Human Being
11 April	The Racial State: Nazi domestic policy

**** Analytical Essay # 1 due at 5pm on 9 April!! ****

Response reading

Adolf Hitler, 'Personality and the Conception of the Folkish State', *Mein Kampf*, URL: http://hitler.org/writings/Mein_Kampf/mkv2ch04.html

Course reading

Alan Bullock, *Hitler: A Study in Tyranny*, London, 1964, pp. 187-250.

Anton Kaes, Martin Jay and Edward (eds.), *Weimar Republic Sourcebook*, Berkeley, 1994, pp. 133-41. [Breeding, Anti-Semitism, Hitler's speech].

Stefan Delmer, 'The Reichstag Fire'

URL: <http://www.heretical.com/miscella/reichstg.html>

<u>Week 6</u>	<u>The Failure of the Weimar Republic</u>
1 April	Postwar Chaos, Neuilly and Versailles
4 April	The Weimar Republic

Response reading

The Treaty of Versailles, part VIII (sections 231-247 with annexes)

URL: <http://www.yale.edu/lawweb/avalon/imt/partyviii.htm>

Course reading

'KPD Manifesto' and 'Weimar Constitution,' in Anton Kaes, Martin Jay and Edward (eds.), *Weimar Republic Sourcebook*, Berkeley, 1994, pp. 40-51.

Von Bulow, 'Revolution in Berlin' in Anton Kaes, Martin Jay and Edward (eds.), *Weimar Republic Sourcebook*, Berkeley, 1994, pp. 56-9.

Celia Applegate, *A Nation of Provincials: The German Idea of Heimat*, Berkeley, 1990, pp. 108-48.

(For further reading, I strongly recommend Richard Watt, *The Kings Depart*)

14-27 April: mid term break



<u>Week 8</u>	<u>German Unification?</u>
29 April	Austria from "Red Vienna" to the <i>Anschluss</i> .
2 May	Hitler's Megalomania

**** Research Essay due 5pm Friday 2 May!! ****

Response reading

Scholl I., 'To be Part of a Movement!' and Stuckart W., & Globke H., 'Civil Rights and the National Inequality of Man' in Mosse G., (ed.), *Nazi Culture*. 271-4, 327-37.

Course reading

Bruce Pauley, *Hitler and the Forgotten Nazis: A History of Austrian National Socialism*, Chapel Hill, 1991, pp. 3-15, 69-84, 104-21, 216-end.

<u>Week 9</u>	<u>The Disaster of Greater Germany</u>
6 May	The Holocaust
9 May	Resistance to Hitler, <i>Wunderwaffen</i> .

Response reading

Himmler on the occupied territories, (1943)

URL: <http://www.historyplace.com/worldwar2/holocaust/h-posen.htm>

Course reading

Bergen, 'Tenuousness and Tenacity: Volksdeutschen...' in: O'Donnell, Bridenthal and Reagin (eds.), *The Heimat Abroad*, 267-88.
Michael Burleigh, Wolfgang Wippermann, *The Racial State: Germany, 1933-1945*, Cambridge, 1991, pp. 136-97.

Recommended for students with a special interest in the Holocaust

Compare the testimonies of Paul Bendel and Henryk Tauber in Jean-Claude Pressac, *Technique and Operation of the Gas Chambers* (New York: Beate Klarsfeld Foundation, 1989); available online
<http://www.holocaust-history.org/auschwitz/pressac/technique-and-operation/pressac0481.shtml>
<http://www.holocaust-history.org/auschwitz/pressac/technique-and-operation/pressac0469.shtml>
Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*.

Film reels of Nazi concentration camps (Note: graphic images).
URL: <http://www.pbs.org/wgbh/pages/frontline/camp/view>

<u>Week 10</u>	<u>Occupied Germany</u>
13 May	<i>Stunde Null</i> ; ruins, refugees and foreign soldiers.
16 May	From Soviet Sector to German Democratic Republic

Response reading

Hennine Hausner, "May 17, 1945: The Day I will never forget."

URL: <http://sudetengermans.freeyellow.com/TheDay.html>

Course readings

Bein Family letter, 1949 URL: <http://web.archive.org/web/19990209104726/turnwald.on.benes.decrees>
URL: <http://www.sudetengermans.freeyellow.com/documents.html>
Extra sources on the expulsion of Germans: Read one story of your choice
<http://find.meinlschmidt.org/totzau/scriptorium/english/archives/whitebook/desg00.html>

<u>Week 11</u>	<u>German states in the Cold War</u>
20 May	Neutral Austria, NATO, Franco-German friendship
23 May	German-German relations in the cold war; <i>Ostpolitik</i>

**** Analytical Essay # 2 due 5pm Friday 23 May!! ****

Response reading

Wilhelm Pieck, 10 years of the DDR, (1959) at the German Propaganda Archive, URL: <http://www.calvin.edu/academic/cas/gpa/ddr10.htm>

Course reading

Carl Pletsch, 'The Socialist Nation of the German Democratic Republic', in *Comparative Studies in Society and History*, Vol. 21, no. 3, July 1979, pp. 323-45 [available from JSTOR – use Library databases website]
The Schumann plan (1950)
http://europa.eu.int/abc/symbols/9-may/decl_en.htm
East German film clips
http://blog.wfmu.org/freeform/2006/02/a_short_audiovi.html

Final week	The meanings of German history?
27 May	The Berlin Republic

30 May

In-class test

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hardcopy or under "about Victoria" on the VUW homepage: http://www.vuw.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically at:

http://www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

The **Disability Liaison Person** for the History Programme is Glyn Parry, tel. 463 6776 or email glyn.parry@vuw.ac.nz

Manaaki Pihipihinga Maori and Pacific Mentoring programme:

Academic mentoring is available for Maori and Pacific students at all levels of undergraduate study. Email Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses. The Pacific Support Coordinator can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact: Pacific-Support-Coord@vuw.ac.nz or phone 463 5842. They are located at: 14 Kelburn Parade back court yard Room 109. Maori Studies mentoring is done at the marae.



