

College of the Humanities

Religion Program

**RELI 3140A/HIST 3714A:  
HOLOCAUST ENCOUNTERS**

Tory Building 240; Tuesdays 11:35 am –2:25 pm

Professor: James Casteel

Office: River Building 3306

Office Hours: Tuesdays 9:45-11:15 am or by  
appointment

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**COURSE DESCRIPTION:**

This course will explore the history of one of the most horrifying events in modern history: the systematic murder of European Jews by the Nazi regime during World War II. We will examine this history as a series of encounters between Germans, Jews, and their non-Jewish neighbors in different local contexts across the European continent. The course will be divided into three parts dealing with the origins, implementation, and aftermath of the Holocaust.

- 1) In the first section we will explore the longer-term origins of the Nazi genocide in Christian anti-Judaism, modern antisemitism, scientific racism, and nationalism and discuss how these trends intersected in the specific context of post-World War I, contributing to the rise of Nazism.
- 2) The second section will focus on Nazi racial policy, the organization and implementation of the Holocaust, and the responses of bystanders and victims. We will discuss historiographical debates concerning how to interpret the thoughts and actions of the perpetrators (intentionalists vs. functionalists, issues of perpetrator motivation, Nazi resettlement policy and empire-building during World War II). However, the study of the perpetrators, while certainly important, does not provide a complete picture of the event. Victims' responses (including resistance) and survivors' testimony are thus crucial sources for understanding the impact of the Holocaust. In addition, the actions and inactions of bystanders played an essential role in facilitating the genocide, an issue that still provokes controversy. We will pay particular attention to the different ways in which the interactions between perpetrators, bystanders, and victims played out in different local contexts.
- 3) Finally, we will turn to the aftermath of genocide, studying the ways in which the genocide has been inscribed differently in the collective memories of victims, bystanders and perpetrators. Topics to be discussed include postwar trials of perpetrators and how they shaped the history and memory of the Holocaust, the troubling phenomenon of Holocaust denial, conflicting memories, and the place of the Holocaust in a century of genocide.

Upon completion of the course, students should have a grasp of the main events in the history of the Holocaust, current historiographical debates (i.e. how historians and other scholars have understood and interpreted these events), the politics of Holocaust remembrance, as well as the

challenges that the Holocaust poses for the writing of history. Students will also develop their research and writing skills as well as their capacity for critical analysis and thought.

### **COURSE REQUIREMENTS AND GRADING SCHEME:**

In order to receive a final grade for the course, students must complete all course requirements:

Attendance and Participation	10%	
Assignments:		Due date:
5-6 page response paper	20	Feb 3
Proposal for final paper	5%	Feb 10
10-12 page final paper	35%	March 31
Final Examination	30%	TBA

#### Attendance and Participation:

Although this course is primarily a lecture course, I will also integrate discussion into the class format whenever possible. Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Classes in which we will devote considerable time to discussion of particular issues are noted on the course outline.

#### Written Assignments:

You will write three papers over the course of the term. The first paper will consist of a 5-6 page response paper based on the assigned readings. The final paper will be longer (10-12 pages) and involve analyzing a victim's testimony from the Holocaust and placing it in its broader historical context. This paper will require outside research for both the primary and secondary sources. Students will be required to submit a proposal for their final paper. Detailed instructions regarding the proposal and the paper will be discussed in class. My preferred citation format is Turabian/Chicago Manual of Style, however students who have been trained in other disciplines or formats (MLA, APA, etc.) may use those as well.

All papers are due at the beginning of class on the date specified in the syllabus. Late papers will be penalized two points per day late including weekends (i.e. 87 to 85, 78 to 76, etc.). Extensions will be granted only in cases of serious illness (with doctor's note), bereavement, or religious observance.

Any essays not handed in directly to me during class must be deposited in the locked assignment box outside the Religion program main office (2A39 Paterson Hall). Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

I encourage students to consult with me while preparing their essays during my office hours or by appointment. Papers will be evaluated according to the following criteria: soundness of thesis, use of evidence to support thesis, coherence of argument, logical structure, style, grammar and spelling.

As the approach of this course is historical, students may find the History Department guidelines for writing an historical essay to be helpful (<http://www2.carleton.ca/history/resources/essay->

guide/). Students with more general questions about the writing process may also wish to consult the Writing Tutorial Service (404 MacOdrum Library, 520-2600 x1125, <http://www2.carleton.ca/sasc/writing-tutorial-service/>).

### *Final Examination:*

The final exam will consist of short identifications and questions based on the course readings, discussions and lectures. Details will be discussed in class. The final exam will be cumulative. There will be no make-up tests except in cases of serious illness (with doctor's note), bereavement, or religious observance. The Final Exam time and location will be determined by examination services.

### *Academic Integrity:*

Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research in the Religion program in the College of the Humanities. Students are responsible for being aware of the University's Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy. **Any suspected violations of the academic integrity policy will be referred to the College's Director and then to the appropriate Dean for further investigation.** Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University's Academic Integrity Policy is available at <http://www1.carleton.ca/studentaffairs/academic-integrity/> and the full policy at [http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic\\_integrity\\_policy.pdf](http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf)

### *Email Communication:*

Following university policy, the instructors will communicate by e-mail with students using their university e-mail addresses (i.e. cmail). If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to communicate with the instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or at the end of class.

### **REQUIRED READINGS:**

The required readings include both primary sources (i.e. documents, testimonies, and other sources from participants or witnesses of the events) and secondary sources (scholarly interpretations and evaluations of the event based on the analysis of primary sources).

Assigned **books** are available for purchase at Havenbooks, 43 Seneca Street (at Sunnyside), 613-730-9888, [www.havenbooks.ca](http://www.havenbooks.ca), open 10am-6pm, Mon-Sat. The remaining **required** readings will be made available via the **Library Ares e-Reserve** system or via **CU Learn**.

Books for purchase (available at Havenbooks)

Bergen, Doris. *War and Genocide: A Concise History of the Holocaust*. 2<sup>nd</sup> edition. Lanham, MA: Rowman & Littlefield, 2009 (if buying used, the first edition from 2003 is also okay).

Ruth Kluger. *Still Alive: A Holocaust Girlhood Remembered*. New York: Feminist Press at the City University of New York, 2003.

How to read for this course:

**Textbook**

The survey textbook by Doris Bergen, *War and Genocide*, a prominent scholar in the field, is intended to provide you with the broader context for understanding the history of the Holocaust. Read it with an eye towards getting the “big picture” and to help contextualize other primary and secondary readings.

**Primary Sources**

The primary sources are writings, testimonies or other documents produced by eyewitnesses of and/or participants in the events of the Holocaust. These should be read as one would any other historical source. Who created it and for what reason or aim? What does the source tell us about the specifics of the time, place, and social context in which the creator of the source lived? What is the source's broader significance for our understanding of the Holocaust?

**Secondary Sources:**

The secondary sources are scholarly articles written by scholars in the field and generally draw on extensive primary source research. Read these with the following questions in mind: What question is the author attempting to answer? What is the author's argument? How does the author support his or her argument, i.e. what evidence or source base does he or she draw on? Does his or her argument support or challenge other arguments that you have found in the readings?

**CLASS SCHEDULE**

**Winter 2015 (Subject to Revision)**

\*\* All primary and secondary sources listed below are required readings for this course. \*\*  
Readings marked with a star (\*) are available via Carleton Library's Ares Electronic Reserves.

**Part I: ORIGINS**

**Week 1, Jan. 6                      Introduction - Placing the Holocaust in European Jewish History**

*Primary Sources:*

Begin reading Kluger, *Still Alive*

*Secondary Sources:*

Bergen, *War and Genocide*, Preface and Chapter 1

- \*Volkov, Shulamit. "Anti-Semitism as Explanation: For and Against." In *Catastrophe & Meaning: The Holocaust and the Twentieth Century*, edited by Moishe Postone and Eric Santner. Chicago: University of Chicago Press, 2003, pp 34-48.
- \*Alon Confino, "Burning the Book of Books" in *A World without Jews: The Nazi Imagination from Persecution to Genocide* (New Haven: Yale UP, 2014), 115-141.

**Week 2, Jan. 13      Antisemitism/Scientific Racism**

**Discussion Antisemitism/Scientific Racism (pay particular attention to *Mein Kampf*)**

*Primary Sources:*

- \*Hitler, Adolf. "Nation and Race" (excerpt from *Mein Kampf*). In *The Holocaust: A Reader*, edited by Simone Gigliotti and Berel Lang. Malden, MA: Blackwell, 2005, 68-81.

Continue reading Kluger, *Still Alive*

*Secondary Sources:*

Bergen, *War and Genocide*, Chap. 2

- \*Friedlander, Henry. "The Setting." In *The Holocaust: A Reader*, edited by Simone Gigliotti and Berel Lang. London: Blackwell, 2005, 92-115.

- \*Isabel Heinemann, "Defining (Un)Wanted Population Addition: Anthropology, Racist Ideology, and Mass Murder in the Occupied East," in *Racial Science in Hitler's New Europe, 1938-1945*, edited by Anton Weiss-Wendt and Rory Yeomans (Lincoln: University of Nebraska Press, 2013), 35-59.

**Week 3, Jan. 20      Rise of Nazism / Jewish Life in Interwar Europe**

*Primary Sources:*

Finish Kluger, *Still Alive*

*Secondary Sources:*

Bergen, *War and Genocide*, Chap. 3

- \*Kauders, Anthony. D. "Weimar Jewry." In *Weimar Germany*, ed. Anthony McElligott. *Short Oxford History of Germany*. Oxford: Oxford UP, 2009, 234-259.

- \*Mendelsohn, Ezra. "Relations Between Jews And Non-Jews In Eastern Europe Between The Two World Wars." In *Unanswered Questions: Nazi Germany And The Genocide Of The Jews*, ed. François Furet. New York: Schocken, 1989, pp 71-83.

**Part II: IMPLEMENTATION**

**Week 4, Jan. 27      Nazism in Power in the 1930s / Jewish Life in Nazi Germany**

**Discussion of Jewish Life in Nazi Germany**

*Primary Sources:*

- \*Appel, Marta. "Memoirs" in *Jewish Life in Germany: Memoirs from Three Centuries*.  
Bloomington: Indiana University Press, 1991, 351-361.  
Documents of Nazi Racial Legislation (CU Learn)

*Secondary Sources:*

- Bergen, *War and Genocide*, Chap. 4  
\*Kaplan, Marion A. "In Public: Jews Are Turned Into Pariahs, 1933-1938." Chap. in  
*Between Dignity And Despair: Jewish Life In Nazi Germany*. New York:  
Oxford UP, 1998, pp 17-49.  
\*Koonz, Claudia. *The Nazi Conscience*. Cambridge: Harvard University Press, 2003,  
pp 163-189

**Week 5, Feb. 3      Organizing Genocide**

**\*\*\* First Essay Due \*\*\***

*Primary Sources:*

- Hitler Speech Oct 1939; Wannsee Conference Protocols (CU Learn)

*Secondary Sources:*

- Bergen, *War and Genocide*, Chap. 5  
\*Friedländer, Saul. "Ideology and Extermination: The Immediate Origins of the 'Final Solution'." In *Catastrophe and Meaning: The Holocaust and the Twentieth Century*, edited by Moishe Postone & Eric Santner. Chicago: University of Chicago Press, 2003, pp 17-33.  
\*Browning, Christoph R. "From 'Ethnic Cleansing' to Genocide to the 'Final Solution': The Evolution of Nazi Jewish Policy, 1939-1941." In *Nazi Policy, Jewish Workers, German Killers*. Cambridge: Cambridge UP, 2000, 1-25.  
\*Peter Longerich, *Holocaust: The Nazi Persecution and Murder of the Jews* (Oxford: Oxford UP, 2010), 422-435.

**Week 6, Feb. 10      Ghettoization / Mobile Killing Units**

**\*\*\* Submit Proposal for Final Essay \*\*\***

*Primary Sources:*

- \*Ringelblum, Emmanuel. "Inside the Ghetto." In *The Holocaust: A Reader*, edited by Simone Gigliotti and Berel Lang. Malden, MA: Blackwell, 2005, 313-332.  
\*Kruk, Herman. *The Last Days of the Jerusalem of Lithuania: Chronicles from the Vilna Ghetto and the Camps, 1939-1944*. Edited and translated by Benjamin Harshav. New Haven: Yale UP, 2002, 391-403.

*Secondary Sources:*

- Bergen, *War and Genocide*, Chap. 6  
\*Gordon Horwitz, "Give Me Your Children" in *Ghettostadt: Łódź and the Making of a Nazi City* (Cambridge: Harvard UP, 2008), 192-231.  
\*Lower, Wendy. "Facilitating Genocide: Nazi Ghettoization Practices In Occupied Ukraine, 1941-1942." In *Life In The Ghettos During The Holocaust*, ed. Eric J. Sterling. Syracuse: Syracuse UP, 2005, pp 120-144.

**Winter Reading Week, Feb. 16-20**

**\*\*\* NO CLASS (Just reading!) \*\*\***

**Week 7, Feb. 24 Killing Centres / Perpetrator Motivation**

*Books:* Bergen Chap. 7

**Discussion of Perpetrator Motivation**

*Primary Sources:*

\*Klee, Ernst, Willi Dressen, and Volker Riess, ed. *'The Good Old Days': The Holocaust As Seen By Its Perpetrators And Bystanders*. Old Saybrook, CT: Konecky & Konecky, 1991, pp 87-106, 163-171.

*Secondary Sources:*

\*Browning, Christopher R. "'Ordinary Men'." In *The Holocaust: Problems and Perspectives of Interpretation*, ed. Donald L. Niewyk. 2nd. ed. Boston, New York: Houghton Mifflin, 1997, 168-184.

\*Goldhagen, Daniel Jonah. "Hitler's Willing Executioners." In *The Holocaust: Problems and Perspectives of Interpretation*, ed. Donald L. Niewyk, 2nd. ed. Boston, New York: Houghton Mifflin, 1997, pp 184-197.

**Week 8, Mar. 3 Bystanders / Local Collaboration**

*Primary Sources:*

Sakowicz, Kazimierz. *Ponary Diary 1941-1943. A Bystander's Account of a Mass Murder*. Ed. Yitzhak Arad. New Haven, CN: Yale UP, 2005, 11-22, 27-30, 34-40.

Desbois, Patrick. *The Holocaust by Bullets: A Priest's Journey to Uncover the Truth Behind the Murder of 1.5 Million Jews*. New York: Palgrave Macmillan, 2008, 133-143.

*Secondary Sources:*

Bartov, Omer. "Wartime Lies and Other Testimonies: Jewish Christian Relations in Buczacz, 1939-1944." *East European Politics and Societies* 25, no. 3 (2011): 486-511.

Moore, B. "The Rescue of Jews in Nazi-Occupied Belgium, France and the Netherlands." *Australian Journal of Politics & History* 50, no. 3 (2004): 385-95.

**Week 9, Mar. 10 Victims' Responses**

*Primary Sources:*

\*Hochstadt, Steve. *Sources of the Holocaust*. New York: Palgrave, 2004, pp 183-189, 227-231.

\*Perl, Gisela. *I Was A Doctor In Auschwitz*. New York: International UP, 1948; [Reprint Salem, NH; Ayer, 1984], pp 56-60, 80-96, pp 105-111.

*Secondary Sources:*

\*Corni, Gustavo. "The Judenräte." In *Hitler's Ghettos: Voices from a Beleaguered Society, 1939-1941*. Trans. Nicola Rudge Iannelli. London: Arnold, 2002, 61-105.

\*Helene J. Sinnreich, "The Rape of Jewish Women during the Holocaust." In *Sexual Violence against Jewish Women during the Holocaust*, edited by Sonja M. Hedgepeth and Rochelle G. Saidel. Waltham, MA: Brandeis University Press, 2010, pp. 108-123.

### **Part III: AFTERMATH**

#### **Week 10, Mar. 17 Survivor Testimony / Liberation**

##### **Discussion of Victims' Responses and Survivor Testimony**

*Primary Source:*

Levi, Primo. "The Gray Zone." In *The Drowned and the Saved*. New York: Vintage, 1989, pp 36-69.

*Secondary Source:*

Bergen, *War and Genocide*, Chap. 8.

Waxman, Zoë. "Testimonies as Sacred Texts: The Sanctification of Holocaust Writing." *Past & Present* Supplement 5 (2012): 321-41.

#### **Week 11, Mar. 24 Justice and Responsibility**

##### **Books: Bergen, Conclusion**

*Primary Sources:*

\*Arendt, Hannah. "Eichmann in Jerusalem: A Report on the Banality of Evil." In: *Genocide: An Anthropological Reader*. Ed. Alexander Laban Hinton. Malden, MA: Blackwell, 2002, 91-109.

*Secondary Sources:*

\*Wieviorka, Annette. "The Advent of the Witness." In *The Era of the Witness*, Ithaca: Cornell UP, 2006, pp 56-95.

Alexa Stiller, "Semantics of Extermination: The Use of the New Term Genocide in the Nuremberg Trials and the Genesis of a Master Narrative," in *Reassessing the Nuremberg Military Tribunals: Transitional Justice, Trial Narratives, and Historiography*, edited by Kim C. Primal & Alexa Stiller (New York: Berghahn, 2014), 104-133.

#### **Week 12, Mar. 31 Conflicting Memories**

##### **\*\*\*Final Essay Due\*\*\***

##### **Discussion of Memory**

*Secondary Sources:*

Bergen, *War and Genocide*, Conclusion



- \*Lehrer, Erica. "Relocating Auschwitz: Affective Relations in the Jewish-German-Polish Troika." In *Germany, Poland and Postmemorial Relations: In Search of a Livable Past*. New York: Palgrave MacMillan, 2012, 213-230 ([http://cerev.concordia.ca/wp-content/uploads/2010/10/Lehrer\\_Relocating-Auschwitz.pdf](http://cerev.concordia.ca/wp-content/uploads/2010/10/Lehrer_Relocating-Auschwitz.pdf))
- \*Moeller, Robert G. "The Third Reich in Post-War German Memory." In *Nazi Germany*, edited by Jane Caplan. Oxford: 2008, Oxford UP, pp 246-66.

**Week 13, Apr. 7      The Holocaust in a Century of Genocide**

**Final Course Discussion  
Discussion of Exam Review Sheet**

*Primary Sources:*

- \*Améry, Jean. "Torture." Chap. in *At the Mind's Limits: Contemplations by a Survivor on Auschwitz and its Realities*. Trans. Sidney and Stella P. Rosenfeld. New York: Schocken, 1986, pp 21-40

*Secondary Sources:*

- \*A. Dirk Moses, "Does the Holocaust Reveal or Conceal Other Genocides? The Canadian Museum for Human Rights and Grievable Suffering," in *Hidden Genocides: Power, Knowledge, Memory*, edited by Alexander Laban Hinton, Thomas LaPointe, and Douglas Irvin-Erikson (New Brunswick, NJ: Rutgers UP, 2014), 21-51.

**Final Exam, Date and Time TBA - To be Scheduled by Examination Services**

## REGULATIONS COMMON TO ALL HUMANITIES COURSES

### COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

### GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see "Petitions to Defer")
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

### WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 8, 2014**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2015**.

### REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: [carleton.ca/equity/accommodation/](http://carleton.ca/equity/accommodation/)

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **Nov. 7, 2014** for the Fall term and **March 6, 2015** for the Winter term. For more details visit the Equity Services website: [carleton.ca/equity/accommodation/](http://carleton.ca/equity/accommodation/)

### PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please [contact](#) the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

### ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 <sup>th</sup> Floor Library
Learning Support Service 520-2600 Ext 1125	4 <sup>th</sup> Floor Library