

Faculty of Humanities and Social Sciences  
School of History, Philosophy, Political Science and International Relations  
History Programme  
Trimester 1 (4 March – 3 July), 2013

## History 245: Peoples of the Soviet Empire Народы Советской Империи



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Office Hours: To be announced.

### COURSE PRESCRIPTION

This course introduces the nations of the Soviet Empire, discussing both the federal states within the U.S.S.R. 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.

### TEACHING / LEARNING SUMMARY

This course consists of two 50-minute lectures every week (except for national holidays), and one 50-minute tutorial every week (except the first and last weeks). Attending lectures is encouraged; attending tutorials is mandatory. Additional information may be announced during lectures.

### CLASS TIMES AND LOCATIONS

Students are expected to attend two lectures each week. Starting week 2, students must also attend a tutorial.

Lectures:	Monday and Wednesday	16:10 – 17:00	Cotton (CO LT122)
Tutorials:	1. Thursday	10:00 – 10:50	CO228
	2. Thursday	11:00 – 11:50	CO 228
	3. Thursday	13:10 – 14:00	CO 119
	4. Thursday	14:10 – 15:00	CO 119

### 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 6 of the 11 tutorials having completed appropriate preparatory work, and
- (3) Sit the final exam, which may occur at any time during the scheduled examination period.

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. Students must be present to sit the exam during the examination period.

### TRIMESTER DATES:

Teaching dates: 4 March – 7 June  
Easter holiday: 28 March – 3 April  
Mid-Trimester Break: 22 April – 28 April  
Study week: 10 June – 14 June  
Examination period: 14 June – 3 July

## SCHEDULE OF LECTURES

4 Mar Who are the Russians?

6 Mar Siberia's physical geography and its peoples.

Bruce Lincoln, "Life on the Siberian Frontier," "Siberia's Wild East," and "I Hate the Autocracy so Much," from *The Conquest of a Continent* 81-89, 262-69, 276-80.

D.M. Wallace, "Foreign Colonists on the Steppe," *Russia*, 2:95-115 (1877) .

🎵 Siberian Throat Singing (recent video of a traditional song). 1:44  
<http://www.youtube.com/watch?v=VYqrWRiS204>

🎵 Russian orthodox chant: *Basso profundo* "The Lowest voices." 1:47  
<http://www.youtube.com/watch?v=6WpD2Cspn6g>

11 Mar Romanov Russia to Nicholas II.

13 Mar Jewish Russia from the Pale to the Bunt.

**Puah Rakovsky, "Winds of Revolution," *My Life as a Radical Jewish Woman*, 89-103.**  
 (Yiddish original online at: <http://www.archive.org/stream/nybc202581#page/no/mode/2up>)

S.M. Dubnow, "National Awakening, Kishnev ... (excerpt)," *History of the Jews in Russia & Poland* 40-83.

Socialist Revolutionary Leaflet (1906).

<http://www.uea.ac.uk/his/webcours/russia/documents/plehve1.shtml>

🎵 Waclaw Świącicki "Warszawianka" (1905); here Gleb Krzhizhanovsky's 1905 Russian translation. 2:01  
[http://www.youtube.com/watch?v=nNXu\\_3EUSp4](http://www.youtube.com/watch?v=nNXu_3EUSp4)

18 Mar Revolutionary Russia: from 1905 to the October Revolution.

20 Mar 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: Primary source research notes (8 pages) due in this week's tutorial!** ←

Svat Soucek, "From Governates-General to Union Republics," *A History of Inner Asia*, 209-24.

🎵 Sergei Rakhmaninov, movement from *Vsenoshchnoe bdenie* aka *Vespers* (1915) 5:23  
<http://youtube.com/watch?v=9mVKdE9ZEVE>

🎥 Vladimir Lenin on Anti-Semitism: <http://www.youtube.com/watch?v=ioljxQsgUM4> 2:28

25 Mar Vladimir Lenin and the Bolshevik state.

27 Mar Józef Piłsudski and the Restoration of Poland.

**Vladimir Lenin, "Achievements and Difficulties of the Soviet Government," (1919).**

<http://www.marxists.org/archive/lenin/works/1919/mar/x01.htm>

Orlando Figes, "The Revolution goes to War," *A People's Tragedy: The Russian Revolution*, 589-603.

W.P. Coates, "The Polish Attack," *Armed Intervention in Russia*, 292-345.

Vladimir Lenin, "Hanging Order." (1918)

<http://www.loc.gov/exhibits/archives/ad2kulak.html>

🎥 "Odessa Steps," Sergei Eisenstein, *Battleship Potemkin* (1925) 7:28  
<http://www.youtube.com/watch?v=Ps-v-kZzfec>

## Easter Holiday: 28 March – 3 April

8 Apr Stalinism and the Great Terror.  
10 Apr A Ukrainian Tragedy: the Collectivization of Agriculture.

### ➔ Short Essay 1 due 12 April! ⬅

**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



**Optional full length film.** T. Lisitsian, *Traktoristi* [The Tractor Drivers], (1939)

<http://www.youtube.com/watch?v=QwFcN1rou8Y>

1:22:30

15 Apr The Great Patriotic War

17 Apr Latvia between Hitler and Stalin

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: Historiographical paragraph due in this week’s tutorial! ⬅

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



Josef Stalin, Speech of 7 November 1941

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

6:17



Dmitri Shostakovich, 7<sup>th</sup> *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


## Mid-trimester Break: 22 April – 28 April

29 Apr The Soviet Union as Superpower: The Cold War Begins.  
 1 May 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 excerpt (24 May 1945)  
<http://www.youtube.com/watch?v=Nr45ZBlpZNo>


4:42

6 May Khrushchev’s relative liberalization.  
 8 May The Hungarian Uprising of 1956.

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

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

➔ **Milestone 3: Peer Review due in tutorial on 9 May!** ←  
 ➔ **Peer review due 10 May (Friday) at 5:00 pm!** ←

 *Gimn Sovetskogo Soyuz*a [Soviet National Anthem], (1944)  
 Words by Sergey Mikhailov, music by Aleksander Aleksandrov  
<http://www.youtube.com/watch?v=HLE4iNigSeE>

3:14

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

2:28



13 May Stagnation and Dissidence under Brezhnev.  
 15 May Czechoslovakia: “Socialism with a human face” and Charter 77.

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


➔ **Research paper due 17 May (Friday)!** ←


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](http://libpro.cts.cuni.cz/charta/docs/declaration_of_charter_77.pdf)

 Yuri Ozerov, *Osvobozhdeniye* [Liberation] (1968)  
 Battle of Kursk (excerpt) <http://www.youtube.com/watch?v=dRuXKw10KBE> 10:00

 Sergei Bondarchuk, *Oni srazhalis za rodinu* [They Fought for the Motherland] (1975) 8:15  
<http://www.youtube.com/watch?v=OYkNmckWZY>

 Vyacheslav Kotyonochnik, *Nu Pogodi!* [I’ll get you!] Episode 5 (1972) 9:16  
<http://youtube.com/watch?v=kmAEvR8C1ns>





20 May Gorbachev, Glasnost' and Perestroika.  
 22 May Independent Georgia from Shevardnadze to Saakashvili

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

[http://antisoviet.narod.ru/bukovsky\\_v\\_who\\_is.pdf](http://antisoviet.narod.ru/bukovsky_v_who_is.pdf)

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

Thomas Goltz, "(Muslim) Georgia on my Mind," *Georgia Diary* (2006), 106-128.

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|---|--|--------------|
|  | "Russian village huge human nuclear experiment," Sky News (date unknown)<br><a href="http://www.youtube.com/watch?v=OR1wo5s3Ua4">http://www.youtube.com/watch?v=OR1wo5s3Ua4</a>  | 3:59         |
|  | Simon Reeve, "Places that Don't Exist (Nagorno-Karabakh)" BBC (2005) 4 parts, watch 1 and 2.<br><a href="http://www.youtube.com/watch?v=zTzMtfk3v8o">http://www.youtube.com/watch?v=zTzMtfk3v8o</a><br><a href="http://www.youtube.com/watch?v=2-STkaDIi8Y">http://www.youtube.com/watch?v=2-STkaDIi8Y</a> | 8:00<br>8:00 |






27 May Post-Soviet Russia from Yeltsin to Putin  
 29 May The Chechen Wars

➔ **Short Essay 2 due 31 May!** ←

**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.

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|---|--|------|
|  | "Brutality of Russian agresors [sic] in Chechnya (part 1)" (no date).<br><a href="http://www.youtube.com/watch?v=FUHAkYQnA6s">http://www.youtube.com/watch?v=FUHAkYQnA6s</a>                 | 8:09 |
|  | Oleg Gazmanov, "Novoya Zarya [A New Dawn]," from <i>Zdelan v SSSR</i> (2005)<br><a href="http://www.youtube.com/watch?v=RUhtrz9UtNQ">http://www.youtube.com/watch?v=RUhtrz9UtNQ</a>          | 3:45 |
|  | Zalma, Zaitsev, " <i>Kapitan pronin v Amerike</i> [Captain Pronin in America]" (1993)<br><a href="http://www.youtube.com/watch?v=ND8IIKwuPks">http://www.youtube.com/watch?v=ND8IIKwuPks</a> | 6:24 |

3 Jun Public holiday / no lecture.  
 5 Jun Ethnic Republics in the New Russia

Daniel Kalder, *Lost Cosmonaut* (excerpts on Kalmykia and Udmurtia), 74-78, 84-101, 130-141, 244-269.

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|---|--|-------|
|  | The Remarkable Republic of Kalmykia (1998)<br><a href="http://youtube.com/watch?v=sjhP7lhcrCo">http://youtube.com/watch?v=sjhP7lhcrCo</a>                  | 15:14 |
|  | Academic Ensemble – Moscow Military District (2009)<br><a href="http://www.youtube.com/watch?v=A7RD5ONjv8M">http://www.youtube.com/watch?v=A7RD5ONjv8M</a> | 4:10  |
|  | 5'Nizza, <i>Gimn Sovetskogo Soyuza</i> (2007)<br><a href="http://www.youtube.com/watch?v=WsZL-OcPKgM">http://www.youtube.com/watch?v=WsZL-OcPKgM</a>       | 3:38  |

## LEARNING OBJECTIVES

Students should learn the basic facts of Soviet history and become familiar with the federal system of the U.S.S.R. 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 that they (1) understand the geographic and demographic facts of the Soviet empire, and particularly the relationship between political geography and ethnic diversity, (2) can explain important symbols, slogans, concepts, and key figures from the Soviet Union and states within its sphere of influence, (3) are able to take effective notes from a spoken presentation, and (4) can construct a clearly-written research paper based on both primary and secondary sources. The final exam assesses the first three objectives; the various writing assignments assess the fourth.

## PENALTIES FOR LATE WORK

Students will be penalised for late submission of assignments – a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 10 weekdays late can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds, e.g. illness or similar other contingencies. **All extensions require documentation.** If granted an extension, students must agree to a new due date. Contact the course coordinator as soon as a potential problem emerges. Extension forms are available in the History Programme office.

## ASSESSMENT REQUIREMENTS

5 %	Tutorial participation	Weeks 2-11 of the semester.	
10 %	Short essay 1	Due 12 April	1,000 words
10 %	Short essay 2	Due 31 May	1,000 words
5 %	Peer review	Due 10 May	500 words
40 %	Research Paper	Due 17 May	3,000 words
30 %	Final Exam	Between 14 June and 3 July	2 hours

## SUBMISSION OF WORK

Students are required to submit both a paper version and an electronic version of both short essays and the research paper. Submit paper copies 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.

## TUTORIAL PARTICIPATION

Tutorials begin the second week, and take place every week except the first and last week of the trimester. Tutorials will discuss a primary source text given in the lecture outline, namely, the text listed in **bold type** just below the lecture topics. Students may attend a tutorial other than their own in case of extraordinary and unexpected schedule conflicts. Students sign up for tutorials in the first week of class.

Tutorial participation is assessed through evidence of preparation. Students must (1) prepare to discuss the week's reading by filling out a "response sheet" as described below, and (2) actually attend that week's tutorial to participate in the discussion. Tutorial participation marks are assigned as follows.

10 completed tutorials = 100%	7 completed tutorials = 25%
9 completed tutorials = 90%	6 completed tutorials = 1%
8 completed tutorials = 70%	

Tutorial participation is a mandatory course requirement. Students who do not attend at least six tutorials cannot pass the course. Please note that each tutorial is a once-in-a-lifetime opportunity for group discussion with other members of the class. Tutorials cannot be made up for any reason, no matter how compelling, because it is not possible to re-create a group discussion for the benefit of one absent student.

### How to make a response form (in five easy steps)

- (1) Take a blank piece of A4 paper.
- (2) Write your name in the top right-hand corner.
- (3) Draw a horizontal line across the middle of the page, halfway between top and bottom.
- (4) On the top half of the page, describe the circumstances under which the text first came into existence. Who wrote it, when, and why? Who was the intended audience?
- (5) On the bottom half of the page, describe what you have learned from the text as a historian. What does it tell us about the person, society or historical period that produced it? Focus on insight that the text can provide, not your personal emotional reactions. Comments such as "I liked this text," "it was boring," or "I did not understand some parts" are not helpful: you can do better.

## SHORT ESSAYS

Short essays test the student's understanding of the course readings, and the student's ability to use evidence while making an argument. They also provide writing practice. The short essays are not a research assignment: cite page numbers from the course reader and do not do any additional research. Students must write clear prose, forming coherent paragraphs with coherent sentences. For each short essay, answer one the two questions given.

### Short Essay 1

Answer one of the following questions:

- (A) Lincoln, Wallace, Rakovsky, and Dubnow describe various failed policies of the Romanov government. How did the Romanov government attempt to implement its policies? Why obstacles did it face?  
 (B) Soucek, Chokayev, Figes, and Coates all describe nationalist tensions. How did the idea of "socialism" help the Bolshevik government make alliances between Russians and non-Russians?

### Short Essay 2

- (C) Stalin, Khrushchev, the Cosmonauts, Brezhnev and Gorbachev all described goals for the Soviet state. What do changing goals reveal about the evolution of Soviet society? Discuss similarities and differences.  
 (D) Vlasov, Rothberg, Havel, Charter 77, and Bukovksky all opposed Soviet power, but tactics differed. What do changing tactics reveal about the evolution of Soviet society? Discuss similarities and differences.

## THE FINAL EXAM

The Final exam will take place during the exam period. The date and time of the exam will be announced in class after the exam schedule has been drawn up, sometime in mid-trimester. Students must be prepared to take the exam at any time between 14 June and 3 July. Sitting the exam is a mandatory course requirement. It is a closed-book exam, 2 hours long.

The final exam tests cultural literacy. Questions will be drawn from the course lectures and the music/film clips assigned in the syllabus. 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 a series of images and one audio-visual clip. Students must explain the political or cultural context of the image or film clip, interpret any relevant metaphors or symbolism, and discuss what political or cultural commentary it makes on the people or events that it depicts.

## THE RESEARCH PAPER (3,000 words)

The research paper requires the student to write a scholarly study about some aspect of Soviet imperial history, on either the history of the U.S.S.R. itself or that of a Soviet puppet state in Eastern Europe. Papers must be written from the perspective people living in the Soviet Empire, not from the perspective of Anglophone policy makers. "Propaganda" essays are not acceptable. Students **should not** choose their thesis ("their question") in advance: let the narrative and argument of the essay emerge during the course of the research.

Research papers take relevant information from primary and secondary sources to make an original argument. Students are responsible for finding their own secondary sources, and are marked partly on their ability to locate interesting and relevant material. For a passing mark, students must use at least of **30 footnotes** from at least **six primary sources**. Students who aspire to high marks should expect to exceed this bare minimum. Fun fact: on average, 2012 student papers for HIST 245 improved one grade notch for every thirteen footnotes (e.g. B+ > A-).

Finding **primary sources** in English translation can be challenging: hundreds of languages were spoken in the Soviet Empire, but not English. Students are therefore provided with a list of primary linked by a possible theme (see "Research Paper Sources Guide", below). Students with a reading knowledge of Russian, or any other relevant language (e.g. Czech, Hungarian, Polish, Romanian, Ukrainian), should contact the instructor with advice on other possible source archives.

Students are responsible for finding their own secondary sources. The library is the best place to start. Digital sources are acceptable 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. Lecture notes can not be cited.

## THE RESEARCH PAPER – MILESTONES

Students must demonstrate that they are making consistent progress over the course of the trimester. Students who fail to meet milestones 1 or 2 will have 4 points deducted from their final paper 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. Students should view the milestones as part of writing their research paper, not as additional assignments. Specifically, the paragraph of milestone 2 can appear in the final paper.

**Milestone 1:** Finding primary sources in English translation may be challenging. The research paper will require considerable research; procrastination will be harmful. In tutorial in week 3, therefore, students must present **eight pages of research notes**, taken from primary sources, to show that they have begun work on their essay. The expected format for research notes will be discussed in class.

**Milestone 2:** Students pondering primary sources can benefit from the work of other scholars who have considered the same material. Students should also be aware of relevant scholarly controversies. In tutorial in week 6, therefore, students must present a **paragraph contrasting the views of three different historians** on some aspect of their research. The three different historians should be properly cited.

**Milestone 3:** Many students 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 of week 8, therefore, students must exchange draft papers with their peers. Students who do not complete a draft will not be able to write a peer review, which will cost them 5% of their total course mark.

## PEER REVIEW (5%)

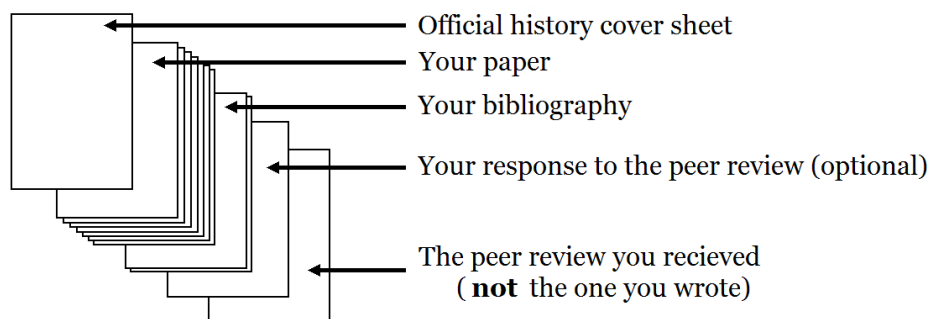
On Thursday 9 May, all students will receive a draft paper from another student. Students must read the draft and give suggestions on how to improve it. The reviewer will then email the suggestions BOTH to the author AND to the instructor by 5:00 pm on Friday 10 May. The review must contain the following 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) Any other suggestions about how to improve the paper.

Good peer reviews will contain useful, practical suggestions to improve the paper. For example: “Add an H to ‘Solzh~~h~~enitsyn’ on p. 2, line 5” is more helpful than “Correct your spelling mistakes.” 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 full of gushing praise will not receive good marks.

Authors have the option of responding to the peer review. The response may rebut any criticism, explain why suggestions were not adopted, or thank the reviewer for insightful comments. Any response is optional.

Peer reviews will be marked alongside the paper reviewed. All students should therefore **attach the peer review they received to their final research paper**. Students who do not receive their review should contact the instructor. The peer review that you write will be attached to some other student’s paper, do not attach it to yours. Your final paper, therefore, should be submitted as follows:





**Further essay instructions**

All essays must be double-spaced and stapled. Use “Times New Roman,” font size 12, justified text, and default margins. Do not place an extra line between paragraphs. Indent paragraphs. Include your name. Avoid contractions (“he is” not “he’s” etc.) Citations from a book should include the author’s name, the title of the book, the place of publication, the date, and the page number. Citations from a journal should include the author’s name, the name of the article, the title of the journal, volume and issue numbers, the date, and the page number. Notes that contain only author name and page number are not acceptable! When in doubt consult <<http://library.osu.edu/sites/guides/turabiangd.html>>. Use footnotes, not endnotes. 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 secondary source you used *and* the original source of the quotation, which may be in a language other than English. Online sources may be cited if they have appeared in print: JSTOR articles are acceptable, Wikipedia articles are not. Lecture notes should not be cited. Do not put your essay in a plastic folder, just staple it. Include a bibliography. An essay title is strongly recommended, but a title page is not necessary. Transliterations from Cyrillic should include a final comma ( ’ ) for the “soft sign” ( Ъ ).

**Checklist. “Use before you print”**

Is the main text double spaced?	<input type="checkbox"/>
Is the font “Times New Roman”?	<input type="checkbox"/>
Does the main text have font size pt. 12?	<input type="checkbox"/>
Are the margins justified?	<input type="checkbox"/>
Does the essay use the default margins?	<input type="checkbox"/>
Does the text use footnotes (not endnotes)?	<input type="checkbox"/>
Are any extra lines between paragraphs removed?	<input type="checkbox"/>
Did you indent paragraphs?	<input type="checkbox"/>
Did you remember to put your name on the paper?	<input type="checkbox"/>
Have you searched for “it’s” (never correct except in quotations)	<input type="checkbox"/>
Do the footnotes have font size pt. 10?	<input type="checkbox"/>
Are the footnotes single spaced?	<input type="checkbox"/>
Do all your footnotes list page numbers?	<input type="checkbox"/>
Do your footnotes give all necessary information?	<input type="checkbox"/>
Did you attach the peer review at the end?	<input type="checkbox"/>
Did you include the history programme cover sheet?	<input type="checkbox"/>

Still unclear what an A+ research paper entails? One outstanding research paper written for HIST 245 has since been published in an undergraduate history journal in the United States. It’s available online.

Rebecca McKeown, “Hungary’s Soviet Shock: The Day the Revolution Died,” *Ohio University Undergraduate Journal of History*, vol. 2 (Spring 2012), 34-45.  
<http://www.ohio.edu/history/contribute/OhioUniversityUndergraduateJournalofHistoryVolume2.pdf>

## **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>>.

## **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.

## **CLASS REPRESENTATIVE**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, tutors and the class. The class representative ostensibly provides a communication channel to liaise with the Course Coordinator on behalf of students.

## **REQUIRED TEXTS**

- (1) HIST 245 Book of Readings.
- (2) The History Programme's guidebook *Writing History Essays*

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 11 February to 15 March 2013. Student notes will be available the new Vicbooks store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from Vicbooks, Easterfield Building. Order online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or email [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered or picked up from nominated collection points at each campus. Phone: 463 5515.

## **RETURN OF MARKED COURSE WORK**

Essays and tests will be returned during lectures and or tutorials. If students fail to attend, they may collect their essay from the History Programme Office in level 4, Old Kirk Building between the hours of 2 and 3pm from Monday to Friday. Students must show their Student ID card.

## **WITHDRAWAL DATES**

For information on withdrawals and refunds, see:  
<[www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)>

## **COMMUNICATION OF ADDITIONAL INFORMATION**

This course uses Blackboard and presumes that all enrolled students have valid [myvuw.ac.nz](http://myvuw.ac.nz) addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the HIST 245 Blackboard site.

## **EXPECTED WORKLOAD**

In accordance with Faculty of Humanities and Social Sciences Guidelines, this course has been constructed on the assumption that students will devote 200 hours per trimester to HIST 245. This includes all course readings and assignments, two 50 minute lectures and one 50 minute tutorial.

## GRADUATE ATTRIBUTES

As with all History courses, learning objectives of HIST 245 contribute to the attainment of specific graduate attributes. For more details please consult our website:

<<http://www.victoria.ac.nz/hppi/about/overview-of-the-school/hist-overview#grad-attributes>>

## STATEMENT ON LEGIBILITY

Students are expected to write clearly. If student work is deemed “illegible,” one the following options will apply: (1) the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply, or (2) the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties will apply. If the student does not transcribe to an acceptable standard, the work will be accepted as “received,” and thus count to mandatory course requirements, but will not be marked.

## WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at <[www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)>. Find out how academic progress is monitored and how enrolment can be restricted at <[www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress)>. Most statutes and policies are available at <[www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy)>, except qualification statutes, which are available via the Calendar webpage at <[www.victoria.ac.nz/home/study/calendar](http://www.victoria.ac.nz/home/study/calendar)> (See Section C). Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at <<http://www.victoria.ac.nz/home/about/avcacademic>>.

**The Union of Soviet Socialist Republics (outline map showing the republics)**



<http://www.probertencyclopaedia.com/photolib/maps/Map%20of%20Political%20Divisions%20of%20the%20USSR%201966.jpg>

## RESEARCH PAPER SOURCES GUIDE

Students may devise a self-chosen research topic with the instructor's consent. Students seeking approval for a self-chosen topic must present a **diverse** collection of relevant **primary** sources. Bring the sources to class. Relevant primary source material includes, but is not limited to, memoirs, oral histories, government documents, and political speeches. Visual material (e.g. propaganda posters) and western journalism can be cited, but do not count as relevant material for students seeking permission to write on a self-chosen topic.

### **Bolshevik Women under the Romanovs (early 20<sup>th</sup> century)**

"Twenty Years in Underground Russia," (memoirs of Cecilia Bobrovskaya)

<http://www.marxists.org/archive/bobrovskaya/twenty-years/index.htm>

"Reminiscences of Lenin," (memoirs of N. K. Krupskaya)

<http://www.marxists.org/archive/krupskaya/works/rol/index.htm>

"Autobiography of a Sexually Emancipated Communist Woman," (Aleksandra Kollontai)

<http://www.marxists.org/archive/kollonta/1926/autobiography.htm>

### **The Comintern (1919-1928)**

"The Communist International, 1919-1943," Marxist Internet Archive

<http://www.marxists.org/history/international/comintern/index.htm>

*Resolutions and Theses of the Fourth Communist International (1922)*

<http://archive.org/details/resolutionstheseoocommiala>

### **Stalinism and Family Life (1930s)**

Propaganda pamphlet: *The Working Woman in the Soviet Union* (1932)

<http://repositories.lib.utexas.edu/handle/2152/7048>

Memoirs of Soviet Life (use the search feature to see a list of interviews)

<http://hcl.harvard.edu/collections/hpsss/index.html>

See also Orlando Figes, *The Whisperers: Private Life in Stalin's Russia* (London: Allen Lane, 2007)

### **The Zinoviev-Kamenev Show trial (1936)**

"The Case of the Trotskyite-Zinovievite Terrorist Centre," Marxist Internet Archive

<http://www.marxists.org/history/ussr/government/law/1936/moscow-trials/index.htm>

Nikita Khrushchev, "Speech to the 20<sup>th</sup> Congress," (the Secret Speech).

<http://www.marxists.org/archive/khrushchev/1956/02/24.htm>

Memoirs of Soviet Life (use the search feature)

<http://hcl.harvard.edu/collections/hpsss/index.html>

### **Poland's International Situation and the Nazi-Soviet Pact (1939)**

The Molotov-Ribbentrop pact (plus related diplomatic correspondence).

[http://www.lituanus.org/1989/89\\_1\\_03.htm](http://www.lituanus.org/1989/89_1_03.htm)

*Polish-Soviet Relations, 1918-1943* (a collection of diplomatic documents).

<http://babel.hathitrust.org/cgi/pt?id=uc1.b543331>

"Nazi-Soviet Relations 1939-1941" (more diplomatic documents)

[http://avalon.law.yale.edu/subject\\_menus/nazsov.asp](http://avalon.law.yale.edu/subject_menus/nazsov.asp)

### **Revolution in Hungary (1956)**

"Factionalism in the Hungarian Workers (Communist) Party," (CIA Report, 1957)

<http://www.foia.cia.gov/CPE/CAESAR/caesar-16.pdf>

1956 Digital Archive, Open Society Archive

<http://www.osaarchivum.org/digitalarchive/>

Oral Histories, "Freedom Fighter 1956."

[http://www.freedomfighter56.com/en\\_stories\\_1adult.html](http://www.freedomfighter56.com/en_stories_1adult.html)

### **Daily Life in the Worker's State (1960s)**

Principal current Soviet labor legislation (documents in translation, 1962)

<http://books.google.co.nz/books?id=ZdyljK1XAZIC>

*Soviet Woman* (1963)

<http://www.marxists.org/history/ussr/art/print-media/index.htm>

*Soviet Life* (1969)

<http://www.marxists.org/history/ussr/culture/soviet-life/1969/02.htm>

*Sputnik* magazine (1968-74)

<http://www.marxists.org/history/ussr/art/print-media/sputnik/index.htm>

**Soviet Military Strategy in the Atomic Age (1960s-1970s)**

Khruhshchev on Military Strategy (CIA report, January 1960)  
<http://www.foia.cia.gov/CPE/CAESAR/caesar-26.pdf>  
 V. D. Sokolovskii, *Soviet Military Strategy* (1963)  
<http://www.rand.org/content/dam/rand/pubs/reports/2005/R416.pdf>  
*Selected Soviet Military Writings (1970-1975)*  
 babel.hathitrust.org/cgi/pt?id=uc1.b5116260  
 CIA documents on the U.S.S.R.  
<http://www.foia.cia.gov/cpe.asp>

**The Prague Spring and the Soviet Intervention in Czechoslovakia (1968)**

Brezhnev's conversation with Dubček (13 August 1968)  
<http://www.fas.harvard.edu/~hpcws/beseda1.htm>  
 Prague Spring: Index of Historical Documents (NB: bad interface)  
<http://library.thinkquest.org/CO01155/documents/index.htm>  
 1968 Oral histories, National Czech and Slovak Museum and Library.  
<http://www.ncsml.org/Search.aspx?keyword=Warsaw%20Pact%20Invasion,%201968>  
 "Soviet Invasion of Czechoslovakia: August, 1968," University of Michigan  
<http://www.lib.umich.edu/soviet-invasion-czechoslovakia/index.html>  
 "Strategic Warning and the Role of Intelligence," (various CIA reports)  
<http://www.foia.cia.gov/CzechInvasion.asp>

**Charter 77 and Václav Havel (1977)**

Václav Havel's works before 1989  
<http://www.vaclavhavel.cz/index.php?sec=2&id=1>  
 "Charter 77 after 30 years," National Security Archive  
<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB213/index.htm>  
*Violations of the Helsinki Accords: Czechoslovakia* (1986).  
[http://books.google.co.nz/books?id=OXbBxMP8wP4C&source=gbs\\_navlinks\\_s](http://books.google.co.nz/books?id=OXbBxMP8wP4C&source=gbs_navlinks_s)

**Andrei Sakharov: A Russian Physicist and Dissident (1970s-1980s)**

"The Danger of Thermonuclear War" (1983)  
[http://users.physics.harvard.edu/~wilson/sakharovconference/Suggested\\_Reading/The%20Danger%20of%20Thermonuclear%20War.pdf](http://users.physics.harvard.edu/~wilson/sakharovconference/Suggested_Reading/The%20Danger%20of%20Thermonuclear%20War.pdf)  
 Works of A.D. Sakharov  
<http://www.sakharov-archive.ru/english/Refer2.htm>  
 The KGB File of Andrei Sakharov (Annals of Communism)  
[http://www.yale.edu/annals/sakharov/sakharov\\_list.htm](http://www.yale.edu/annals/sakharov/sakharov_list.htm)  
 In Victoria Library, see also *Sakharov Speaks* (London: 1974)

**Solidarność: Poland's Defiance (1981)**

The "Daily Liberty" [Dziennik Wolności]  
<http://www.solidarnosc.gov.pl/>  
 Brezhnev's meeting with Kania and Jaruzelski (14 August 1981)  
<http://legacy.wilsoncenter.org/coldwarfiles/files/Documents/14Aug1981Poland.pdf>  
 Politburo discussion (10 December 1981)  
<http://legacy.wilsoncenter.org/coldwarfiles/files/Documents/10Dec1981Poland.pdf>  
 NATO documents on Poland, 1980-1984  
<http://www.nato.int/cps/en/natolive/81361.htm>

**Gorbachev's Diplomacy (1985-1991)**

"The Reykjavik File," National Security Archive  
<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB203/index.htm>  
 "Reagan, Gorbachev and Bush at Governor's Island," National Security Archive  
<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB261/index.htm>  
 Documents about Gorbachev  
<http://legacy.wilsoncenter.org/coldwarfiles/index-31840.html>  
 In Victoria library, see also Gorbachev's *Perestroika, Memoirs, Conversations with Gorbachev*, etc.