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Eurr 4306/5306 and Hist 4608/5608 The Soviet Union: Culture and Power

Thurs. 6:05-8:55 ONLINE

Professor Jeff Sahadeo
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Office Hours: Wed 11-12, 1-2 or by appointment

Fall 2022
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Objectives: Content

This course will explore the Union of Soviet Socialist Republics and its associated memories and legacies. We will analyze political, social and cultural transformations, in Moscow and distant regions. Power, nation (and empire?), modernization, class and gender, everyday life and emotion will constitute central class themes. Given Russia's invasion of Ukraine, we will also consider the Soviet heritage of the relationship between these two states. Each session will focus on a key period or issue—we will examine revolutionary momentum; Stalin and Stalinism; the Great Fatherland War; Khrushchev and the "thaw;" Brezhnev's "stagnation;" and the teetering and end of the Soviet Union under Gorbachev. Power and culture are revealed through state-society relations, alongside the balance between resistance, accommodation and mutual interest.

Objectives: Learning Outcomes and Skills

This course develops skills that will assist students in further academic pursuits or at the early stages of their careers. Included among these are critical thinking; public speaking (oral participation/ reports); ability to write concisely (short writing assignments); ability to conduct and integrate secondary research (term assignment). We will also do small group work (project management) and a role play (acting as an organizational representative). We will discuss over the semester how to leverage classroom skills on the job/ academic markets and hear from guest speakers who have transformed their love of Soviet history to various careers.

Required Texts

Readings will be available on Brightspace.

*Those unfamiliar with Soviet history may want to consider an introductory text, such as: recent editions of Nicholas Riasanovsky and Mark Steinberg, *A History of Russia*; Peter Kenez, *A History of the Soviet Union from Beginning to End*; Ronald Grigor Suny, *The Soviet Experiment: Russia, the USSR and the Soviet Successor States*.

Requirements and Grading

Undergraduate (4000 level) Students

Oral Participation and 6 weekly blog posts/responses: 30%

Oral Report: 10%

Critical Analysis Papers (2 x 3 pp): 20%

Proposal and Bibliography for Major Assignment (1-2 pp) (due **October 31**): 10%

Major Assignment (10 pp or equivalent) (due **December 9**; no late papers permitted): 30%

Graduate (5000 level) Students

Oral Participation and 8 weekly blog posts/responses: 30%

Oral Report: 10%

Critical Analysis Papers (3 x 3 pp): 20%

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Proposal and Bibliography for Major Assignment (1-2 pp) (due **October 31**): 10%

Major Assignment (15 pp or equivalent) (due **December 16**; no late papers permitted): 30%

Oral Participation

Students will be graded on in-class participation and written assignments. Active and consistent class participation is VITAL to succeeding in this class. **Attendance is mandatory**: penalties for not attending (without medical attestation) are: 1 absence= 15% deduction from *entire* participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction. Each late arrival will cost 25% of that day's attendance/ participation grade for every 15 minutes late.

Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that: (i) displays knowledge of the subject; (ii) contributes to the flow of conversation; (iii) shows knowledge of the readings; (iv) offers critical analysis of the readings and subject

Oral Presentation

Each student will present one SHORT (5-7 minutes, 10 minutes maximum) oral presentation based on the theme of the week. Students may choose a topic based on their own interest, with the goal of stimulating discussion in class and adding an extra element to the week's readings. Dates will be assigned for presentations in week 1.

Blog posts and responses

Students will write SIX (4000 level) or EIGHT (5000 level) blog posts and responses based on required readings from Weeks 2-12. On those weeks, each student will **submit one post (minimum of 100 words each) to the discussion forum** based on the readings for the week. In addition, each student will also post **at least one comment (minimum 100 words)** on another student's post.

- The initial discussion post based on readings should be **posted by 9pm on the Wednesday before the class meeting.**
- One comment on another student's post should be **posted by 3pm on the day of the class meeting.**

The discussion forum is a space for scholarly exchange of ideas and students should adhere to the same etiquette and respect for their peers that they would in a standard classroom setting.

Critical Analysis Papers

The 3-page critical analysis papers will discuss selections (**more than one, but not necessarily all** articles) from the required readings for the week. The papers will present a thesis that will engage authors' arguments and pinpoint major issues within a theme selected by the student. Papers will be due the day of class discussion, or one week later; in the latter case, the student will not receive credit for ideas engaged in class. One of these papers must be handed in on or before **September 29**; the second (for 5000 level) on or before **October 20**; the second (for 4000-level) and third (for 5000 level) by **November 10**. **Late penalties= 1 letter grade (i.e. A- to B+) per day late.**

Major Assignment

The major assignment may take one of several forms. Students may write a "traditional" research paper. This can be based on primary sources (most likely in translation) or secondary sources (in this case, you are expected to engage the historiography of the issue). There are other (and preferred—especially for graduate student) variants. One is to write an introduction to a primary source (novel, memoir) that contextualizes the work in a scholarly fashion. Another is to write a book review in the

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New York Review of Books style on 2 or 3 primary or secondary sources. I will also consider “non-traditional” assignments (e.g. museum guidebooks, teaching units, podcasts) on a case-by-case basis.

You will receive further details on the major written assignments in mid-late September.

All assignments uploaded to Brightspace MUST have their name on the file (e.g. Smith.paper1.doc).

It is not acceptable to hand in the same assignment for two or more courses. To obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations

Class Schedule

(I reserve the right to make minor changes to the schedule/ readings over the course of the semester.)
(note: readings with ** are required primary source readings)

Sep 8: Legacies of the Soviet Union

Sheila Fitzpatrick, “Celebrating (or Not) the Russian Revolution” *Journal of Contemporary History* 52, no. 4 (2017): 816-31

Serhy Yekelchuk, “The Ukrainian Crisis: In Russia’s Long Shadow” (April 2014)

<https://origins.osu.edu/article/ukrainian-crisis-russias-long-shadow>

*current news articles TBA

Sep 15: Revolution and the Civil War

David Hoffman, “The Great Socialist Experiment? The Soviet State in Its International Context” *Slavic Review*, 76 no. 3 (2017): 619-628

Jan Plamper, “Sounds of February, Smells of October: The Russian Revolution as Sensory Experience” *American Historical Review* 126, no. 1 (2021): 140-165

**Mark Steinberg, *Voices of Revolution in Russia, 1917* (2001) 85-91, 98, 120-1, 207-14, 230-2, 291-2

Sheila Fitzpatrick, “The Civil War as a Formative Experience” *Bolshevik Culture* ed. Abbott Gleason et. al. (1985) 57-76

Optional Movie: *Battleship Potemkin*

Sep 22: New Economic Policy and 1920s

Diane Koenker, “Men against Women on the Shop Floor in Early Soviet Russia: Gender and Class in the Socialist Workplace,” *American Historical Review*, vol. 100, no. 5 (December 1995), 1438-64

Adrienne Edgar, “Bolshevism, Patriarchy, and the Nation: Soviet Emancipation of Women in Comparative Perspective” *Slavic Review* 65, no. 2 (2006): 252-272

Anne E. Gorsuch, *Youth in Revolutionary Russia: Enthusiasts, Bohemians, Delinquents* (2000), chap. 4: “Excesses of Enthusiasm,” 80-95

Sheila Fitzpatrick, “Cultural Revolution as Class War” *The Cultural Front: Power and Culture in Revolutionary Russia* (1992), **READ** 115-8, 125-9

**Innokenty Zhukov, “Voyage of the Red Star Pioneer Workers to Wonderland” *Mass Culture in Soviet Russia*, ed. James Von Geldern and Richard Stites, 90-112 (and anecdotes, 118-9)

Optional Movie: *Bed and Sofa*

Sep 29: The “Great Turn”

Sheila Fitzpatrick, *Everyday Stalinism* (1999) 40-66

Kate Brown, *A Biography of No Place: From Ethnic Borderland to Soviet Hinterland* (2004), 92-117

David Marples, “Ethnic Issues in the Famine of 1932-33 in Ukraine” *Europe-Asia Studies* 61, no. 3 (2009):

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505-518

Sarah Cameron, *Hungry Steppe: Famine, Violence and the Making of Soviet Kazakhstan* (2018): 143-68

Paul Josephson, "Technology and the Conquest of the Soviet Arctic" *Russian Review* 70, no. 3 (2011): 419-39

Optional Movie: *Happy Go Lucky Fellows/ You are Not an Orphan*

Oct 6: Terror

Robert McNeal, *Stalin: Man and Ruler* (1987), 165-8, 181-3, 227-30, 312-6

Alfred J. Rieber, "Stalin, Man of the Borderlands" *American Historical Review* 106, no. 5 (2001): **READ** 1661-3, 1677-81

Gabor Rittersporn "The Omnipresent Conspiracy" in J. Arch Getty and Roberta Manning, eds. *Stalinist Terror: New Perspectives* (1992) 99-115

Peter Whitewood, "The Purge of the Red Army and Soviet Mass Operations, 1937-38" *Slavonic and East European Review* 93, no. 2 (2015): 286-314

Fitzpatrick, *Everyday Stalinism*, 190-217

**"NKVD Operational Order" Getty and Naumov, *The Road to Terror*, 473-80

Optional Movie: *Volga, Volga*

Oct 13: World War II

Oleg Khlevniuk, "Stalin and the Generals: Reconstructing Trust during World War II" *Europe-Asia Studies* 74, no. 4 (2022): 523-544

Matt Lenoe, "Emotions and Psychological Survival in the Red Army, 1941-42" *Kritika*, 22, no. 2 (2021): 313-344

Brandon Schechter, *The Stuff of Soldiers: A History of the Red Army in World War II Through Objects* (2019), 80-102

Moritz Florin, "Becoming Soviet through War: The Kyrgyz and the Great Fatherland War" *Kritika* 17, no. 3 (2016): 495-516

Optional Movie: *The Cranes Are Flying*

Oct 20: World War II: the Western Borderlands

Alexis Peri, *The War Within: Diaries from the Siege of Leningrad* (2017), 129-61

Kate Brown, *A Biography of No Place: From Ethnic Borderland to Soviet Hinterland* (2004), 192-225

Jared McBride, "Peasants into Perpetrators: The OUN-UPA and the Ethnic Cleansing of Volhynia" 1943-1944" *Slavic Review* 75, no. 3 (2016): 630-654

Alfred Rieber, "Civil Wars in the Soviet Union" *Kritika* 4, no.1 (2003): 129-62

Oct 27: Winter Break: No Class

Nov 3: Late Stalin and Khrushchev Era

Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (2013), 133-48, 221-38

Susan E. Reid, "Cold War in the Kitchen: Gender and the De-Stalinization of Consumer Taste in the Soviet Union under Khrushchev" *Slavic Review* 61 no. 2 (2002): **READ** 223-52

Rachel Applebaum, "The Friendship Project: Socialist Internationalism in the Soviet Union and the Czechoslovakia in the 1950s and 1960s" *Slavic Review* 74, no. 3 (2015): 484-507

Kristin Roth-Ey, "'Loose Girls' on the Loose?: Sex, Propaganda, and the 1957 Youth Festival," in *Women in the Khrushchev Era*, ed. Melanie Ilic, Susan E. Reid, and Lynne Attwood (2004), 75-95

Optional Movie: *Stiliagi*

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Nov 10: Brezhnev and Late Communism (note: class will be held in small groups at different times during the week due to instructor conference)

Susanne Schattenberg, "Trust, Care and Familiarity in the Politburo: Brezhnev's Scenario of Power" *Kritika*, 16, no. 4 (2015): 835-858

Maike Lehmann, "Apricot Socialism: The National Past, the Soviet Project and the Imagining of Community in Late Soviet Armenia" *Slavic Review* 74, no. 1 (2015): 9-31

Constantin Katsakioris, "Burden or Allies: Third World Students and Internationalist Duty through Soviet Eyes?" *Kritika* 18, no. 3 (2017): 539-567

Bruce Grant, "Cosmopolitan Baku" *Ethnos* 75, no. 2 (2010): 123-147

Optional Movie: *The Irony of Fate*

Nov 17: Late Soviet Culture and Society (and online/hybrid potluck?)

Manfred Zeller, "Our Own Internationale, 1966: Dynamo Kiev Fans between Local Identity and Transnational Imagination" *Kritika* 12, no. 1 (2011): 53-82

Natalia Chernyshova, "Consumers as Citizens: Revisiting the Question of Public Disengagement in the Brezhnev Era" in *Reconsidering Stagnation in the Brezhnev Era*, 3-20

Sergei Zhuk, "Antipunk Campaigns, Antifascist Hysteria, and Human Rights Problems, 1982-84" in *Rock and Roll in the Rocket City: The West, Identity and Ideology in Soviet Dnepropetrovsk, 1960-1985*, 265-279

Olga Golechkova and Olga Chagadaeva, "Subbotniks: From the Great to the Meaningless: The Evolution of a Soviet Labor Phenomenon" *Labor History* 62, no. 2 (2021): 148-165

Diane Koenker, "The Taste of Others: Soviet Adventures in Cosmopolitan Cuisines" *Kritika* 19, no. 2 (2018): 243-72

Nov 24: Movie Night: Moscow Does Not Believe in Tears

Moscow Does Not Believe in Tears: https://www.youtube.com/watch?v=NTWA_7-ld_U

Alexandra Oberlander "To Be a Woman is Hard Work: The Changing Landscape of Gendered Emotions in the Late Soviet Union" *Homme: Zeitschrift für Feministische Geschichtswissenschaft*. 32, no. 2 (2021): 79-95 AND Movie:

Diane Koenker, "The Smile behind the Sales Counter: Soviet Shop Assistants on the Road to Full Communism" *Journal of Social History* 54, no. 3 (2021): 872-96

Dec 1: The Gorbachev Era

John Bushnell, "The New Soviet Man Turns Pessimist" *The Soviet Union since Stalin* (1986), 179-99

David Remnick, *Lenin's Tomb* (1994), 198-215, 234-47

Melanie Arndt, "Environmentalism or Sausages? Politicizing the Environment in the Late Soviet Union" *European History Quarterly*, 52 no. 3 (2022): 418-439

Simon Miles, "The Problems of Perestroika: The KGB and Mikhail Gorbachev's Reforms" *Slavic Review*, 80, no. 4 (2021): 816-838

Mark Kramer, "The Dissolution of the Soviet Union: A Case Study of Discontinuous Change" *Journal of Cold War Studies* 24, no. 1 (2022): 188-218

Optional Movie: *Little Vera*

Dec 8: Soviet Legacies in 2022

*Readings/Format TBA depending on events in Russia/Ukraine/Eurasia

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Websites/ Primary Source Collection

- *Seventeen Moments in Soviet History: <http://soviethistory.msu.edu/>
- *Soviet History Document Collection:
[https://eudocs.lib.byu.edu/index.php/Russian_Revolution, Civil War and USSR 1917-1991](https://eudocs.lib.byu.edu/index.php/Russian_Revolution,_Civil_War_and_USSR_1917-1991)
- *Soviet Harvard Interview Project (<http://hcl.harvard.edu/collections/hpsss/about.html>)
- *Soviet Poster Collection: <https://digitalcollections.tricolib.brynmawr.edu/collections/soviet-posters>
- *Soviet Movies: <https://cinema.mosfilm.ru/> (many films have been posted to youtube with English subtitles) (another site with English-subtitled Soviet movies is: <https://sovietmoviesonline.com/>)
- *Stalinka: Digital Library of Staliniana: <https://digital.library.pitt.edu/collection/stalinka-digital-library-staliniana>
- *Cold War International History Project: <https://www.wilsoncenter.org/program/cold-war-international-history-project>
- *Kommunalka: Communal Living in Soviet Life: <https://kommunalka.colgate.edu/index.cfm>
- *Facing Stalingrad: Portraits of German and Russian Survivors: <https://facingstalingrad.com/>
- *Gulag: Many Days, Many Lives: <https://gulaghistory.org/>

Journals

Slavic Review
Kritika: Explorations in Russian and Eurasian History
Russian Review
Slavonic and East European Review
Ab Imperio
Religion, State, and Society
Revolutionary Russia
Nationalities Papers
Canadian Slavonic Papers
Europe-Asia Studies
Cahiers du Monde russe

Databases

Historical Abstracts, J-stor

ADDENDUM

Please note: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Statement on Plagiarism

Note that **submitting without permission substantially the same piece of work more than once for academic credit** is not considered a form of plagiarism. If you wish to prohibit students from re-using their own work from a different course (or from the same course if they are repeating), or to require students to cite such work, or to seek your permission before doing so, this must be clearly stated in the course outline or assignment instructions. In addition, instructors wishing to prohibit multiple submissions of substantially the same work should be as clear as possible about what they consider to be “substantially the same.”

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If you have neither a departmental nor an individual statement, something along the following lines would be acceptable:

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

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- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Requests for Academic Accommodations

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see the [accommodations section](#) and the [Course Outline Information on Academic Accommodations](#).

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ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>