

School of History, Philosophy, Political Science and International Relations - Te Hunga Aro Whakamuri
History Programme
Trimester 2 (13 July – 15 November), 2009

History 239 – Special Topic: Peoples of the Soviet Empire Народы Советской Империи



Convener: Dr Alexander Maxwell
Room: Old Kirk 422
Phone: 463 6753
Email: alexander.maxwell@vuw.ac.nz
Office Hours: To be announced.

Lectures: Monday and Wednesday, MY 101, 2:10 – 3:00 pm
Tutorials: CO 340 Friday 10:00-10:50, 12:10-1:00.

COURSE CONTENT

This course introduces the nations of the Soviet Empire, discussing both the federal states within the USSR itself and dependent states beyond the Soviet frontier. Lectures contrast the evolution of Communist rule at the Russian core of the empire with the experiences of various non-Russian nations on various imperial peripheries. Chronologically, the course runs from the late Romanov Empire to the present.

COURSE DELIVERY

This course lasts twelve weeks. Each week, there will be two one-hour lectures. Starting in the second week, there will additionally be one one-hour tutorial to discuss the course reading. Additional information about the course may be announced in lectures or distributed by email.

TRIMESTER DATES:

Teaching dates: 13 July to 16 October

Study week: 19 to 23 October

Examination/Assessment period: 27 October to 15 November

REQUIRED TEXTS

(1) HIST 239 Book of Readings.

(2) The History Programme's guidebook *Writing History Essays*

Textbooks available at Vicbooks; Books of Reading available at Student Notes. Both are in the Student Union Building on Kelburn Campus. Order textbooks and student notes online at www.vicbooks.co.nz; email orders or enquiries to enquiries@vicbooks.co.nz; phone: 463-5515

MANDATORY COURSE REQUIREMENTS

To pass this course, students must

- (1) Submit all the written work by the specified dates (subject to provisions for late submission of work),
- (2) Attend 7 of the 11 tutorials, and
- (3) Sit the final test.

A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course. A course mark less than 50% will result in the appropriate fail grade (D, E or F).

WORKLOAD GUIDELINES

In accordance with Faculty of Humanities and Social Sciences Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to HIST 239. This includes all course readings and assignments, two 50 minute lectures and one 50 minute tutorial.

SCHEDULE OF LECTURES

13 Jul	Who are the Russians?	
15 Jul	Siberia and its peoples	
	Bruce Lincoln, "Life on the Siberian Frontier," "Siberia's Wild East," and "I Hate the Autocracy so Much," from <i>The Conquest of a Continent</i> 81-89, 262-69, 276-80.	
	D.M. Wallace, "Foreign Colonists on the Steppe," <i>Russia</i> , 2:95-115 (1877) .	
♪	Siberian Throat Singing (recent video of a traditional song). http://www.youtube.com/watch?v=VYqrWRiS2o4	1:44
♪	Russian orthodox chant: <i>Basso profundo</i> "The Lowest voices." http://www.youtube.com/watch?v=6WpD2Cspn6g	1:47
20 Jul	Romanov Russia from the End of Serfdom to Nicholas II	
22 Jul	Jewish Russia: from the Pale to the Bunt	
	Puah Rakovsky, "Winds of Revolution," <i>My Life as a Radical Jewish Woman</i>, 89-103.	
	S.M. Dubnow, "National Awakening, Kishnev ... (excerpt)," <i>History of the Jews in Russia & Poland</i> 40-83.	
	Socialist Revolutionary Leaflet (1906). http://www.uea.ac.uk/his/webcours/russia/documents/plehve1.shtml	
	Election Manifesto of the "Union of the Russian People" (a.k.a. "Black Hundreds") (1906). http://www.uea.ac.uk/his/webcours/russia/documents/chersot1.shtml	
♪	Wacław Świącicki "Warszawianka" (1905); here Gleb Krzhizhanovsky's 1905 Russian translation. http://www.youtube.com/watch?v=UVoVlGGJHHU	2:01
27 Jul	From 1905 to the October Revolution	
29 Jul	National Awakening in Muslim Central Asia	
	Chokayev, "The National movement in Central Asia" (1926). http://www.uea.ac.uk/his/webcours/russia/documents/chokaev1.shtml	
	➔ Milestone 1: bibliography (including 3 primary sources) due in this week's tutorial! ⬅	
	Svat Soucek, "From Governates-General to Union Republics," <i>A History of Inner Asia</i> , 209-24.	
♪	Sergei Rakhmaninov, movement from <i>Vsenoshchnoe bdenie</i> aka <i>Vespers</i> (1915) http://youtube.com/watch?v=9mVKdE9ZEVE	5:23
🎬	Vladimir Lenin on Anti-Semitism: http://www.youtube.com/watch?v=EJ1jlbSobTg	2:28
3 Aug	The Russian Civil War and Vladimir Lenin	
5 Aug	Restored Poland: Józef Pilsudski and the Soviet-Polish war	
	Vladimir Lenin, "To the Toiling Masses..." (1918). http://www.uea.ac.uk/his/webcours/russia/documents/toilmass.shtml	
	Orlando Figes, "The Revolution goes to War", <i>A People's Tragedy: The Russian Revolution</i> , 589-603.	
	W.P. Coates, "The Polish Attack," <i>Armed Intervention in Russia</i> , 292-345.	
	Vladimir Lenin, "Hanging Order." (1918) http://www.loc.gov/exhibits/archives/ad2kulak.html	
🎬	"Odessa Steps," Sergei Eisenstein, <i>Battleship Potemkin</i> (1925) http://www.youtube.com/watch?v=Ps-v-kZzfec	7:28

10 Aug Josef Stalin and the Terror of Stalinism
 12 Aug Ukrainian tragedy: The collectivization of Agriculture

➔ **Short Essay due 14 August!** ←

Josef Stalin, “Dizzy with Success” (1933).

<http://marxists.org/reference/archive/stalin/works/1930/03/02.htm>

Robert Conquest, “Old Bolsheviks Confess” (excerpts), *The Great Terror*, 90-99, 104-18.

Prisoner’s letter to the Bolshevik Congress (1926).

<http://www.loc.gov/exhibits/archives/d2presid.html>

Government Documents on the Collectivization of Livestock (1932).

<http://www.loc.gov/exhibits/archives/aa2feign.html>

“On Blacklisting Villages” Ukrainian Memorandum on the grain Problem (1932).

<http://www.loc.gov/exhibits/archives/k2grain.html>

Josef Stalin, “On Applying Physical Pressure to Prisoners” (1939).

<http://marxists.org/reference/archive/stalin/works/1939/01/10.htm>



“The Battle on Ice,” Sergei Eisenstein, *Aleksandr Nevsky* (1939)

<http://www.youtube.com/watch?v=jrQ6j6nEkoI&>

3:28



17 Aug The Great Patriotic War

19 Aug Between Hitler and Stalin: Finland and the Baltic States

Josef Stalin, “Radio Broadcast” (1941).

<http://marxists.org/reference/archive/stalin/works/1941/07/03.htm>

A.A. Vlasov: “Why have I taken up the Struggle Against Bolshevism?” (1943).

<http://www.uea.ac.uk/his/webcours/russia/documents/vlasov.shtml>

➔ **Milestone 2: Eight pages of research notes due in this week’s tutorial!** ←

Vardys, Sedaitis, “Foreign Rule: Invasion from the East,” *Lithuania: The Rebel Nation*, 46-64.



Dmitri Shostakovich, 7th *Leningrad* (1942)

<http://www.youtube.com/watch?v=RKOZEW9SfdU>

10:10



Soviet Propaganda Cartoons from the Second World War

<http://www.youtube.com/watch?v=FRcBt9o4OJo>

8:13



Josef Stalin, Speech of 7 November 1941

<http://www.youtube.com/watch?v=8IGbjPqFFvA>

6:17

Mid-trimester Break: 19 August – 6 September

- 7 Sep “Victory over Fascism”: The Soviet Union Triumphant
 9 Sep The “Transfer of Populations”: Tatars, Germans and Poles

Memorandum on the Crimean Tartars (1944) <http://www.loc.gov/exhibits/archives/l2tartar.html>

Alan Fisher, “World War Two, Deportation” *Crimean Tatars*, 150-79.

Josef Stalin, “Toast to the Health of the Russian People.” (1945)
<http://marxists.org/reference/archive/stalin/works/1945/05/24.htm>

 The Soviet Victory Parade, Newsreel (24 May 1945)
<http://www.youtube.com/watch?v=Nr45ZBlpzNo>


4:42

- 14 Sep Khrushchev’s relative liberalization
 16 Sep The Hungarian Uprising

Excerpts from Sergej Khrushchev’s “Secret Speech” (1956). <http://www.uwm.edu/Course/448-343/index12.html>

Sergej Khushchev, “Virgin Lands” speech (1955).
 From T. Whitney, *Krushchev Speaks*, 196-203.

→ Milestone 3: Peer Review due in tutorials on 18 September! ←

 *Gimn Sovetskogo Soyuzu* [Soviet National Anthem], (1944)
 Words by Sergey Mikhailov, music by Aleksander Aleksandrov
<http://www.youtube.com/watch?v=HLE4iNlgSeE>

3:14

 “Nixon in USSR” (1959)
<http://www.youtube.com/watch?v=3G5I9h6CFaM>

2:28



- 21 Sep Stagnation under Brezhnev
 23 Sep Czechoslovakia from “Socialism with a human face” to Charter 77

Václav Havel, “The Power of the Powerless” (excerpts, 1978)


- Peer review due 21 September! ←
 → Research essay due 25 September! ←

Cosmonaut’s letter to Brezhnev (1965).
<http://web.mit.edu/slava/space/documents/brezhnev-letter.htm>

A. Rothberg, “The Writers’ Union Debacle,” *The Heirs of Stalin*, 277-88.

L. Brezhnev, “Friends, Allies, Brothers,” *Following Lenin’s Course*, 196-203 (1969)

Charter 77 (the original document!)
http://libpro.cts.cuni.cz/charta/docs/declaration_of_charter_77.pdf

 Two excerpts from Yuri Ozerov, *Osvobozhdeniye* [Liberation] (1968)
 Crossing the Dniepr <http://www.youtube.com/watch?v=d48R3XHdavw> 6:23
 Battle of Kursk (2 of 3) http://www.youtube.com/watch?v=A_7HNqdEWwo 9:17

 Vyacheslav Kotyonochnik, *Nu Pogodi!* [I’ll get you!] (1972)
<http://youtube.com/watch?v=kmAEvR8C1ns> 9:16



28 Sep Glasnost' and Perestroika under Mikhail Gorbachev
 30 Sep Armenia, Azerbaijan and Nagorno-Karabakh

Vladimir Bukovsky, "Who is for Peace?" (1982).

http://antisoviet.narod.ru/bukovsky_v_who_is.pdf

M. Gorbachev, "The Five Year Plan" *Toward a Better World*, 251-65 (1986).

Tamara Dragadze, "The Armenian: Azerbaijani Conflict: Structure and Sentiment," *Third World Quarterly*, vol. 11, no. 1 (January, 1989), 55-71.



"Russian village huge human nuclear experiment," Sky News (date unknown)

<http://www.youtube.com/watch?v=OR1wo5s3Ua4>

3:59



Simon Reeve, "Places that don't Exist" BBC (2005) Watch parts 1 and 2.

BBC <http://www.youtube.com/watch?v=zTzMtfk3v80>

16:00

5 Oct From Boris Yeltsin to Vladimir Putin

7 Oct The Chechen Wars

➔ **Short Essay 2 due 9 October!** ←

Stephen Kotkin "Terror, Rehabilitation, and Historical Memory: An Interview with Dmitrii Iurasov" *Russian Review*, vol. 51, no. 2 (1992), 238-262.

Sergeyev, "Organized Crime and Social Instability in Russia," *Russia in the New Century*, 158-69.

R. Seeley, "Military Operation, War in the Mountains," *The Russo-Chechen Conflict* 219-38, 266-98.



"Brutality of Russian agresors [sic] in Chechnya (part 1)"

<http://www.youtube.com/watch?v=FUHAKYQnA6s>

8:09



Oleg Gazmanov, *Novoya Zarya* [A New Dawn] from *Zdelan v SSSR* [Made in the USSR] (2005)

<http://www.youtube.com/watch?v=NZH-nyHHe70>

3:45

12 Oct Ethnic Republics in the New Russia

14 Oct Post-Soviet Soviets? Aleksandr Lukashenko and Saparmurat Niyazov.

Daniel Kalder, *Lost Cosmonaut* (excerpts on Kalmykia and Udmurtia), 74-141, 244-269.



The Remarkable Republic of Kalmykia (1998)

<http://youtube.com/watch?v=sjhP7lhcrcO>

15:14



5'Nizza, *Gimn Sovetskogo Soyuz*a (2007)

<http://www.youtube.com/watch?v=WsZL-OcPKgM>

3:38

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections at:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including academic grievances, student and staff conduct, meeting the needs of students with impairments, and student support / VUWSA student advocates.

LEARNING OBJECTIVES

Students should learn the basic facts of Soviet history and become familiar with the federal system of the USSR and its dependent states in Eastern Europe. Students should become familiar with some of the diverse national experiences inside the multi-national Soviet system. Students should also demonstrate research skills by writing a lengthy research paper on a self-selected topic. Students passing this course should demonstrate:

- (1) Familiarity and comprehension with the basic facts of Soviet history, historiography, and geography.
- (2) Appreciation of the ethnic diversity of the Soviet Empire.
- (3) The ability to write a research paper that draws on both primary and secondary sources.

PENALTIES FOR LATE WORK

History Programme policy stipulates that Students will be penalized for late submission of essays—a deduction of: 5% for the first day late and, 2% thereafter for a maximum of 8 days; thereafter work can be accepted for mandatory course requirements but will not be marked. Penalties may be waived if there are valid grounds, e.g. illness or similar other contingencies. A medical certificate or other documentation will be necessary. Contact the course coordinator as soon as a potential problem emerges. Extension forms are available in the History Programme office. If granted an extension, students must agree to a new due date.

COURSE ASSESSMENT (STUDENT MARKS)

10 %	Short essay 1	Due 14 August	1,500 words
10 %	Short essay 2	Due 9 October	1,500 words
5 %	Peer review	Due 21 September	500 words
45 %	Research Paper	Due 25 September	3,000 words
30 %	Final Exam	Exam period: 27 Oct – 15 Nov	

Short Essays

For each short essay, answer one the two questions given. Short essays test the student's understanding of the course readings, and ability to use evidence while making an argument. The short essays are not a research assignment. Cite page numbers from the course reader and do not conduct any additional research.

Short Essay 1 (1,500 words, due 14 August)

Answer one of the following questions:

- (1) Lincoln, Dubnow, Rakovsky, Chokayev, the Socialist-Revolutionary pamphlet, and Lenin all provide evidence of dissatisfaction with Romanov rule, but highlight different sources of discontent. Why did the Romanov dynasty collapse? (Note: this is *not* the same question as “why did Lenin come to power?”)
- (2) Wallace, Rakovsky, the Black Hundreds, Lenin, and Coates all allude to the ethnic diversity of the Russian Empire. Did Lenin's attempt to invoke solidarity between workers of different nations have the potential to bridge ethnic differences?

Short Essay 2 (1,500 words, due 9 October)

- (1) Stalin, Khrushchev, Brezhnev and Gorbachev all attempted to justify Soviet power. How do their plans illustrate the problems that the Soviet government faced? Highlight similarities as well as differences.
- (2) Vlasov, Rothberg, Havel, Charter 77, and Bukovksy all expressed opposition to the Soviet government. How do the differences between their objectives illustrate changes in the nature of Soviet power? Highlight similarities as well as differences.

Final Exam (Exam period: 27 October – 15 November)

The final exam tests cultural literacy. The material tested in the exam will be drawn from the course lectures and the music-film clips assigned in the syllabus. The date and time of the exam will be announced in class after the exam schedule has been drawn up. The exam will have two sections.

In the first section, worth 60% of the exam, students will receive a list of “key terms.” All will have been mentioned in lectures. Students must write a brief definition of the term and explain its significance. Students unsure what to write should imagine that they are explaining the term to somebody unfamiliar with it. Alternatively, students may focus on answering the following questions: (1) Who or what is it? (2) Where and when did it exist? (3) Why was it important?

In the second section, worth 40% of the exam, students will discuss three images and one audio-visual clip. Students must explain the political or cultural context of the image or film clip. Explain any relevant metaphors or symbolism, and discuss what political or cultural commentary the image makes on the people or events that it depicts.

THE RESEARCH PAPER (3,000 words, due 25 September)

This assignment requires the student to write a research paper on any topic of Soviet history, including the history of Soviet puppet states in Eastern Europe. Papers must be written from the point of view of people living inside the Soviet Empire. Students must use both primary and secondary sources relevant to their research project. The final bibliography should only include sources actually cited in the text of the paper, and **must include at least 12 sources**, including four primary sources. Students are encouraged to exceed these limits.

Milestones: Students must pass certain milestones to demonstrate that they are making consistent progress over the course of the semester. Students who fail to meet a milestone on time will have 4 points deducted from their final essay grade for each milestone not completed on time (= 2% of the total course mark). Milestones may be completed early, but will normally be checked in tutorials. The student has the responsibility to ensure that the instructor sees that the milestones are completed.

Milestone 1: Finding primary sources in English translation may be challenging. On the week of 27-31 July, therefore, students must present an introductory bibliography for their research project. This bibliography must include **three (3) primary sources**. Write a one-sentence description of each source explaining why it is useful. Online sources must be of citable scholarly quality.

Milestone 2: The research essay will require considerable research; procrastination will be harmful. In tutorial on 21 August, therefore, students must present **eight pages of research notes**, showing that they have begun work on their project. The expected format for research notes will be discussed in class.

Milestone 3: Many students feel they have finished their paper when they have completed the first draft, and hand in work that could be greatly improved with minor re-working. Furthermore, some students are more able and/or willing than others to ask their friends to read a draft. In tutorial on 18 September, therefore, students will exchange draft papers with their peers. (The peer review is described below). Authors must include their review with their paper, and should attach a single page explaining whether or how they modified their paper in response to the criticism.

Sources: students are marked partly on their ability to locate interesting material relevant to their research question. It is the student's responsibility to choose a research topic for which source material is available. Digital sources are acceptable, but only if they have at some point appeared in print. In other words, students may cite articles or books found through JSTOR, Google Book Search, or similar archives of digitalized material, but should not cite Wikipedia, Geocities, course lectures, television programmes, personal blogs, etc.

Other requirements: Students are required to submit both a paper version and an electronic version of all their papers. Deposit paper versions at the History office, Old Kirk 405 with a History coversheet, available at the History office or on Blackboard. The electronic version can be submitted via blackboard. Essays must be double-spaced and stapled. Avoid contractions ("he is" not "he's" etc.) Use "Times New Roman," font size 12, justified text, and default margins. Use footnotes, not end-notes. Do not place an extra line between paragraphs. Include your name and a bibliography. A title page is not necessary. Do not put your essay in a plastic folder, just staple it. Footnotes should appear in font size 10, single spaced. If you cite a primary source from a secondary source, the footnote should state both the original source of the quotation and the secondary source you used. Lecture notes can not be cited.

Use this handy "before you print" checklist before you hand in your research essay

- Set the body text to Times New Roman, size 12
- Check the body text has "justified" right margins, and is double-spaced
- Place page numbers in upper right corner
- Remove any extra spaces between paragraphs
- Set the footnote text to Times New Roman, size 10
- Check that footnotes have "justified" right margins, and is single spaced
- Staple your paper together with the programme cover sheet.

PEER REVIEW (5%, due 21 September)

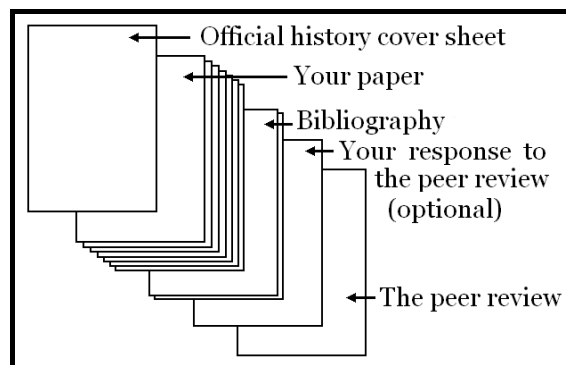
On Thursday 18 September, all students will receive a draft essay from another student. Students must read the paper and give suggestions on how to improve it. The reviewer will then email the suggestions BOTH to the author AND to the instructor by Monday 21 September. The review should have the following elements:

- (a) The title "Review of (student name)'s paper by (student name)."
- (b) A paragraph on the use of primary sources. Could the author make better use of his/her sources?
- (c) A paragraph on the use of secondary sources. Could the author make better use of such sources?
- (d) A list of practical suggestions about how to improve the paper.

The quality of the review does not depend on the quality of the paper under review: a reviewer may give brilliant advice to a terrible paper, or terrible advice to a brilliant paper. Peer reviews will be marked on the quality of suggestions.

Authors have the option of responding to the peer review. The response to the peer review may rebut any criticism, explain why suggestions were not adopted, or thank the reviewer for insightful comments. This response is optional. Students who do not receive their review should contact the instructor.

Peer reviews will be marked alongside the paper reviewed. All students will therefore attach the peer review they **received** to their final paper. The peer review that they wrote will be attached to another student's paper. Every student's final paper, therefore, should appear as follows:

**STATEMENT ON THE USE OF TURNITIN.COM**

Student work for this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources. At the discretion of the head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism. If so, access to the full text of submissions will not be available to any other party.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes: Material from books, journals or any other printed source, the work of other students or staff, information from the internet, software programs and other electronic material, designs and ideas, and the organisation or structuring of any such material. Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>