

Academic Honesty and Plagiarism

Mark Hampton

Associate Dean (Undergraduate
Studies), Faculty of Arts

Overview

- The importance of academic honesty, and consequences of plagiarism
- Myths about plagiarism
- My goal today

Academic Honesty

- RPGs and expectations of originality
- Professionalism and reputation
- Un-intentional plagiarism and the importance of good note-taking habits

Myth #1

- So long as I change it into my own words, it's not plagiarism
- Variation: The definition of plagiarism is “5 consecutive words copied directly without quotation marks/ attribution”

Correction

- Plagiarism can involve the appropriation of someone else's words without attribution... or their ideas without attribution
- “Changing it into your own words” (i.e., paraphrasing or even summarizing) doesn't eliminate the need to identify sources

Myth #2

- If there's a clear footnote or parenthetical citation, then that means it isn't plagiarism; it's axiomatic!



Correction

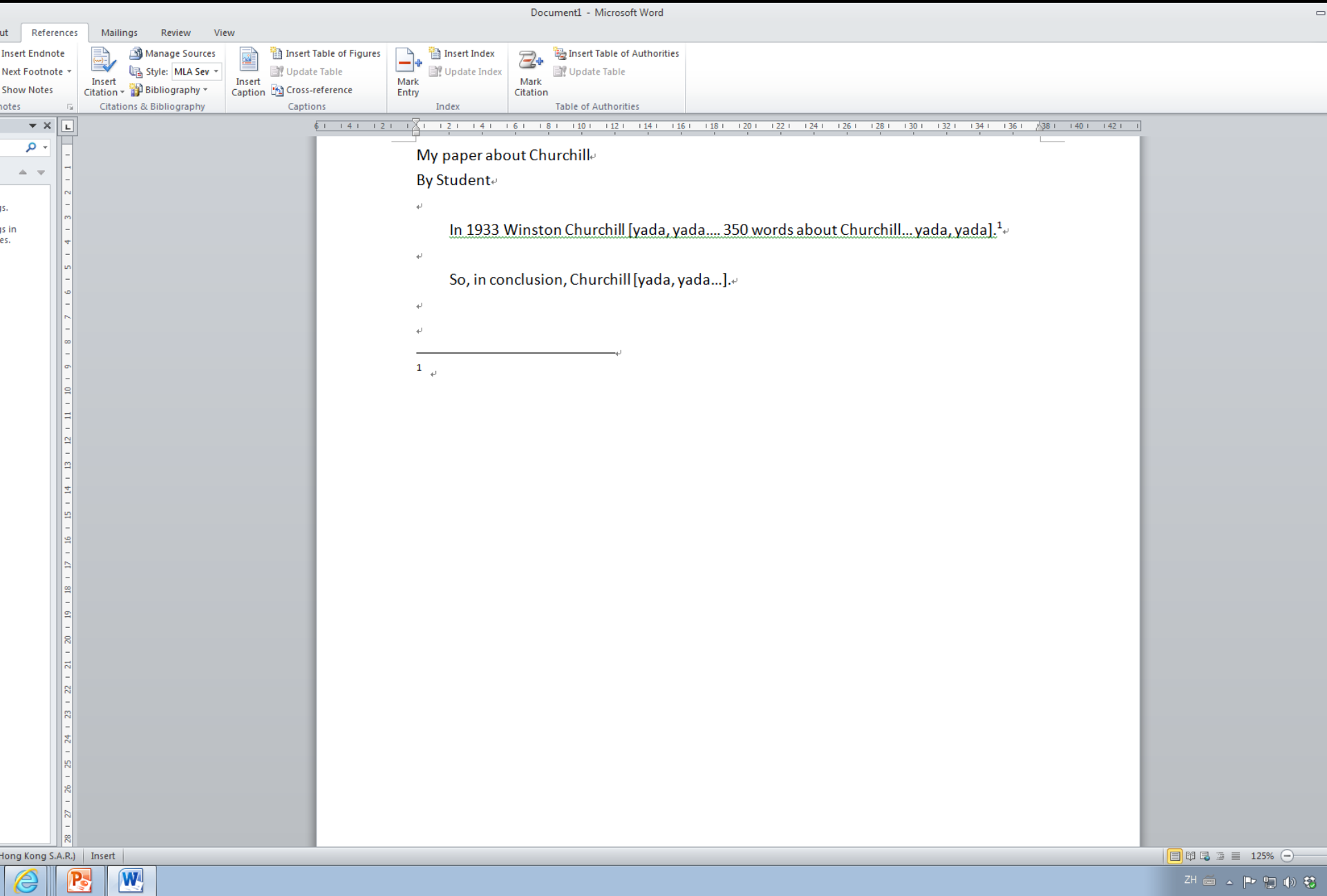
- Students routinely plagiarize footnotes/ bibliographies
- Professionalism: a citation (footnote/ parenthetical) is a claim.

My paper about Churchill.

By Student.

In 1933 Winston Churchill [yada, yada..... 350 words about Churchill... yada, yada].

So, in conclusion, Churchill [yada, yada...].





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Article **Talk**

Winston Churchill

From Wikipedia, the free encyclopedia

*This article is about the British statesman. For his contemporary, the American novelist, see [Winston Churchill \(novelist\)](#).
"Churchill" redirects here. For other uses, see [Churchill \(disambiguation\)](#).*

Sir Winston Leonard Spencer-Churchill, KG, OM, CH, TD, PC, DL, FRS, RA (30 November 1874 – 24 January 1965) was a British statesman, soldier, and writer. He served as Prime Minister of the United Kingdom from 1951 to 1955. Churchill was also an officer in the British Army, a historian, a writer (as Winston S. Churchill), and an artist. He was born in England and spent much of his childhood in the United States.

Churchill was born into the family of the [Dukes of Marlborough](#), a branch of the [Spencer family](#). His father, [Lord Randolph Churchill](#), was an American socialite. As a young army officer, he saw action in [British India](#), the Sudan, and the [Second Boer War](#). At the forefront of politics for fifty years, he held many political and cabinet positions. Before the First World War, he served as [Secretary of State for the Colonies](#) under [Asquith's Liberal government](#). During the war, he continued as First Lord of the Admiralty until the disastrous [Gallipoli Campaign](#). He then served on the [Western Front](#) as commander of the 6th Battalion of the [Royal Scots Fusiliers](#). He returned to government under [Lloyd George](#) as [Secretary of State for the Colonies](#). After two years out of Parliament, he served as [Chancellor of the Exchequer](#) in [Baldwin's Conservative government](#). At its pre-war parity, a move widely seen as creating deflationary pressure on the UK economy.

Out of office and politically "in the wilderness" during the 1930s because of his opposition to increased home rule for India and [Germany](#) and in campaigning for rearmament. At the outbreak of the [Second World War](#), he was again appointed First Lord of the Admiralty. He became Prime Minister in 1940. His speeches and radio broadcasts helped inspire British resistance, especially during the difficult days of 1940–41. He led Britain as Prime Minister until victory over Nazi Germany had been secured.

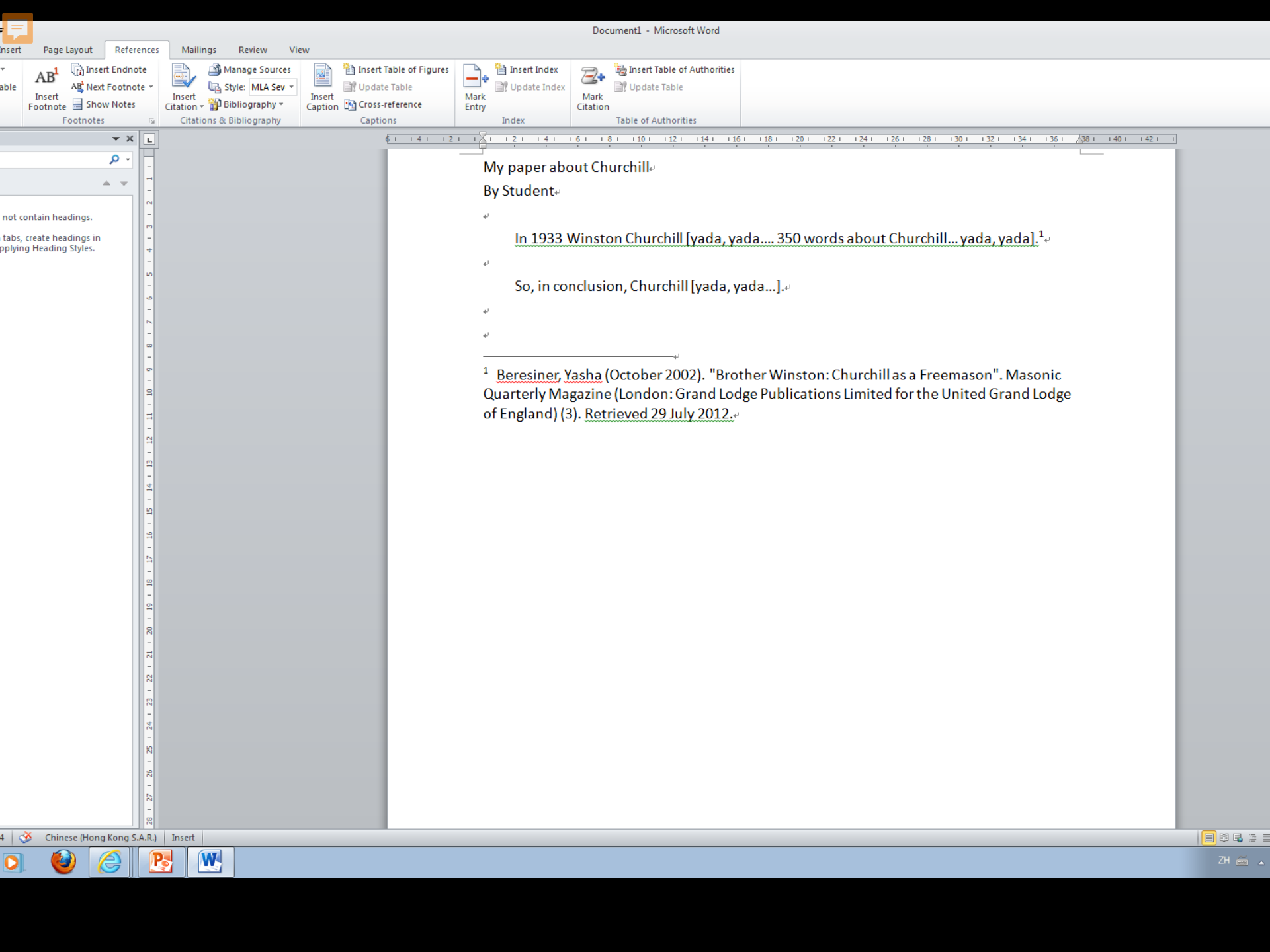
After the Conservative Party lost the 1945 election, he became [Leader of the Opposition](#) to the [Labour Government](#). He published his memoirs, *The Second World War*, winning the 1951 election, Churchill again became Prime Minister. His second term was preoccupied by foreign affairs, including the [Cold War](#). Domestically his government laid great emphasis on house-building. Churchill suffered a serious stroke in 1953 and retired

- [Politics of the United Kingdom](#)
- [Winston Churchill Memorial Trusts](#)

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My paper about Churchill.
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In 1933 Winston Churchill [yada, yada.... 350 words about Churchill... yada, yada].¹

So, in conclusion, Churchill [yada, yada...].

¹ Beresiner, Yasha (October 2002). "Brother Winston: Churchill as a Freemason". Masonic Quarterly Magazine (London: Grand Lodge Publications Limited for the United Grand Lodge of England) (3). Retrieved 29 July 2012.

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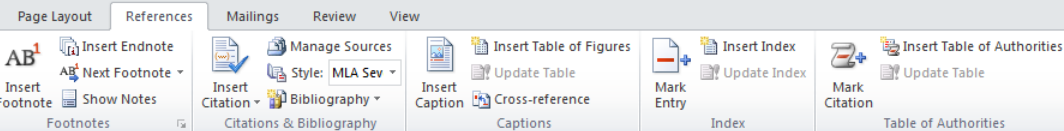
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- Winston Churchill at DMOZ
- FBI files on Winston Churchill
- Winston Churchill and Zionism, Shapell Manuscript Foundation



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¹ Beresiner, Yasha (October 2002). "Brother Winston: Churchill as a Freemason". Masonic Quarterly Magazine (London: Grand Lodge Publications Limited for the United Grand Lodge of England) (3). Retrieved 29 July 2012.

Myth #3

- The Turnitin “similarity index” tells us something important
 - This point has relevance to you as a student, and because you may soon be teaching or at least marking for your Department

Correction

- The “similarity index” only identifies exact word matches— not paraphrases, summaries, or translations
- A significant number of exact word matches are absolutely innocent (e.g., “In this article, the author argues that...”)
- Sadly: Turnitin does not spare you from exercising subjective professional judgment

became the Israel and Judah king in Jerusalem for thirty-three years. In the source The Military Élite of King David, which written by B. Mazar, author mentioned that David was a "poor and shiftless men which were propertyless men and free proletarians, who did not possess full civic rights and needed special protection. They would gather around a captain especially at times of civil unrest and political or economic crisis" 6David was a man with authority and influences that in a position' to attract person of fortune, professional mercenaries, and men who bore a grudge against the incumbent regime' Author mentioned that 5 Robert Kerr Eccles., Saul Ben-Kish (Chicago: The University of Chicago Press,1984) 6 B. Mazar., The Military Élite of King David (BRILL, 1963) David have a political charisma that can attract some men to gather a army with highly organized under him and against the governing power. Within David's army, the members were all 'who was in distress, everyone who was in debt, and everyone who was in discontented' 7It can shows that David was very clever to find the men who was in discontented of the society and government because the men who was in discontented really want to change their situation so they must try their best to fight for their team. For the men who were in distress and in debt, the only way for them to get away from their distress were follow David and try to establish a new society that they could start their lives again. David was good at catch the mind of people, he knew which kind of people could help him the most to will the fights. Finally, he got around 400 members in his army. He received a high honor as a successful commander in Saul's army, it could prove that David has leadership talent before he become the King. Within the ruling of David King, he established the administrative system that became a decisive factor of the formation of the Hebrew monarchy, included David formed the group of 'heroes of David', so we can see that King David put lots of effort on his nation to make the nation better. Source two is The Character of King David, which written by J. M. P. Smith. Author mentioned David not a saint but sometimes a brute that he was 'loyal to his friends, but ruthless to his foes. He was a liar, deceiver, and traitor.' 8Author claim that most people said David was a good person and good king 'have glorified and magnified him so much notwithstanding his many limitation passes all understanding' 9When Saul was still the King, David helped Saul to fight, David became the main force of Saul's army. One time, when Saul and David went back to their city with victory, the citizen said that ' Saul kill thousands, and David kill ten thousands',10 it aroused the jealousy of Saul and Saul started to hate David. It could prove that the talent of David earn the support from citizen and even arouse the jealousy of the King. Although author claim that David was not good as people mentioned, author mentioned some good behavior of David, such as Saul wanted to kill David at that time, when David got the chance to kill Saul, David give up the chance. Author claimed that there were two reasons. 'First, Saul was his father-in-law and the father of his dear friend Jonathan hence he shrinks from killing him.' It shows that David did care of his friendship and be loyal to his friends. 'Secondly, Saul was Yahweh's Anointed, therefore he dare not lay hands upon him, he is even conscience-smitten because he has ventured to cut off the skirt of Saul's mantle' It shows that David loyal and respect 7 B. Mazar., The Military Élite of King David (BRILL, 1963) 8 J. M. P. Smith., The Character of King David (The Society of Biblical Literature, 1933) 9 J. M. P. Smith., The Character of King David (The Society of Biblical Literature, 1933) 10 J. M. P. Smith., The Character of King David (The Society of Biblical Literature, 1933) god that even someone try to hurt him, he did not dare to hurt that person if that person is Yahweh's Anointed. His ruling principle was 'The share of the man who stayed with the supplies is to be the same as that of him who went down to the battle. All will share alike' and David made this principle as the statute and ordinance for Israel. In this source, author said that David was a 'brave and aggressive ruler' that he combined Judah and Israel, he also made the surrounding peoples largely tributary to Israel. He treated his citizen well but treat his enemy poor that 'the spread of Israel's power was almost wholly due to his military power and cruelty.' We can know that in author's mind, David was a ruler that kind to his citizen, his friends and his god but cruel to his enemy, perhaps this characteristic made David perform well in military. Solomon was the third King in Hebrew civilization. The source Thirteenth Study: Reign of Solomon, which written by Willis J. Beecher. The author used the bible to explain that god gave 'wisdom' to Solomon to let him rule the society. When Solomon said god how to rule so many people, and ask for the ability of 'wisdom', so god was happy that Solomon was not a selfish King that ask for treasure but the ability to rule the citizen for god.

'Give your servant, then, a wise heart for judging your people, able to see what is good and what evil; for who is able to be the judge of this great people?' 'Now these words and Solomon's request were pleasing to the Lord.' **'And God said to him, Because your request is for this thing, and not for long life for yourself or for wealth or for the destruction of your haters, but for wisdom to be a judge of causes;'** **'I have done as you said: I have given you a wise and far-seeing heart, so that there has never been your equal in the past, and never will there be any like you in the future.'** **'And with this I have given you what you made no request for: wealth and honour, so that no king was ever your equal.'**

11 Solomon used his wisdom to rule the society, one time, there were two women claim that the baby was belong to her, since there was no other witness, so

'Then he said, Get me a sword. So they went and put a sword before the king. And the king said, Let the living child be cut in two and one half given to one woman and one to the other. Then the mother of the living child came forward, for her heart went out to her son, and she said, O my lord, give her the child; do not on any account put it to death. But the other woman said, It will not be mine or yours; let it be cut in two.'

11 Willis J. Beecher., Thirteenth Study: Reign of Solomon (Chicago: The University of Chicago Press, 1887)

Then the king made answer and said, Give her the child, and do not put it to death; she is the mother of it.'

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Longer Essay Athenian democracy refers to the democratic system of Athens, which refers to the rule of the people.¹ Democracy was firstly emerged at Athens in Greece and it was a kind of direct democracy, which means people could vote directly.² Under this democracy, only male household could be the citizens who had the right to vote.³ However, there were limits on the scope of participation. For instance women and slaves were not granted the right to participate in political affairs.⁴ In the early period, Athens was controlled by aristocrats. The government was in hands of only a small group of people, namely the oligarchy.⁵ However, the form of government was overthrown and it led to the rise of tyrant, who had the military power.⁶ In the 500BC, Athenian democracy was created by Cleisthenes, and this form of government was opposite to oligarchy because it favored the majority of people.⁷ However, this form of government came to an end in about 330BC because of the conquest by the Macedonians.⁸ This essay will focus on Athenian democracy and will look at the debates over the relationship between Athenian democracy and slavery, the nature and the principles of Athenian democracy. The different arguments of historians and scholars will be discussed and compared. Firstly, Athenian democracy was criticized because of its dependence on the money paid by the member of Delian League, and its dependence on slavery. Professor Sinclair argues that Athenians tried to exploit its allies of the Delian League and slaves in order to support the cost of participation in the democratic system.⁹ Professor Jones shared a similar view with Sinclair that the money paid by Athens' allies was beneficial to Athenian democracy. However, his view was different from 1 2 John Thorley, Athenian Democracy, (London: Routledge, 1996). 5 3 Ibid. 5

A.H.M Jones, *The Athenian Democracy and Its Critics*, (Baltimore: The Johns Hopkins University Press, 1986).

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5 John Thorley, *Athenian Democracy*, (London: Routledge, 1996). 46 6

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Osborne Robin, *Athens and Athenian Democracy*, (New York: Cambridge University Press, 2010).

2

5 7 Ibid. xii 8 Ibid. xii 9 Ibid. xiii

Sinclair R. K. *Democracy and Participation in Athens*, (Cambridge: Cambridge University Press, 1988).

1

191 Sinclair in terms of the importance of the League on the democratic system. He opposed the view that the tribute from the League was very important for supporting the democratic system.¹⁰ The League comprised of Athens and other Greek city-states, and all members had to pay money to League for collective defense. It later became an Athens-led League in which the money of the League was dominated by Athenians. So, Jones admitted that Athens gained economic benefits from the League which enabled its people to enjoy a better life and helped maintain the status of Athens.¹¹ However, he emphasized that even when the empire was defeated and the money paid by the League members did not cover the Athenian military expenditure, Athens' own revenue was able to support the expenditure and the democratic system was still able to function.¹² So, he believed that Athens did gain financial benefits from the Delian League but the operation of Athenian democracy was not greatly affected by the League. Jones' argument seemed more convincing because he had examined the importance by looking at both internal and external situations. Besides, there was a debate about whether Athenian democracy was based on slavery. Economy was important in maintaining the stable operation of democracy.¹³ For example, money had to be paid to the magistrates and juries.¹⁴ Some historians and authors shared a common view that slavery was of great importance that fostered the economic development and thus it could be served as a basis of the Athenian economy. According to Professor Sinclair, the limitation of the Athenian democratic system led to the exploitation of slavery. It was because it was hard to ensure the active participation of the people in the public affairs.¹⁵ In fact, the Athenian did not enjoy much leisure time and did not have sufficient resources, and thus it was hard for them to spend time and efforts on participating in public affairs.¹⁶ For example, the assembly required a large number of people to engage in the decision making 10

Jones A.H.M. *Athenian Democracy*, (Baltimore: Johns Hopkins University Press, 1986).

4

5 11 Ibid..5 12 Ibid.5- 6 13 Ibid. 5 14 Ibid. 5 15 Ibid. 5 16

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Sinclair R. K. *Democracy and Participation in Athens*, (Cambridge: Cambridge University Press, 1988).

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2 29 Ibid. 89 30 Ibid. 89 31 Ibid. 89 32

Jones A.H.M. Athenian Democracy, (Baltimore: Johns Hopkins University Press, 1986).

3

12-13 33 Ibid. 14 34 Ibid. 14 35 Ibid. 16 However, this might not be true because Aristophanes was a person who wrote comedian plays at that time so the situation at Athens might be exaggerated and might be depicted as more dramatic. So, this argument might not be convincing and comprehensive. In Osborne's view, slaves at Athens played an important role in the economic activities. He suggested that the slaves mainly involved in agricultural production which was an important source of maintaining Athenian economy.³⁶ This view could be supported by Aristotle's view in the Politics. Aristotle thought that

"property is an assemblage of such tools, including his slaves; and a slave, being a living creature like any other servant, is a tool worth many tools..." ³⁷ It means that slaves

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were regarded as working tools. Aristotle pointed out

that "the deliberative faculty in the soul is not present at all in a slave", meaning that even

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people were born with equal status but souls were different, and thus some people had to be slaves according to the natural order because.³⁸Also, he claimed that due to the natural difference that the physical bodies of the slaves were designed for labor work.³⁹ It could explain the situation that a large number of slaves engaged in the industries such as agriculture that involve intensive menial work. Thus, the slaves contributed much to the economic developments at Athens, and the above arguments showed that there was a close relationship between Athenian democracy and slavery. In addition, there were different opinions on the nature and principles of this democratic system. At first, Osborne believed that slavery was contradictory to the democratic principles about equality because the existence of slavery revealed inequality in society since the rights and freedom of slaves were exploited. ⁴⁰ Jones also agreed with his view that the Athenian democracy did not really embody the principle of equality at ancient Athens because the political functions were differentiated.⁴¹ For instance, only about 2000 thousand male citizens could attend ³⁶

Osborne Robin, Athens and Athenian Democracy, (New York: Cambridge University Press, 2010).

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Aristotle, The Politics, In Discovering the Global Past: A Look at the Evidence,

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(Boston: Houghton Mifflin, 2007). 116 38 Ibid. 116 39 Ibid. 116 40

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Longer Essay Athenian democracy refers to the democratic system of Athens, which refers to the rule of the people.1 Democracy was firstly emerged at Athens in Greece and it was a kind of direct democracy, which means people could vote directly.2 Under this democracy, only male household could be the citizens who had the right to vote.3 However, there were limits on the scope of participation. For instance women and slaves were not granted the right to participate in political affairs.4 In the early period, Athens was controlled by aristocrats. The government was in hands of only a small group of people, namely the oligarchy.5 However, the form of government was overthrown and it led to the rise of tyrant, who had the military power.6 In the 500BC, Athenian democracy was created by Cleisthenes, and this form of government was opposite to oligarchy because it favored the majority of people.7 However, this form of government came to an end in about 330BC because of the conquest by the Macedonians.8 This essay will focus on Athenian democracy and will look at the debates over the relationship between Athenian democracy and slavery, the nature and the principles of Athenian democracy. The different arguments of historians and scholars will be discussed and compared. Firstly, Athenian democracy was criticized because of its dependence on the money paid by the member of Delian League, and its dependence on slavery. Professor Sinclair argues that Athenians tried to exploit its allies of the Delian League and slaves in order to support the cost of participation in the democratic system.9 Professor Jones shared a similar view with Sinclair that the money paid by Athens' allies was beneficial to Athenian democracy. However, his view was different from 1 2 John Thorley, Athenian Democracy, (London: Routledge, 1996). 5 3 Ibid. 5

A.H.M Jones, The Athenian Democracy and Its Critics, (Baltimore: The Johns Hopkins University Press, 1986).

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5 John Thorley, Athenian Democracy, (London: Routledge, 1996). 46 6

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Osborne Robin, Athens and Athenian Democracy, (New York: Cambridge University Press, 2010).

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5 7 Ibid. xii 8 Ibid. xii 9 Ibid. xiii

Sinclair R. K. Democracy and Participation in Athens, (Cambridge: Cambridge University Press, 1988).

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191 Sinclair in terms of the importance of the League on the democratic system. He opposed the view that the tribute from the League was very important for supporting the democratic system.10 The League comprised of Athens and other Greek city-states, and all members had to pay money to League for collective defense. It later became an Athens-led League in which the money of the League was dominated by Athenians. So, Jones admitted that Athens gained economic benefits from the League which enabled its people to enjoy a better life and helped maintain the status of Athens.11 However, he emphasized that even when the empire was defeated and the money paid by the League members did not cover the Athenian military expenditure, Athens' own revenue was able to support the expenditure and the democratic system was still able to function.12 So, he believed that Athens did gain financial benefits from the Delian League but the operation of Athenian democracy was not greatly affected by the League. Jones' argument seemed more convincing because he had examined the importance by looking at both internal and external situations. Besides, there was a debate about whether Athenian democracy was based on slavery. Economy was important in maintaining the stable operation of democracy.13 For example, money had to be paid to the magistrates and juries.14 Some historians and authors shared a common view that slavery was of great importance that fostered the economic development and thus it could be served as a basis of the Athenian economy. According to Professor Sinclair, the limitation of the Athenian democratic system led to the exploitation of slavery. It was because it was hard to ensure the active participation of the people in the public affairs.15 In fact, the Athenian did not enjoy much leisure time and did not have sufficient resources, and thus it was hard for them to spend time and efforts on participating in public affairs.16 For example, the assembly required a large number of people to engage in the decision making 10

Jones A.H.M. Athenian Democracy, (Baltimore: Johns Hopkins University Press, 1986).

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5 11 Ibid. 5 12 Ibid.5- 6 13 Ibid. 5 14 Ibid. 5 15 Ibid. 5 16

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Sinclair R. K. Democracy and Participation in Athens. (Cambridge: Cambridge University Press, 1988).

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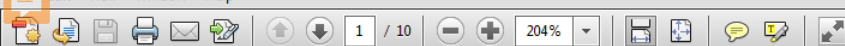
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Appraised as the culprit of Nazi Germany, World War II and the Holocaust, Adolf Hitler (20 April 1889–30 April 1945) became infatuated with warfare after reading a picture book from his father, which is about the Franco-Prussian War¹, in his childhood. Hitler was once an excellent and outgoing student with confidence, yet he was profoundly affected by the death of his younger brother who is called Edmund when he was ten. After the tragedy, Hitler changed to be a gloomy, detached, and brooding boy who often fought with teachers and his father², and the relation between father and son turned to be deteriorated. As Hitler's father, Alois, supposed his son to abide by his paces as being a civil servant³, he ignored Hitler's wish to attend a classical high school and be an artist. After Edmund's death, few months later, Hitler was sent to a secondary school in Linz called Realschule by his father⁴, despite it was rebelled against by Hitler. When Hitler was studying in secondary school, he started to exploit ideas of German nationalist⁵ and represented loyalty only to Germany like lots of Austrian Germans.⁶ Hitler and his friends rejected to sing the Austrian Imperial anthem but the "Deutschlandlied", which is known as "The Song of the Germans". Also, they used the German greeting "Heil Hitler" instead of "Good morning".

from the Slavic words *Hidlar* or *Hidlarcek*.

Nazi official Hans Frank suggested that Alois's mother had been employed as a housekeeper for a Jewish family in Graz, and that the family's 19-year-old son, Leopold Frankenberger, had fathered Alois.^[6] Because no Frankenberger was registered in Graz during that period, and no record of Leopold Frankenberger's existence has been produced,^[7] historians dismiss the claim that Alois's father was Jewish.^{[8][9]}

Childhood and education

Adolf Hitler was born on 20 April 1889 at the Gasthof zum Pommer, an inn located at Salzburger Vorstadt 15, Braunau am Inn, Austria-Hungary, a town on the border with Bavaria, Germany.^[10] He was the fourth of six children to Alois Hitler and Klara Pölzl (1860–1907). Hitler's older siblings—Gustav, Ida, and Otto—died in infancy.^[11] When Hitler was three, the family moved to Passau, Germany.^[12] There he acquired the distinctive lower Bavarian dialect, rather than Austrian German, which marked his speech all of his life.^{[13][14][15]} In 1894 the family relocated to Leonding (near Linz), and in June 1895, Alois retired to a small landholding at Hafeld, near Lambach, where he farmed and kept bees. Hitler attended *Volksschule* (a state-supported school) in nearby Fischlham. He became fixated on warfare after finding a picture book about the Franco-Prussian War among his father's belongings.^[16]

The move to Hafeld coincided with the onset of intense father-son conflicts caused by Hitler's refusal to conform to the strict discipline of his school.^[18] Alois Hitler's farming efforts at Hafeld ended in failure, and in 1897 the family moved to Lambach. The eight-year-old Hitler took singing lessons, sang in the church choir, and even considered becoming a priest.^[19] In 1898 the family returned permanently to Leonding. The death of his younger brother, Edmund,



Adolf Hitler as an infant (c. 1889–1890)



Hitler's mother, Klara

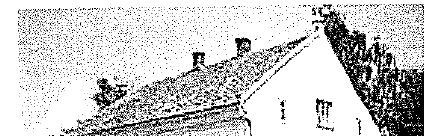
Alois had made a successful career in the customs bureau and wanted his son to follow in his footsteps.^[21] Hitler later dramatised an episode from this period when his father took him to visit a customs office, depicting it as an event that gave rise to an unforgiving antagonism between father and son, who were both strong-willed.^{[22][23][24]} Ignoring his son's desire to attend a classical high school and become an artist, in September 1900 Alois sent Hitler to the *Realschule* in Linz.^[25] Hitler rebelled against this decision, and in *Mein Kampf* revealed that he intentionally did poorly in school, hoping that once his father saw "what little progress I was making at the technical school he would let me devote myself to my dream".^[26] (2)

Like many Austrian Germans, Hitler began to develop German nationalist ideas from a young age.^[27] He expressed loyalty only to Germany, despising the declining Habsburg Monarchy and its rule over an ethnically variegated empire.^{[28][29]} Hitler and his friends used the German greeting "Heil", and sang the "Deutschlandlied" instead of the Austrian Imperial anthem.^[30]

After Alois's sudden death on 3 January 1903, Hitler's performance at school deteriorated and his mother allowed him to leave.^[31] He enrolled at the *Realschule* in Steyr in September 1904; his behaviour and performance showed some improvement.^[32] In 1905, after passing a repeat and the final exam, Hitler left the school without any ambitions for further schooling or clear plans for a career.^[33]

Early adulthood in Vienna and Munich

From 1905, Hitler lived a bohemian life in Vienna, financed by orphan's benefits and support from his mother. He worked as a casual labourer and eventually as a painter, selling watercolours. The Academy of Fine Arts Vienna rejected him twice, in 1907 and 1908, because of his "unfitness for painting". The director recommended that



1 Mein Kampf (My Struggle), Adolf Hitler (Trans. Ralph Manheim). 1999. P.
2 The Life and Death of Adolf Hitler. Payne, Robert. 1990. Page 22.
3 Hitler: A Biography. Kershaw, Ian. 2008. Page 9.
4 Hitler: A Biography. Kershaw, Ian. 2008. Page 8.
5 The Coming of the Third Reich. Evans, Richard J. 2003. Page 163-164.
6 A History of Nazi Germany: 1919–1945. Bendersky, Joseph W. 2000. Pag
7 Hitler's Vienna: A Portrait of the Tyrant as a Young Man. Hamann, Brigitt
8 Hitler: A Biography. Kershaw, Ian. 2008. Page 10.
9 Hitler: A Study in Tyranny. Bullock, Alan. 1962. Page 30-31.



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