History 4446

Soviet Russia
Spring 2015
Monday and Wednesday, 12:30 to 1:52

Dr. Elaine MacKinnon
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Office Hours: Mondays and Wednesdays, 10:30 am to 12:00 pm and 3:30 to 4:00 pm/
Tuesdays, office hours via email, Skype or Google groups, 11:00 am to 1:00 pm

The course will introduce students to the history of the Soviet Union from 1917 to 1991. During this time frame, the Soviet Union represented the world’s most feared and revered modern political experiment—the first viable alternative to liberal democracy and capitalism. We will cover selected topics in the political, social, and cultural history of this “experiment,” with a particular focus on the Stalinist period from 1929 to 1953. We will examine the evolution of the Soviet system: the visionary expectations of its founders, their attempt to restructure human society and human nature, the bureaucratization and brutalization of the Stalinist period, the movement for reform under Khrushchev followed by the reactionary conservatism of the Brezhnev era, the return to reform and “New Thinking” under Gorbachev, and finally, the collapse of the Soviet Union in the wake of serious economic decline, rising nationalism, and the discrediting of Soviet ideology. We will explore the relationship between ideology and daily life, between the Soviet state and Soviet society, and we will evaluate Soviet communism as a mobilizational political culture. We will consider the challenges posed by the multi-ethnic structure of the Soviet Union and how this shaped its history and eventually contributed to its implosion. Although we will be focusing on Soviet leaders and outstanding figures who have shaped Soviet history, we will also examine the lives of ordinary Soviet citizens, their experiences, hopes, and tragedies. Our goal is to understand the multiple factors that shaped the Soviet system, why it enjoyed popular support, why it collapsed, and why its appeal may not be entirely extinguished.

The only Prerequisite for this course is Curiosity about Soviet history and a Desire to explore its drama and complexity.

**Format:**
The format for the course is a seminar, organized around discussion of assigned readings, supplemented by informational and background lectures. In order for the class to succeed, everyone must be ready to discuss and ask questions. **This means that you must do the readings for each day and be prepared to take part in class.** The textbook will provide chronology, basic facts and historical background, while the supplemental readings will give you a deeper understanding of and exposure to Soviet life and society.

**Required Texts:**
All of the following are available for purchase in the campus bookstore and through online retailers such as Amazon and Barnes and Noble.

**Textbooks:**

**Additional Readings** have been assigned that are accessible either through the internet or through Course Den/D2L
Student Rights and Responsibilities:

Students, please carefully review the following information at this link: http://tinyurl.com/UVGSSyllabusPolicies. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Learning Outcomes:

1) Students will analyze significant issues in Soviet history between 1905 and 1991, based upon assigned readings.
2) Identify, analyze, and evaluate the major factors that contributed to the revolutions of 1905 and 1917, to the emergence of the Stalinist system and its policies of rapid modernization and terror to the victory of the Soviet Union over Nazi Germany in WWII, to the failed efforts at reform under Khrushchev and Gorbachev and the reasons for the collapse of the Soviet Union in 1991.
3) Students will demonstrate a basic understanding of the chronology of Russian history (major political, social, cultural events) between 1905 and 1991. Students will identify, explain, compare and contrast historians’ interpretations of significant issues in the history of the Soviet Union, based upon assigned readings.
4) Students will analyze and contextualize assigned primary source documents regarding Russian and Soviet history.
5) Students will formulate logical, clear and accurate responses to questions concerning significant issues in the history of Russia between 1905 and 1991, both in writing (formal essays, reviews, exams) and in speaking (class discussion and oral presentations).
6) Students will demonstrate the ability to think historically through a comprehension of causal relationships and patterns of change and continuity over time; and through awareness of the social significance of ethnicity, gender, race, and class in Soviet historical events and study.

Grading:

Mid-term Exam: 20%
Final Exam: 30%
Research Essay: 20%
Book Review Essay: 10%
Quizzes and Writing Assignments: 10%
Blog Submissions, Participation in Class Discussions and Activities: 10%

I. Grading--Examinations

There will be two take-home examinations, a midterm and a take home final. These may consist of any or all of the following: identification questions (write a detailed paragraph explaining the significance of specific terms or explaining the connection between two terms), map questions, short-answer questions, and essays. The final will not be comprehensive, but the essays may ask you to reflect on the entire course and/or the legacy of Soviet history. Each exam must be typed with one-inch margins, font-size of either 10 or 12 points.

II. Grading--Written Assignments:

You will have both formal and informal writing assignments. You have two written papers to do, one based on your reading of two monographs on a specific topic in Soviet history, and a research essay.

1). Book review essay: You are to choose a scholarly book (written by academically trained author, published by reputable university or other distinguished presses) that are covering the same topic or question in Soviet history (I recommend that you choose a book connected with the theme for your research essay). You will read it, and write a review essay of three to five pages analyzing the author’s approach and analysis of an issue. Your paper should give a brief summary of the work and its historical context (an analytical summary, not a retelling of the story); it should explain the author’s thesis, argument, or point of view; it must analyze the significance of the reading. Your paper should assess the merits of the author’s argument and methodology, as well as the work’s contribution to the study of the Soviet Union, and the particular issue it is exploring. Be sure to include in your papers answers to the following questions: What is the major thesis of the book? Does the author or authors make a convincing argument that is supported by the evidence presented? What are the work’s strong points? For example, is the book written in a clear and engaging manner? Do the citations indicate that the author thoroughly researched the book or article? What methodological tools and sources did the author or authors employ?
After evaluating the book as an historical source, you should record your own individual reactions. What have you gained from reading this book? What do you find to be most significant or most striking about the reading? What do you learn from it? Do you agree with the conclusions of the author? Why or why not?

Your review essay should have a concrete thesis; an introduction that states your purpose, the specific materials you will be analyzing, and the main points you will be making in your analysis. You should have a body that develops your argument/thesis in an orderly sequence; and a conclusion that is not just a restating of the topic, but that sums up your argument and explains what you have discovered. Factual material should be clearly presented and relative to the theme of the paper. You need to put forward your own ideas based on your analysis of the monograph you have read. Do not pour out everything you have gathered; select the facts which best explain, illustrate, or substantiate your points. Credit direct quotations of ideas or data of others in endnotes at the back of the paper (or in footnotes at the bottom of the page).

The book review essay is due by the beginning of class on Monday, March 23 at 12:30. Papers turned in after class has begun will be counted as if late.

2) Research Essay. Each student will write a 6-8 page research essay, typed with one-inch margins and either 10-point or 12-point font. You must choose one of the essay topics listed on the last page of the syllabus in Course Den, or speak with me about an idea of your own. Topics must be selected by January 26. In addition to your required readings, you are expected to use at least three books and three or more primary sources (the more primary sources, the better!). Accessible materials to find primary source documents include Mark D. Steinberg, Voices of Revolution, 1917. [Arch Getty and Oleg V. Naumov, The Road to Terror: Stalin and the Self-Destruction of the Bolsheviks, 1932-1939; Lars Lih, Oleg V. Naumov, and Oleg V. Khlevniuk, eds., Stalin’s Letters to Molotov; Revelations from the Russian Archives. Documents in English Translation (found in the Government Documents area of the library); Robert V. Daniels, ed., A Documentary History of Communism in Russia, From Lenin to Gorbachev; Robert V. Daniels, ed., Soviet Communism from Reform to Collapse. There are also internet sources for primary documents, including the Cold War International History Project and 17 Moments in Soviet History (this is free to sign up for and is a treasure trove of primary and visual sources on Soviet history). You may also choose to analyze memoirs and fiction as primary sources. See me for further suggestions.

Late papers will be penalized 10 points for each day late. Each paper should be at least six pages in length, typewritten and double-spaced, exclusive of endnotes and bibliography page. The standard guide of the history department is the Chicago Manual of Style or Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 5th edition, available in the reference section of the bookstore and of the library and online.

You will be graded for both content and style. Each paper should have a concrete thesis; an introduction that states your purpose, what questions you will address and what methodology you will use; a body that develops your argument/thesis in an orderly sequence; and a conclusion that is not just a restating of the topic, but that sums up your argument and explains what you have discovered. Factual material should be clearly presented and relative to the theme of the paper. You need to put forward your own ideas based on reading and research. Do not pour out everything you have gathered; select the facts which best explain, illustrate, or substantiate your points. You should include in your body discussion of the historiographical debates connected with your theme. You may want to critically engage a particular author’s view on a topic and present your own view. Credit direct quotations of ideas or data of others in endnotes at the back of the paper (or in footnotes at the bottom of the page). Errors in logic or fact, errors in mechanics (grammar, spelling, and punctuation) and general messiness will lower your grade.

You may be asked to present progress reports throughout the semester. Failure to do so could lower your grade. If time permits during the last two class meetings, then each student will present orally to the class a synopsis of his or her research. If you have any problems or questions regarding the writing of essays and reports, please see me or make use of the excellent University Writing Center. I will be happy to examine rough drafts (submitted at least two weeks prior to due date) and offer comments.

The final draft of the research essay is due by Monday April 13 at 12:30 pm. Papers turned in after class has begun will be counted as if late.

IMPORTANT GUIDELINES FOR BOTH PAPERS: Late papers will be penalized 10 points for each day late. The standard guide of the history department is the Chicago Manual of Style and Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 5th edition, available in the reference section of the bookstore and of the library; in addition, both are available online.
HISTORY PAPERS REQUIRE PAST TENSE.

DO NOT USE CONTRACTIONS.

Avoid slang or sloppy constructions. Learning how to express your thoughts in a clear and logical manner is an invaluable skill.

Start Early! Be sure to keep a copy for your files.

PLEASE NOTE: Computer glitches do not excuse you from the established deadlines

GRADING: CLASS PARTICIPATION ASSIGNMENTS

1) Each student will sign up to lead class discussion of the assigned primary sources or supplemental readings (Dune, Scott, Medvedevs, Grekova, Dovlatov; specific chapters in the von Bremzen memoir) for a specific date in the syllabus. You will turn in a list of three-to-five significant questions or discussion points drawn from the reading(s). You will be expected to explain to the class the relevance of the readings for Soviet history and for the particular theme and topic for the day. In class you will use your questions and thematic points to lead discussion of the readings. Topics will be selected during the first week of class.

2) There are two classes this semester in which we will not meet face to face (February 4 and March 11), but you will have online sources to watch and analyze, and you will complete two writing assignments based on these sources. The questions for these assignments will be posted in Course Den.

3) For each of the supplemental readings, you may expect in-class quizzes, writing assignments, or in-class or online activities on the dates that the books are assigned. To prepare for these, in addition to reading the assigned books, you should think about how you would evaluate the work and what you have learned from the source about Soviet life and society. Consider the following questions as you read each: What is the particular historical context, the main purpose or theme, and analyze the significance of the reading for understanding Soviet history. What insight into particular aspects of Soviet history do these readings provide? Who wrote the work and what is particularly significant about this person's particular insights into Soviet society? How can individual experiences contribute to an understanding of historical development in the Soviet Union? How can you relate the personal experiences depicted in these texts to the textbook's presentation of events during a particular period? What intersections are there between these personal experiences and the larger events in Soviet history? What are the advantages and disadvantages of using this particular genre as historical sources?

4) **Blog Posts:** As part of your class participation grade, I am going to set up a blog post for this class that you will be contributing to throughout the semester. This is a new activity for me so I will be learning along with you about how to utilize this tool in class. I want everyone to contribute to it a link to a current article or posting from a reputable news source that focuses on an issue or event in today's Russia, and you will provide at least two to three paragraph commentary as to how this issue or event can be connected with the Soviet legacy or issues/problems that we are studying about in Soviet history. The current crisis in Ukraine is certainly a topic that you could find plenty to comment on regarding the Soviet roots for Russian policies in this region, but there are many other possible news stories as well that you can find and analyze.

**17 Moments in Soviet History:** The major source of the primary documents assigned for this course are included in a website known as 17 Moments in Soviet History. This is a free on-line archive of materials on Soviet history, but you will be required to register for this website, meaning you will have to give a user name and password, and then you will have access to all of the documents, visual sources, music, and more. The web address for this site is [http://soviethistory.macauley.edu/index.php](http://soviethistory.macauley.edu/index.php). You may expect to have assignments in and out of class and quizzes requiring analysis of the assigned primary source materials.

Each of you needs to be signed up for use of this 17 Moments in Soviet History website no later than Monday January 12. Please contact me if you have any difficulties.

5) **Geography:** At the beginning of the semester, you will each be given a blank map. Know the geography of the country you are studying! The instructor will provide lists of place names for which you are responsible. For practice in identifying the fifteen republics on a blank map, check out map quizzes for the former Soviet Union such as the one at [http://online.seterra.net/en/ex038](http://online.seterra.net/en/ex038). You will have a geography quiz around the time of the midterm exam and on the last day of class.
Assignments:
Students are expected to have completed the assigned readings in advance of each class session and to be able to discuss them. Some of the readings are lengthy, so plan ahead and budget your time accordingly. Try not to fall behind! All written assignments are due on the specified date; unexcused late work will lower the grade by one grade level for each late weekday.

Cheating Policy and Plagiarism:
Anyone caught cheating or helping someone to cheat will be asked to leave the class and will receive a course grade of "F." Plagiarism, or claiming someone else's work as your own, will result in failure. This rule is in effect for all assignments, examinations, quizzes, and in-class activities.

Attendance:
Make every effort to be in class and on time. You are responsible for all materials and announcements presented in class. If you must be absent, be sure to get the notes from a classmate. More than one unexcused absence will affect your final grade. More than two may lead to a W/F. Absences due to illness or school business will be excused if you bring me a written note. Being late to class or leaving class early will also lower your grade. Two tardies will count as one unexcused absence, and the same for leaving early. If you are tardy, it is your responsibility to inform me of your presence at the end of class. Regular attendance and punctuality will enhance your learning experience and can work in your favor in borderline grading situations (or against you, if not maintained). Missed quizzes cannot be made up, so repeated absences can bring down your class participation grade.

How to do well in this course
1. Attend class consistently—be a regular! If you miss a class, do not ask the professor for her notes!!! Get the notes from a fellow classmate. It is important to identify that person early in the semester (the first week for example).
2. Keep up with the reading assignments! In my experience, if students keep up with the readings and thereby have a basic understanding of the daily topics, they do well in the course.
3. Find a group with whom to study! Work together and keep each other motivated!

We will be dealing with a part of the world completely foreign to most of you. Some of the names will be difficult to remember. Move out of your comfort zone and try to master the spelling of Russian words and names!!!

Point to Note: Russians have typically three names:
  a) a first name similar to our first names, such as Alexandria, Mikhail, Feodor
  b) a second name known as the patronymic, the name of their father with a suffix added to the end, such as Mikhail
     Sergeievich—Mikhail, son of Sergei; Alexandria Feodorovna—Alexandria, daughter of Feodor
  c) a family name, similar to our last names, such as Mikhail Sergeievich Gorbachev; Alexandria Feodorovna Herzen

Disability Services and ADA (Americans with Disabilities Act):
  a) The Office of Disability Services will help you understand your rights and responsibilities under
  b) the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me using the course email system by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

Note: Please show courtesy to your fellow students. Disruptive behavior (read: eating and drinking, smoking, carrying on conversations, reading the newspaper, etc.) will not be tolerated and will count as an unexcused absence. Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. I will confiscate any that I hear going off. During exams, if you have an electronic device that goes off or that you bring out for any reason, you will receive an automatic failure for the exam and you will be asked to leave.

Let me Repeat: Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. The instructor will confiscate such items. The instructor reserves the right to ban laptop computers if students use these for any purpose other than to type notes.
**Office Hours:**
My office is Room 3222 in the TLC Building and the hours are Monday and Wednesday, 10:30 to 12 noon, 3:30 to 4:00 pm, and on Tuesdays, I hold office hours online (either via email, Skype, or Google groups) from 11 am to 1:00 pm, or by appointment. My office phone number is 678-839-6048. Please see me if you have questions or concerns with any part of the course.

**Tentative Course Outline and Readings Schedule**

**Monday January 5:** Introduction to the Study of Soviet History  
**Required Reading:** Kenez, “Introduction,” pp. 1-13  
Be prepared to respond to the following questions: Why are you taking this course? Have you ever studied Russia or the Soviet Union? What do you know already about Russian and Soviet history? Is there a particular aspect of Soviet history that you want to explore? What questions do you have at this point?  
**Recommended for Background information:** “Background and Early History,” in David MacKenzie and Michael W. Curran, *Russia and the USSR in the Twentieth Century*, Fourth Edition (Wadsworth, 2002), 1-17, available in Course Den

**Wednesday, Jan 7:** Russia under the Tsars  
**Required Readings:** Kenez, “Introduction,” pp. 1-13  
Von Bremzen, *Mastering the Art of Soviet Cooking*, Prologue and Chapter One, pp. 1-32

**Monday Jan 12:** Revolutionary Movements, Marxism, and Lenin’s Reinterpretation of Marxism  
**Required Readings**  
Vladimir Lenin, excerpts from *What is to Be Done?*, ”Organisation of Workers, Organisation of Revolutionaries,” available in Course Den  
***Focus on what Lenin says about the organization of the revolutionary party. How does he characterize Russian workers? How does Lenin’s conception of the revolutionary party represent a reinterpretation of Marxism to fit the conditions of Russia?***

**Wednesday Jan 14:** From 1905 to the February Revolution: Why Did the Tsarist Regime Collapse?  
**Required Readings:** Kenez, Chapter 2, 14-27  
**Primary Sources from 17 Moments in Soviet History, Year 1917, February Revolution (you must register in order to gain access to the documents):**  
**Thoughts for Class Discussion:** Why did Nicholas II abdicate the throne? What were the soviets? What impact did “Dual Power,” the existence of dual sources of authority in the Provisional Government and the Petrograd Soviet of Workers’ and Soldiers’ Deputies, have upon events in 1917?

**Monday Jan 19:** Martin Luther King Jr. Day/No Classes!
Wednesday Jan 21: The October Revolution and the Triumph of Bolshevism

**Required Readings:** Kenez, Chapter 2, 27-33

**Primary Sources from 17 Moments, Year 1917, Bolsheviks Seize Power:**
   http://soviethistory.macalester.edu/index.php?page=article&ArticleID=1917taking1&SubjectID=1917october&Year=1917
2) “Lenin Calls for Insurrection”:
   http://soviethistory.macalester.edu/index.php?page=article&ArticleID=1917insurrection1&SubjectID=1917october&Year=1917
3) “Lenin Urges the Immediate Seizure of Power”
   http://soviethistory.macalester.edu/index.php?page=article&ArticleID=1917urges1&SubjectID=1917october&Year=1917

**Thoughts for Class Discussion:** Consider the nature of the October Revolution. How do we define revolution? Was this a revolution in the true sense of the word, or was it a coup from above? What role did Lenin play in the revolution? Can you draw any comparisons between the October Revolution and other revolutions you have studied, such as the American or French Revolutions?

Monday Jan 26: The Russian Civil War and the Forging of the One-Party State, 1918-1922

**Required Readings:** Kenez, Chapter 2, 33-40

**Primary Sources from 17 Moments, Year 1924, Union Treaty:**
1) Declaration of the First Constitution of the Soviet Union, January 13, 1924
   http://soviethistory.macalester.edu/index.php?page=article&ArticleID=1924constitution1&SubjectID=1924union&Year=1924
   http://soviethistory.macalester.edu/index.php?page=article&show=&SubjectID=1924union&ArticleID=1924constitution2&Year=1924

Wednesday Jan 28: The Russian Revolutions and the Civil War through the Eyes of Eduard Dune

**Required Readings:** Dune, *Notes of a Red Guard*, all

Monday February 2: NEP Russia

**Required Readings:** Kenez, Chapter 3, 41-79

**Primary Sources from 17 Moments, 1921:**
1) 1921 The New Economic Policy, NEP Land Decree, ”Law on Land Tenure and Use,” May 22, 1922,
   http://soviethistory.macalester.edu/index.php?page=article&show=&SubjectID=1921nep&ArticleID=1921land1&Year=1921
2) 1921 The New Economic Policy, NEP in the Countryside, All-Russian Central Executive Committee, ”The Tax in Kind,” March 21, 1921,
   http://soviethistory.macalester.edu/index.php?page=article&ArticleID=1921tax1&SubjectID=1921nep&Year=1921[frtn=/.M
Wednesday February 4: Revolutionary Cinema **No Face to Face Class: SEE ASSIGNMENT BELOW**


**Primary Source from 17 Moments, Year 1924, Socialist Cinema:**
   [http://soviethistory.macalester.edu/index.php?page=article&show=&SubjectID=1924kino&ArticleID=1924vodka1&Year=1924](http://soviethistory.macalester.edu/index.php?page=article&show=&SubjectID=1924kino&ArticleID=1924vodka1&Year=1924)

**ASSIGNMENT:** You are to watch a masterpiece of Soviet revolutionary cinema, Sergei Eisenstein’s *October*, made to honor the 10th anniversary of the Russian October Revolution. You will write a brief (one to two page) response paper based on questions that will be posted in Course Den. The film can be watched on Youtube at [https://www.youtube.com/watch?v=k62eaN9-TLY](https://www.youtube.com/watch?v=k62eaN9-TLY)

**You will bring your response paper to class on Monday, February 9.**

**Recommended viewing:** Watch and compare Eisenstein’s treatment of the revolution to *The End of St. Petersburg*, directed by the avant-garde director Vsevolod Pudovkin, It is available on Youtube at the following URL: [https://www.youtube.com/watch?v=bwbCThmdmm8](https://www.youtube.com/watch?v=bwbCThmdmm8).

Monday Feb 9: The Soviet Union and the Structure of Communist Party Rule/Life in the 1920s

**Required Readings:** Von Bremzen, *Mastering the Art of Soviet Cooking*, Chapter Two, pp. 33-58

**Primary Sources from 17 Moments, Year 1924, Anti-Religious Propaganda:**
2) 1924, Socialist Cinema, Trotsky on Vodka, the Church, and the Cinema, article in *Pravda*, July 12, 1923, [http://soviethistory.macalester.edu/index.php?page=article&show=&SubjectID=1924kino&ArticleID=1924vodka1&Year=1924](http://soviethistory.macalester.edu/index.php?page=article&show=&SubjectID=1924kino&ArticleID=1924vodka1&Year=1924)

Examine Charts on Communist Party Organization and Parallel Party and State Organs found in Course Den

Wednesday Feb 11: The Making of Socialist Culture and Stalin’s Rise to Power

**Required Readings** Begin reading John Scott, *Behind the Urals*, 3-51, 55-92


Kenez, Chapter 4, 80-89

Monday Feb 16: Building Socialism through Five-Year Plans and Rapid Industrialization: John Scott and Magnitogorsk

**Required Readings** Kenez, Chapter 4, 89-102

John Scott, *Behind the Urals*, 92 to end

Wednesday Feb 18: The Politics of Terror and the Gulag


Excerpts from Varlam Shalamov, *Kolyma Tales*, “Lend-Lease,” “Esperanto,” and “A Day Off”, accessible in Course Den

Kenez, Chapter 5, 103-131
Monday Feb 23: **No Face to Face Class**/Work on Take home midterm, given out in class on February 18

**Midterm Exam is Due by the Beginning of Class on Wednesday February 25**
I will subtract points for every fifteen minutes late after 12:30.

Wednesday Feb 25: Exploring Stalinist Culture through Food, Film and Animation

**Required Readings**
Look over the Soviet Constitution of 1936, accessible at [http://www.departments.bucknell.edu/russian/const/36cons01.html](http://www.departments.bucknell.edu/russian/const/36cons01.html)

Monday March 2: The Soviet Union and the Great War of the Fatherland

**Required Readings**
Von Bremzen, *Mastering the Art of Soviet Cooking*, Chapter Four, 87-115

**Primary Sources from 17 Moments, Year 1943:**

   [http://soviethistory.macalester.edu/index.php?page=article&show=&SubjectID=1943leningrad&articleID=1943kochina1&Year=1943](http://soviethistory.macalester.edu/index.php?page=article&show=&SubjectID=1943leningrad&articleID=1943kochina1&Year=1943)

   July 28, 1942

Wednesday March 4: Stalinism Triumphant/Emergence of the Cold War

**Required Readings**
Kenez, Chapter 6, 132-159
Von Bremzen, *Mastering the Art of Soviet Cooking*, Chapter Five, 117-144

Monday March 9: Khrushchev and His Reforms Through the Eyes of the Dissident Medvedev Brothers

**Required Readings**
Roy and Zhores Medvedev, *Khrushchev: The Years in Power*, all
Kenez, Chapter 8, 184-213

Wednesday March 11: **No Face to Face Class**
You will watch online a documentary and video footage of the famous “Kitchen Debate” of 1959 between Nikita Khrushchev and Vice-President Richard Nixon and submit responses to questions based on the Medvedev biography, these visual sources, and the written transcript of the Kitchen Debate.

1) Watch a brief Russian documentary on the complex legacy of Nikita Khrushchev: Between Black and White, accessible through Youtube at [https://www.youtube.com/watch?v=UQAqkhhb82js](https://www.youtube.com/watch?v=UQAqkhhb82js)

2) Khrushchev and the Kitchen Debate with Richard M. Nixon: watch this series of video footage from the famous exchange between Khrushchev and Vice-president Nixon in 1959 at the Moscow Sokolniki American National Exhibit accessible through Youtube: [https://www.youtube.com/watch?v=XRgOz2x9c08&index=4&list=PLrxPjkDLF6A7tGAuqsWDDZ6wP3gYQI6h](https://www.youtube.com/watch?v=XRgOz2x9c08&index=4&list=PLrxPjkDLF6A7tGAuqsWDDZ6wP3gYQI6h)

3) Read the transcript of another segment of the Kitchen Debate that took place in the model US kitchen at the exhibit, accessible in Course Den, and look at the *New York Times* article describing these impromptu exchanges at [http://www.nytimes.com/learning/general/onthisday/big/0724.html](http://www.nytimes.com/learning/general/onthisday/big/0724.html)

4) **Answer the questions given to you in Course Den and submit these through the Dropbox no later than Friday, March 13 at 5pm**
Monday March 16 to Friday March 20: SPRING BREAK—NO CLASSES!!

Monday March 23: The Politics of Stability and Stagnation—the Brezhnev Era

**Required Readings** Kenez, Chapter 9, 214-242

**Primary Sources from 17 Moments, Year 1968, Crisis in Czechoslovakia**


Wednesday March 25: Women’s Lives in the Postwar Period: *The Ship of Widows*

**Required Readings** Grekova, *Ship of Widows*, all

**Visual Sources:** Videos of Communal living in Russia, similar to what the *Ship of Widows* describes: [http://kommunalka.colgate.edu/cfm/v_tours.cfm?KommLanguage=English](http://kommunalka.colgate.edu/cfm/v_tours.cfm?KommLanguage=English). Click on “video tours” and then choose your tours.

Monday March 30: Food, Personal Life, and Dissidence in the Post-Stalinist Period

**Required Readings** Von Bremzen, *Mastering the Art of Soviet Cooking*, Chapters Six and Seven, 147-205

**Primary Source from 17 Moments, Year 1968, The Double Burden**


Read about Vladimir Vysotsky, one of the Soviet Union’s most popular dissident bards, who was also an actor, poet, writer; go to [http://www.kulichki.com/vv/eng/index.html](http://www.kulichki.com/vv/eng/index.html) Read and analyze one of the translations of his songs, [http://www.kulichki.com/vv/eng/songs/erlinger.html#about_the_devil](http://www.kulichki.com/vv/eng/songs/erlinger.html#about_the_devil)

Wednesday April 1: Soviet Material Culture: Exploring the Facade of Developed Socialism through the Lens of *The Suitcase*

**Required Readings** Dovlatov, *The Suitcase*, all

**Primary Sources from 17 Moments, Year 1980, Invasion of Afghanistan**


Monday April 6: A Reformer in the Kremlin—Gorbachev's Perestroika and Glasnost

**Required Readings** Kenez, Chapter 10, 243-277

**Primary Sources from 17 Moments, Year 1985**

1) **Perestroika and Glasnost, Gorbachev Proposes Restructuring**, Mikhail Gorbachev, On Convening the Regular 27th CPSU Congress and the Tasks Connected with Preparing and Holding it. April 23, 1985,  

2) **The Lost Movies**, Gorbachev Speaks with Writers, Mikhail Gorbachev, "Conversation of Members of the Union of Writers of the USSR with M. Gorbachev. June 19, 1986,”  

3) **Perestroika and Glasnost, Gorbachev Challenges the Party**, Mikhail Gorbachev, "Report to the Plenary session of the CPSU Central Committee,” January 27, 1987  

Wednesday April 8: Swept by the Whirlwind—Nationalism, Democratization and the Radicalization of Reform

**Required Readings: Kenez, Chapter 10**

Von Bremzen, *Mastering the Art of Soviet Cooking*, Chapter Eight, 209-240

Primary Sources, TBA

Monday April 13: The Soviet Collapse—the End of Empire?

**Required Readings** Kenez, Chapter 11 and Afterthoughts, 2005, 278-304

Primary Sources, TBA

Wednesday April 15: Evaluating the Soviet Experience


**FINAL TAKE HOME EXAM IS DUE BY 5 PM ON WEDNESDAY APRIL 22**