



Department of History

HTST 545.09

The Great Patriotic War

Winter 2023

Instructor: Alexander Hill

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Course Delivery: In person. Given that we will be spending a reasonable amount of time in close proximity to each other, I would recommend wearing a mask for class.

Office Hours: Tuesday 10:00-10:30 and Thursday 12:45-13:30 [both on Zoom] or by appointment.

Class Time: Tu 14:00-16:45

Location: SA125

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.

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 (COMPULSORY), 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!

EVALUATION:

Piece of work	Date	Description	Contribution to final grade
Timeline exercise	Wk 3 (Tuesday 24 January)	Group work - constructing a timeline of key international events on the Soviet road to war 1928-1941 – leading to individual timelines produced outside class time. More information in class.	10%
Long essay proposal	Wk 6 (Tuesday 14 February)	You will have to submit a long essay proposal giving an essay <u>question</u> (NOT a thesis statement), 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. five that are not the reader or listed in it, Glantz and House, Mawdsley or my <i>Red Army and the Second World War</i>).	20%
Mini presentation	Wks 2-14	A five-to-seven minute presentation on a topic relating to the week in which the presentation is to be given. The presentation 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).	10%
Mid-term quiz	Wk 6 (Friday 17 February)	A 20-question fill-in-the-blanks quiz to be completed within 1 hour on D2L. <u>The quiz will be available from 9:00 am till 9:00 pm on FRIDAY 17 February.</u>	10%
Long essay	Wk 14 (Tuesday 11 April)	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	40%

		than FIFTEEN sources in total.	
Final test	Wk 14 (Tuesday 11 April)	You will have up to one hour to answer 40 multiple-choice questions. This is an <u>in-person test in class.</u>	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 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 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, and in particular those terms appearing in the glossary in the documentary reader.

It is recommended that students requiring assistance with referencing consult <https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>.

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 such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

CLASS SCHEDULE:

Week 1 – Tuesday 10 January: 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 – Tuesday 17 January: *Lenin, Stalin and the West 1917-1939*

Week 3 – Tuesday 24 January: *The Icebreaker Controversy and Soviet Intentions in 1941*
[Timeline exercise - in class and at home]

Week 4 – Tuesday 31 January: *Barbarossa*

Week 5 – Tuesday 7 February: *The Battle of Moscow*

Week 6 – Tuesday 14 February: *The Tide Turns – The Battle for Stalingrad* [Long essay proposal due] [Friday 17 February – mid-term quiz]

Week 7 – Week of Tuesday 21 February – READING WEEK

Week 8 – Tuesday 28 February: *The Siege of Leningrad*

Week 9 – Tuesday 7 March: *The Battle of Kursk and the Race for the Dnepr*

Week 10 – Tuesday 14 March: *The Soviet Partisan Movement and Axis occupation*

Week 11 – Tuesday 21 March: *Lend-Lease Aid, the Soviet Economy and the Soviet Union at War*

Week 12 – Tuesday 28 March: *The ‘Ten “Stalinist” Crushing Blows’ of 1944*

Week 13 – Tuesday 4 April: *From the Vistula to Berlin: The End of the Reich*

Week 14 – Tuesday 11 April: [Long essay due][Final test in class]

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

CLASSROOM POLICIES:

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 14. 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 by more than 5%, and you will not gain credit for that material beyond the word limit.

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. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

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 (ie. 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.

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 University of Calgary [Student Academic Misconduct Policy](#) 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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

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 IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. 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. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments."

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials.”

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 and gender-based 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
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

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