

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, 2010 – 1 March – 4 July 2010
HIST 239 Special Topic:

History of the German-Speaking Peoples



Lecturer: Dr Alexander Maxwell
Lecture Hall: Murphy Lecture Theatre 101 (MYLT101)
Lecture times: Monday and Wednesday 14:10 – 15:00
Tutorial times: To be announced at the History Programme office

Lecturer office: Old Kirk 422 (OK422)
Lecturer phone: 463 6753
Lecturer email: alexander.maxwell@vuw.ac.nz
Office Hours: To be announced at the History Programme office.

Trimester dates

Teaching dates: 1 March 2010 to 4 June 2010
Mid-trimester break: 5 April to 18 April 2010
Study week: 7 June to 11 June 2010
Examination period: 11 June to 4 July 2010 (not applicable to this paper)

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Additional Information

Further information about the course may be announced in class.

Expected Workload

In accordance with Faculty of Humanities and Social Sciences Guidelines, this course assumes that students will devote 13 hours per week to HIST 239. This includes all course readings and assignments, two 50 minute lectures and one 50 minute tutorial.

Statement on the use of Turnitin

Student work for 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. At the discretion of the head of School, 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. If so, access to the full text of submissions will not be available to any other party.

Course Delivery

This course consists of two lectures every week, and one tutorial every week (except the first and last weeks). Attending the lectures is encouraged, but participation in tutorials is mandatory.

Texts

The course readings can all be found in the HIST 239 Book of Readings. There is no other textbook for this course. Students may also wish to purchase *Writing History Essays*, which is available from Student Notes, on the Ground Floor or the Student Union Building.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

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. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

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Course Content

History 239, “History of the German-Speaking Peoples,” examines the political, social, and cultural history in the history of the German-speaking world from 1648 to the present. The main theme of the course is regional diversity, and lectures discuss a wide variety of German-speaking states: the Holy Roman Empire, the Habsburg Empire, Saxony, Prussia, Bavaria, Switzerland, Imperial Germany, Weimar Germany, the first Austrian Republic, the Austrian *Ständestaat*, the Third Reich, the Federal Republic of Germany, the German Democratic Republic, and the second Austrian Republic.

Methodologically this course seeks to strengthen students’ research skills by giving them writing assignments that require extensive interpretation of primary sources. No knowledge of German is required, but students able to speak German are encouraged to use German-language sources as appropriate.

Course Requirements

To receive a passing mark, students must: (1) attend six of eleven tutorials, having done appropriate preparatory work, (2) submit all three essays by the specified dates, subject to provisions and penalties for late submission, and (3) sit the final test. A student who obtains an overall mark of 50% or more but fails to satisfy a mandatory requirement will receive a K grade for that course. A course mark less than 50% results in the appropriate fail grade, that is, a D or E.

Tutorials

Tutorials begin the second week of the semester, and take place every week except the last week of the semester. Students must participate in six (6) tutorials to pass the course. Students who participate in all ten tutorials will get 1% added to their final course mark. Students who participate in nine tutorials receive full marks. Students who only participate in eight tutorials will have 2% deducted from their final mark. Students who only participate in seven tutorials will have 5% deducted from their final mark. Students only participate in six tutorials will have 8% deducted from their final mark. Students who fail to participate in six tutorials have not completed course requirements and will not pass the course. Students may attend a tutorial other than their own in case of extraordinary schedule conflicts. **Missed tutorials cannot be made up under any circumstances**, no matter how legitimate, because it is not possible to re-assemble the tutorial for the benefit of one absent student. Use your absences wisely!

To receive credit for participation in a tutorial, students must (1) attend, and (2) fill in a “response form” about that week’s reading, specifically the reading listed in **bold type** in the syllabus. The response form ensures that students come prepared for the discussion, but more importantly gives students a chance to think critically about primary sources.

How make a response form

- (1) Take an ordinary blank piece of A4 paper.
- (2) Write your name in the top right-hand corner.
- (3) Draw a horizontal line across the middle of the page, halfway between top and bottom.
- (4) On the top half of the page, describe the author of the text. Describe any elements of the author’s background that you consider relevant to understanding the text. You may wish to focus on variables such as social class, political affiliation, place of origin, religion, ideology, gender, and so forth.
- (5) On the bottom half of the page, describe what historians can learn from the text. What does it tell us about the person, society or historical period that produced it? Focus on what the text can teach us as historians, not your personal reaction. Comments such as “I liked this text,” “it was boring,” or “I did not understand some parts” are not helpful: you can do better.

Response forms will not be graded for content: write what you really think. Some interpretations may be more insightful than others, but students are not expected to provide any specific “right answer.” Response forms do not need to be word-processed.

Course Learning Objectives

Students passing this course must demonstrate that they (1) understand symbols, slogans, concepts, key figures and political geography from the German-speaking world, and (2) can construct a clearly-written research paper based on both primary and secondary sources. Lectures and the final test assess on the first objective. The writing assignments assess on the second.

Assessment of Course Learning Objectives

Short Essay # 1	15% (1,000 words)	Due date: Wednesday 31 March at 6 pm.
Short Essay # 2	15% (1,000 words)	Due date: Wednesday 26 May at 6 pm.
Research Essay	45% (3,000 words)	Due date: Friday 14 May at 6 pm.
Peer Review	5% (500 words)	Due date: Monday 10 May at 6 pm.
In-class Test	20%	Test date: Wed. 2 June, 14:10 – 15:00.

Short Essays

The two short essays, (1,000 words each) test students on the course reading. The use of additional sources is discouraged: students should answer the question from the assigned reading.

Short Essay #1 (pick one of the following three)

- (A) How did Fichte's idea of the nation inspire the 1848 Revolution, as Valentin describes it?
- (B) How did Lueger's politics compare with those of Heinrich Class and Ernst Mortiz Arndt?
- (C) How did Goethe's vision of German unity differ from the visions described in Levinger and Snyder?

Short Essay #2 (pick one of the following three)

- (D) Compare the local relationship to Germany in Austria, the Pfalz, and Volksdeutsche. Examine Sked, Pauley, Applegate, and Bergen.
- (E) Do you think Rosa Luxemburg would have supported the German Democratic Republic? Compare Luxemburg's writings to the state that Pletsch and Köppe describe.
- (F) How did Nazi ideas of German nationality show *discontinuity* with previous German ideas? Discuss Fichte, Karl Lueger, and the 'Kultur' programme, as Liulevicius describes it.

Final Test

The final test (20% of course mark) is drawn from the lectures. It is designed to test the student's cultural literacy. The test has two sections.

In the first section, worth 80% of the test, students will receive a list of "key terms," all of which will have been mentioned in lectures. Students must write a brief definition of the term and explain its significance. Students unsure what to write should imagine that they are explaining the term to somebody unfamiliar with it. Alternatively, students may focus on answering the following questions: Who or what is it? Where and when did it exist? Why was it important?

In the second section, worth 20% of the test, students will discuss four images, e.g. a political cartoon, a propaganda poster, a painting, a map, etc. Students must interpret the image in the context of the circumstances in which it was made. Students should suggest when and where the image was originally produced, explain any relevant symbolism or metaphors.

Peer Review

Students must read a paper from a fellow student and suggest ways to improve it. Send your suggestions **both** to the author **and** to the instructor by email. It should have the following elements:

- (a) The title "Review of (student name)'s paper by (student name)."
- (b) A paragraph on the use of primary sources. How could the author use them more effectively?
- (c) A paragraph on the use of secondary sources. How could the author use them more effectively?
- (d) A list of practical suggestions about how to improve the paper.

Peer reviewers will be marked on the quality of their suggestions. The quality of the review does not depend on the quality of the paper under review: a reviewer may give good advice to a weak paper and vice-versa.

The Research Essay

The research essay (3,000 words) is the most important item of assessment, because the ability to conduct independent research on a self-chosen topic is the most important historical skill. Essays should examine both primary sources in the light of historiographic debate. Students must select their own research topic. The paper must describe a debate, referring to **at least three secondary sources**. Students should then give an opinion about that debate with reference to **at least three primary sources**. All research topics must be verbally approved by the instructor, either before or immediately after class. Students may pick any topic related to German, Austrian or Swiss history in the period covered by this class *except the Nazi period*.

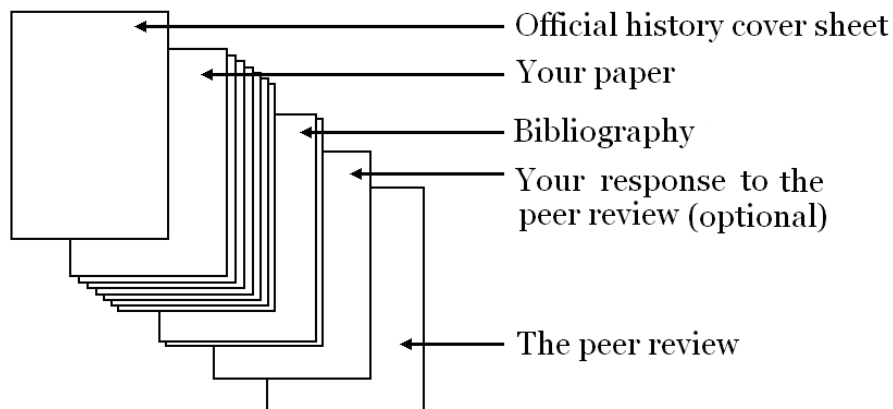
Students must demonstrate progress on their research essays as the semester progresses, which will be measured with three “milestones.” Students will have 4 points deducted from their research essay grade for each milestone not completed on time (= 2% of the total course mark) Milestones will be checked in tutorials. The student has the responsibility to ensure that the instructor sees that the milestones are completed. Note: milestones 1 and 2 may be completed early.

Milestone 1: (due in tutorial in week 4) students must come to tutorial showing that they have taken at least **eight (8) pages of notes** relevant to their research paper. Notes may come from either primary or secondary sources. Students should jot down anything that they might wish to cite in the research paper, so notes must therefore contain all citation data: author name, the title of the book or article, the date of publication, and most importantly **relevant page numbers**.

Milestone 2: (due in tutorial on week 6) students must find two secondary sources and one primary source related to their self-chosen topic. Students should briefly explain how the interpretations given in the secondary sources differ. They should also give an opinion whether the primary source supports the first or second author, and why. Then students should provide full citations for all three sources, formatted as in the final bibliography. All this information should fit easily on one page. Internet sources may be used if the information has, at some point, appeared in print, and you can cite both the paper and online versions.

Milestone 3: (due in tutorial on week 8) students will bring a draft of their paper to class for peer review. Students will exchange drafts with a fellow student and write a review of their peer’s draft. Students who do not receive their review should contact the instructor. Students have the option of responding to the peer review in order to answer criticism, explain why suggestions were not adopted, or thank the reviewer for insightful comments. This response is optional.

Peer reviews will be marked alongside the paper reviewed. At the end of their final paper, students should attach the review they **received**. Hand in your paper as follows:



Before you print your final research paper

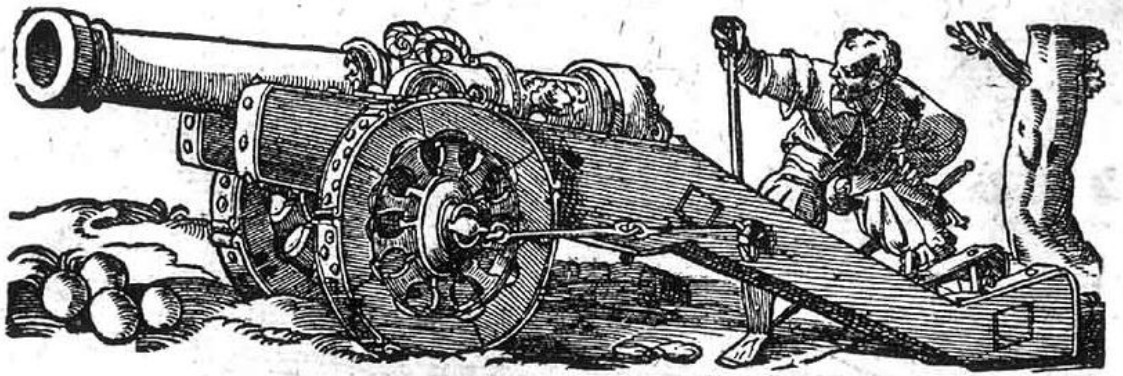
Essays must be double-spaced and stapled. Use “Times New Roman,” font size 12, justified text, and default margins. Use footnotes, not end-notes, when in doubt consult the guide at <http://library.osu.edu/sites/guides/turabiangd.html>. Do not place an extra line between paragraphs. Include your name and a bibliography. A title page is not necessary. Do not put your essay in a plastic folder, just staple it. Avoid contractions (“he is” not “he’s” etc.) Footnotes should appear in font size 10, single spaced. 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 can not be cited.

Schedule of Lectures

<u>Week 1</u>	<u>Introduction to German History</u>
1 March	Where is Germany? Who are the Germans?
3 March	Augustus the Strong and Saxony's age of glory

Otto v. Guericke, "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



<u>Week 2</u>	<u>Prussia and Austria: Germany's Eighteenth-Century Powers</u>
8 March	Maria Theresa and the Man who would be Kaiser
10 March	A Tale of Four Fredericks: Prussia 1648-1790

Johann Gottfried Fichte, "Thirteenth Address," in *Addresses to the German Nation* (1808).
<http://www.sammustafa.com/Resources/Fichte.pdf>

"Territories of the Empire," "Imperial Constitution," from John Gagliardo, *Reich and Nation* 3-26

🎬 Wolfgang Mozart "Die Hölle Rache, (2nd Aria of the Queen of the Night)," from *Zauberflöte* (1791)
<http://www.youtube.com/watch?v=9qqDKUKvoIs> 3:05

🎬 The adventures of Baron Münchhausen (1943 film based on Rapse's 1785 stories).
<http://www.youtube.com/watch?v=V0e5g13QB5U> (the ride on the cannonball) 4:31
<http://www.youtube.com/watch?v=tv-nqCMKtxY> (the wager over Tokaji) 9:03

<u>Week 3</u>	<u>The French Revolution and German Romantic Nationalism</u>
15 March	The French Revolution and Germany.
17 March	Romantic Nationalism in post-Napoleonic Germany.

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

Ernst Moritz Arndt, "What is the German fatherland?" (1813)
<http://www.fordham.edu/halsall/mod/arndt-vaterland.html>

Matthew Levinger, 'A Nation of Revolutionaries,' *Enlightened Nationalism*, 127-59.

"Turnvater Jahn and the Genesis of German Nationalism" in: Snyder, *Documents of German History* pp. 137-43.

Johann Wolfgang von Goethe, "Erlkönig" (one of his most famous poems, 1782)
<http://www.moonfairye.com/library/Erlkoenig/erlking.htm>

🎬 Ludwig van Beethoven, "An die Freude (Ode to Joy)" from the 9th symphony, dir. Herbert v. Karajan.
<http://www.youtube.com/watch?v=lsFvnL7e1cE> 9:26

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

**** Milestone 1: eight (8) pages of notes due in tutorial this week!! ****

“Engles on Arndt” (1841) (Sections 1, 3, 4 – Skip section 2)

URL: <http://marxists.org/archive/marx/works/1841/01/arndt.htm>

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*, pp. 116-75.

Alan Sked, ‘Austria and Germany’ in F. Parkinson (ed.), *Conquering the Past*, pp. 17-33.

Robert Musil, ‘Kakania’ in *The Man Without Qualities*, (1930)

<http://www.xs4all.nl/~jikje/Texts/kaka.html>

🎬 Johann Strauss, “Mein Herr Marquis (laughing song),” from *Fledermaus*, first performed 1874

<http://www.youtube.com/watch?v=npLZNoRoH2M> 3:53

🎬 Gustav Mahler, 9th Symphony, Opening Movement (first performed 1912)

<http://www.youtube.com/watch?v=dwnqeYjjGFQ> 8:56



Week 5 The Life and Death of Imperial Germany

29 March The Franco-Prussian war (1870-1) and the *Kaiserreich*.

31 March The Central Powers in the First World War.

**** Essay # 1 due on 31 March at 6pm ****

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

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

Henrich Class, ‘If I were the Emperor’ (1912)

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

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

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

🎬 Richard Wagner, “Ride of the Valkyries,” From *Ring Des Nibelungen* (first performance 1870)

<http://www.youtube.com/watch?v=3mmpcdNNMos> 9:55

1-18 April: mid term break



Week 6 The Failure of the Weimar Republic
 19 April Chaos in Germany: the first German republics.
 21 April Neuilly and Versailles.

**** Milestone 2: “competing sources” assignment due in tutorial this week!! ****

The Treaty of Versailles, part VIII (sections 231-247 with annexes)
<http://www.yale.edu/lawweb/avalon/imt/partyviii.htm>

‘KPD Manifesto’ and ‘Weimar Constitution,’ in Kaes, Jay, Edward (eds.), *Weimar Republic Sourcebook*, pp. 40-51.

Von Bulow, ‘Revolution in Berlin’ in Kaes, Jay, Edward (eds.), *Weimar Republic Sourcebook*, pp. 56-9.

(For further reading on the 1918 collapse of the central powers, see Richard Watt, *The Kings Depart*)

Week 7 Nazi Germany
 26 April The life and times of the Weimar Republic.
 28 April Adolf Hitler’s youth and rise to power.

Inge Scholl, ‘To be Part of a Movement!’ and Wilhelm Stuckart & Hans Globke ‘Civil Rights and the National Inequality of Man’ in George Mosse (ed.), *Nazi Culture*. 271-4, 327-37.

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

Alan Bullock, *Hitler: A Study in Tyranny*, 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’
<http://www.heretical.com/miscella/reichstg.html>

🎬 Film excerpt: “Der blaue Engel,” excerpt with Marlene Dietrich (1930).
<http://www.youtube.com/watch?v=yURsSE1N1PE>
 10:38

Week 8	<u>German Unification?</u>
3 May	The Racial State: Nazi domestic policy
5 May	Austria: from "Red Vienna" to the <i>Anschluss</i> .

**** Milestone 3: essay draft due in tutorial this week!! ** Peer review due on 10 May!! ****

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

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.

🎞 Leni Riefenstahl, *Olympia*, excerpt. (1938).

<http://www.youtube.com/watch?v=x7Q1HbUJDKo> 3:01

🎞 Hilter's Speech at the Nüremburg Parteitag (from *Triumph des Willens*, 1934)

<http://www.youtube.com/watch?v=nH0Et56Hxt4> 10:42

Week 9	<u>The Catastrophe of Greater Germany</u>
10 May	The Second World War.
12 May	The expulsion of Germans from Eastern Europe.

**** Research Essay due 14 May at 6:00 pm!! ****

🎞 **Himmler's speech to SS officers (4 October 1943)**

http://www.youtube.com/watch?v=7_XS3Xra0Xs

<http://www.holocaust-history.org/himmler-poznan/speech-text.shtml>

Bergen, 'Tenuousness and Tenacity: Volksdeutschen...' in: O'Donnell, Bridenthal and Reagin (eds.), *The Heimat Abroad*, 267-88.

Nazi Propaganda short film (26 February 1942).

<http://www.youtube.com/watch?v=ONvUzbBcVhU> 3:51

🎞 Last film pictures of Hitler (22 March 1945)

<http://www.youtube.com/watch?v=I3C5Sf8RC7s> 1:50

🎞 Marlene Dietrich, "Lili Marlene" (two versions: English from 1944, German from 1960)

<http://www.youtube.com/watch?v=oRxR7e2c2L0> 2:40

<http://www.youtube.com/watch?v=DH6zRAJ8ziY> 3:10

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

**Hennine Hausner, "May 17, 1945: The Day I will never forget."
<http://sudetengermans.freeyellow.com/TheDay.html>**

I.R.O. Resettlement form – Alex Krulow (1950)

<http://www.dpcamps.org/AlexKrulow.jpg>

Turnwald on Beneš decrees

<http://www.sudetengermans.freeyellow.com/documents.html>

🎞 "Your Job in Germany" (Frank Capra, 1946).

<http://www.youtube.com/watch?v=1v5QCGqDYGo> 10:40

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

**** Essay # 2 due on 26 May at 6:00 pm!! ****

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

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 Schuman plan (1950)
http://europa.eu.int/abc/symbols/9-may/decl_en.htm

🎬 John F. Kennedy, "Ich bin ein Berliner," (1963) 4:41
<http://www.youtube.com/watch?v=hH6nQhss4Yc>

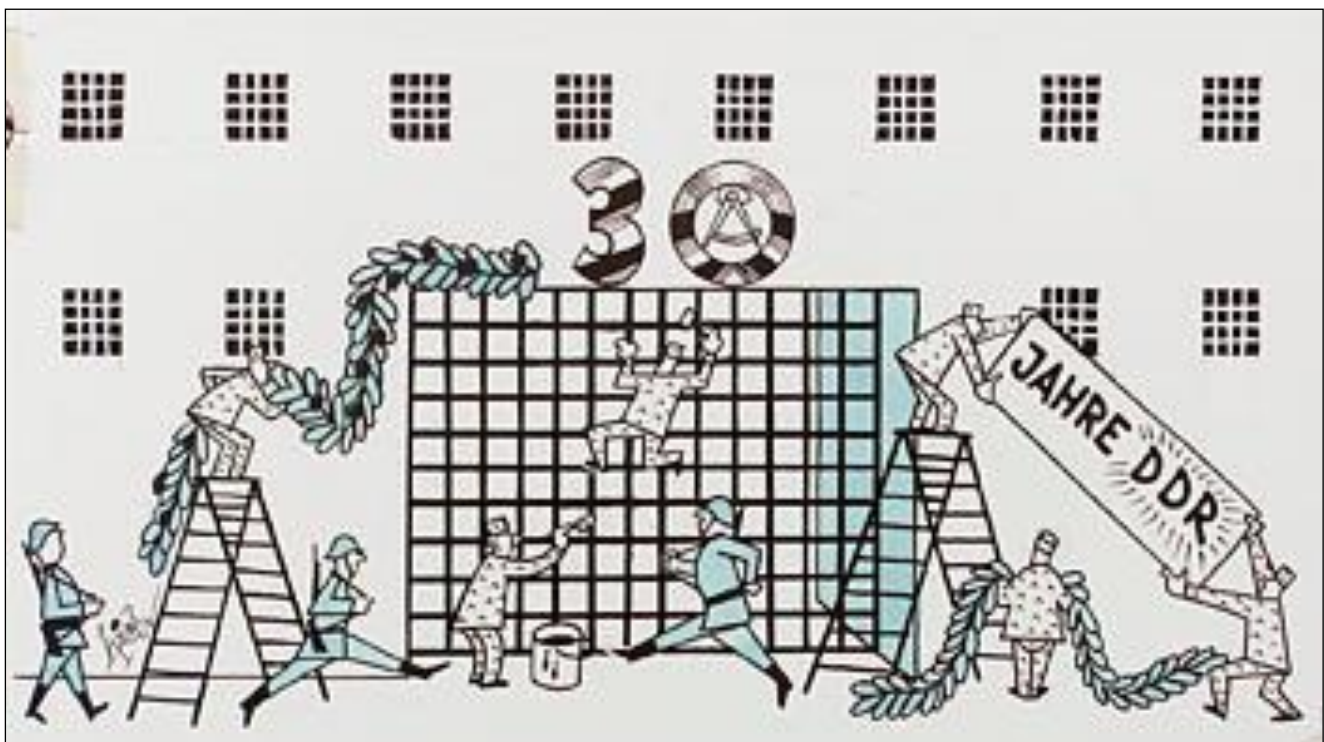
🎬 Ronald Reagan, "Tear down this wall" (1988) 4:00
<http://www.youtube.com/watch?v=WjWDrTXMgF8>

🎬 Advert for the Trabant (1960s) 0:28
<http://www.youtube.com/watch?v=MQwj0EqOQJw>

🎬 Kraftwerk, "Autobahn" (1974) 8:52
<http://www.youtube.com/watch?v=68C-r9kSLNE>

<u>Final week</u>	<u>The meanings of German history?</u>
31 May	The Berlin Republic
2 June	In-class test

No tutorial in the final week.



Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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, you must acknowledge your sources fully and appropriately. This includes: Material from books, journals or any other printed source, the work of other students or staff, information from the internet, software programs and other electronic material, designs and ideas, and the organisation or structuring of any such material.

Find out more about plagiarism, how to avoid it, and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Class Representative

A class representative will be elected in the first class. That person's name and contact details will be available to VUWSA, the course coordinator and the class. The class representative can liaise with the Course Coordinator on behalf of students.

Penalties for Late Work

History Programme policy stipulates that Students will be penalized for late submission of essays—a deduction of: 5% for the first day late and, 2% thereafter for a maximum of 8 days; thereafter work can be accepted for mandatory course requirements but will not be marked. Penalties may be waived if there are valid grounds, e.g. illness or similar other contingencies. A medical certificate or other documentation will be necessary. Contact the course coordinator as soon as a potential problem emerges. Extension forms are available in the History Programme office. If granted an extension, students must agree to a new due date.

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* or the Academic Policy and Student Policy sections at: <http://www.victoria.ac.nz/home/about/policy>.

The AVC (Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at: http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx.

Group Work

There is no group work for this course.