



Department of History

HTST 545.09

The Great Patriotic War

Fall 2021

Instructor: Alexander Hill

Email: hilla@ucalgary.ca

Course Delivery: In person (the course may be switch to online either temporarily or for the remainder of the course by the University if dictated by circumstances related to Covid). **MASKS are COMPULSORY in class – students will be asked to leave if they are not wearing a mask.**

Office Hours and communication: Zoom office hours Monday 10:30-11:00 and Wednesday 11:00-11:30 (link and password to be posted on D2L News prior to each office hour) or by appointment.

Class Time: F 15:00-17:45

Location: SS623

COURSE DESCRIPTION:

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, but with emphasis on the former.

COURSE OUTCOMES: At the end of the course, students should:

*Be able to identify key events, stages, individuals, groups and processes in the period

leading up to and during the course of The Great Patriotic War of the Soviet Union, 1941-1945

*Have gained a critical appreciation for how and why the Great Patriotic War has been periodized by historians and other interested parties over time and across cultures

*Have gained a broad understanding of cause and consequence, change and continuity and similarity and difference for key events, periods and processes in the Great Patriotic War

*Be familiar with, be able to distinguish between and be critical towards a range of primary and secondary source materials used by historians in understanding the Great Patriotic War

*Have a basic understanding of key electronic and other finding aids for and repositories of historical knowledge available to historians in their research on The Great Patriotic War

*Be able to show their understanding and appreciation of the value of particular primary sources relating to the course topic in a systematic and coherent manner in written form

*Be able to construct a historical argument by analyzing and interpreting a variety of primary and secondary sources

*Be able to present a historical argument in a systematic and coherent manner in both written and oral form

*Be able to cite historical sources in their own work using a recognised method for referencing/citation

REQUIRED TEXT:

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 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!

ASSESSMENT:

Piece of work	Date	Description	Contribution to final grade
Timeline exercise	Wk 3	Group work - constructing a timeline of key international events on the Soviet road to war 1917-1941 – leading to individual timelines produced outside class time. You will provide five annotated entries (no more than 25 words per annotation) for the period 1917-1933 and five for the period 1929-1941. Due for submission (to the Dropbox on D2L) by the beginning of the class for Wk 4	10%
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, Mawdsley or my <i>The Red Army and the Second World War</i> – although you are encouraged to use all of these). See the next page of this outline for details. Due for submission to the Dropbox on D2L by the end of what would have been class time on Friday 15 October.	20%
Mini presentation	Wks 2-13	A five-to-seven minute presentation on a topic relating to the week in which the presentation is to be given. Topics are to be agreed in advance with the instructor. The presentation	10%

		must be no longer than five Powerpoint slides in length, the first being the title page, the last a bibliography, and must be limited to ten key points of information/analysis (with no more than a bullet point on the Powerpoint slides for each). You will be graded for argument, factual content, clarity and delivery. More details will be provided in class.	
Mid-term quiz	Wk 6	A 20-question fill-in-the-blanks quiz to be completed within 1 hour on D2L (during the class time for this week). See below for a sample question.	10%
Long essay	Wk 13	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 TWO 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 14	You will have up to one hour to answer 40 multiple-choice questions on D2L between 9:00 am and 9:00 pm on Wednesday 8 December. See below for a sample question.	10%

'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 judgment (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 TWO 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 at nhoffman@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 recognized format (in History) for citing sources (footnotes).

*Make appropriate use of terminology specific to the course.

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:

<https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>

FILL-IN-THE-BLANKS MID-TERM – SAMPLE QUESTION:

On 22 June 1941 the German-led Axis launched an invasion of the Soviet Union under the codename _____ .

The correct answer is Barbarossa! The correct answer will be a single word. Capitalizations have to be accurate to score the mark on these questions. There will only be one correct spelling for any words in the blanks with cases of capitalization being clear cut.

If you struggle with capitalization, please remember that the names of countries, people and places are typically capitalized, as are the names of SPECIFIC wars and military operations, e.g. Operation Overlord.

For more information on capitalization see

[Capitals: Help with Capitals // Purdue Writing Lab](#) [Accessed 19 August 2021]

FINAL TEST – MULTIPLE-CHOICE-SAMPLE QUESTION:

'Barbarossa' was the codeword for the German invasion of

- a) France
- b) Norway
- c) The Soviet Union
- d) Poland

The correct answer here is c) The Soviet Union!

WRITING:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented.

D2L: Throughout the course, important material for the course will be regularly posted on D2L. Students are advised to check this regularly.

CLASS SCHEDULE:

The lectures for this course will take a broadly chronological look at events between 1945 and the end of the Cold War, stopping to focus on particular themes such as the Cold War at sea or nuclear weapons.

Week 1 – Friday 10 September: Introduction – *The Soviet Union from Nicholas II to Lenin and Stalin*

Please bring a printout of the course outline to the first class.

Week 2 – Friday 17 September: *Lenin, Stalin and the West 1917-1939*

Week 3 – Friday 24 September: *Lenin Stalin and the West 1917-1939* and *The Icebreaker Controversy and Soviet Intentions in 1941* [Timeline exercise - in class and outside it]

Week 4 – Friday 1 October: *Barbarossa*

Week 5 – Friday 8 October: *The Battle of Moscow* [Long essay proposal due]

Week 6 – Friday 15 October: Research Day [Long-essay proposal due] [Mid-term Quiz on D2L] – I will be attending a Zoom conference this day

Week 7 – Friday 22 October: *The Tide Turns – The Battle for Stalingrad*

Week 8 – Friday 29 October: *The Battle of Kursk and the Race for the Dnepr*

Week 9 – Friday 5 November: *The Siege of Leningrad and the Soviet Partisan Movement*

Week 10 – **READING WEEK**

Week 11 – Friday 19 November: *Lend-Lease Aid, the Soviet Economy and the Soviet Union at War*

Week 12 – Thursday 26 November: *The ‘Ten “Stalinist” Crushing Blows’ of 1944*

Week 13 – Friday 3 December: *From the Vistula to Berlin: The End of the Reich* [Long essay due]

Wednesday 8 December – [Final test on D2L]

Please note that the above outline is provisional and may be subject to modification.

CLASSROOM POLICIES:

Penalties

Where applicable, a flat 5% will be deducted for exceeding word limits for a particular question/piece of work (by more than 5%), and you will not gain credit for that material beyond the word limit.

A flat 10% will be deducted for every complete week or part thereof during which work is overdue without prior agreement with the lecturer or due cause as assessed by the instructor in accordance with university policies.

Work submitted after 5:00 pm Wednesday 8 December will not be accepted and a mark of 0 recorded for that piece of work unless the necessary indication of extenuating circumstances is provided. Failure to take the mid-term quiz during the allotted hours or final test during the time allotted will result in a score of 0 for the test without evidence of extenuating circumstances.

Assistance

If you are struggling with the workload for the course please get in touch with me sooner rather than later, so that we can work together to get you through the course.

DEPARTMENTAL GRADING SYSTEM:

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (i.e. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise [Note from Alexander Hill – your final percentage score will be rounded up to the nearest whole percentage point before your mark is converted to a letter grade].

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

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

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format

described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. 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 consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and

addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Fall 2021 (in-person)