**History 305: History of the Soviet Union**

MW 2:30-3:45, Jones 301, Fall 2019

Dr. Deborah Field

Pronouns: She/her

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Office hours: Mondays 10-11, Thursday 10-12, Friday 1-2 and by appointment

**Course Description**

The Soviet Union has been described as an evil empire, a utopian dream gone awry, a model of modernization, and a colonial enterprise. In this course we will take into account these and other characterizations as we examine the history of the Soviet Union. This is an upper-level class intended for advanced history students.

**Adrian College Mission Statement**

Adrian College, a liberal arts college in the United Methodist tradition, is committed to the pursuit of truth and dignity of all people. Through active and creative learning in a supportive community, undergraduate and graduate students are challenged to achieve excellence in their academic, personal, and professional lives, and to contribute to a more socially just society

**Course Objectives**

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| --- | --- | --- | --- | --- |
| **Specific Course Objective** | **Departmental Outcomes** | **Ribbons of Excellence** | **Mission statement** | **Relevant Assignments** |
| To master some of the events, ideas, and people associated with the Soviet Union and to consider their relationship to the present | Understanding Important Historical Trends and Their Relationship to Modern Society | 3. Thinking critically | Pursuit of truth, active and creative learning, contribute to a more socially just society | Reading assignments and journal, discussions, essays, final |
| To explore why and how historians have formulated differing interpretations of Soviet Union | Formulating Analytical Questions,  Considering Various Perspectives | 3. Thinking critically | Pursuit of truth | Reading assignments, discussions, essay |
| To consider memoirs as a historical source | Considering Various Perspectives | 3. Thinking critically  5. Developing creativity | Active and creative learning, excellence | Reading, memoir essay |
| To improve writing and speaking skills | Formulating Analytical Questions,  Constructing Persuasive Arguments,  Expressing Ideas Effectively | 3. Thinking critically  5. Developing creativity | Active and creative learning, excellence | In class revision for essays, discussion |

**Required Books**

Svetlana Alexievich, *Zinky Boys: Soviet Voices from the Afghanistan War*

Choi Chatterjee, Lisa A. Kirschenbaum, Deborah A. Field, *Russia’s Long Twentieth Century: Voices, Memoires, Contested Perspectives*

Fydor V. Mochulsky, *Gulag Boss: A Soviet Memoir*

All required articles listed on the syllabus are available on J-stor, unless otherwise noted.

We will read many sources posted on this website: <http://soviethistory.msu.edu/>

Be sure to take notes on them or print them out and notate them.

**Grade scale**

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| --- | --- | --- | --- |
| A | 94-99 | C | 74-76 |
| A- | 90-93 | C- | 70-73 |
| B+ | 87-89 | D+ | 67-69 |
| B | 84-86 | D | 64-66 |
| B- | 80-83 | D- | 60-63 |
| C+ | 77-79 | F | 59 and below |

**Grades**

Your grade will be calculated as follows:

Class participation 25%

Annotated bibliography 15%

Article Review 15%

Memoir Essay 25%

Final 20%

**Course Requirements**

**Attendance**

Attendance is mandatory. You are allowed two absences for whatever reason, after which your class participation grade will start to descend.

**Class Participation Preparation**

Do the readings **before** the class for which they are assignment and come to class with the following written down in your notes:

* When assigned the textbook: the key question or questions of the chapter
* Three-five key words and concepts from the reading
* At least one question, either for clarification, more information, or a discussion question.
* When reading an academic article: print out the article, notate the argument and historiographical discussion. Be able to summarize the argument in your own words.

Note: I am assuming you will prepare for class consistently. If this is not the case, I will switch to a more formal class participation assignment system. Half of your class participation grade will be given at midterm, and the other at the end of the semester.

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| **Positive Behaviors**   * Demonstrates preparation * Maintains focus in small group discussion * Provides interesting contribution to class discussions * Asks good questions * Makes comparisons between assignments and materials and/or with other areas of study. | **Negative Behaviors**   * Sleeping * Texting * talking while other people are talking * doing work for another class * consistently arriving late * evincing a disrespectful attitude | **Grade** |
| Consistently | Never | A |
| Usually | Never | B |
| Occasionally | Never | C |
| Rarely | Sometimes | D |
| Never | Always | F |

The Article Review, Annotated Bibliography, and Memoir Essay are part of a scaffolded assignment. Here are the required steps. All of the deadlines are marked in the syllabus.

1. Choose a memoir. I can lend you one or consult [this list](https://researchguides.library.wisc.edu/c.php?g=178031)
2. Start reading the memoir, thinking about the questions posed in the assignment.
3. Decide what historiographical issue you can connect to your memoir
4. Find five additional secondary sources that shed light on this historiographical question; at least one should be an article from an academic collection or journal.
5. Skim them so you can write your annotated bibliography
6. Read one of the articles carefully and write your article review. Chose at least **two** other secondary sources that seem relevant and read them carefully so you can incorporate them into your memoir essay.
7. Write your memoir essay

**Annotated Bibliography**

* Five secondary sources
* Each annotation should consist of a short summary that includes these elements:
  + an approximately three -sentence summary of the author’s topic, highlighting the most interesting points
  + a clear description of the author’s thesis or argument. (Not the topic, but the author’s main point).
  + A specific description of the author’s main sources, primary and secondary
* Chicago style. Consult [this guide](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html) or [this one](https://owl.english.purdue.edu/owl/resource/717/3/) if you are confused about this.

**Annotated Bibliography Rubric**

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| --- | --- | --- | --- | --- |
| **Criteria** | **3** | **2** | **1** | **0** |
| **Comprehensiveness**  Have you included all the required sources? |  | 5 sources | 4 sources | 0-3 sources |
| **Quality of Sources**  Do you know what a primary source is?  Do you know what an academic source is? | Bibliographic choices demonstrate a full understanding of appropriate sources | Bibliographic choices are appropriate with 1 inappropriate source. | Bibliographic choices are uneven with 2-3 inappropriate sources. | Bibliographic choices show a lack of understanding of what is appropriate. |
| **Citation Style**  Have you created a Chicago style bibliography correctly? | Correct Chicago style bibliography | Mostly correct Chicago style bibliography | Many mistakes in format. | Confusion |
| **Annotations: Summative**  Have you provide a clear and complete summary? | All secondary sources are summarized clearly and completely; interesting points are mentioned. | 1 summary is absent, unclear or cursory | 2-3summaries are absent unclear or cursory | 4 or more summaries are absent unclear or cursory |
| **Annotations: theses**  Were you able to determine each author’s main thesis/argument? | Theses for all secondary sources clearly described | All but 1 annotations clearly describe theses | 2-3 annotations do not clearly describe theses | 4 or more  annotations do not clearly describe theses |
| **Annotations: Identification of** **Sources**  Have you clearly identified the types of sources that the author relies on for support? Have you indicated any specific sources that are particularly important to the author’s thesis? | Annotations clearly identify authors’ sources for all secondary sources | All but 1 annotations identify authors’ sources | 2-3 annotations do not identify authors’ sources | 54or more  annotations do not identify authors’ sources |
| **Annotations: Writing/Style**  Are your annotations well written? | No grammatical mistakes, misspellings, typos, or awkward phrases. | Several grammatical mistakes, misspellings, typos, or awkward phrases, but not enough to impede reading. | Many grammatical mistakes, misspellings, typos, or awkward phrases which make for difficult reading. | Serious problems |

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| A=20, 19 | A-=17,18 | B+=16, 15 | B= 14 | B-=13,12 | C+= 11, 10 |
| C=9, 8 | C-=7 | D+= 6 | D=5 | D-=4, 3 | F=2, 1,0 |

**Article Review** (approximately 2-3 pages)

Use articles from a scholarly, peer reviewed journal or from an edited collection. Include:

1. Correct bibliographic information at the beginning of the paper.
2. A summary of the author’s argument and the information provided by the article.
3. A consideration of how the author situates him or herself in the historiography. You can do this by answering one or more of the following questions, depending on the article:
   * How does the author compare his/her work to that of other scholars?
   * What historiographical debates does the author address?
   * What type of history is this and what is the significance of this approach?
4. A discussion of the kinds of sources the author uses. Why are they appropriate to his/her argument? Are assertions well supported by evidence?

**Article Review Rubric**

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| **Criteria** | **3** | | **2** | | **1** | **0** |
| **Bibliographic information** |  | | Complete bibliographic information in Chicago style | | Incomplete bibliographic information or incorrect format | No bibliographic information |
| **Summary**  Have you summarized the author’s argument and information? |  | | Clearly describes author’s argument and information | | Unclear description of either argument or information | No description of argument, information |
| **Historiography**  What is author’s historiographical approach? | In-depth; answers at least two of the questions posed above | | clear summary of historiography | | unclear or confusing discussion of historiography | no discussion of historiography |
| **Author’s Evidence**  Have you considered the author’s use of evidence? Have you explained why or why not it is appropriate? | Clear explanation of why authors evidence is or isn’t appropriate to argument | | Identification of authors’ evidence | | Unclear discussion of evidence | No discussion of evidence, argument |
| **Writing style**  See rubrics above | written with flair | | clearly written, with complete sentences and well- formed paragraphs | | occasional lapses in grammar, awkward sentences, poor word choice or paragraph formation | significant problems in grammar and form |
| A=13 | A-=12 | B+=11 | | B=10 | B-=9 | C+=8 |
| C= 7,6 | C-=5 | D+=5 | | D=4, 3 | D-=2 | F=1,0 |

**Memoir Essay** (8-10 pages)

Evaluate the memoir you have chosen by answering these questions:

* What does this particular memoir teach you and what are its limitations?
* How does this reflect the strengths and weaknesses of memoirs as historical sources?
* How does this memoir connect to historiographical controversy? In other words, does it support one or another competing historical interpretation? If not, what new interpretations does it suggest?

**Memoir Essay Rubric**

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| **Criteria** | **3** | **2** | **1** | **0** |
| **Revision Cover Letter**  Have you included a one page cover letter explaining how and what you revised? |  | Clear description of revisions | Unclear; or editing, not revising | Absent |
| **Clarity and Structure**  Does the introduction lay out the structure of your paper? Are your individual points clear? | consistently clear with a coherent structure | generally clear and well organized | minimally clear and loosely organized | 0  unclear, no organization |
| **Evidence and Examples**  Are arguments supported by evidence from the texts? Are the sources analyzed or just described? |  | complete, specific evidence cited and explained | specific but incomplete; over-reliance on quotations; quotations misinterpreted or left unanalyzed | 0  vague or absent |
| **Historical Context**  What does the memoir teach you about its context? | In-depth discussion of memoir’s context; use of other materials from the course as basis of comparison | complete discussion of memoir’s context; at least two other texts used | Incomplete or unclear discussion of context | No discussion of context |
| **Source analysis**  Does the paper consider the memoir as historical sources? | Thorough evaluation of both strengths and weaknesses of memoirs as historical sources | Some discussion of memoirs as historical sources, but lacks depth and detail | Incomplete or confusing discussion | No discussion of source |
| **Historiography**  Have you connected the memoir to a historiographical controversy? | Thorough description of how memoir relates to historiography; cites at least two sources from your bibliography | Clear description of how the memoir related to historiography; cites at least one source from your bibliography | Unclear or incomplete description | Absent |
| **Writing style**  Elements of “flair” include variation in sentence length and structure;  interesting, correctly deployed vocabulary;  appropriate tone: neither overly informal nor pompous; tightly constructed paragraphs | written with flair | clearly written, with complete sentences and well-formed paragraphs | Occasional lapses in grammar and form | significant problems in grammar and form |
| **Citation**  Have you cited sources in Chicago Style? |  | Complete, correctly formatted citations | Lacks complete citations or  incorrect format | No citations |

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| A=20, 21 | A-=19,18 | B+=17,16 | B=15,14 | B-=13 | C+=12 |
| C=11,10 | C-=19,8 | D+=7 | D=6,5 | D-=4 | F=3, 2, 1,0 |

**Final Exam Assignment: Past and Present**

Approximately five -seven pages, due 5:00 pm Tuesday, December 10 to blackboard

The best assignments will be submitted to the history department blog.

1. Find a press article about Russia from the last year or so.
2. Very briefly summarize the article.
3. Explain the context for the article, using what you have learned in the class. In other words, explain patterns and/or long term causes for the subject of the article using your knowledge of Soviet history.
4. You may want to work backwards. Decide on a theme that interests you (gender, class, empire, political reform) and then find a press article that relates to it.

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| Criteria |  | 2 | 1 | 0 |
| **Accuracy**  Do you have your facts straight? |  | Accurate dates, definitions, descriptions | One or two minor errors | Many inaccuracies |
| **Clarity**  Does it make sense? |  | All elements of the assignment are clear | Mostly clear; some of your points are confusing | unclear |
| **Examples**  Have you drawn on the course materials to provide context for the article? | In-depth discussion of context; use of many other materials from the course | Cites at least four specific historians, articles, primary sources, policies, or people, | At least one specific example cited for each point you make; fewer than four specific historians, articles, primary sources, policies or people | No examples, vague generalities |
| **Historical Context**  Have you explained the relationship between past and present? | Multiple connections drawn; cause of present issue is clearly traced back, or you have delineated long term patterns | At least one clear connection drawn | Incomplete or unclear discussion of context | No discussion of context |
| **Writing style**  Elements of “flair” include variation in sentence length and structure;  interesting, correctly deployed vocabulary;  appropriate tone: neither overly informal nor pompous; tightly constructed paragraphs | written with flair | clearly written, with complete sentences and well-formed paragraphs | Occasional lapses in grammar and form | significant problems in grammar and form |
| **Citation**  Have you cited sources in Chicago Style? |  | Complete, correctly formatted citations | Lacks complete citations or  incorrect format | No citations |

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| A=15 | A-=14 | B+=13 | B=12 | B-=11 | C+=10 |
| C=9,8 | C-=6,7 | D+=5 | D=4 | D-=3 | F=0,1., |

**Inclusivity and Accessibility**

My goal is for all students to learn and I strive for an inclusive classroom. Please visit my office hours to ask questions about the class or get help with assignments. If my office hours are inconvenient, you can make an appointment for another time.

If you have a disability and would like to discuss classroom accommodations, please speak with me or with any of the Academic Services staff on the first floor of Jones Hall.

**Academic Honesty**

See the policy in your student handbook or talk to me if you have any questions about what constitutes academic dishonesty. Plagiarism, cheating, or helping others to cheat will result in a zero for the assignment, a report to the Dean, and a conversation with me about your decision-making process.

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| Mon. Aug. 26 | Introduction |
| Wed. Aug. 28 | **The Russian Empire**  *Russia’s Long Twentieth Century,* Introduction, Chapter 1 |

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| Mon. Sept. 2 | No classes -Labor Day |
| Wed. Sept. 4 | **Modernization and Revolutions**  *Russia’s Long Twentieth Century* Chapter 2  [Peasant Revolution](http://soviethistory.msu.edu/1917-2/peasant-revolution/) - read the essay, look at the Images, Visual Essay, and Video |

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| Mon. Sept. 9 | **Understanding the Revolutions**  Kolonitskii, Boris I. "Antibourgeois Propaganda and Anti-"Burzhui" Consciousness in 1917." *The Russian Review* 53, no. 2 (1994): 183-96. doi:10.2307/130822. |
| Wed. Sept. 11 | **Building the New State**  *Russia’s Long Twentieth Century,* Chapter 3  [Famine of 1921-22](http://soviethistory.msu.edu/1921-2/famine-of-1921-22/)- read essay, look at the images  [Homeless Children](http://soviethistory.msu.edu/1921-2/homeless-children/)- read essay, look at videos and images  **Memoir must be chosen by today**  **Start working on your bibliography** |

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| Mon. Sept. 16 | **New Soviet People**  *Russia’s Long Twentieth Century,* Chapter 4  Zoshchenko, [The Bathhouse](http://soviethistory.msu.edu/1924-2/workers-clubs/workers-clubs-texts/zoshchenkos-bathhouse/)  [Antireligious propaganda](http://soviethistory.msu.edu/1924-2/antireligious-propaganda/) -read the essay, look at the images and visual essay |
| Wed. Sept. 18 | *Tretya Meshchanskaya*, (1927) (Also translated as *Bed and Sofa)*  Watch this film [here:](https://www.youtube.com/watch?v=lNipP_F4MxI) |

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| Mon. Sept. 23 | **The Question of Empire**  Edgar, Adrienne. "Bolshevism, Patriarchy, and the Nation: The Soviet ‘Emancipation’ of Muslim Women in Pan-Islamic Perspective." *Slavic Review* 65, no. 2 (2006): 252-72. doi:10.2307/4148592. |
| Wed. Sept. 25 | **Revolutions from Above,**  *Russia’s Long Twentieth Century,* Chapter 5  [Churches closed](http://soviethistory.msu.edu/1929-2/churches-closed/) - essay, images, video |

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| Mon. Sept.30 | Rosh Hashanah- no class  **Article Review due to blackboard** |
| Wed. Oct. 2 | **Stalinism**  *Russia’s Long Twentieth Century,* Chapter 6  [Abolition of legal abortion](http://soviethistory.msu.edu/1936-2/abolition-of-legal-abortion/) - essay, images. Under texts, read Protection of Motherhood |

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| Mon. Oct. 7 | Memoirs as a source  G*ulag Boss*, *Afterward,*  David Carlson, “Autobiography” in Miriam Dobson and Benjamin Zieman, ed. *Reading Primary Sources* (Routledge, 2009). On BB |
| Wed. Oct. 9 | Yom Kippur- no class  **Annotated bibliography due to blackboard**  **Start reading for next week** |

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| Mon. Oct. 14 | No classes- Midterm Break |
| Wed. Oct. 16 | **Inside the Gulag**  *Gulag Boss*, Introduction, chapters 1-12; 27 |

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| Mon. Oct. 21 | **Labor, migration, industry in comparative perspective**  Brown, Kate. "Gridded Lives: Why Kazakhstan and Montana Are Nearly the Same Place." *The American Historical Review* 106, no. 1 (2001): 17-48. doi:10.2307/2652223. |
| Wed. Oct 23 | **WWII**  *Russia’s Long Twentieth Century,* Chapter 7  [900 Days](http://soviethistory.msu.edu/1943-2/900-days/) - read the essay, listen to the music |

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| Mon. Oct. 28 | **The Cold War**  *Russia’s Long Twentieth Century,* Chapter 8  [Ukraine after the War –](http://soviethistory.msu.edu/1947-2/ukraine-after-the-war/) essay, images, under Texts read Love the Ukraine |
| Wed. Oct. 30 | **The Thaw**  *Russia’s Long Twentieth Century,* Chapter 9  [Repealing the ban on abortions](http://soviethistory.msu.edu/1956-2/repealing-the-ban-on-abortion/) – essay and images  [Dachas](http://soviethistory.msu.edu/1956-2/dachas/) – essay, video |

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| Mon. Nov. 4 | **The Era of Stagnation**  *Russia’s Long Twentieth Century,* chapter 10  [Soviet Consumerism](http://soviethistory.msu.edu/1973-2/soviet-consumerism/) , essay and video  [Rock n’ Roll](http://soviethistory.msu.edu/1973-2/rock-goes-russian/) – essay and texts |
| Wed. Nov 6 | Memoir Essay due  Peer review |

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| Mon. Nov. 11 | **Hippies**  Available on the ABI/INFORM Collection  FÜRST, JULIANE, "Love, Peace and Rock 'n' Roll on Gorky Street: The 'Emotional Style' of the Soviet Hippie Community." *Contemporary European History* 23, no. 4 (11, 2014): 565-587. doi:http://dx.doi.org.ezproxy.adrian.edu:2048/10.1017/S0960777314000320. |
| Wed. Nov. 13 | **Nationalities, Nationalism, and Inequality**  Document exercise in class  **Final Draft-Memoir Essay** |

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| Mon. Nov. 18 | **The War in Afghanistan**  *Zinky Boys* Introduction, *Zinky Boys*, pp. 14-27, 39-43, 52-57, 78-82, 110-112, 132-133, 160-161, Postscript, plus whatever else you have time for. |
| Wed. Nov. 20 | **Gorbachev, Glasnost, Perestroika**  *Russia’s Long Twentieth Century,* chapter 11  [Chernobyl](http://soviethistory.msu.edu/1985-2/meltdown-in-chernobyl/) – essay, images, video |

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| Mon. Nov.25 | **Russia after 1991**  *Russia’s Long Twentieth Century,* Chapter 12 |
| Wed. Nov. 27 | Thanksgiving Break |

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| Mon. Dec. 2 | Final Project: Choosing topics, explanations. Individual consultation |
| Wed. Dec 4 | Summary and Review |

Final is due 5:00 pm Tuesday, December 10 to blackboard