



School of History, Philosophy, Political Science and International Relations
Te Hunga Aro Whakamuri – History Programme
16 July – 17 November 2012 (Trimester 2)

HIST 248





History of the German-Speaking Peoples



Lecturer: Dr Alexander Maxwell
Lecture venue: Hunter Lecture Theatre (LT 119)
Lecture time: Monday and Wednesday 16:10 – 17:00
Tutorial time: Thursdays 11:00 (MY103); 13:10 (MY 103); 15:10 (MY 103), 16:10 (KK107)

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.

Schedule of Lectures

<u>Week 1</u>	<u>Germany after the Thirty Years' War</u>	
16 July	The Holy Roman Empire, the siege of Vienna, and the electorate of Hannover.	
18 July	Augustus the Strong and Saxony's age of glory.	
Otto v. Guericke, "Destruction of Magdeburg," (1631) http://history.hanover.edu/texts/magde.html		
Hajo Holborn, "Economic and Social Conditions after 1648," <i>A History of Modern Germany</i> , pp. 22-24.		
John Gagliardo, "Territories of the Empire," <i>Reich and Nation</i> , pp. 3-26.		
Peter Wilson, "The Reich in Action," <i>From Reich to Revolution</i> , pp. 157-169.		
 Johann Sebastian Bach, "Herr, unser Herrscher," from the <i>Johannespassion</i> (1724). http://www.youtube.com/watch?v=rIcinMxNYBc		9:23
<u>Week 2</u>	<u>Prussia and Austria: Germany's Eighteenth-Century Powers</u>	
23 July	Maria Theresa and the Man who would be Kaiser	
25 July	A Tale of Four Fredericks: Prussia 1648-1790	
Frederick II, "Political Testament" (1752)		
Joseph II, "Political Daydreams" [<i>Réveries politiques</i>] (1763)		
Holborn, "Growth of Absolutism in Brandenburg-Prussia," "The Seven Years War and the Monarchy of Frederick the Great," <i>A History of Modern Germany</i> , pp. 59-67; 237-251.		
Johann von Herder, Materials for the Philosophy of the History of Mankind (excerpts, 1784) http://fordham.edu/halsall/mod/1784herder-mankind.html		
 Wolfgang Mozart "Die Hölle Rache, (2nd Aria of the Queen of the Night)," from <i>Zauberflöte</i> (1791) http://www.youtube.com/watch?v=9qqDKUKvoIs		3:05
<u>Week 3</u>	<u>The French Revolution and German Romantic Nationalism</u>	
30 July	The French Revolution and Germany.	
1 August	Romantic Nationalism in post-Napoleonic Germany.	
Johann Wolfgang von Goethe, Johann Eckermann, <i>Conversations of Goethe with Eckermann and Soret</i>, conversation of 23 October 1828.		
Joseph Görres, "The end of the Holy Roman Empire" (c. 1806)		
Ernst Moritz Arndt, "What is the German fatherland?" (1813)		
Matthew Levinger, 'A Nation of Revolutionaries,' <i>Enlightened Nationalism</i> , 127-59.		
"Turnvater Jahn and the Genesis of German Nationalism" in: <i>Documents of German History</i> pp. 137-43.		
Johann Wolfgang von Goethe, "Erlkönig" (one of his most famous poems, 1782) http://www.moonfairye.com/library/Erlkoenig/erlking.htm		
 Anne Sofie von Otter sings Franz Schubert's, "Erlkönig" (1815 arrangement) http://www.youtube.com/watch?v=0tJbJvKzuEo		4:03
 Ludwig van Beethoven, "An die Freude" from the 9 th symphony (1824) http://www.youtube.com/watch?v=4pbMUEHvoAo		9:27

Week 4	The Austrian Empire: German or Habsburg?
6 August	The Revolution of 1848 and its failure.
8 August	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.

🎞 Johann Strauss, “Mein Herr Marquis (laughing song),” from *Fledermaus* (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 Hohenzollerns and the <i>kleindeutsch</i> German Empire
13 August	Bismarck, the Franco-Prussian war (1870-1), and the <i>Kaiserreich</i> .
15 August	The German Empire and the First World War.

**** Essay # 1 due on 17 August at 4:00 pm ****

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

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

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

Vejas Liulevicius, “The *Kultur* Program,” in: *War Land on the Eastern Front*: 113-44.

🎞 Richard Wagner, “Ride of the Valkyries,” From *Ring Des Nibelungen* (first performance 1870)
<http://www.youtube.com/watch?v=3mmpcdNNMos> 9:55

🎞 Kaiser Wilhelm II “Speech in Berlin, 6 August 1914” (unfortunately without subtitles)
http://www.youtube.com/watch?v=_ientlq9uUI 2:34

🎞 “All Quiet on the Western Front” (opening scene of the 1979 film of Erich Remarque’s 1929 novel)
<http://www.youtube.com/watch?v=SXtsiqrhqsU> 3:54

Week 6	The Tragedy of the Weimar Republic
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20 August The November Revolution. Neuilly and Versailles.

22 August The life and times of the Weimar Republic.

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

Von Bulow, 'Revolution in Berlin' in Kaes, et al. (eds.), *Weimar Republic Sourcebook*, pp. 56-9.

Rosa Luxemburg, 'KPD Manifesto'; in: Kaes, et al., (eds.), *Weimar Republic Sourcebook*, pp. 40-46.

'Weimar Constitution,' in: Kaes, et al., (eds.), *Weimar Republic Sourcebook*, pp. 46-51.

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

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

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

🎬 Film excerpt: "Der blaue Engel," excerpt with Marlene Dietrich (1930).

<http://www.youtube.com/watch?v=yURsE1N1PE>
10:38

🎬 Film excerpt: "Seeräuber Jenny," from Bertolt Brecht, *Dreigroschenoper*, (1931)

<http://www.youtube.com/watch?v=Ec0clERjQ5A>

3:08

27 August – 7 September: mid-term break.



Week 7 Adolf Hitler

10 September Hitler in the Anglophone historical imagination

12 September Adolf Hitler's youth and rise to power.

Adolf Hitler, 'Personality and the Conception of the Folkish State', *Mein Kampf*,

http://hitler.org/writings/Mein_Kampf/mkv2ch04.html

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

Stefan Delmer, 'The Reichstag Fire'

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

Week 8 German Unification?


17 September The Racial State: Nazi domestic policy
 19 September The First Austrian Republic from "Red Vienna" to the *Anschluss*.


**** Milestone 3: essay draft due in tutorial this week!! ** Peer review due on 21 September!! ****

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.

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.

Robert Musil, 'Kakania' in *The Man Without Qualities*, (1930)
<http://www.xs4all.nl/~jikje/Texts/kaka.html>

 Leni Riefenstahl, *Olympia*, excerpt. (1938).
<http://www.youtube.com/watch?v=x7Q1HbUJDKo> 3:01

 Hitler's Speech at the Nüremburg Parteitag (from *Triumph des Willens*, 1934)
<http://www.youtube.com/watch?v=nH0Et56Hxt4> 10:42

Week 9 The Catastrophe of Greater Germany

24 September The Nazi Empire during the Second World War.

26 September Defeat and the expulsion of Germans from Eastern Europe.


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


<http://www.youtube.com/watch?v=6yi9hT8ES2g>

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

**** Research Essay due 28 September at 4:00 pm!! ****

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

 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 Occupied Germany

1 October *Stunde Null*; ruins, refugees and foreign soldiers.


3 October From Soviet Sector to German Democratic Republic

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

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

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.

I.R.O. Resettlement form – Alex Krulow (1950) <http://www.dpcamps.org/AlexKrulow.jpg>

 "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>
8 October	The Second Austrian Republic
10 October	The Bonn Republic: The Federal Republic of Germany

**** Essay # 2 due on 12 October at 4:00 pm!! ****

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

The Schuman plan (1950)

http://europa.eu.int/abc/symbols/9-may/decl_en.htm

🎬 John F. Kennedy, "Ich bin ein Berliner," (1963)

<http://www.youtube.com/watch?v=hH6nQhss4Yc>

4:41

🎬 Ronald Reagan, "Tear down this wall" (1988)

<http://www.youtube.com/watch?v=WjWDrTXMgF8>

4:00

🎬 Advert for the Trabant (1960s)

<http://www.youtube.com/watch?v=MQwj0EqOQJw>

0:28

🎬 Kraftwerk, "Autobahn" (1974)

<http://www.youtube.com/watch?v=68C-r9kSLNE>

8:52

Final week The meanings of German history?

31 May The fall of the Berlin Wall

2 June The Berlin Republic

(No readings or tutorial in the final week – start studying for the exam).

Course Content

History 248, "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. It exercises listening comprehension skills through course lectures, and writing skills through essay assignments. The research essay requires students to find primary sources and interpret them in the context of a historical argument.

No knowledge of German is required, but students able to read German are encouraged to use German-language sources. Students who read German should contact the instructor as appropriate.

Course Learning Objectives

Students passing this course must demonstrate that they (1) understand the political geography of the German-speaking world (2) explain important symbols, slogans, concepts, and key figures from the German-speaking world, (3) can take effective notes from a spoken presentation and (4) can construct a clearly-written research paper based on both primary and secondary sources. Lectures and the final examination assess on the first and second objectives. The writing assignments assess on the third. Knowledge of German is not required for this course.

Mandatory Course Requirements

To receive a passing mark, students must: (1) attend seven of ten 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 examination.

Set Texts

The course readings can all be found in the HIST 248 Book of Readings. There is no other textbook for this course. Students may also wish to purchase Writing History Essays, which is available online or at VicBooks.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of Vic Books in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from Vic Books on Level 4 of the Student Union Building. Students 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 picked up from nominated collection points at each campus. Students will be contacted when books are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time. Phone: 463-5515.

Tutorials

Tutorials begin the second week, and take place every week except the first and last week of the trimester. Tutorials are a mandatory course requirement because only in tutorials can students participate in a group discussion about the primary source readings. Students who fail to participate in seven 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 a group discussion for the benefit of one absent student.

To be considered present at 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 are not graded for content. Some comments are more insightful than others, but there is no “right answer.” So, write what you really think. Forms do not need to be word-processed.

Assessment Requirements

Short Essay # 1	10% (1,000 words)	Due date: Friday 17 August at 4 pm.
Short Essay # 2	10% (1,000 words)	Due date: Friday 12 October at 4 pm.
Research Essay	45% (3,000 words)	Due date: Friday 28 September at 4 pm.
Peer Review	5% (500 words)	Due date: Friday 21 September at 4 pm.
Final Examination (2 hours)	30%	Between 26 Oct - 17 Nov; exact time t.b.a

Short Essays

The two short essays, (1,000 words each) assess how well students understood the course reading. Answer the question from the assigned reading. Students may use in-text citations: put the page number from the book of readings in parentheses.

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

- (A) How did Joseph II and Frederick II address problems that Holborn, Gagliardo, Wilson discussed?
- (B) Contrast how Herder and Engels imagined the German nation and its historic destiny.
- (C) Compare Goethe's idea of German unity to the movements that Levinger and Valentin described.

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

- (D) What did the idea of Germany mean in Austria? Use Schorske, Sked, and Pauley.
- (E) How did German socialism evolve during the 20th century? Contrast Luxembourg, Pieck, and Pletch.
- (F) How did German patriotism influence ordinary people? Compare Scholl and Applegate.

Final Examination

The final examination (30% of course mark) is drawn from the lectures. It is designed to test the student's cultural literacy. The examination has two sections.

In the first section, worth 80%, 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 German history. 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%, students will discuss five images: 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.

Penalties

History Programme policy stipulates that late submission of essays is penalised. Students lose **5% for the first day late** and **2% thereafter for a maximum of 10 weekdays**. After 10 days, work can be accepted for mandatory course requirements but will not be marked. Extensions may be granted in exceptional circumstances, but all **extensions require documentation**. If granted an extension, students must agree to a new due date. Contact your lecturer as soon as a problem emerges. Extension forms are available in the History Programme office.

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 refer to **at least ten secondary sources** and **at least three primary sources**. Students should view these figures as an absolute minimum, and students aspiring to earn high marks should expect to exceed them. All research topics must be verbally approved by

the instructor, either before or immediately after class. Students may pick any topic related to German or Austrian history in the period covered by this class *except the Nazi period*.

Milestones

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 marks 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. 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 a primary source related to their self-chosen topic and two secondary sources that discuss the source. Students should briefly explain how the secondary sources differ in their interpretation of the primary source. They should also give an opinion which secondary source offers the more compelling interpretation. Students should provide full citations for all three sources, formatted as in the final bibliography. All this information should fit easily on one page, in one paragraph. Internet sources may be used if the information has, at some point, appeared in print, and if students can cite both the paper and online versions.

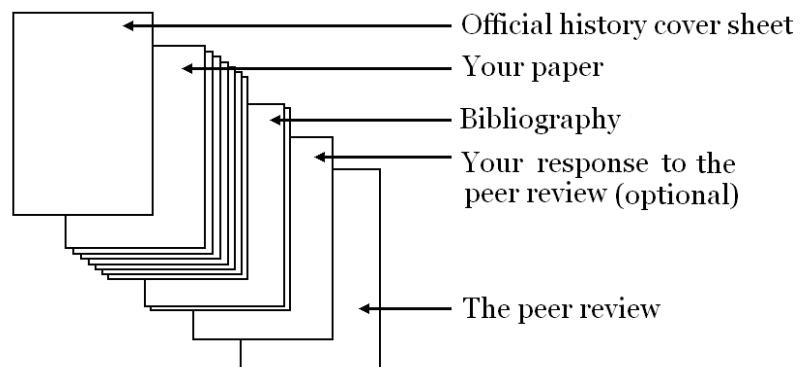
Milestone 3: (due in tutorial on week 8) students will bring a draft of their paper to class for peer review. Students will exchange drafts with a fellow student and write a review of their peer’s draft. Students who do not receive their review should contact the instructor. Students have the option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

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:

- The title “Review of (student name)’s paper by (student name).”
- A paragraph on the use of primary sources. How could the author use them more effectively?
- A paragraph on the use of secondary sources. How could the author use them more effectively?
- A list of practical suggestions about how to improve the paper.

Peer reviewers will be marked on the quality of their suggestions. A reviewer may give good advice to a weak paper and vice-versa. When you hand in your final paper, attach the review you received, not the review you wrote.



Return of marked course work

Essays and tests will be returned at times to be advised. If students fail to attend these times, they may collect their essay from the History Programme Office in level 4, Old Kirk Building between the hours of 2.00 and 3.00 pm from Monday to Friday and must show their Student ID card before collection.

Before you print your final research paper

Essay formatting instructions: all 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. Indent paragraphs. Include your name. 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 secondary source you used *and* the original source of the quotation, which may be in German. German text must use all appropriate diacritics: ä, ö, ü, ß.

- | | |
|---|--------------------------|
| Is the main text double spaced? | <input type="checkbox"/> |
| Is the font “Times New Roman”? | <input type="checkbox"/> |
| Does the main text have font size pt. 12? | <input type="checkbox"/> |
| Are the margins justified? | <input type="checkbox"/> |
| Does the essay use the default margins? | <input type="checkbox"/> |
| Does the text use footnotes (not endnotes)? | <input type="checkbox"/> |
| Are any extra lines between paragraphs removed? | <input type="checkbox"/> |
| Did you indent paragraphs? | <input type="checkbox"/> |
| Did you remember to put your name on the paper? | <input type="checkbox"/> |
| Have you searched for “it’s” (never correct except in quotations) | <input type="checkbox"/> |
| Do the footnotes have font size pt. 10? | <input type="checkbox"/> |
| Are the footnotes single spaced? | <input type="checkbox"/> |
| Do all your footnotes list page numbers? | <input type="checkbox"/> |
| Do your footnotes give all necessary information? | <input type="checkbox"/> |
| Did you attach the peer review at the end? | <input type="checkbox"/> |
| Did you include the history programme cover sheet? | <input type="checkbox"/> |

Other fine print

Online sources may be cited if they have appeared in print: e.g. JSTOR articles are acceptable, Wikipedia articles are not. Lecture notes should not be cited. Do not put your essay in a plastic folder, just staple it. Include a bibliography. An essay title is strongly recommended, but a title page is not necessary. Fun fact: results from research on Maxwell’s second year courses suggests that on average student research essay marks increase one notch (e.g. B+ > A-) every thirteen footnotes.

Course Prescription

This course on the German-Speaking world starts at the end of the Thirty Years' War in 1648 and concludes at the present day, and it takes the interplay between German linguistic nationalism and other political loyalties as its main theme.

Trimester dates

Teaching dates:	16 July to 19 October
Mid-trimester break:	27 August to 9 September
Study week:	22 October to 26 October
Examination period:	26 October to 17 November

Note: Students in HIST 248 must be able to attend an examination at the University **at any time** during the scheduled examination period!

Withdrawal dates

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

Teaching Learning Summary

This course consists of two 50-minute lectures every week, and one 50-minute tutorial every week (except the first and last weeks). Attending lectures is encouraged; attending tutorials is mandatory.

Communication of Additional Information

Further information about the course may be announced in class.

Graduate attributes

As with all History courses, learning objectives of HIST 248 contribute to the attainment of specific graduate attributes. For more details please consult our website:

<http://www.victoria.ac.nz/hppi/about/overview-of-the-school/hist-overview#grad-attributes>

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 248. This includes all course readings and assignments, two 50 minute lectures and one 50 minute tutorial.

Group Work

There is no group work for this course.

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.

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.

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>

Where to find more detailed information

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about_victoria/avcacademic.



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