

**History 254, Russia: Quest for the Modern
Fall 2013**

MWF 10:30-11:20: Denny Hall, Room 203

Prof. Karl Qualls

Denny Hall, Office 201; Phone: 245-1774

Email: quallsk@dickinson.edu

Office Hours: M 12-1:30, R 9-10:30

Course Description:

We will begin our survey of modern Russia in the late-nineteenth century as the country was undergoing tremendous social and economic change. Halfhearted attempts at reform after the revolution of 1905 collapsed in the face of World War I. The Russian economy, and therefore its people, descended into the depths of misery. From the depths, a group of revolutionaries began to emerge. A popular revolution took place in February/March 1917 with little aid from the revolutionaries, yet it led to an ineffective liberal constitutional government that shared power with revolutionary councils. As the strains of war pressed on the new government, Vladimir Lenin and the Bolsheviks decided to seize power in October/November 1917 and articulated a new vision for society. The bulk of our study will be on this vision, which became the Soviet Union. We will pursue a thematic study of the attempts and failures to create a modern utopia in which all were equal, class divides were obliterated, and science was used to harness the powers of nature for the progress of humanity. We will end the course by assessing Russia today in light of its turbulent past. Although I have assigned a textbook for background information, our reading and analysis of primary and secondary sources will provide the greatest insights into Russia's past.

Sustainability

This course is designated as a sustainability connections (SCON) course because of the strong connections to social justice, economic access, and environmental issues. The first week we will discuss definitions of sustainability so that we all have a shared language throughout the semester. Days in which sustainability will be a key topic will be marked with asterisks so that you will connect with the day's content but also link it to sustainability. Blog posts for these days will connect specifically to our ongoing discussion of sustainability in twentieth-century Russia.

Objectives

Our content objectives can be summarized and generalized as to:

- gain a basic familiarity of Russian history in the period
- understand the context and cause of many of the problems and prospects Russia faces today
- understand how these topics changed over time

Our skill objectives are to:

- develop historical perspectives
- express yourself clearly (i.e. learn how to write and communicate more effectively)
- locate relevant information
- identify key historical issues and debates/support plausible historical arguments
- practice deep thought
- think critically

Our sustainability objectives are:

- to learn to think critically about how social and political groups use power and environmental resources to improve the human condition or to marginalize other groups and thereby monopolize power or degrade resources for future generations

Requirements

The requirements are derived from the course's objectives noted above. First and foremost, attendance is not optional and each absence (physically or mentally) without an approved excuse will adversely affect your performance and final grade. This course is based on dialogue and the discussion of ideas; there is no "make-up" assignment for this type of intellectual work. In addition to your timely presence in class, we will stress critical thought and analysis. Therefore, much of your grade will be derived from written assignments and my evaluation of your participation. Some written assignments will be "free" (i.e. as long as you make a good-faith effort, you will receive full credit). This will allow you to learn good academic and analytical writing and experiment with ideas without it adversely affecting your grade. Later in the semester we will have small, graded writing assignments that will ask you to critically evaluate a source. We will also practice reflective writing, often through blogging. The reflections will appear on our blog following a prompt from me or posted whenever a thought arises for you. Details will be forthcoming.

Please focus on creating theses and arguments, using evidence, and crafting readable prose. Take time to find the precise combination of words that will allow you to most effectively communicate your thoughts to your readers. I am a detail freak, so be warned! All assignments are due at the **beginning** of class, and **no late submissions will be accepted once class has started (meaning: late = F)**. Get started on writing assignment early, revise (not just edit), and use the Writing Center as a resource.

Plagiarism. This course follows the College's policy on plagiarism. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the *Student Handbook*. Please ask me if there is any question. **I do not tolerate plagiarism or cheating in any form.** Any student suspected of either offence **WILL** be taken through the judicial process.

Class rules (or respect for others and for your own learning):

1. All exchanges on blogs, in discussions, and in all other media must be civil and thoughtful. You can disagree with others (and you should!), including with me or our authors, but you need to respect others' views and use reasoned arguments.
2. Take responsibility for your own learning. You get out what you put in. Do not blame others for your poor work ethic.
3. Speak for yourself. Statements such as "most people say" or "some people think" are worthless unless you have the evidence to prove them.
4. No phones are allowed in class. This means that all phones must be turned off (not placed on vibrate) before entering the classroom and stowed in your backpack, purse, etc. I will answer all phones that ring or vibrate and will insist that the offending student immediately leave the room. S/he will not be able to return again until an apology has been made in front of the class. This is simply a matter of courtesy and respect. If you are a first responder or have a family emergency, you may ask for an exception to the rule

prior to class.

5. You will be loaned an iPad in week 2. Please bring it to every class. Any personal use (e.g. Facebook, web surfing, or email) during class will cause you to forfeit the iPad. I will not tolerate the distractions that often come with the inappropriate use of such devices in class. Only apps to be used in a given class period should be open.
6. You may not arrive late. Once the class begins and the door is closed, no one may enter late without my prior approval. Tardiness is distracting and disrespectful to your classmates.
7. You agree to abide by the syllabus and any other rules that we as a group may develop.
8. Expect unfinished business. Some discussions will (I hope) be more animated than anticipated. Continue the conversation over lunch, in your residence hall, online, hanging out on the quad, etc. Learning and discussion should not and MUST not end when you exit the classroom.
9. No hats.

Assignments and Grading

Our grades will be determined by evaluations of class participation (e.g. oral discussion, blog activity (posts and comments), and informal writing), formal writing, quizzes, and exams. You will find rubrics for writing and oral participation on our Moodle site.

In-class participation:	10 percent
Blog contributions:	15 percent (2 videos, 3 books, and other posts both prompted and unprompted)
Midterm Exam:	10 percent
Critical Summary:	10
Final Project	35 percent (Biblio-5, annotated-5, final-25)
Final Exam:	20 percent

Final Project:

The final project will deal with a sustainability issue in twentieth-century Russia. Some of the topics from which you might choose, but are not limited to, include:

Environment: conquest of nature (Belomor, BAM, hydropower, Virgin Lands campaign)
Social justice: revolutions, gulags, women, nationalities, dissidents
Economy: War Communism, NEP, double burden, black market, central planning

The final project will consist of an extensive blog post that includes a timeline, map(s), images, text, history, links, bibliography, etc.) In the process of creating the final project we will

- gather web sources
- gather print sources...and then create a bibliography (Getting started on history research: <http://libguides.dickinson.edu/history>)
- annotate the bibliography
- write a critical summary of one book
- research and produce a timeline
- Develop main themes and topics for blog post sections

- One section will be a review essay of suggested readings developed from annotated bibliography
- Write text
- Revise and publish c. 2000 words

Academic and Religious Accommodations:

Dickinson College makes reasonable academic accommodations for students with documented disabilities. I am available to discuss the implementation of those accommodations. Students requesting accommodations must first register with Disability Services to verify their eligibility. After documentation review, Marni Jones, Director of Learning Skills and Disability Services, will provide eligible students with accommodation letters for their professors. Students must obtain a new letter every semester and meet with each relevant professor prior to any accommodations being implemented. These meetings should occur during the first three weeks of the semester (except for unusual circumstances), and at least one week before any testing accommodations. Disability Services is located in Biddle House. Address inquiries to Stephanie Anderberg at 717-245-1734 or email disabilityservices@dickinson.edu. For more information, see the Disability Services website: www.dickinson.edu/disabilityservices

As per college policy: “Students must make arrangements with their faculty members in advance when an exam (including quizzes), papers, and other work are due on major religious holidays. A student will not be penalized for missing class or not handing in work on a holiday due to religious observance. However, students must notify faculty, in writing, reasonably in advance of the holiday if they will be absent from class for religious observance.” I expect all notification no later than week 2 of the semester.

Communication:

For questions that ask for more than a “yes” or “no” or short answer, please see me in person or call my office. If the answer is clear on the syllabus or other written documents, I will not respond. It is your responsibility to look for the easy answers first. Email should only be used for minor questions. I check email only once each day, so responses may take 24-48 hours. When emailing anyone, use formal forms of address and salutations (e.g. “Dear Professor Qualls”...not “Hey” or “Yo, prof”, etc.), and good-byes (e.g. “Regards,” “Thank you for your attention,” etc.), as well as proper spelling, grammar, and punctuation.

As with research and writing, teaching is a constant work in progress, so expect changes to the syllabus throughout the semester. It is your responsibility to keep up to date with any changes that might occur. Remaining in the course is your acceptance of the course as designed.

Readings: available in the bookstore

- Chekhov, *Cherry Orchard* (also available on FreeBooks app: Anton Chekhov, Plays, Series 2, starting p. 230)
- Riasanovsky, *History of Russia*, vol. 2
- Solzhenitsyn, *One Day in the Life of Ivan Denisovich*
- Zamyatin, *We*

See Moodle and hyperlinks for other readings and assignments.

****A Saturday morning trip will be scheduled in October to the College Farm. Please hold all October Saturday mornings open as I work to confirm a date and time**

Date	Topic/Readings	Assignments/Objectives
Week One		
Aug 26	Introduction to the course	
Aug 28	What is “modernity”? What is sustainability? Hoffmann, “European Modernity and Soviet Socialism”	Post to our blog your favorite definition of sustainability with an explanation of why you selected it. This can be a text or image.
Aug 30	**Feshbach, <i>Ecocide in the USSR</i> , chs. 1-2	Last Day to Add/Drop
Week Two		
Sep 2	** Chekhov, <i>Cherry Orchard</i>	
Sep 4	**Revolutionary Movements and 1905: Lenin, What is to be Done?	This week and next you must speak with me about a final project topic
Sep 6	Art and Culture at the Turn of the Century (Ballet Rus’ and World of Art) Massie, “The Avant-Garde”	Watch Rite of Spring (3 parts). Investigate and report on one World of Art artist
Week Three		
Sep 9	**1917 Revolutions Nicholas II Abdication ; First Provisional Government	
Sep 11	Introduction to revolutionary culture: Gastev, “We Grow Out of Iron”, “Chapaev”	
Sep 13	How to make a bibliography? Discuss assignment for 20 September	
Week Four		
Sep 16	**Zamyatin, <i>We</i>	
Sep 18	**War Communism and NEP: Economics and Culture	
Sep 20	Discuss project and topics	Bibliography Due
Week Five		
Sep 23	**Collectivization and Its Culture Lynne Viola, "Collectivization as a Revolution" in Daniels, <i>The Stalin Revolution</i> , pp. 108-126). (Read the docs here for 1929 and 1936). Stalin on 1928 Grain Procurements ; Dizzy With Success ; Collectivization of	

	Livestock	
Sep 25	**Industrialization: Kotkin, "Peopling Magnitogorsk" and Lewin, "On Soviet Industrialization") in Rosenberg and Suny <i>Social Dimensions of Soviet Industrialization</i>	
Sep 27	What is an annotation and how does one do it?	
Week Six		
Sep 30	**Nationality Policy Knight, "Ethnicity, Nationality and the Masses"; Fitzpatrick, <i>Stalinism: New Directions</i> pp. 313-347 (Slezkine)	All chapters from Fitzpatrick are available as an e-book from the library catalog
Oct 2	Fitzpatrick pp. 348-367 (Martin)	
Oct 4	Creating a New Culture: Socialist Realism You must watch Circus (VT 4118 or YouTube) before class today. Lincoln, <i>Between Heaven and Hell</i> , chs. 14-15	Annotated Bibliography Due
Week Seven		
Oct 7	Creating New Identities Fitzpatrick, <i>Stalinism: New Directions</i> , pp. 15-46; Fitzpatrick, <i>Stalinism: New Directions</i> , pp. 47-70 (Davies)	
Oct 9	Creating New Identities II Fitzpatrick, <i>Stalinism: New Directions</i> , pp. 71-116 (Hellbeck)	
Oct 11		Oral Midterm Exam
Week Eight		
Oct 14	1930s Foreign Policy and the Spanish Civil War: Kowalsky, <i>Stalin and the Spanish Civil War</i> (introduction); Qualls, "From Hooligans to Disciplined Students"	
Oct 16	Show Trials and Punishment **Gorky, <i>Belomor</i>; Solzhenitsyn, Gulag Archipelago, Part 2, pp. 84-99.	
Oct 18	World War II: Hitler-Stalin Pact ; Stalin Speech (1946); Churchill's "Iron Curtain" Speech ; Stalin's Reply to Churchill's speech	
Week Nine		
Oct 21	Fall Pause	
Oct 23	** Solzhenitsyn, <i>One Day in the Life of Ivan Denisovich</i>; http://gulaghistory.org/	Web Sites added to Bibliography including Project Overview Blog post
Oct 25	Wilson Bell, "GULAG Historiography: An Introduction" <i>Gulag Studies</i> (2009) 2/3, 1-20.	

Week Ten		
Oct 28	Rebuilding after War Qualls, <i>From Ruins to Reconstruction</i> , intro, chapters 3-4	
Oct 30	**Zhdanov, Lysenko, anti-cosmopolitanism, and the end of Stalin	
Nov 1	**Khrushchev's Reforms and the Secret Speech: Secret Speech (summary and excerpts); thaw ; Virgin Lands program ; the arts	
Week Eleven		
Nov 4	**Hungary and the Prague Spring: Hungary (1956); Czechoslovakia (1968)	Critical Review Due
Nov 6	The Sputnik Generation: Raleigh, pp. 87-119, 253-280	
Nov 8	**Youth Culture, Music, and Dissent: Stilyagi ; Okudzhava ; Vysotsky ; Rock ; Leningrad Rock ;	
Week Twelve		
Nov 11	** The Dissidence Movement Dissidence	
Nov 13	**Women and the Double Burden: Barbara Engel, "Engendering Russia's History," <i>Slavic Review</i> , Vol. 51, No. 2. (Summer, 1992), pp. 309-321.; Wendy Goldman, "Revolution and the Family"; Moscow Doesn't Believe in Tears (read summary and main text)	
Nov 15	Afghanistan Afghanistan and the Afghans	
Week Thirteen		
Nov 18	**Baikal-Amur Mainline (BAM) (Selection from Christopher Ward's book or an article?)	Optional project draft due.
Nov 20	Gorbachev and His Reforms Perestroika and Glasnost ; Solidarity in Poland	
Nov 22	No Class. I'll be in Boston presenting at the Association for the Association for Slavic, East European, and Eurasian Studies	
Week Fourteen		
Nov 25	**Chernobyl and Ecocide: Chernobyl ; Desiccation of the Aral Sea	Individual reports on Feshbach, chapters 4-9
Nov 27	Thanksgiving Break	
Nov 29	Thanksgiving Break	
Week Fifteen		
Dec 2	**Erica Lally '08—Human rights in the former Soviet Union	Read 1991 to prepare for this week's guests.

	http://www.newyorker.com/reporting/2011/12/19/111219fact_remnick?currentPage=all	
Dec 4	**Evan Sparling '08— Resource politics and Russia's power vertical in the 21st century http://www.newyorker.com/reporting/2011/04/04/110404fact_ioffe	
Dec 6	Presentations	Projects Due

Final Exam: 9AM, Wednesday, 10 December

Take home final: Evaluate the ways in which the Soviet attempts at creating a modern state both fostered and hindered sustainability.