Gateway to History: The Eastern Front

History 200

Fall 2024

MW 11:50-1:05

Goergen 110

Matthew Lenoe

Rush Rhees 370A

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Office hours (in person) – MW 1:00-2:30 p.m. or by appointment.

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| M, 8/26 | Introduction to Soviet History / Nazi Newsreel / Battle of Moscow. | Wochenschau Newsreel, Nov. 5, 1941, 9:43 |
| W, 8/28 | Origins of the War / Overview of the War | Lecture. Read Overy, Introduction, Chapters 1, 2 |
| W, 9/4 | “The Icebreaker” Controversy | Discussion. Read “To the Reader,” Chapters 3, 13 of Victor Suvorov *Icebreaker: Who Started the Second World War* – available at website “The Internet Archive.” Find David Glantz review of Suvorov using JSTOR database (River Campus Libraries). |
| M, 9/9 | Disaster on the Frontiers | Read Overy, Ch. 3, Grossman, 3-13. Lenoe, “Thrown into War” on e-reserve |
| W, 9/11 | Leningrad and Moscow, Sept. – December 1941 | Read Overy, Ch. 4; “Soldiers’ Letters, Diaries, Memoirs and Reports” on e-reserve. |
| M, 9/16 | Siege of Leningrad: Diaries and Letters | Read Simmons, 1-46; 53-57; 133-140. Vinokurov Diary and “Letter from Leningrad” on e-reserve |
| W, 9/18 | Stalingrad I: View “The Cauldron Boils” from *Russia’s War: Blood Upon the Snow*. | No reading ... FIRST DRAFT OF PAPER ONE DUE. |
| M, 9/23 | Stalingrad II | Read Grossman, 116-189 |
| W, 9/25 | Stalingrad III | Read Hellbeck, 1-6, 13-23, 77-80, bottom 105-top of 113; 135-top of 161. |
| M, 9/30 | Stalingrad IV: Stalinist Memory – Discuss what a book review looks like. View excerpts from film, “Battle of Stalingrad” (1949) | Read Alexander Hill review of Hellbeck in *Slavic Review* 75, no. 4 (Winter 2016). Find in JSTOR.  Read Rutherford review of Hellbeck, at <http://www.miwsr.com/2016/downloads/2016-023.pdf> |
| W, 10/2 | View “The Cranes are Flying” in class. | FINAL DRAFT OF PAPER ONE DUE. TOPIC AND BOOK SELECTION DUE. |
| M, 10/7 | The Home Front. I | Filtzer and Goldman, Introduction, Chapters 2, 3. |
| W, 10/9 | The Home Front II | Filtzer, Chs. 4, 5, Conclusion. |
| W, 10/16 | Fight from Within I. The Holocaust | Read Overy, Ch. 5, Grossman, 247-261. Nolte in Bonwetsch. |
| M, 10/21 | Fight from Within II. Survival and Popular Attitudes. | Read Gartenschläger and Gorinov in Bonwetsch, Seth Bernstein, “Rural Russia on the Edges of Authority: *Bezvlastie* in Wartime Riazan, November-December 1941,” *Slavic Review* 75, no. 3 (2016): 560-582. BOOK REVIEW DUE. |
| W, 10/23 | The Fight from Within III. Ethnic Conflict: Ukraine | Karel Berkhoff *Harvest of Despair* (e-book in Rush Rhees catalogue), Chapter 9, “Ethnic Identity and Political Loyalties”; Karel Berkhoff and Marco Carynnyk, “The Organization of Ukrainian Nationalists and Its Attitude Towards Germans and Jews,” *Harvard Ukrainian Studies* 23, nos. 3 / 4 (December 1999): 149-184. |
| M, 10/28 | Kursk: Deep War, Summer 1943 | Read Overy, Chapter 7. Skim Chapter 18, “The Results of the Prokhorovka Engagement – Myths and Reality,” in V. N. Zamulin and Stuart Britton, *Demolishing the Myth: The Tank Battle at Prokhorovka, Kursk, 1943* (Warwick, UK: Helion, 2011) e-book in Rush Rhees catalogue. |
| W, 10/30 | Women in Combat | Read Conze in Bonwetsch; “Krylova, Anna, Soviet Women in Combat: A History of Violence on the Eastern Front,” on e-reserve |
| M, 11/4 | On to Berlin | Read Overy, Ch. 9. Grossman, 322-343. |
| W, 11/6 | View *Mein Krieg* in class | BIBLIOGRAPHY DUE |
| M, 11/11 | Rape and War: Red Army Atrocities | Read Atina Grossmann, “A Question of Silence: The Rape of German Women by Occupation Soldiers” – find on JSTOR |
| W, 11/13 | Rape and War: German and Yugoslav cases | Read Vojin Majstorovic, “The Red Army in Yugoslavia, 1944-1945” (find in JSTOR). |
| M, 11/18 | **NO CLASS** | Individual meetings with Lenoe throughout week to discuss research projects |
| W, 11/20 | Aftermath of War: Displaced Persons | Seth Bernstein, *Return to the Motherland: Displaced Soviets in World War II and the Cold War* (e-book in Rush Rhees catalogue). Introduction, Chapters 1, 4, Conclusion. |
| M, 11/25 | Memory of War in Post-Soviet Russia. View and discuss Putin speech on Victory Day, 2019 |  |
| M, 12/2 | Class discussion of research projects. |  |
| W, 12/4 | Class discussion of research projects. |  |
| M, 12/9 | Summing up. Evaluations. |  |
| Th, 12/12 |  | Last day to send Lenoe first drafts of research papers (optional) |
| W, 12/18 |  | RESEARCH PAPER DUE, 5 p,m, |

**TURN OFF IPHONES, ANDROIDS AND OTHER MOBILE DEVICES BEFORE CLASS. YOU ARE WELCOME TO BRING A LAPTOP TO CLASSES. HOWEVER, DO NOT USE SOCIAL MEDIA, CHECK EMAIL OR BROWSE THE WEB WHILE CLASS IS IN SESSION.**

**Goals of the course:**

1. To learn what historians do:
   1. Analysis of primary sources, including authorship, audience, and connections to historical context.
   2. Understanding and evaluating secondary sources, including debates among scholars, implicit assumptions and storylines, and the historical context of the *secondary source itself*.
   3. Analysis of popular culture representations of historical events.
2. Improvement of writing skills, including the composition of primary source based research papers.
3. Deepening student’s knowledge of the Eastern Front, including life on the Soviet home front, soldiers’ experiences, the Holocaust, women’s experiences, economic forces, military tactics, logistics, etc.

**Grading:**

Class participation ...20%

First paper (approximately 5 pages double spaced ...15%

Book review ...15%

Bibliography ...15%

Final research paper (approximately 10 pages double-spaced)... 35%

**Books Required:**

1. Donald Filtzer and Wendy Goldman, *A Fortress Dark and Stern: Ths Soviet Home Front During World War II*. Available on Amazon as Kindle or hard copy.
2. Vasily Grossman, *A Writer at War: A Soviet Journalist with the Red Army, 1941-1945.* Hard copy and Kindle available on Amazon.

1. Jochen Hellbeck. *Stalingrad: The City that Defeated the Third Reich*. Available as e-book in Rush Rhees Library collection, or purchase yourself.
2. Richard Overy, *Russia's War*. Available on Amazon as Kindle or hard copy.
3. Cynthia Simmons and Nina Perlina, *Writing the Siege of Leningrad: Women's Diaries, Memoirs and Documentary Prose.* Available as e-book in Rush Rhees Library collection, or purchase yourself.
4. Robert Thurston and Bernd Bonwetsch, eds. *The People's War: Responses to World War II in the Soviet Union*. Find in the “Internet Archive,” and read there. Available used on Amazon.

**READINGS:** Readings are due on the day they are listed on the syllabus. When a reading is from a particular book, I refer to that work by author or editor name.

For a number of discussion classes there are several different documents assigned. Keeping track of these different sources for the class discussions is the biggest challenge of reading for the course. I would recommend noting down for yourself the date and authorship/provenance of each source, so you can place each in context and differentiate one from another during class discussions. Be sure to differentiate between primary sources and scholarly secondary sources.

**AI** – I am aim to create assignments that it is impossible or difficult for AI programs to complete well. That said, using AI to write an assignment is plagiarism and against course rules. It is OK to use grammar check programs.

**RECOMMENDATIONS FOR STUDYING IN GENERAL.** You may have the impression that you can skate through or entirely ignore lectures and discussions, and just do readings when it is time to write your papers. This would be a mistake. Take notes on lectures, which will cover material not in any of the readings. Also take notes on discussions, when an important topic or concept comes up (you don’t need to transcribe all of class discussion!!). I will expect you to show mastery of all course materials in your papers, including lectures and concepts that we explore during discussion. I will write paper prompts that require you to do this.

**ATTENDANCE:** You need to attend class regularly. My experience shows that students who do not do poorly on assignments. Missing one or two classes is OK. If you miss more than one third of classes (more than eight) you will automatically fail the course. Without being in the classroom, you cannot learn the material adequately. The reason for missing the classes does not matter. If you are facing a situation where for whatever cause – health problems, family crisis, overwork, etc. – you will miss more than eight classes, you need to consider your choices. These might include withdrawal, taking medical leave from the university, etc. There are no “extra credit” options for the course.

**Academic honesty:** All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy.

**I DO NOT TOLERATE CHEATING OR PLAGIARISM (PRESENTING SOMEONE ELSE’S SCHOLARLY WORK AS YOUR OWN). I WILL PURSUE THE UNIVERSITY DISCIPLINARY PROCESS AGAINST STUDENTS WHO PLAGIARIZE OTHERS’ WORK. AT A MINIMUM, STUDENTS WHO PLAGIARIZE WILL RECEIVE A “0” ON THE ASSIGNMENT IN QUESTION.**

You are required to read the American Historical Association’s “Defining Plagiarism” at <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism> before the second class meeting.

The College’s credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week.  Students enrolled in HIS 133 are expected to devote at least several hours each week outside of class to identifying the main lines of argument in course readings, working alone or in groups, and to researching in depth their topics for the final seminar paper.

**Students with disabilities:**The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the [Office of Disability Resources](http://www.rochester.edu/college/disability/index.html) at: [disability@rochester.edu;](mailto:disability@rochester.edu;) (585) 276-5075; Taylor Hall.