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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

MILH 654
World War II and the Eastern Front

3 Credit Hours
8 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Course Description (Catalog)

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This course is an analysis of the German-Soviet campaign during World War II. Students will examine the three major phases of this conflict that begins with the Wehrmacht invasion of the Soviet Union in 1941, urban warfare in Stalingrad in the fall of 1942, and history's largest tank battle at Prohorovka in 1943. Finally, this course will detail the Soviet counterattack across the Vistula and Oder Rivers that ended with the die Gotterdammerung in Berlin.

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Course Scope

The war between Nazi Germany and Soviet Russia was, by any objective standard, by far the most significant and influential aspect of the largest and most costly war thus far in human history. Our perspective in the West, especially in England and the US, is to assume that WE won the war against Germany, with some assistance from Russia. The reality is more nearly the other way around, and it therefore behooves us to come to a better understanding of this titanic and history-altering conflict.

This course will examine this conflict, beginning with the factors the led to the Hitler's decision to invade the USSR, the stunning initial success of the German *blitzkrieg* in 1941, which fell just short of capturing Moscow, German operations in 1942, which very nearly captured the Soviet oil supplies and culminated in the famous battle of Stalingrad, which resulted in the destruction of an entire German army. The German effort to restore operational freedom with the massive attack at Kursk in 1943, and the subsequent Soviet counter attacks, and then the constant Soviet offensives that culminated in the capture of Berlin and Hitler's suicide will bring the course to a conclusion.

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Course Objectives

After successfully completing this course, you will be able to:

- Evaluate the personalities of Hitler and Stalin, and their influence over the war and its conduct.
- Assess the role of logistics on the military campaigns.
- Analyze the strengths and weaknesses of both the Wehrmacht and the Red Army.
- Examine the major military campaigns of World War II in the East.
- Critique the military performance of senior generals, as well as the dictators, on both sides.
- Assess the role of airpower on the conflict.
- Examine the genocidal nature of the war in the East.

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Analyze the weapons and technology used and developed during the conflict.

Deconstruct some of the myths about the Eastern Front.

Examine a chosen subject from the Eastern Front in great detail, with an emphasis on its impact on the history of the period.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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Course Materials

Required Course Textbooks

Fritz, Stephen G. ***Ostkrieg: Hitler's War of Extermination in the East*** University Press of Kentucky, 2011 0813134161 (hard cover)

Glantz, David M. ***Stumbling Colossus: The Red Army on the Eve of World War II*** University Press of Kansas, 1998 9780700617890 (soft cover)

Hayward, Joel S. ***Stopped at Stalingrad: The Luftwaffe and Hitler's Defeat in the East, 1942-1943*** University Press of Kansas, 2001 0700611460 (soft cover)

Healy, Mark ***Zitadelle: The German Offensive Against the Kursk Salient, 4-17 July 1943*** The History Press, 2010 0752457160 (soft cover)

Merridale, Catherine ***Ivan's War: Life and Death in the Red Army, 1939-1945*** Picador, 2007 0312426526 (soft cover)

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Optional Extra Credit Reading

Habeck, Mary R. ***Storm of Steel: The Development of Armor Doctrine in Germany and the Soviet Union, 1919-1939*** Cornell University Press, 2003 0801440742

Required Course Material

Battlefront Games ***Combat Mission: Barbarossa to Berlin*** (Windows Vista or earlier) OR ***Combat Mission: Red Thunder*** (Windows 7 or later) Tactical computer combat simulator, available online from www.battlefront.com

War of the Century: When Hitler Fought Stalin BBC DVD B00097DY6G

Other Recommended Eastern Front Surveys

Clark, Alan ***Barbarossa: The Russian-German Conflict, 1941-45*** New York: William Morrow, 1965.

Glantz, David M. ***When Titans Clashed: How the Red Army Stopped Hitler*** University Press of Kansas, 1998 0700608990 (soft cover)

Other Recommended Books

Beevor, Antony *The Fall of Berlin, 1945* Penguin Books, 2003 0142002801 (soft cover)

Beevor, Antony *Stalingrad: The Fateful Siege, 1942-1943* Penguin, 1999 0140284583 (soft cover)

Bonn, Keith E., ed. ***Slaughterhouse: The Handbook of the Eastern Front*** Aberjona Press, 2004 097176509X (soft cover) This is an excellent reference work, an encyclopedia rather than a text.

Citino, Robert M. ***Death of the Wehrmacht: The German Campaigns of 1942*** University of Kansas Press, 2007 0700615318 (soft cover)

Citino, Robert M. ***The Wehrmacht Retreats: Fighting a Lost War, 1943*** University Press of Kansas, 2012 0700618260 (hard cover)

Dunn, Walter S. ***Soviet Blitzkrieg: The Battle for White Russia*** Stackpole Books, 2000.

Kershaw, Ian ***Hitler: 1936-1945 – Nemesis*** W.W. Norton, 2001 0393322521 (soft cover)

Megargee, Geoffrey ***War of Annihilation: Combat and Genocide on the Eastern Front, 1941*** 0742544826 (soft cover)

Muller, Richard ***The German Air War in Russia*** Nautical and Aviation Publishing Company, 1992 1877853135 (hard cover)

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Snyder, Timothy ***Bloodlands: Europe Between Hitler and Stalin*** Basic Books, 2010 0465002390 (hard cover)

Stahel, David ***Kiev 1941: Hitler's Battle for Supremacy in the East*** Cambridge University Press, 2012 110701459X (hard cover)

Stahel, David ***Operation Barbarossa and Germany's Defeat in the East*** Cambridge University Press, 2011 052117015X (soft cover)

Stahel, David ***Operation Typhoon: Hitler's March on Moscow, October 1941*** Cambridge University Press, 2013 1107035120 (hard cover)

Stone, David ***Hitler's Army: The Men, Machines and Organization, 1939-1945*** Zenith Press, 2009

Tooze, Adam ***The Wages of Destruction: The Making and Breaking of the Nazi Economy*** Penguin Books, 2006 9780143113201 (soft cover)

Trotter, William R. ***A Frozen Hell: The Russo-Finnish War of 1939-40*** Algonquin Books, 2000 1565122496 (soft cover)

Zaloga, Steven and Leland S. Ness ***Companion to the Red Army, 1939-1945*** The History Press, 2090

Zetterling, Niklas & Anders Frankson ***The Korsun Pocket*** Casemate, 2008

See the Bibliography in the Resources section for further books and other resources.

Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History.* NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

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Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
Achtung Panzer	http://www.achtungpanzer.com/achtung-panzer-home
Feldgrau – German military	http://www.feldgrau.com/
Great Patriotic War – Marxist Site	http://www.marxists.org/history/ussr/great-patriotic-war/
Military History Links	http://vlib.iue.it/history/mil/
Panzer Museum (in German)	http://www.panzermuseum-munster.de/
The Russian Battlefield	http://english.battlefield.ru/
Tank Photos	http://www.peachmountain.com/5star/us_army_ordnance_museum.aspx
West Point Atlases, WWII	http://www.westpoint.edu/history/SitePages/WWII European Theater.aspx
World War II Airplanes	http://www.world-war-2-planes.com/index.html
World War II Infantry	http://www.bayonetstrength.150m.com/Weapons/infantry_weapons_o

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Weapons	f_world_war_tw.htm
World War II Links	http://www.americanhistoryprojects.com/downloads/mil-2012.html - K.
World War II Tanks	http://www.wwiitanks.co.uk/

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Evaluation Procedures

There will be three types of graded activities in this course – Forum discussion group postings, Combat Mission After Action Reports, and a research paper with a proposal. The breakdown of each activity, in terms of point and percentage of the overall course grade, is given in the table at the end of this section. A brief description of each of these activities follows. For more complete information on the different types of work, see the **Assignments** section as well as the relevant folder in the **Resources** section of the course site. The **Assignments** section will have due dates and point values for the assignments, and the **Resources** section will have folders with instructions and samples of the assignments for viewing. All of the various assignments are intended to promote and provoke critical and analytical thinking on the part of the students, not simply to regurgitate facts. Assignments may be turned in before the required due date.

The Forum postings are the most frequent of the graded assignments. There will be a total of seven different group topics, a new one every other week, beginning the second week of class, following the Virtual Introduction of the first week. See the **Course Outline** section of this syllabus, as well as the **Calendar, Announcements** and **Forums** sections of the class site for the due dates. The first topic will begin the second week of the term, and will continue until the due date listed in this syllabus, when the next topic will begin. Participation in the discussion topics will be graded on both the number and the quality of a student's postings. Students will be expected to post both a primary response to the instructor's original subject/question, as well as a minimum of **two** responses to other student's posts. The Initial Post for a given topic will be due by the end of the first Sunday of the two week period, while the Responses will be due by the end of the following Sunday. For example, for the first topic, the Initial Post will be due at the end of Week # 2, and the Responses for that topic due at the end of Week # 3. The topics will be developed in part to encourage the students to do the assigned reading, but also to provoke further investigation, research and thought about the subjects. For further information on the discussion groups and the expectations for them, see the **Instructions** in the Discussion folder in the **Resources** portion of the class site. Initial Posts are required to be a minimum of 500 words, and each Response post is to be a minimum of 250 words, although longer posts are allowed and even expected.

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Perhaps the most unusual element of the course assignments involves the use of the World War II tactical combat simulator **Combat Mission**. The readings and discussions will generally deal with large issues of strategy and decision-making. The combat simulator will take you to the other end of the knowledge spectrum, the down-in-the-weeds tactical element of World War II ground combat. For this part of the course work, students are required to purchase and install either the first generation game **Combat Mission: Barbarossa to Berlin** (CMBB) **or** one of the second generation Combat Mission Eastern Front games**.** These simulations deals with tactical level World War II ground combat, on a scale using infantry squads and individual vehicles, and with unit size ranging up to about that of a regiment or brigade. *Barbarossa to Berlin* deals with combat in the entire region of fighting in the East, from the far arctic north to the Caucus Mountains in the south, from Moscow to Berlin, from the initial invasion to the end of the war. The second generation games deal with more limited time frame and locations, but have much better graphics and improved game play.

One thing that I wish to stress about this game; it is **NOT** a "Video Game" in the way that most people would think of such. That is, it is not the sort of frantic, run around and blast things that one often sees with things like Nintendo or Playstation game systems, or the so-called "shooter" style of computer games. Combat Mission is in fact a highly detailed, sophisticated, historically accurate tactical combat simulator. Playing this game is not about the "high score", but instead about learning the same things that actual World War II combat leaders dealt with – how to read terrain, how to plan a battle, how to organize and control your forces, the importance of combined arms tactics, how to improvise and react to unexpected events on the battlefield, and how to make the most efficient use of your forces. Mastering the game is NOT about who can push the right button the fastest, but rather learning about the capabilities of your troops and weapons, and learning how to issue orders that will make the most effective use of them.

One of the most important is that the original game code for the first generation of Combat Mission series of games (CMx1) was written more than a dozen years ago, to be used on much less powerful computers with far less memory and graphics capacity. The other big change since then is that the Windows operating system has gone through nearly half a dozen new versions. While the CMx1 games do in fact work remarkably well on new computers, considering their age, they do occasionally have issues with the more recent versions of Windows – Vista, 7, and 8, especially on laptops, due to the wider variety of graphics chipsets used in laptops as opposed to the bigger cards used in desktops. The newer second generation games (CMx2) have vastly improved graphics and AI, and are designed to work on the most recent versions of Windows. The first Eastern Front CMx2 game will cover the Bagration period on the Eastern Front. Other games will cover different time periods, generally one game for each year. As soon as such second generation games are available, they will be integrated into the course.

For CMBB, students will be required to first work through two tutorial scenarios, the first a relatively small and easy one called **The Iron Roadblock**, and then a larger and more complex tutorial called **Jaegermeister**. Both of these tutorial scenarios **must** be played from the **Allied / Soviet** side. These tutorial scenarios will introduce them to the various concepts used to maneuver and fight the troops in the simulator in a relatively basic situation. More complete instructions for these tutorials, as well as other information, can be found in the **Combat Mission** folder in the **Resources** section of the class site and in the Instructions for the relevant Assignments. Note that for CMBB, you will only need to write an AAR for the second tutorial, *Jaegermeister*. If you choose to do one of the CMx2 games, the tutorial structure will be a bit more complex, and you will need to make sure to read the Tutorial section of the Combat Mission Instructions on which ones to play and to write the report on.

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Following the completion of the tutorials, each student will be required to choose two additional scenarios. One of these scenarios must be done from the German side, and one from the Allied side. At least one of them must be at least "Medium" in size. **Important Note:** While you may choose any scenarios in the game, within the parameters listed above, some scenarios are designed to be played only from one side, due to various advantages built into the scenario design for the other side. So you must follow the guidelines in the scenario listing – if it specifies "Allied Only", for example, then you may only play it from the Allied side. Also, some scenarios are designed to be played only by two human players, and don't work well with a single human against the AI – those cannot be selected.

As the student works through these scenarios, they will be expected to take notes on the actions and results developed during the course of the battle. The student will also be asked to create a number of screen captures, or screen shots, that will be used to illustrate significant actions during the course of the battle. The procedure for creating these screen image captures can be found in the Game Instructions document in the Combat Mission Folder. Note that there is a free demo version of an image capture program, called Fraps, available from Fraps.com. This program can make the image capture process much easier and quicker, so feel free to take a look at it if you like. These notes and images will be combined to create an **After Action Report** (AAR) that will not only present an account of the battle, but will also provide an analysis of both the simulator and the lessons that were learned from it.

One very important note on the use of this simulator – whether a student wins or loses the battle has **NO** impact on their grade for assignment. The grade will be based solely on how well the student chronicled the events and analyzed the action. Sample After Action Reports will be available in a folder in the **Resources** section, to give students an idea of how the simulators work, as well as how to structure their reports.

Also in the **Resources** folder will be the **AAR Template**, which will provide students with a basic template around which they can construct the report. The Format Guide will outline the structure, the various parts of the report, and what is expected in them. The combination of the Format Guide and Sample Reports should provide the student with information on what is expected from these assignments. If you have any questions about these assignments, please ask. These reports are rather untraditional for a written assignment, and it is understood that they may be a bit intimidating at first. But with a bit of practice, most students find the game and the report to be one of the most enjoyable and challenging aspects of the course. The AARs are due every fifth week – Weeks 5, 10, and 15.

The research proposal will be due at the end of Week 4, and the paper will be due at the end of Week 16, so that you don't have both the paper and the final Combat Mission AAR due on the same week. The paper will be a minimum of **20** pages of text, **exclusive** of title page, notes, or bibliography. The paper must be about some aspect of the Eastern Front – on the ground, in the air, at sea. Instructions for the proposal, and an example of the format for the proposal can be found in the **Research Paper** folder in the **Resources** section of the class site. The annotated bibliography in the **Bibliography** folder in the **Resources** section and in the course texts can serve as a starting point for the research for these papers. The paper should follow the appropriate guidelines for form and style listed in the Policies section of this syllabus. There is also a folder in the **Resources** section containing a PDF file of the US Army's Center for Military History's official Writing Manual – an excellent resource for working on the paper.

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Graded Activities	Total Number	Points Each	Total Points
Virtual Introduction	1	15	15
Discussion Forum Topics: Initial Post	7	25	175
Discussion Forum Topics: Responses	14	15	210
Research Paper Proposal	1	50	50
Research Paper	1	250	250
Combat Mission Tutorial AAR	1	100	100
Combat Mission AAR # 1	1	100	100
Combat Mission AAR # 2	1	100	100
Optional Extra Credit Essay	1	(50)	(50)
Total Points			1000 / (1050)

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Weekly Course Outline

Please see the Student Handbook to reference the University's grading scale

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Week	Topic	Learning Objectives	Readings	Assignment

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1	And in this corner - Germany	Hitler, Nazi doctrine, and a hatred of Bolshevism The nature of *blitzkrieg* and the state of the German military	**Assigned Text Reading** Fritz, ***Ostkrieg***, Preface Glantz, ***Stumbling Colossus***, Chapters 1 – 4 **Optional Recommended Reading** Stone, ***Hitler's Army*** **Website** Feldgrau http://www.feldgrau.com/	**Forum** Virtual Introduction
2	And in the other corner – the Soviet Union	Stalin, paranoia, and a police state – the Soviet Union before the war The Red Army – the largest army in the world An army without a head – Stalin's Purges and their impact on the Red Army	**Assigned Text Reading** Glantz, ***Stumbling Colossus***, Chapters 5 – 6 Merridale, ***Ivan's War***, Chapter 1 **Optional Recommended Reading** Zaloga, ***Companion to the Red Army*** **Website** The Great Patriotic War http://www.marxists.org/history/ussr/great-patriotic-war/	**Forum** Discussion Topic # 1 – Initial Post

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3	Hitler's Decision to Invade the USSR	Hitler on top of the world – almost. How England's refusal to surrender prompted the invasion of the USSR An ideal time for an invasion – German strength relative to the Soviet Union Lebensraum and resources – motives for the invasion	**Assigned Text Reading** Glantz, ***Stumbling Colossus***, Chapters 7 – 9 Merridale, ***Ivan's War***, Chapter 2 **Optional Recommended Reading** Kershaw, ***Hitler***, Chapters 7 – 10 **Website** West Point Atlases, World War II in Europe http://www.westpoint.edu/history/SitePages/WWII European Theater.aspx	**Forum** Discussion Topic # 1 – Responses

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4	The ultimate blitzkrieg – total surprise and the near destruction of the Red Army	Stalin's paranoia ironically works to blind him to German intentions and preparations Two defensive lines, neither intact – the Red Army's disposition on the eve of invasion A paralyzed army – the Red Army unable to react effectively, and suffers catastrophic losses The German plan is a near total success, and huge portions of the Red Army are destroyed. The only problem – neither the Red Army nor the Soviet Union disintegrates the way the German plan calls for	**Assigned Text Reading** Fritz, ***Ostkrieg***, Chapters 1 – 2 Merridale, ***Ivan's War***, Chapter 3 **Optional Recommended Reading** Megargee, ***War of Annihilation*** **Website** Achtung Panzer http://www.achtungpanzer.com/achtung-panzer-home	**Forum** Discussion Topic # 2 – Initial Post **Assignment** Research Paper Proposal
5	The dark side of the war – the German plans for genocide	Invasion on a shoestring – German logistics contribute to the Starvation Plan War without rules – the German invasion is deliberately intended to be genocidal The Germans are welcomed as liberators from Stalin and communism, and yet within weeks managed to convince the Soviet people that they are the worse of the two alternatives	**Assigned Text Reading** Fritz, ***Ostkrieg***, Chapter 3 Merridale, ***Ivan's War***, Chapter 4 DVD, ***War of the Century***, Episode 2, Spiral of Terror **Optional Recommended Reading** Snyder, ***Bloodlands*** **Website** The Russian Battlefield http://english.battlefield.ru/	**Forum** Discussion Topic # 2 – Response **Assignment** Combat Mission Tutorial AAR

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6	Winning themselves to death – constant German victories and the equally constant erosion of the Wehrmacht	The Germans win victory after victory, usually with minimal losses. Yet there are always new Soviet armies, and German losses far exceed their own replacements Wear and tear – even without battle, the primitive conditions in the East take a huge toll on German equipment Endless numbers and lack of concern for his soldiers – Stalin's recipe for eventual success	**Assigned Text Reading** Fritz, ***Ostkrieg***, Chapters 4 – 5 DVD, ***War of the Century***, Episode 1, High Hopes **Optional Recommended Reading** Stahel, ***Operation Barbarossa***	**Forum** Discussion Topic # 3 – Initial Post

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7	The greatest victory in history – the German triumph at Kiev So close, and yet so far – Operation Typhoon and the drive on Moscow	The struggle between the Army High Command and Hitler over objectives – Moscow or resources? The German drive on Moscow halted at Smolensk, and Hitler's order to drive south and capture Kiev The greatest victory in history – the German capture of Kiev Operation Typhoon – resuming the drive on Moscow General Winter and running out of gas – the final German blitzkrieg nearly works, but a combination of stiff Soviet resistance, German forces worn to next to nothing, and a Russian winter stop the Germans just outside Moscow Stalin's decision to stay in Moscow possibly saves his regime	**Assigned Text Reading** Fritz, ***Ostkrieg,*** Chapter 6 Hayward, ***Stopped at Stalingrad***, Chapters 1 – 3 **Optional Recommended Reading** Stahel, ***Kiev***; Stahel, ***Operation Typhoon***	**Forum** Discussion Topic # 3 – Responses

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8	"No Retreat" – the Wehrmacht thrown back from Moscow Hitler's obsession with the Crimean Peninsula	Stalin launches a counter attack, far too ambitiously. The Germans are pushed back, but his goals far outstrip his means, and the attack grinds to a halt Hitler's "No Retreat!" order (possibly) helps stabilize the German forces during the battle, and gives Hitler the unfortunate idea that he knows better than his generals how to fight battles Hitler is ready to try again in 1942, but first requires that the Crimean be secured, to protect the German oil from Ploesti in Romania	**Assigned Text Reading** Hayward, ***Stopped at Stalingrad***, Chapters 4 – 6 Merridale, ***Ivan's War***, Chapter 5 **Optional Recommended Reading** Citino, ***Death of the Wehrmacht*** **Website** World War II Infantry Weapons http://www.bayonetstrength.150m.com/Weapons/infantry_weapons_of_world_war_tw.htm	**Forum** Discussion Topic # 4 – Initial Post

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9	The sinews of war – oil, Operation Blau, and the drives to the Caucasus and Stalingrad	Germany is utterly unable to fight a long war, lacking almost all resources – especially oil. So Hitler makes Soviet oil the target of the 1942 offensive Germany's final chance for victory – utterly ruined because Hitler orders his forces split to try to do two things at once Almost – the German drive to the Caucasus oil fields Stalingrad shifts from an intermediate objective to a goal in itself	**Assigned Text Reading** Hayward, ***Stopped at Stalingrad***, Chapters 7 – 10 Merridale, ***Ivan's War***, Chapter 6 DVD, ***War of the Century***, Episode 3, Learning to Win **Optional Recommended Reading** Beevor, ***Stalingrad*** **Website** World War II Tanks http://www.wwiitanks.co.uk/	**Forum** Discussion Topic # 4 – Responses
10	The tide turns – Operations Uranus and Mars, and a German army is cut off and destroyed at Stalingrad	The Germans *almost* capture Stalingrad, but the Soviets hold on, pinning the Germans in the city Operation Uranus cuts off Stalingrad and dooms the German 6th Army Operation Mars, a complement to Uranus, fails utterly to cut off the German salient at Rzhev, and suffers catastrophic losses. As a result, it is erased from Soviet records	**Assigned Text Reading** Fritz, ***Ostkrieg***, Chapter 7 Healy, ***Zitadelle***, Chapters 1 – 18 **Optional Recommended Reading** Citino, ***The Wehrmacht Retreats*** **Website** Panzer Museum http://www.panzermuseum-munster.de/	**Forum** Discussion Topic # 5 – Initial Post **Assignment** Combat Mission AAR #1

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11	One last try – Operation Zitadelle and the German attack at Kursk	Despite defeats, the Wehrmacht is still very dangerous – Manstein's destruction of the Soviet offensive Limited goals – Zitadelle is to cut off a Soviet bulge in the lines, free up German reserves, and capture prisoners for labor back in Germany	**Assigned Text Reading** Healy, ***Zitadelle***, Chapters 19 – 32 **Optional Recommended Reading** Tooze, ***The Wages of Destruction***	**Forum** Discussion Topic # 5 - Responses
12	The beginning of the end – a major German offensive halted in its tracks, pushed back, and then the massive Soviet counter attacks	In the north, Zitadelle is stopped cold. But in the south, it comes very close to rupturing the Soviet lines, and inflicts enormous losses on the Red Army. But ultimately it is a failure The Soviet plan works perfectly – contain the German attack, then go over on the offensive From now on, it will be the Germans reacting to Soviet attacks	**Assigned Text Reading** Healy, ***Zitadelle***, Chapters 33 – 48 Merridale, ***Ivan's War*** , Chapter 7 **Optional Recommended Reading** Muller, ***The German Air War in Russia*** **Website** World War II Airplanes http://www.world-war-2-planes.com/index.html	**Forum** Discussion Topic # 6 – Initial Post

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13	The steamroller – the Red Army on the attack, and the vital role American Lend Lease played in sustaining these offensives	A blunt instrument – the Red Army remains tactically crude and ineffective, and its losses are enormous. But it begins to hammer the Wehrmacht flat Stalin focused Soviet production on weapons. US Lend Lease, especially transportation, keeps the Red Army moving. Lacking American Lend Lease aid, Soviet offensives would have halted much sooner due to lack of supplies, and it would have taken them much longer to thrown the Germans out of the USSR	**Assigned Text Reading** Fritz, ***Ostkrieg***, Chapter 8 Merridale, ***Ivan's War***, Chapter 8 DVD, ***War of the Century***, Episode 4, Vengeance **Optional Recommended Reading** Hardesty, ***Red Phoenix Rising***	**Forum** Discussion Topic # 6 - Responses
14	"No Retreat!" Hitler's contribution to the German defeat, making a bad situation far worse	German defenses against the Red Army are rendered far more difficult and less effective by Hitler's interference and micromanaging Hitler's personality prevents him from authorizing retreats at all – he never gives up on anything. German generals want to conduct a mobile defense, but Hitler's "No Retreat!" standing orders make that nearly impossible	**Assigned Text Reading** Fritz, ***Ostkrieg***, Chapter 9 Merridale, ***Ivan's War***, Chapter 9 **Optional Recommended Reading** Zetterling, ***The Korsun Pocket*** **Website** Tank Photos http://www.peachmountain.com/5star/us_army_ordnance_museum.aspx	**Forum** Discussion Topic # 7 – Initial Post

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15	The Greatest German defeat of the war – Operation Bagration and the destruction of Army Group Center	Operation Bagration is the single worst defeat suffered by the Germans of the entire war, but remains almost unknown Soviet *maskirovka* and its contribution to the success of Bagration Crude Red Army tactics continue to mean very heavy losses – the endless manpower comes close to running out in late 1944	**Assigned Text Reading** Fritz, ***Ostkrieg***, Chapter 10 Merridale, ***Ivan's War***, Chapter 10 **Optional Recommended Reading** Dunn, ***Soviet Blitzkrieg***	**Forum** Discussion Topic # 7 – Responses **Assignment** Combat Mission AAR # 2
16	*Gotterdammerung* – the Red Army takes Berlin, Hitler takes his life	Zhukov and Koniev and the race to Berlin Stalin's obsession with capturing the city Despite Hitler's dislike of the city, he refuses to escape to "last stand" forts in the Alps, and chooses to die in Berlin Hitler claims Germany "unworthy" of him, and so deserves its own destruction	**Assigned Text Reading** Fritz, ***Ostkrieg***, Conclusion Merridale, ***Ivan's War***, Chapter 11 **Optional Recommended Reading** Beevor, ***The Fall of Berlin***	**Assignment** Research Paper

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Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

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Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations,* 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See Chicago Style Manual.

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

- **Endnotes/Footnotes**, the primary focus in Chicago / Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.
- **Bibliography** is a device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.
-
- *Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:
    - May be in-line, but preferably set in raised superscript.[1]
    - Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the

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quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.

- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

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The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through **Smarthinking**. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Request a Library Guide for your course (http://apus.libguides.com/index.php)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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Selected Bibliography

There is an annotated bibliography file in a folder titled **Bibliography** in the Resources section. This listing is a strong sampling but by no means all of the literature on the Eastern Front, and should be taken as a starting point. This list is broken down into various categories, such as the Air War, Campaigns, Weapons, etc.

There is also a file listing the complete titles published by Ballantine in the 1970s, most of which deal with World War II. Many of these books were written by experts in their field, and remain surprisingly good sources. The series is out of print, but most titles can be obtained used from Amazon or eBay quite inexpensively.

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