

	Lecturer: Dr Alexander Hill	Class Time: <u>N/A, but see quiz times</u>	
	Email: hilla@ucalgary.ca	Location: <u>Online</u>	
	TA: Carter Brust	Zoom 'Office' Hours, Hill: Monday 9:00-9:30; Wednesday 9:00-9:30 and 2:30-3:00; Friday 9:00-9:30	
	Email: carter.brust1@ucalgary.ca	Zoom 'Office' Hours, TA: TBC	

HTST412:

Russia and the Soviet Union

Россия и Советский союз

Colour coding in the course outline: Things to **READ**, to **WATCH** and to **COMPLETE**

Introduction

This course is concerned with the history of the Russian Empire and Soviet Union from the reign of Alexander I from 1801 to the collapse of the Soviet Union in 1991. Moving from Russia's emergence as a great power during the Napoleonic Wars we will examine her attempts to maintain this prominent position in Europe, and in particular after defeat in the Crimean War was seen by many both within and outside the country to highlight Russia's increasing economic and social backwardness. For the period from 1861 to 1914 particular attention will be paid to conflict between reformist and conservative elements in government and society, and the progress of social and economic reform in response to events of 1854-5. We will then move on to look at the causes of Russia's revolutions of 1917, including Russia's participation in the First World War, and the struggle for the political succession during the Russian Civil War.

During the period from October 1917 to 1991 the Bolshevik Party dominated what became, in 1922, the Soviet Union. An important theme for this element of the course will be the relationship between ideology, geopolitics and policy. We will examine the nature of the emergent 'Stalinist' system, 'legitimation' by Soviet victory in the Great Patriotic War, and

attempts to reform this system after Stalin's death. The course will conclude with an examination of the collapse of the Soviet Union.

The textbook for the course is Gregory L. Freeze (ed.), Russia: A History (the 2002 edition-available electronically through the library is acceptable)

Required reading from Freeze, as well as selected journal articles available online through the library, is provided in this outline. **Students are expected to have read all the recommended chapters from Freeze, and read all of those journal articles highlighted in green in the course outline. Material from this reading may be examined in the quizzes and final test.** The impact of broader reading on more specific essay responses should not be underestimated – any given period can and should be understood in a broader context. **It is recommended that students read Chapters 1-5 of the textbook prior to the start of the course.**

A number of textbooks/broader works concerned with Imperial Russian and Soviet history are listed at the end of this course outline. These books may serve as useful starting points for your research along with the articles provided for specific lectures – both provide useful sources in their footnotes and bibliographies. **Many of these titles should currently be available electronically through the library via the Hathi Trust.**

Learning Outcomes:

At the end of the course, students should:

- *Be able to Identify key events, stages, individuals, groups and processes in Russian and Soviet history, and in particular from 1801 to 1991
- *Have gained a broad understanding of cause and consequence, change and continuity and similarity and difference in the above period of Russian/Soviet history
- *Be familiar with and critical towards a range of source materials used by historians in understanding the past and in particular the above period of Russian/Soviet history
- *Be able to construct a historical argument by analyzing and interpreting a variety of relevant secondary sources
- *Be able to present their historical argument in a systematic and coherent manner in written form

Assessment:

The principal assessment for the course will be an **essay proposal** with provisional bibliography and an **essay**. I know that some students like to have more different pieces of assessment so that each piece matters less, and so to accommodate those students you can **CHOOSE** whether you also do the **movie review**. If you do the movie review then you do the **standard-length essay**, if you do not do the movie review, then you do the **extended-length essay**. I would recommend doing the movie review and standard-length essay, but the choice is yours. There will be five **fill-in-the-blank online quizzes** on the weeks of the course noted in the lecture outline and a **multiple-choice final** at the beginning of

the exam period. You have some choice in the question you consider for your bibliography and essay. See page 8 of this outline for the possible essay questions. These are the ONLY questions for the essay.

See pages 7-10 for detail on assessment for the course

Lecture Outline and Lecture-Related Reading:

N.B. The reading below that is not from the textbook is available in electronic form through electronic journals made available by the library. For advice on accessing such materials if you are unsure then please contact the History liaison librarian, Nadine Hoffman (nhoffman@ucalgary.ca).

All lecture material will be posted by 3:00 p.m. on the date specified below in the form of a video overview for each lecture, the Powerpoint slides, notes to the slides and any additional audio-visual material (in addition to the links below) or primary sources.

It is recommended that students complete each individual lecture (set of ppt slides with notes) within a given block of time such as a morning or afternoon, as if you were attending the lecture. Start with the video overview along with the ppt slides. There will be an overlap in material between sets of lecture slides that will serve as a reminder of where you left off last time when you move on to the next unit of lecture material.

Wednesday 5 May

12:00 midday - Introductory lecture – on Zoom (and will be recorded and posted). Meet the prof and TA, get an introduction to the course and have the opportunity to ask questions about it. Meeting information will be provided in the communication section on D2L.

Methodology lecture material – this lecture is VERY important if you have little experience of History as a discipline – and should be helpful for the course even if you do!

Other lecture materials: [Outline to 1801 and Russian society during the reign of Alexander I](#) and [From Alexander I to Nicholas I](#)

Reading: [Freeze, Chapter 6](#); Susan P. McCaffray, “Confronting Serfdom in the Age of Revolution: Projects for Serf Reform in the Time of Alexander I”, in *The Russian Review*, 64 (January 2005), pp.1-21.

[The Great Reforms](#) and [From Alexander III to Nicholas II](#)

Reading: [Freeze, Chapter 7](#); Steven L. Hoch, “Did Russia’s Emancipated Serfs Really Pay too Much for too Little Land? ...”, in *Slavic Review*, 63(2) (2004), pp.247-274; Serge A.

Zenkovsky, “The Emancipation of the Serfs in Retrospect”, in *The Russian Review* 20(4) (1961), pp.280-293.

To watch: <https://www.youtube.com/watch?v=w0Wmc8C0Eq0> – certainly to the 38 minute mark, but I would recommend watching to the end as an intro to material for 12 May. This video material provides a very good basic overview of factual events.

Wednesday 12 May [Fill-in-the blanks Quiz 1 – covering the previous week’s work]

Nicholas II to 1905 and Russia under Nicholas II – 1905 – February 1917

Reading: Freeze, Chapter 8

The revolutions of 1917 and From October Revolution to Intervention and Civil War

Reading: Freeze, Chapter 9; Vladimir Brovkin, “Identity, Allegiance and Participation in the Russian Civil War”, in *European History Quarterly*, Volume 22, Number 4 (1992), pp.541-567.

To watch: <https://www.youtube.com/watch?v=cV9G1QUIm7w> – ignore the last minute, which is an advertisement. Whilst there is debate as to the extent to which Russia was a fledgling democracy after the February Revolution of 1917, this video material provides a good overview of key events during the revolutionary period of 1917.

Wednesday 19 May [Fill-in-the blanks Quiz 2 – covering the previous week’s work]

From War Communism to NEP and Soviet Cultural Policy during the NEP and the Rise of Stalin

Reading: Freeze, Chapter 10; Anne E. Gorsuch, “NEP Be Damned: Young Militants in the 1920s and the Culture of Civil War”, in *The Russian Review* 56 (4) (1997), pp.564-580; Robert Himmer, “The Transition from War Communism to the New Economic Policy: An Analysis of Stalin’s Views”, in *The Russian Review* 53 (4) (1994), pp.515-529.

To watch: <https://www.youtube.com/watch?v=oOsA9BE4unA>

Collectivization and Industrialization, Cultural Policy and the New Elite

Reading: Freeze, Chapter 11; R.W. Davies, “Soviet Military Expenditure and the Armaments Industry, 1929-33: A Reconsideration”, in *Europe-Asia Studies* 45 (4) (1993), pp.577-608; James R. Harris, The Growth of the Gulag: Forced Labour in the Urals Region, 1929-1931”, in *The Russian Review* 56 (2) (1997), pp. 265-280; N.S. Simonov, “Strengthening the Defence of the Land of the Soviets”: The 1927 “War Alarm” and its Consequences”, in *Europe-Asia Studies* 48 (8) (1996), pp.1355-1364.

To watch: <https://www.youtube.com/watch?v=1ph6Mckw5sv>

Additional (optional) <https://www.youtube.com/watch?v=klivcUJiAuQ> At the very end of this second clip Stalin is shown with a child. If you haven't watched the above documentary too, then please do so – and see the point at 17:00 minutes when there is applause for Stalin, the child isn't clapping, and Stalin encourages her to do so before smiling – clearly Stalin couldn't have the child not clapping too!

Wednesday 26 May [Fill-in-the blanks Quiz 3 – covering the previous week's work]

Political Violence in the Soviet Union in the 1930s

Reading: Oleg Khlevniuk, “The objectives of the Great Terror, 1937-1938”, in David Hoffmann (ed.), *Stalinism: The Essential Readings* (Oxford: Blackwell, 2003), pp.81-104 – uploaded to D2L; J. Arch Getty, “Excesses are not Permitted”: Mass Terror and Stalinist Governance in the Late 1930s”, in *The Russian Review* 61 (2) (2002), pp.113-138; Hiroaki Kuromiya, “Accounting for the Great Terror”, in *Jahrbücher für Geschichte Osteuropas*, Volume 53, Number 1 (2005), pp.86-101; Kevin McDermott, “Stalinism from Below?: Social Preconditions of and Popular Responses to the Great Terror”, in *Totalitarian Movements and Political Religions*, Volume 8, Numbers 3-4 (September-December 2007), pp.609-622.

To watch: <https://www.youtube.com/watch?v=SIzApqzIP3Q&t=4594s>

This is also a good time to watch *Defence Counsel Sedov* if you haven't already done so, the fictional movie about the Great Purges that is the subject of the **optional movie review**: <https://www.youtube.com/watch?v=9pquRUiRZgo&list=PLvdkgUjv41piv5ykUx-6iojf0Hnh7UtNr>

Soviet Foreign Policy 1917-1941 [Material for this theme will be part of the quiz on Wednesday 9 June]

Reading: Alexander Hill, “Stalinism and the West”, in Gordon Martel (ed.), *The Blackwell Companion to International History 1900-2000* (Oxford: Blackwell, 2007), pp.257-268 – uploaded to D2L; Carley, “Behind Stalin's Moustache: Pragmatism in Early Soviet Foreign Policy, 1917-1941” in *Diplomacy & Statecraft* 12(3) (2001), pp.159-174; T.J. Uldricks, “The Icebreaker Controversy: Did Stalin Plan to Attack Hitler?”, in *Slavic Review*, Vol. 58, No. 3 (Autumn 1999), 626-643.

To watch:

<https://www.youtube.com/watch?v=22KIQ1QNnhE&list=PL3H6z037pboGWTxs3xGP7HRGrQ5dOQdGc&index=1> Although this documentary doesn't focus solely on the Soviet Union, it is the best concise overview I've encountered for international politics and military history of the 1930s and Second World War, with the Soviet Union as a principal actor.

Wednesday 2 June

The Great Patriotic War

Reading: Freeze, Chapter 12; Hosking, G., “The Second World War and Soviet National Consciousness”, *Past and Present*, Volume 175, No.1 (2002), pp.162-187; Evan Mawdsley, “Stalin: Victors are not Judged”, in the *Journal of Slavic Military Studies*, Volume 19, Number 4 (December 2006), pp.705-725.

Late Stalinism and the ‘Thaw’ and The Brezhnev Years

Reading: Freeze, Chapter 13; Vladimir Mau, “The Road to Perestroika: Economics in the USSR and the Problems of Reforming the Soviet Economic Order”, in *Europe-Asia Studies* 48 (2) (1996), pp.207-224.

<https://www.youtube.com/watch?v=tYrCkjV-52s> (a Western report from the late 1970s) – and follow immediately with <https://www.youtube.com/watch?v=SgzGLYpykEA&t=1915s> from 21:53 (a post-Soviet German documentary)

Wednesday 9 June [Fill-in-the blanks Quiz 4 – covering the previous week’s work and part of the week before that as well]

The Soviet Withdrawal – The End of Communism in Eastern Europe and The Collapse of the Soviet Union

<https://www.youtube.com/watch?v=kAHhS43P2hE&list=PL3H6z037pboGWTxs3xGP7HRGrQ5dOOqGc&index=22>

Also, on D2L: [The Soviet Union’s Last Stand](#)

Reading: Freeze, Chapter 14; G. Lundestad, “ ‘Imperial Overstretch’, Mikhail Gorbachev, and the End of the Cold War”, in *Cold War History*, Volume 1, Number 1 (August 2000), pp. 1-20; David Norlander, “Khrushchev’s Image in the Light of Glasnost and Perestroika”, in *The Russian Review* 52 (2) (1993), pp.248-264; Suri, Jeremi, The Promise and Failure of ‘Developed Socialism’: The Soviet ‘Thaw’ and the Crucible of the Prague Spring, 1964-1972, in *Contemporary European History* 15(2) (2006), pp. 133-158; Jane R. Zavisca, “Explaining and Interpreting the End of Soviet Rule”, in *Kritika*, Volume 12, Number 4 (2011), pp.925-40; V. Zubok, “Gorbachev and the End of the Cold War: Perspectives on History and Personality”, in *Cold War History*, Volume 2, Number 2 (January 2002), pp.61-100.

Wednesday 16 June [Fill-in-the blanks Quiz 5 – covering the previous week’s work]

Assessment:Detail

Essay abstract and bibliography	Wednesday 19 May by 15:00 (submitted in the appropriate folder on D2L)	A bibliography of AT LEAST 5 items, excluding the textbook and references provided in the course outline, in preparation for one of the essay questions, along with a 200-word abstract for your essay that highlights some of the principle arguments you intend to make (at least THREE).	10%
<i>Defence Counsel Sedov</i> – film review [OPTIONAL – not required if doing the EXTENDED ESSAY]	Wednesday 2 June by 15:00 (submitted in the appropriate folder on D2L)	A short (850-1,000 words) film review of the movie <i>Defence Counsel Sedov</i> from the perspective of an historian, i.e. what does the movie portray well and poorly about the history of the Great Purges? You should make at least three substantive points with references, and reference at least THREE separate sources. Word count does not include title and references.	20%
'Fill-in-the-blanks' tests	From 15:00-15:00 on Wednesday-Thursday 12-13, 19-20,26-27 May and 9-10 June	A short (20 minutes) 'fill-in-the-blanks' test covering material for the previous week's lectures (10 questions to be completed within 30 minutes).	5% each over five weeks = 25% (<u>i.e. one quiz = bonus marks</u>)
Essay – you can choose to do either the STANDARD or EXTENDED version of the essay. If you do the STANDARD version you must also do the film review.	Wednesday 16 June by 15:00 (submitted in the appropriate folder on D2L)	A short essay of 2,000-2,500 (3,500-4,000 words for the <u>extended version</u>) words excluding references and bibliography in the word count, developed from your essay abstract and bibliography. You should have AT LEAST four substantive analytical points in your essay [<u>seven for the extended version</u>]. You may use sources from the course outline in addition to sources you found yourself. Sources to sustain your argument	40% (STANDARD) 60% (EXTENDED)

		should be referenced. You should use AT LEAST 5 distinct sources for the standard version [<u>or AT LEAST 10 for the extended version</u>].	
Final quiz	Wednesday 21 June-Thursday 22 June (15:00-15:00)	A multiple-choice quiz (30 questions to be completed within one hour – one correct answer out of five possible answers for each question) covering material for the whole course.	10%

Where applicable a flat 5% penalty will be deducted per week for late submission of a bibliography without prior agreement with me or other official sanction. Any work submitted after midday on Friday 23 June will not be accepted and a mark of 0 recorded for that piece of work without prior agreement or official permission obtained through the appropriate channels.

Where applicable a flat 5% penalty will be deducted for significantly (>100 words) exceeding the word limit on the essay, with material beyond the specified word limit not being considered in the awarding of a mark.

Sample 'fill-in-the-blanks' question:

Prior to his death in 1924, Lenin dictated a 'Last Testament' that was particularly critical of _____ and was most favourable in its assessment of the leadership qualities of _____.
(2 marks)

The correct answers are Stalin and Trotsky in that order!

Sample multiple-choice question:

Which of the following senior Bolsheviks was not killed during the Great Purges of 1936-1938?

- a) Zinoviev
- b) Bukharin
- c) Kamenev
- d) Voroshilov
- e) Rikov

The correct answer is, in this case, d!

Bibliography and Essay questions [Choose ONE]:

[The material in square brackets following the question is there to give you some indication of what to do and not to do!]

- 1) *Why did Russia suffer defeat on home territory in the Crimean War of 1854-5?* [Try to provide both long-term and short-term factors, and do not focus solely on military ones]
- 2) *Do the 'Great Reforms' of Alexander II deserve the label 'Great'?* [Here you will need to decide what 'Great' means – where it could mean either 'significant' or 'worthy of praise' for example. A strong essay – and particularly if an extended one – will consider both of these possible interpretations of 'Great'].
- 3) *Was the First World War a catalyst for or the principal cause of the February Revolution of 1917?* [If doing this essay you must consider BOTH possible longer term factors and the period of the war. It is useful to define what a 'catalyst' is early on in the essay]
- 4) *Why did the Bolsheviks overcome their opponents during EITHER the period a) from February to October 1917 OR b) from October 1917 to February 1921?* [Only look at period a) or b). This essay requires a detailed examination of the chain of events for a) in particular]
- 5) *To what extent did Stalin lead 'revolutionary' change in the Soviet Union in the late 1920s and 1930s?* [Here you might take 'revolutionary' to mean continuing the goals of the October 1917 revolution or 'dramatic'/'significant' in terms of change, as where we talk of the 'Industrial Revolution' for example. You should try to consider both].
- 6) *Why did the Great Purges take place in 1936-1938?* [This question requires that you not only explain why the Great Purges took place, but why they took place in the years that they did!]
- 7) *What explains changing Soviet attitudes towards the West in the period 1921-1941?* [This essay requires a detailed analysis of attitudes over the period concerned, and is best tackled chronologically by breaking down the period of the essay into sub-periods].
- 8) *How much credit should we give Stalin for Soviet victory in the Great Patriotic War?* [Not only should you examine Stalin's leadership role, but also consider those factors that were not dependent on Stalin. Try to factor in Soviet preparations for war as well as the war itself]
- 9) *Was the Soviet Union 'Stalinist' after 1953?* [As part of this essay you will have to provide a meaningful definition of Stalinism, and consider whether the Soviet Union was Stalinist under Khrushchev, Brezhnev and Gorbachev]
- 10) *What was more important in the collapse of the Soviet Union in 1991 – 'agency' or 'structure'?* [It is useful in this essay to provide a definition for 'agency' and 'structure' early on. A good essay will see significance to both 'agency' and 'structure', but try to assess which was more important when and why]

In order to score highly on the essay abstract and bibliography, you must:

- *Have provided at least 5 items in the bibliography.
- *Provide items suitable as sources for the essay question selected (that is suitable for a piece of academic work and with content that would actually help answer the question chosen).
- *Have included both books (you may actually only use a single chapter in your essay if only that is relevant) and journal articles.
- *Have completed the bibliography in an appropriate format for an historical essay (see below).

*Provide an abstract for your essay that touches on at least THREE main analytical points that you plan to make in the essay itself.

In order to score highly on your essay you must:

*Have been answering the question.

*Have an argument, and have made the appropriate number of analytical points as part of it.

*Support your argument with evidence/concise examples. As a rough guide, any significant assertion should be followed by some sort of example/piece of illustrative material to support it (with the source footnoted).

*Show evidence of critical judgement (i.e. do not simply accept all sources at face value).

*Use appropriately academic sources (typically with footnotes or endnotes unless a primary source).

*Reference sources in an appropriate manner (see below) and provide a suitably formatted bibliography. You need to provide page numbers for references.

In order to score highly on the film review you must:

*Have shown in your writing that you watched the movie!

*Have assessed the movie for its historical rather than artistic merits

*Have made at least THREE substantive assessments of the content of the movie compared to the history as reflected in historical sources. For example, were the accusations being made against the agronomists in the movie fanciful? No – as evidenced in the piece of actual archival footage at the end of the movie (a speech by Anastas Mikoian), and many other printed sources to which you have access. If you use this point in your review (as an additional point, not one of the THREE required), you should not use the piece of archival footage at the end of the movie as your evidence, although you might reference the text of a speech by Mikoian or another Soviet leader!

*Have provided references to academic or primary sources in order to sustain your argument as to the historical credibility of the movie.

*Have referenced your sources in an appropriate manner for an academic piece of work in History.

Students will be penalised for consistently poor spelling, grammar and syntax.

Sources and referencing

Textbooks should generally be used to orientate yourself within the topic and literature, but are generally best not cited. **Please footnote rather than providing endnotes.** Remember that all works in your footnotes should be in your bibliography. If in doubt, Chicago style referencing is probably the best option. References embedded in the text (e.g. APA) are NOT acceptable.

A guide to essay writing, including referencing and producing a bibliography, is provided at <http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook.pdf> or through the menu bar on the left hand side at <http://hist.ucalgary.ca/undergraduate>

Grading:

All work will be graded using the standardized departmental table for the conversion of percentages to letter grades – provided at the end of this outline. The final letter grade will be calculated from the percentage marks for each assignment and not from the letter grades accompanying them.

In line with university regulations, final tests not be returned to students.

Additional Reading Material and Research Assistance:

The following is a list of textbook-like reading material available to you from the library that you may use to better orientate yourself and as a starting point for research. This list of such works far from exhaustive and other editions of these works may also be available from the library. Make sure that any such works you use in your essay are scholarly (reference sources) and as up-to-date as possible. As a general rule, you should not be using secondary sources published before 1950. You might like to make use of journal article indexes such as *Historical Abstracts* in the research for your essays, in addition to ‘citation mining’ books and articles. For research assistance contact the History liaison librarian, Nadine Hoffman.

General (covering both Imperial Russia and the Soviet Union) (in order of chronological starting point):

Riasanovsky	A History of Russia (8 th ed.) – see also 7 th ed.	DK40.R5 2011
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Imperial Russia:

Hosking	Russia – People and Empire 1552-1917	DK49.H67 1997
Waldron	Governing Tsarist Russia	DK113.W35 2007
Pushkarev	The Emergence of Modern Russia 1801-1917	DK189.P861 1985
Thaden	Russia since 1801 – The Making of a New Society	DK189.T32 1971.C.2

The Soviet Union:

Hosking	A History of the Soviet Union 1917-1991	DK266.H66 1992
Nove	An Economic History of the USSR	HC335.N68 1989
Kenez	A History of the Soviet Union from the Beginning to the End	DK266.K43 1999
Service	A History of Twentieth Century Russia	DK266.S497 1997.C.1
Mawdsley	The Stalin Years: The Soviet Union 1929-1953	DK267.M38 1998
Ward	Stalin’s Russia	DK267.W357 1999
Lovell	The Shadow of War: Russia	DK266.3.L68 2010

Overy Keep	and the USSR 1941-present Russia's War Last of Empires – A History of the Soviet Union 1945- 1991	D764.O94 1997 DK267.K44 1995
Kotkin	Armageddon Averted – The Soviet Collapse 1970-2000	DK274 .K838 2008

Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.