   

Florida Atlantic University- Department of History

Hitler and Nazi Germany--EUH 4465-34401- 3 credits

Spring 2017--TR 12:30-1:50PM in AL 242, Boca Raton campus

[**https://www.youtube.com/watch?v=XuQkwMTxQVw**](https://www.youtube.com/watch?v=XuQkwMTxQVw)

**Dr. Patricia Kollander**

###### AL 153- 561-297-4156

**E-mail:** **kollande@fau.edu**

**Office hours—Weds and Thurs 2-5PM and by appointment**

This course invites students to understand the origins and impact of the Nazi movement. The relevance of its impact to this very day has been underscored by Professor Daniel E. Rogers, who observes:

“The contemporary world has been profoundly affected by the shock waves that emanated from Nazi Germany earlier this century. There are few countries, and few individuals, whose lives have not been transformed by the attempt of Adolf Hitler and Germany to conquer much of the world during the Second World War. The process by which Hitler's regime came to power and its ruling philosophy also reveal much about the transformation of the modern world over the last two hundred years. A good understanding of Nazi Germany and Hitler's rise to power will therefore be of prime importance to anyone seeking to understand how the world came to its present state.”

-------------Prof. Daniel E. Rogers

Using lectures, analysis of primary sources, and films, this course will study Hitler’s rise to power, the politics and policies of the Nazi regime, the road to world war, the Holocaust and the Nazi legacy. It will also explore the response of “ordinary Germans” to the Nazi movement, and will analyze the Hitler regime within the broader context of modern German history.

**This is a web-assisted course**. Announcements, syllabi, handouts will appear on Canvas. To access these materials, please log on to the Canvas site for this course.

***Please note: PowerPoint presentations utilized in lecture will not be reproduced on Canvas or on any other medium for students who miss class. Students who miss class must get notes from another student.***

**Attendance** will be taken at each class meeting.

***Classroom Etiquette****:*

1**.** *Students must use class time to engage course material and learn***.** This involves taking careful notes during lectures and engaging in effective class discussion. Since laptops more often than not serve as a distraction to this crucial educational mission, and since overall student performance can suffer if even a handful of students are surfing the net instead of taking notes during class time,

***Please note that laptop computers are not permitted in the classroom. Please refer to article on page 6 of syllabus for further explication.***

2. Please do your very best to arrive to class on time.

3. If you are late for class, use the rear door of the lecture hall.

4. Do not leave early. Attendance will be taken at random times; students arriving late or leaving early will therefore lose attendance points

5. All students must adhere to appropriate classroom behavior at all times, which includes respect for the

instructor and peers. Disruptive classroom behavior (this includes eating, talking, “texting” or any other kind of cell phone use) is distracting and unfair to other students who are in class to learn, as well as to the instructor, and will not be tolerated.

**Approaching the Professor:** please feel free to come and talk with me about any aspects of your experience in this course. I will be available **after** most lectures to talk and will be in my office during the hours listed above. If neither of these times are appropriate for you, please make an appointment with me. I will do my best to respond to all of your e-mail questions and will schedule extra office hours around exam times and paper deadlines.

**Required Reading—all of these books must be purchased. Please feel free to use the most economical means of obtaining these books online via amazon.com or any other reputable online vendor**

# Joseph Bendersky, *A Concise History of Nazi Germany* (2014) ISBN 978-1-4422-2269-4

# Doris Bergen, *War and Genocide: A Concise History of the Holocaust.* Paperback ISBN 13:978-0-7425-5715-4

1. Mary Fullbrook, *A Concise History of Germany* (2004)
2. Robert G. Moeller, *The Nazi State and German Society* ISBN-13-978-0-312-45468-5

**Recommended**

1. Alan Bullock, *Hitler: A Study in Tyranny*
2. Catherine Epstein: *Nazi Germany: Confronting the Myths* (2015) ISBN 978-1-118-29478-9
3. Ian Kershaw: *Hitler: Profiles in Power*
4. Patricia Kollander*, I Must Be a Part of this War: A German-American’s Fight  Against Hitler and Nazism*
5. Claudia Koonz, *The Nazi Conscience*
6. David Williamson *The Third Reich*, 4th ed., ISBN 1-4082-2319-2
7. Benjamin Sax and Dieter Kuntz. *Inside Hitler’s Germany*. ISBN 0-669-25000-7
8. Norman Rich, *Hitler’s War Aims*ISBN: 0-393-00802-9
9. David Williamson *The Third Reich*, 4th ed., ISBN 1-4082-2319-2

**Grading:Written work**: Students are required fill out film worksheets, write document based exercises (in class) and a lengthy 7-10 page essay (1750 words or more) based on documents in the Moeller collection and the other course textbooks. Topics will be handed out in due course. **Outside sources (other books, Internet sites) CANNOT be used.**

Papers must be well-written and logically argued. Students must pay special attention to the quality of writing. Points will be deducted for spelling errors, run-on sentences, sentence fragments and vague statements. ***Papers that exhibit poor writing and /or errors in fact that judgment will not receive a passing grade*.**

**These papers are not editorials**. Therefore, do not use first person singular in the paper (i.e. “I think” or “in my opinion”); instead, use phrases such as, “this essay will attempt to show that” and “the evidence from documents indicates that…”

**Lecture synopses**- students will attend or view at least two lectures pertaining to course material and submit typed 2-page synopses of content of these lectures

**Film worksheets**—several films will be shown in class during the semester. Students will fill out worksheet as they view the film and turn it in at the end of the class session. ***Students who use a film date as an excuse to miss class will not be permitted to make up the film worksheet assignment and will lose points towards the final grade.***

**Late papers, lecture synopses and film worksheets will not be accepted.**

**Exams:** There will be a multiple choice midterm and a multiple choice final examination. Students who wish to **take an essay test in lieu of the multiple choice exam** may do so, provided that they e-mail the instructor requesting such an exam no later than one week prior to the test. Early exams or makeup exams will be NOT given.

**Grade Breakdown**

In-class film worksheets and document exercises 15 percent

Midterm 25 percent

Document-based long essay 25 percent

Final Exam 35 percent

***GRADING SCALE***

A 94-100 A- 90-93

B+ 87-89 B 83-86

B- 80-82 C+ 77-79

C 73-76 C- 70-72

D+ 67-69 D 63-66

D- 60-62 F 59 and below

**Plagiarism and Academic Dishonesty**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism,[[1]](#footnote-1) is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

<http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.>

# Plagiarism includes failing to properly cite any material, language or ideas from a source (i.e. lectures, textbooks, internet sources, etc.), as well as copying a fellow student’s paper or a paper posted on the web. Guidelines for proper citations will be given in the paper assignments. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism. Use of the Safeassign.com service is subject to the Terms and Conditions of Use posted on the site.

***Students guilty of plagiarism will automatically flunk the course and will be subject to additional penalties under the Academic Code of Conduct.***

**Students with Disabilities**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

**Counseling and Psychological Services (CAPS) Center:** Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Schedule of classes, exams and assignments

10-12 January Introduction and Expectations

#####  The Course of German History to 1914

*REQUIRED READING: Fulbrook, chapters 1-4*

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17-19 January World War I, the Treaty of

 Versailles, and the Weimar Republic

*REQUIRED READING: Fulbrook, chapter 5*

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24-26 January Crises of the Weimar Republic

*REQUIRED READING: Bendersky, chapter 1*

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31 January and 2 February Anti-Jewish Racism and its Origins

 Hitler: the early years

*REQUIRED READING: Bergen, chapter 1; Bendersky, chapters 2-3;*

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7 & 9 February Hitler’s rise to power, 1923-33

### REQUIRED READING: Bendersky, chapters 4-6; Bergen, chapter 2

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14 & 16 February Fortification of the Nazi State

*REQUIRED READING: Bendersky, chapter 7; Bergen, chapter 3*

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21 & 23 February Intimidation and Terror: the Nuremburg

 Laws, the SA and SS

*REQUIRED READING: Bendersky, chapters 8-10;*

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28 February Film, worksheet, review for midterm

***2 March – midterm exam***

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***6-11 March Spring Break—No classes***

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14 & 16 March Nazi Foreign Policy-1933-39 and the

 Appeasement of Hitler

*REQUIRED READING; Bendersky, chapter 11; Bergen, chapter 4*

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21 & 23 March - Culture and Society in the Third Reich

*REQUIRED READING: Moeller, chapter 2; Fulbrook, chapter 6* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

28 & 30 March - Germany in World War II and Hitler’s War Aims

*REQUIRED READING: Bendersky, chapter 11; Bergen, chapters 5-6; Moeller, chapter 3*

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4 & 6 April The Holocaust and the Problem of Holocaust Denial

*REQUIRED READING: Bendersky, chapters 12-13; Bergen, chapters 7-8; Moeller, chapter 4*

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11 & 13 April Compliance and Resistance in the Third Reich

Legacy of the Holocaust

### REQUIRED READING: Bergen: Conclusion; Moeller, chapter 5

Required lecture: View lecture by Professor Tim Snyder of Yale University entitled:“Bloodlands: Europe Between Hitler and Stalin” online and submit a 2-page synopsis on 20 April

***Long Essay due on 13 April at 12:30pm***

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18 & 20 April Germany after Hitler

*REQUIRED READING: Bendersky, chapters 15-16; Moeller, chapter 6; Moeller, pages 1-22; Fulbrook, chapter 7*

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***Final Exam: Thursday, Apr 27 10:30am - 1:00pm***

# Leave Your Laptops at the Door to My Classroom

**Darren Rosenblum**

[**ON CAMPUS**](http://www.nytimes.com/column/on-campus)**JAN. 2, 2017**

When I started teaching, I assumed my “fun” class, sexuality and the law, full of contemporary controversy, would prove gripping to the students. One day, I provoked them with a point against marriage equality, and the response was a slew of laptops staring back. The screens seemed to block our classroom connection. Then, observing a senior colleague’s contracts class, I spied one student shopping for half the class. Another was surfing Facebook. Both took notes when my colleague spoke, but resumed the rest of their lives instead of listening to classmates.

Laptops at best reduce education to the clackety-clack of transcribing lectures on shiny screens and, at worst, provide students with a constant escape from whatever is hard, challenging or uncomfortable about learning. And yet, education requires constant interaction in which professor and students are fully present for an exchange.

Students need two skills to succeed as lawyers and as professionals: listening and communicating. We must listen with care, which requires patience, focus, eye contact and managing moments of ennui productively — perhaps by double-checking one’s notes instead of a friend’s latest Instagram. Multitasking and the mediation of screens kill empathy.

Likewise, we must communicate — in writing or in speech — with clarity and precision. The student who speaks in class learns to convey his or her points effectively because everyone else is listening. Classmates will respond with their accord or dissent. Lawyers can acquire hallmark precision only through repeated exercises of concentration. It does happen on occasion that a client loses millions of dollars over a misplaced comma or period.

Once, a senior associate for whom I was working berated me for such a mistake and said, “Getting these things right is the easy part, and if you can’t get that right, what does it say about your ability to analyze the law properly?” I learned my lesson. To restore the focus-training function of the classroom, I stopped allowing laptops in class early in my teaching career. Since then research has confirmed the wisdom of my choice.

Focus is crucial, and we do best when monotasking: Even [disruptions of a few seconds](https://www.ncbi.nlm.nih.gov/pubmed/23294345) can derail one’s train of thought. Students process information better when they take notes — they don’t just transcribe, as they do with laptops, but they think and record those thoughts. One study found that laptops or tablets consistently undermine exam performance by 1.7 percent (a significant difference in the context of the [study](http://seii.mit.edu/wp-content/uploads/2016/05/SEII-Discussion-Paper-2016.02-Payne-Carter-Greenberg-and-Walker-2.pdf)). Other studies reveal that [writing by hand](http://www.medicaldaily.com/why-using-pen-and-paper-not-laptops-boosts-memory-writing-notes-helps-recall-concepts-ability-268770) helps memory retention. Screens block us from connecting, whether at dinner or in a classroom. [Kelly McGonigal](http://kellymcgonigal.com/), a psychologist and lecturer at Stanford University, [says](https://www.nytimes.com/2016/05/01/fashion/monotasking-drop-everything-and-read-this-story.html) that just having a phone on a table during a meal “is sufficiently distracting to reduce empathy and rapport between two people.”

For all these reasons, starting with smaller classes, I banned laptops, and it improved the students’ engagement. With constant eye contact, I could see and feel when they understood me, and when they did not. Energized by the connection, we moved faster, further and deeper into the material. I broadened my rule to include one of my large upper-level courses. The pushback was real: A week before class, I posted the syllabus, which announced my policy. Two students wrote me to ask if I would reconsider, and dropped the class when I refused. But more important, after my class ends, many students continue to take notes by hand even when it’s not required.

Putting aside medical exemptions, many students are just resistant. They are used to typing and prefer it to writing. They may feel they take better notes by keyboard. They may feel they know how to take notes by hand but do not want to have to do so. They can look up material, and there’s no need to print assignments. Some may have terrible handwriting, or find it uncomfortable or even painful to write.

To them, I’ll let the Rolling Stones answer: You can’t always get what you want, but sometimes you get what you need. My students need to learn how to be lawyers and professionals. To succeed they must internalize an ethos of caution, care and respect. To instill these values and skills in my students, I have no choice but to limit laptop use in the classroom.

***Correction: January 3, 2017***

*An earlier version of this article misstated how much laptops and tablets in the classroom hurt exam performance. Their presence lowered results by 1.7 percent, according to a study, not 18 percent.*

[Darren Rosenblum](http://www.law.pace.edu/faculty/darren-rosenblum) is a professor at the Elisabeth Haub School of Law at Pace University.

# Attention, Students: Put Your Laptops Away

NPR STAFF

JAMES DOUBEK

As laptops become smaller and more ubiquitous, and with the advent of tablets, the idea of taking notes by hand just seems old-fashioned to many students today. Typing your notes is faster — which comes in handy when there's a lot of information to take down. But it turns out there are still advantages to doing things the old-fashioned way.

For one thing, research shows that laptops and tablets have a tendency to be distracting — it's so easy to click over to Facebook in that dull lecture. And a study has shown that the fact that you have to be slower when you take notes by hand is what makes it more useful in the long run.

In the study published in [Psychological Science](https://sites.udel.edu/victorp/files/2010/11/Psychological-Science-2014-Mueller-0956797614524581-1u0h0yu.pdf), Pam A. Mueller of Princeton University and Daniel M. Oppenheimer of the University of California, Los Angeles sought to test how note-taking by hand or by computer affects learning.

"When people type their notes, they have this tendency to try to take verbatim notes and write down as much of the lecture as they can," Mueller tells NPR's Rachel Martin. "The students who were taking longhand notes in our studies were forced to be more selective — because you can't write as fast as you can type. And that extra processing of the material that they were doing benefited them."

Mueller and Oppenheimer cited that note-taking can be categorized two ways: generative and non-generative. Generative note-taking pertains to "summarizing, paraphrasing, concept mapping," while non-generative note-taking involves copying something verbatim.

And there are two hypotheses to why note-taking is beneficial in the first place. The first idea is called the encoding hypothesis, which says that when a person is taking notes, "the processing that occurs" will improve "learning and retention." The second, called the external-storage hypothesis, is that you learn by being able to look back at your notes, or even the notes of other people.

Because people can type faster than they write, using a laptop will make people more likely to try to transcribe everything they're hearing. So on the one hand, Mueller and Oppenheimer were faced with the question of whether the benefits of being able to look at your more complete, transcribed notes on a laptop outweigh the drawbacks of not processing that information. On the other hand, when writing longhand, you process the information better but have less to look back at.

For their first study, they took university students (the standard guinea pig of psychology) and showed them TED talks about various topics. Afterward, they found that the students who used laptops typed significantly more words than those who took notes by hand. When testing how well the students remembered information, the researchers found a key point of divergence in the type of question. For questions that asked students to simply remember facts, like dates, both groups did equally well. But for "conceptual-application" questions, such as, "How do Japan and Sweden differ in their approaches to equality within their societies?" the laptop users did "significantly worse."

The same thing happened in the second study, even when they specifically told students using laptops to try to avoid writing things down verbatim. "Even when we told people they shouldn't be taking these verbatim notes, they were not able to overcome that instinct," Mueller says. The more words the students copied verbatim, the worse they performed on recall tests.

And to test the external-storage hypothesis, for the third study they gave students the opportunity to review their notes in between the lecture and test. The thinking is, if students have time to study their notes from their laptops, the fact that they typed more extensive notes than their longhand-writing peers could possibly help them perform better.

But the students taking notes by hand still performed better. "This is suggestive evidence that longhand notes may have superior external storage as well as superior encoding functions," Mueller and Oppenheimer write.

Do studies like these mean wise college students will start migrating back to notebooks?

"I think it is a hard sell to get people to go back to pen and paper," Mueller says. "But they are developing lots of technologies now like Livescribe and various stylus and tablet technologies that are getting better and better. And I think that will be sort of an easier sell to college students and people of that generation."

**Plagiarism: Questions and Answers**

***What is the plagiarism policy?***
Students who plagiarize will receive a grade of “F” for the course and a notation of academic irregularity on their transcripts. On the second occurrence, plagiarism can result in expulsion from the University.

***What is the basis of this policy?***
The policy is governed by the Florida Administrative Code, a collection of regulations implemented at the state level that govern all institutions of higher learning in Florida. For the full text of this code as it relates to plagiarism, see the University Catalog or simply read it below.

***What is plagiarism?***
Plagiarism is a form of theft.  It means presenting the work of someone else as though it were your own, that is, without properly acknowledging the source.  Sources include both published and unpublished material written by anyone else, including other students.  If you do not acknowledge the source, you show an intention to deceive.  Plagiarism can take several forms:

* If you use someone else’s words without enclosing them in quotation marks and identifying the author and work cited, you are plagiarizing.
* If you put someone else’s original ideas in your own words without identifying the author and work cited, you are plagiarizing.
* If you present new, unique, or unusual ideas and facts that are not the result of your own investigations or creativity without identifying whose they are, you are plagiarizing.

Some of you may have turned in papers in high school that followed one or more of the practices above, and some of you may even have been encouraged to think that these practices were acceptable.  In the world outside of high school and college, however, such practices regularly lead to lawsuits, lost jobs, and permanent disgrace.  FAU’s responsibility is to prepare you for that world, and so the university takes plagiarism very seriously.  Plagiarism will result in academic failure, and it can result in expulsion.

**What should I do if I’m not sure whether or not to cite something?**
If you are uncertain whether you are making the proper use of sources in your papers, do one or both of the following:

* Play it safe, and cite the source even if the ideas you are using may turn out to be common knowledge.
* Consult your instructor (not your friends) in advance.

***What does “academic irregularity” mean?***
Academic irregularities are defined by Regulation 4.001 of the Honor Code (a subsection of the Florida Administrative Code), which forbids cheating, plagiarism, and “other activities which interfere with the educational mission within the classroom.”

***It’s only plagiarism when you present someone else’s whole paper as your own, right?***
Wrong: plagiarism includes more than just that. Yes, plagiarism includes submitting an essay that you did not write. It also means taking someone else’s essay and “changing” it, then submitting it as your own work. It also means including others’ phrase(s), sentence(s), paragraph(s), data, and/or ideas in your work without citing the source, making it appear as though they were your own. No matter the particular form, each case of plagiarism is considered theft. Consequences are severe.

***Don’t people do this all the time, and doesn’t that make it okay?***
No. You may have been taught otherwise, but that is no excuse: students are regularly failed and dismissed for plagiarism. Don’t become a statistic. Don’t plagiarize.

**But students usually get away with this, don’t they?**
Actually, plagiarism is almost always easy to spot.  Your teachers are professionally attuned to unexplained inconsistencies of writing style, and they have access to an Internet service that can conduct large-scale searches for the sources of suspicious papers.

***What if I use language from the assignment prompts?***
That is plagiarism; any time you take someone else’s words and present them as your own, it’s plagiarism.

***What if I use a definition from a dictionary, without citing it?***
That is plagiarism; if you take someone else’s definition and present it without quoting and citing the source, it’s plagiarism.

***What if I take something from*** **Wikipedia*? Isn’t that for everyone’s use?***
Stealing from Wikipedia is no different from stealing from The Encyclopedia Britannica; if you take someone else’s words without quoting and citing, it’s plagiarism.

**What if I use a Web site to help me write my paper?**
If you do not cite the source, it’s plagiarism. Keep in mind that your instructors, too, have access to Google and are likely to find the same site you did.

**I bought a paper off the Web, so that makes it mine to use, right?**
No. If you submit the paper as your own work, it’s plagiarism.

**But it was just a rough draft of a paper… I can’t get in trouble for that, can I?**
Any work you submit to your instructor must be yours and yours alone. Drafts, homework assignments, response papers: if you plagiarize any of these in whole or in part you will fail the course.

**But I just had someone “clean up” my sentences for me… that’s editing, not plagiarizing, right?**
If someone changes your sentences for you, then you are plagiarizing. If you are getting help with a paper, ask someone to mark the confusing or awkward sentences for you, but change them yourself.

**As an international student, I learned a technique called “pasting,” where I build new sentences from sentences I know are correct… that’s not plagiarism is it?**
It might be. You should check with your instructor.

**I was really pressed for time… I had no choice… can’t you forgive me just this once?**
The History department has a zero-tolerance approach to plagiarism. If, for whatever reason, you feel you need to plagiarize, contact your instructor instead. Ask for an extension, explain the situation, work out an alternative—but don’t plagiarize!

**Are there other options for me, then?
Yes. You can speak with your instructor or attend her or his office hours if you need help, guidance, feedback, or assistance. You can also make an appointment with a writing consultant at UCEW, the University Center for Excellence in Writing (see the information on UCEW later in this textbook). You can even visit the English department to make an appointment with the Director of Writing Programs. There’s** **always an alternative to plagiarism.**

***What are the consequences if I plagiarize and get caught?***
You will immediately fail the course in which you plagiarized, and a mark will be placed on your transcript indicating that your failure of this course was due to academic irregularity. FAU’s “forgiveness” policy cannot be applied to courses which were failed due to academic irregularity, nor can you withdraw from these courses. If you plagiarize a second time, punishment ranges from suspension to expulsion.

***What do I do if I am accused of having academic irregularities?***
Your instructor will meet with you first. If there has been some misunderstanding, then it should be resolved at this conference. However, if by the end of that conference your instructor remains convinced that you have plagiarized then he or she will give you written notice of the charges and consequences. Your instructor will provide a copy of that written notice to the Director of Writing Programs, who will notify the registrar.

**How can I appeal these charges?**
After your instructor has given written notice to you and the Director of Writing Programs, you are entitled to a departmental conference with the chair of the English department. You should contact the English department for the email address of the Director of Writing Programs and email your request for a departmental conference.

**What happens at the departmental conference?**
You will have a chance to explain yourself at the departmental conference. After the conference, you will receive a written notice of the outcome from the English Chair.

**What if I still wish to contest the charges?**
There are further levels of appeal after the departmental conference. Refer to the excerpt of the Honor Code below, particularly paragraph 5.

***What is Turnitin?***
Turnitin ([http://www.turnitin.com](http://www.turnitin.com/)) is a service whose system is designed to prevent plagiarism. FAU currently has a license to use Turnitin’s technology to detect plagiarism. Essays are submitted to Turnitin and added to their database. Newly submitted essays are compared to previously submitted essays and to essays on the Internet, to help confirm that the essays are original. Essays which are plagiarized, in whole or in part, are very often discovered this way.

***Will my work be submitted to Turnitin?***
Possibly; in any case, you should assume so.

***I like reading long regulations written in legalese; can you help?***
Florida Atlantic University
Regulation 4.001 Honor Code, Academic Irregularities, and Student’s Academic Grievances.

**(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet** University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:
    (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.
    (b) The presentation of words or ideas from any other source as one’s own – an act defined as plagiarism.
    (c) Other activities which interfere with the educational mission within the classroom.

(3) Initially, the Instructor will determine whether available facts and circumstances demonstrate that there is reason to believe that a student is involved in an academic irregularity.
    (a) The Instructor will, in conference, apprise the student with the Instructor’s perception of the facts. Early appraisal is desirable.
    (b) If, after this conference, the Instructor continues to believe that the student was involved in an academic irregularity, the Instructor will mail or give the student a brief written statement of the charges and the penalty.
    (c) A copy of this statement shall be sent to the Department Head, who will notify the Registrar that an electronic notation of the irregularity should be attached to the student’s transcript. The notation will be part of the student’s internal University record, but will not appear on the printed transcript. If the charges are dropped in the appeal process, or if there is no second offense during the student’s stay at the University, the notation will be expunged from the record upon written request from the student following graduation from or two semesters of non-attendance at, the University. (d) The student may appeal the Instructor’s actions by requesting a departmental conference within ten (10) days. The conference, held as soon as possible, will be among the student, the Instructor, and the Head of the Department administering the course. An advisor may attend to provide counsel to the student, but not to answer in place of the student. The Department Head’s written statement of action taken pursuant to the conference will be delivered to the student and the Dean of the College administering the course.

(4) When the Department Head notifies the Registrar of the irregularity (paragraph (3)(c)), the Registrar will inform the Department Head as to whether the student is a repeat offender. If the student is a repeat offender, the Department Head will recommend to the Dean a penalty suspension or expulsion. The Dean will make the decision as to the penalty and notify the student in writing.

(5) The student may appeal the actions of the departmental conference or the Dean, at a faculty-student council. This council will be established by each College and will be composed of the Dean, two faculty members, and two students. Requests for a hearing must be presented in writing within ten (10) days of the departmental conference. Records of appeals and minutes will be maintained by the Dean. These hearings are considered to be educational activities. The strict rules of evidence do not apply. Students may be assisted by attorneys, but may not abdicate the responsibility to respond to charges to their legal advisors.

(6) The student may appeal the faculty-student council’s action to the Vice President of Academic Affairs by requesting a hearing within ten (10) days of the committee’s decision. These appeals are limited to the following bases:
    (a) Failure to receive due process.
    (b) Arbitrary actions including lack of commensurateness of penalty to offense.
    (c) New pertinent information not available during earlier proceedings.

(7) Penalties will vary with the offenses.
    (a) The Instructor’s penalty, paragraph (3)(b) above, ranges from a grade of F on any work up to an F for course.
    (b) Penalty grades cannot be removed by drop or forgiveness policy.
    (c) Penalties assigned by the Dean, subsection (4) above, may include suspension or dismissal.
    (d) Each College or Department may adopt a policy of penalties more severe than prescribed above. Such a policy must be widely distributed in the Colleges.

(8) The Vice-President for Academic Affairs may act on an appeal as follows:
    (a) Dismiss the appeal and uphold the action taken by the College.
    (b) Order a new hearing by a different student-faculty council.
    (c) Reduce the severity of the penalty administered.

(9) Student grievances arising from academic activities require a written request for conference with the Instructor. If unsatisfied, the student may request further discussion in a department conference similar to the one in paragraph (3)(d) above. Grades will not be changed except by the Instructor, and grievances involving the judgment and discretion of a faculty member in assigning grades shall not proceed under this rule beyond the conference with the Instructor. This is an application of the concept of academic freedom. The exception to this rule occurs if the student can demonstrate malice on the part of a faculty member. A grievance involving a charge of malice may be appealed to the student-faculty council, as above, and subsequently to the Vice President of Academic Affairs. In the event of a finding of malicious action, the University may take disciplinary action against the faculty member and, at the option of the student, remove the grade from the record and refund the student’s fees for the courses. Students, whose accusations of malice are found to be frivolous by the Vice President of Student Affairs, are subject to disciplinary action.

1. There should be no need to remind students that plagiarism is "to take and pass of as one's own (the ideas, writings, etc., etc., of another.)" [Source: Webster's World Dictionary of the English Language, (Cleveland, 1964), p. 1116]. [↑](#footnote-ref-1)