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# HTST 545.09



## The Great Patriotic War

The war between the Soviet Union and Nazi Germany lasted from June 1941 to May 1945. The shocking death toll from the Second World War on the Eastern Front was in part a result of the tremendous killing power of modern weaponry employed on an unprecedented scale. But the cost of the war was exacerbated by the fact that this technology was employed in a war between two regimes whose leaders shared an unflinching commitment to their respective causes that justified considerable disregard for human life. This disregard extended not only to the enemy but to their own combatants and to some extent civilian populations.

This course will examine Soviet preparations for war, and the conduct of the war utilising both Soviet and German perspectives.

The course will be based around the following text, available for purchase in paperback at the University Bookstore or from online retailers such as Amazon:

**Alexander Hill, *The Great Patriotic War of the Soviet Union, 1941-1945: A documentary reader* (London/New York, Routledge, 2009).**

The above consists of commentary along with translated documents, many of which will be discussed in the seminars. **It is important that you bring the above to each seminar.**

The Great Patriotic War reader provides a basic narrative of events, but may also and indeed ideally should be used in conjunction with the following histories of the war that are optional purchases. Both of the below are referred to regularly in the reader:

David Glantz and Jonathan House, *When Titans Clashed: How the Red Army Stopped Hitler* (Lawrence, KS: University Press of Kansas, 1995)

Evan Mawdsley, *Thunder in the East: The Nazi-Soviet War 1941-1945* (London: Hodder Arnold, 2005)

More detailed on specific themes, my *The Red Army and the Second World War* (Cambridge: CUP, 2017) is recommended for those who are keen!

Details of assessment for the course are provided on page 3 of this outline. It is expected that you will be able to appropriately use the terms in the Glossary on pages 5-6 both in class and in written work. Glossary terms are also available in the Great Patriotic War reader.

## Seminar Outline:

- 1) Tuesday 11 September – Introduction – *The Soviet Union from Nicholas II to Lenin and Stalin*

Reading: For this introductory seminar, that does not make use of the reader, students should have familiarized themselves with the 'basics' of late imperial/early Soviet Russian history (e.g. Russia during World War One, the revolutions of 1917, the Russian Civil War). Given its widespread availability on campus, I would recommend reading the relevant chapters from Nicholas Riasanovsky and Mark Steinberg, *A History of Russia* (Oxford/New York: Oxford University Press, 2005 or later), although there are many alternatives.

- 2) Tuesday 18 September - *Lenin, Stalin and the West 1917-1939*

Reading: For this and future seminars, students should read the appropriate chapter from the reader (as the title for the seminar), and familiarize themselves with the documents in that chapter. It is expected that students will refer additionally to Glantz and House/Mawdsley and/or the further reading materials listed at the end of the chapter in the reader.

- 3) Tuesday 25 September – *Lenin Stalin and the West 1917-1939* and *The Icebreaker Controversy and Soviet Intentions in 1941*
- 4) Tuesday 2 October – *Barbarossa*
- 5) Tuesday 9 October – *The Battle of Moscow* [Long essay proposal due]
- 6) Tuesday 16 October – *The Tide Turns* – The Battle for Stalingrad
- 7) Tuesday 23 October – *The Battle of Kursk and the Race for the Dnepr*
- 8) Tuesday 30 October – *The Siege of Leningrad* [Source question]
- 9) Tuesday 6 November – *Lend-Lease Aid, the Soviet Economy and the Soviet Union at War*

Tuesday 13 November is part of READING WEEK.

- 10) Tuesday 20 November – *The Soviet Partisan Movement* [Source question]
- 11) Tuesday 27 November – *The 'Ten "Stalinist" Crushing Blows' of 1944*
- 12) Tuesday 4 December – *From the Vistula to Berlin: The End of the Reich* [Final test][Long essay]

**Assessment:**

Piece of work	Date	Description	Contribution to final grade
Long essay proposal	Wk 5	You will have to submit a long essay proposal giving an essay question, a description of what you intend to examine in your essay (250-300 words) and a bibliography with at least FIFTEEN items – TEN books/articles (secondary sources) and FIVE primary sources (see Long Essay below). Of the secondary sources in your bibliography, you must have found at least FIVE yourself (i.e. they must not appear in the reader and not include Glantz and House or Mawdsley).	20%
Source questions	Wks 8 and 10	You will have up to 40 minutes, in class, to respond to ONE of TWO sources concerned with material for seminars since the last source question. More details and practice in answering source questions will be provided in class.	15% (take the higher score of the two sittings)
Long essay	Wk 12	An essay of up to 4,500 words (the word limit including references and excluding the bibliography) on a topic of your choice concerned with Soviet preparations for war or the Great Patriotic War of 1941-1945 itself, agreed in advance with me. You should have used at least THREE documentary sources from the reader, AT LEAST ONE diary or memoir, and ONE additional primary source, with no fewer than FIFTEEN sources in total.	40%
Final test	Wk 12	You will have up to one hour, in class, to answer 40 multiple-choice questions.	10%
Presentation	Wks 2-12	Students will give a short (15 minute) presentation on material agreed in advance with the course leader.	15%

There will be a flat deduction of 10% of the available marks for any piece of written work submitted late without prior agreement prior to the final deadline for any coursework. The essay proposal and essay (coursework) must have been submitted, unless by prior agreement, by the seminar of Week 12. If the essay proposal and essay have not been submitted by this point then you will receive a score of 0 for that piece of work. For the essay proposal and essay, there will be a flat deduction of 10% of the available marks for that piece of work for having obviously exceeded the word limits, and you will not gain credit for that material beyond the word limit.

### **'Long' essay questions:**

In order to score highly on your essay you must:

\*Have been answering the question you set. An example of the sort of question that you might be answering is 'To what extent did the winter weather of late 1941 prevent the German capture of Moscow?'

\*Have an argument.

\***Support your argument with evidence/examples.** Any major assertion should be backed up with evidence.

\*Where making significant use of existing arguments in the literature you must have acknowledged them.

\*Show evidence of critical judgement (e.g. do not simply accept all sources at face value).

\*Given that this is a final year course it is expected that students will make some effort to locate and use appropriate published documentary and other 'primary' source materials for their long essays. **You should have used at least THREE documentary sources from the reader, AT LEAST ONE diary or memoir, and ONE additional primary source. It is expected that you will have used at least FIFTEEN sources in total.** Assistance in the use of library resources may be obtained from the History Liaison Librarian, Nadine Hoffman, who can be contacted by email at [nadine.hoffman@ucalgary.ca](mailto:nadine.hoffman@ucalgary.ca).

\*Students should be aware of the differing values of different types of sources (e.g. 'primary' and 'secondary', eyewitness, memoirs and diaries) for different purposes.

\*Use a recognised format (in History) for citing sources (footnotes).

\*Make appropriate use of terminology, and in particular those terms appearing in the glossary below.

It is recommended that students requiring assistance with referencing obtain a copy of Mary Lynn Rampolla, *A Pocket Guide to Writing History* (Sixth Edition) (Boston/New York: Bedford/St Martin's, 2010) or another similar work. There is also an essay writing guide that provides some similar information at [www.hist.ucalgary.ca](http://www.hist.ucalgary.ca).

Students will be penalised for consistently poor spelling, grammar and syntax.

### Grading:

All work will be graded according to the standardized departmental scale at the end of this outline.

**Final letter grades will be calculated on the basis of the percentage mark given for each piece of work and not the corresponding letter grades.**

### Glossary:

Students are expected to be able to use the following terms appropriately in class and their written work:

army	Military formation typically consisting of a number of corps and supporting units
army group	German military formation consisting of a number of armies, and until late in the war equivalent in strength to a more than one or a large Soviet <i>front</i>
battalion	Military unit typically consisting of a number of companies or equivalent (for most German unit types an <i>Abteilung</i> )
brigade	Military unit typically consisting of a number of battalions or equivalent
company	Military unit consisting of a number of platoons or equivalent
corps	Military formation typically consisting of a number of divisions or equivalent and supporting units
division	Military unit typically consisting of a number of brigades or equivalent with supporting arms and services. The largest type of military unit/smallest type of formation. A full-strength German infantry division was significantly larger than a Soviet infantry division, particularly during late 1941 and early 1942.
formation	A number of military units of different types, e.g. infantry, armour, artillery, operating together with dedicated support services to facilitate the sustaining of operations beyond the tactical level
front	Soviet military formation consisting of a number of armies and typically equivalent in strength to an early war German army or later war German army group
operational	Moving beyond the tactical in terms of both time and space to involve the co-ordination of both the movement and engagements of units and formations with a view to a specific outcome
regiment	Military unit consisting of more than one battalion or equivalent, often with supporting units, and often equivalent in strength to a brigade
strategic	Typically involving the movement and direction of multiple formations and possibly a sequence of operations, and likely or intended to have impact on the opponents ability to continue the war
tactical	Involving the movement and direction of forces, typically at the unit level, in battle

unit Military personnel and equipment, typically with a dominant weapons system or role (e.g. infantry or armour), brought together in an organisational subdivision for the purposes of combat. A military unit is typically incorporated into a formation to provide for effective co-ordination with other unit types and logistical and other support (e.g. intelligence) for sustained operations.

### **Important Departmental, Faculty, and University Information**

**\*Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.\***

*Department Twitter @ucalgaryhist*

#### **Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

#### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

#### **Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

#### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the

copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

**Plagiarism:**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* ([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

**Universal Student Ratings of Instruction (USRI):**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

**Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

**Campus Resources for Mental Health:**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).



**Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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