A survey of military, diplomatic, and social developments on the Eastern Front (in Eastern Europe) in World Wars I and II. This course aims to assist students in developing their analytical, writing, and discussion skills, while at the same time providing them with an opportunity to study in depth the Eastern Front in the two global conflicts of the twentieth century. Our aim in this course will be to discover the possible continuities connected to longer historical trends and anchored in the Western perception of Eastern Europe. At the same time, we will seek to analyze to what degree the experience of WWI in the east shaped the course of WWII, and to what degree the outcome of both wars has shaped the history of Eastern Europe.

The class format will combine the instructor’s lectures with films and discussion of the assigned readings, which will be made available on CourseSpaces. No books to buy. Weekly readings in lieu of a textbook would normally be under 25 pages in length.

Marking Scheme:
Quiz 1 (4 Feb.) 28%
Quiz 2 (11 Mar.) 28%
Quiz 3 (4 Apr.) 14%
A short interpretive essay on a pre-assigned topic (1,500 to 1,750 words, due in class on 25 Mar.) 20%
Attendance/participation in discussions 10%

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TENTATIVE CALENDAR
7 January  Introduction to the Course.
10 January  What Was “Eastern” about the Eastern Front. The East of Europe at the Turn of the Century.
14 January  The Causes and Precursors of WWI. Did Russia Start the War?
            Read: McMeekin, Russian Origins of WWI (excerpt on CourseSpaces).
17 January  Documentary TBA.
            Read: von Hagen, *Occupations* (excerpt on CourseSpaces).
24 January  The Great Retreat. TUTORIAL I (Group 1)
28 January  Naval Engagements on the Black Sea. The Caucasus Campaign and the Armenian Genocide. TUTORIAL I (Group 2).
            Read: Sondhaus, *Great War at Sea*, Chap. 4 (excerpt on CourseSpaces).
31 January  1916: Russia’s Recovery. The Brusilov Offensive and the Fate of the War.
            Read: Sanborn, *Imperial Apocalypse* (excerpt).
4 February  QUIZ I
7 February  The Bolshevik Revolution, Two Peace Treaties, and the German Occupation of Ukraine. TUTORIAL II (Group 1).
            Read: Liulevicius, *German Myth of the East* (excerpt); Trotsky, “Brest-Litovsk” (Marxists.org)
11 February The Russian Civil War and Other Eastern Offshoots of WWI. The Pogroms of 1919. TUTORIAL II (Group 2).
            Read: TBA.
14 February Film: *Admiral* (Russia, 2008) and Discussion.
18 & 21 February NO CLASSES (Reading Week)
25 February 1920-39: Interwar Eastern Europe as a Product of WWI.
            Read: TBA.
28 February Precursor Conflicts to WWII. Hitler’s Deal with Stalin and the Fate of Poland. TUTORIAL III (Group 1).
            TUTORIAL III (Group 2).
7 March  Film (*Europa, Europa*) and Discussion.
11 March  QUIZ II.
14 March  The German Occupation Policies. The Treatment of Soviet POWs and Civilians.
18 March  The Holocaust by Bullets. TUTORIAL IV (Group 1).
21 March  The Tide Turns: The Military Operations in the East during 1942 and 1943. TUTORIAL IV (Group 2).
            Read: TBA.
25 March  In the Name of the Nation: Soviet Partisans and Nationalist Guerrillas.  
The Issue of the Soviet Union’s Western Border. SHORT ESSAYS DUE.  
Read: TBA.

28 March  The Endgame: When the Russians Came West. Mass Rape as a Weapon.  
Read: TBA.

1 April  Postwar Dislocation and the Erasure of Ethnic Diversity.  
Read: TBA.

4 April  QUIZ III. Conclusions and an Overview.

COURSE POLICIES IN DETAIL

Attendance will be taken regularly during lectures, documentary screenings, and tutorial sections. The participation component will be determined by your comments and presentations during the discussion sections and on other occasions. Active participation as such does not guarantee an excellent mark; it is important that your comments be substantial, reveal thorough preparation, and demonstrate your analytical abilities.

On 14 January I will divide our class into two discussion groups, which will meet alternately as indicated in the course calendar. When one group has a tutorial at the end of the class, members of the other group can leave after the lecture. Each of you will have to serve once as discussion leader at a tutorial. The sign-up sheet will be circulated during the second week of classes. There will be approximately five or six discussion leaders for every discussion section and each of them will be expected to speak for some two to three minutes about the readings.

The art of public speaking is an essential component of your university education, and the ability to express your ideas verbally is a requirement for a good mark. However, I do recognize that some people do not feel comfortable speaking in public. If this is the case with you, please let me know early on in the course and arrange for regular submission of your comments via e-mail or in writing. If you do not do so and do not speak in class, I cannot evaluate your “participation” as satisfactory.

More detailed information about the structure of the quizzes and the essay topic will be provided in class. N.B.: Make-up quizzes will only be given in exceptional cases of unavoidable absences supported by appropriate medical or other documentation.

The paper you submit must be your own original creation, written in your own words. See below in the section on “Academic Integrity and Plagiarism.” For a full definition of various academic offenses and the list of potential punishments, see the University Calendar. Papers submitted late without an extension or legitimate reason will lose 5% of the mark per day, including weekends and holidays. Requests for extensions will be granted only in advance and for a good reason: e.g., illness (in which case a medical certificate must be submitted) or compelling personal circumstances. If you do not submit your paper in class on the due date, please bring it to the Department’s general office, where it will be stamped with the date on which it was received.

UNIVERSITY AND DEPARTMENTAL POLICIES

Territory Acknowledgement: We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Accessibility Statement: Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations, please contact the Centre for Accessible Learning as soon as possible. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Concessions and Documentation: Students may ask for an academic concession, such as the rescheduling of a quiz or test or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor’s note or a memo from Counseling Services, or a memo from a coach or employer. It must be dated before or close to the time of the missed work or classes.

Withdrawals and Deferrals: If you miss substantial amounts of class and assignments without documentation, you will be asked to withdraw or will receive an ‘N’ at the end of the semester. Even when the reasons for failing to meet course requirements are valid, it is not academically sound to allow students missing significant amounts of work to continue in the course. Please check the withdrawal dates in the current academic calendar.
**Academic Integrity and Plagiarism:** Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating, or aiding others to cheat violate University policies on academic integrity and are considered serious offence. You must inform yourself about the university regulations (see [UVic Policy on Academic Integrity](https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf)).

**Unauthorized Use of an Editor:** An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student’s written or non-written work. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization.

**Add/Drop Deadlines:** It is your responsibility to attend to ADD/DROP dates as published in the Calendar and the Undergraduate Registration Guide and Timetable. You will not be dropped automatically from a class that you do not attend.

**Classroom Conduct:** Since the quality of the learning environment is paramount, every student has the right to learn and your instructor has the duty to perform her or his teaching duties in a cooperative, distraction-free, and effective manner. Activities that could disrupt the learning environment for you and your instructor would include the non-academic use of electronic devices. You are expected to turn off your cell phones, media players, and other electronic devices during class. Laptops can only be used for taking class notes, accessing CourseSpaces, and other class-related activities.

**Course Experience Surveys:** I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the Department about the course and its instructor. When it is time for you to complete the survey, you will receive an email inviting you to do so.

**Commitment to Inclusivity and Diversity:** The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all members of the university community. The University fosters an environment characterized by fairness, openness, equity, and respect for the dignity and diversity of its members. The University strives to be a place that is free of discrimination and harassment, injustice and violence. The strength and vibrancy of the University is found in the diverse life experiences, backgrounds and worldviews of all its members. [Visit the website](https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf) for more information.

**Information on Campus Supports for Student Wellbeing:**

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Resources include:

- **Counselling Services** - **Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.** [Visit the website](https://www.uvic.ca/services/counselling/)

- **Health Services** - **University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.** [Visit the website](http://www.uvic.ca/services/health/)

- **Center for Accessible Learning (CAL)** - **Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the CAL as soon as possible. CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.** [Visit the website](https://www.uvic.ca/services/cal/)

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. Please note that your instructor cannot provide CAL-type accommodations without CAL documentation.

Good Luck!