



COURSE:	EURR 4202/5202 & HIST 4201A The Russian Revolution, 1917-2017: A Century of Remembering, Forgetting, and Narrating the Communist Legacy
TERM:	Fall 2017
PROFESSOR:	Dr. Erica Fraser
CONTACT:	Office: Paterson Hall 448 Office Hours: Tues. 5:30–6:30pm; Thurs. 4:45–6pm or by appointment Email: erica.fraser@carleton.ca
CLASS:	Day & Time: Tuesdays, 2:35–5:25pm Room: Please check with Carleton Central for room location

COURSE DESCRIPTION

2017 marks the centenary of the Bolshevik Revolution, an anniversary that has caused profound unease in Russia (and other former Soviet republics) this year, as well as in the West as we confront new (and revive old) discourses about Russian culture, authoritarianism, and the communist legacy.



1971 USSR stamp: the 54th Anniversary of October

In this course, we will focus on three main issues:

- How the Russian Revolution unfolded; how Western historians have characterized it over the course of the century; and how that writing was influenced by contemporary politics
- How the Revolution influenced the development of communism and revolutions elsewhere in the world
- How the Revolution (known in the USSR simply as “October”) was commemorated, including discussions of the distortion of memory, the emotional pull of nostalgia, and the strategic “forgetting” that both governments and various population groups have engaged in throughout these 100 years.

REQUIRED READINGS

All readings will be available electronically via ARES and cuLearn.

GRADING & EVALUATIONUndergraduate students (EURR 4202 & HIST 4201A)

Seminar Participation:	15%	every class
Presentation & Discussion Leading	10%	your choice
3 Reading Response Papers (4-6 pages; 10% each)	30%	your choice
Proposal & Bibliography for Research Essay	10%	due Oct. 31
Research Source Show-and-Tell & Peer Review	10%	due Nov. 14 & 21
Final Research Essay (15-18 pages)	25%	due Dec. 8

Graduate students (EURR 5202)

Seminar Participation:	20%	every class
Presentation & Discussion Leading	10%	your choice
4 Reading Response Papers (4-6 pages; 10% each)	40%	your choice
Proposal & Bibliography for Research Essay	5%	due Nov. 7
Research Source Show-and-Tell & Peer Review	optional +3%	due Nov. 14 & 21
Final Research Essay (18-22 pages)	25%	due Dec. 8

LEARNING OBJECTIVES

By the end of this course, students (who pass) will be able to:

- Identify historiographical trends that have generated histories of the Russian Revolution and comfortably explain why those histories matter.
- Conduct independent research using primary evidence and secondary scholarship and synthesize different arguments and perspectives.
- Present arguments orally to the class about a given topic and facilitate group discussion of it.

BACKGROUND REQUIRED

This is a fourth year and M.A. joint seminar that discusses the history of the Soviet Union at an advanced level. Students should have taken at least one previous course in Russian or Soviet history in the History Department or a post-Soviet studies course through EURUS. Students without this background should come see me before continuing in this course.

Even with the background course, students who would like further context for our topics should take the initiative to consult a textbook on Soviet history. Recommended: Ronald Grigor Suny, *The Soviet Experiment: Russia, the USSR, and the Successor States*, 2nd edition. New York: Oxford University Press, 2011 (ISBN: 978-0195340556).

ASSIGNMENTS

For each assignment, detailed instructions will be posted separately to cuLearn. These are only brief descriptions:

- Seminar participation
See below regarding class format.
- Presentation & Discussion Leading:
Once during the semester, students will give presentations of about 10 minutes each that will give some background and offer a way to frame the issues of the week. No extra readings are required, but students should think more broadly about connecting the week's themes, rather than only summarizing the assigned reading. The presenter will then lead the rest of the class discussion. This assignment may be done in pairs or threes.

- Reading Response Papers:
These discussion papers will compare and analyze the readings for the week, discussing the authors' arguments and pinpointing major issues within the selected theme. Undergraduate students must submit one of their three papers before the Fall Break; graduate students must submit two of their four papers before the Fall Break. Papers are due by Tuesday night for the readings discussed in class that afternoon. That does not mean you only have a few hours to write them, of course; this is just an extra window of time in which to polish what you will have already written before class. See the separate assignment sheet for details on how to structure and time these papers.
- Research Source Show-and-Tell & Peer Review
This assignment has two parts. We will discuss it in more detail in class before it is due. It is mandatory for undergraduate students and optional (for bonus credit) for graduate students.

Once you have identified your final essay topic (see below) and begun your research, you will choose one of your sources to "Show-and-Tell" to the rest of the class – be it a primary source like a cartoon, a newspaper article, a speech, etc. or a secondary source like a particularly intriguing excerpt from a historical work. Post your source to the Discussion Board on cuLearn with a short write-up about it. Once everyone has posted their Show-and-Tells, you will read through them and choose one for Peer Review, where you will engage with the other student's source and offer constructive advice.

- Final Research Essay:
The essay will take one of three forms. #1 and 2 are designed for history students, and #3 is for political science or post-Soviet studies students, but you may pick any option. (However, History majors using this class to fulfill a 4000-level research class requirement must write #1, a primary source paper).

Option 1: Focus on primary sources: the student will rely mainly on a body of primary sources to write an essay about the Revolution itself, or a later commemoration of it. Some primary source ideas include: memoirs, novels or films, newspapers, advice manuals, posters, political cartoons, television or radio broadcasts, advertisements, pamphlets, diaries, government documents, music performances, documentary or newsreel footage, museum exhibits, etc.

Option 2: Focus on historiography (historical secondary sources): the student will select a group of scholarly books and/or articles about the Revolution or its commemoration and write an essay considering historiographical trends. How have historians written about this event? How have views of it changed over time, or not? Why are these historians' arguments significant?

Option 3: Focus on historicizing a contemporary issue: the student will identify an issue related to commemoration (or rejection) of the Revolution in Russian, Ukrainian, or other FSU politics or culture today, and write an essay historicizing that issue and considering its broader significance.

CLASS FORMAT & SEMINAR PARTICIPATION

- As most students will likely already know, seminars are not lecture-based classes. The readings are intensive, but you are expected to participate and contribute much more than simply "doing" the reading. As you prepare for class each week, think *actively* rather than passively, ie: rather than waiting for the discussion leaders or me to set the agenda, what do *you* want to discuss?

- Read carefully, critically, and identify questions, problems, contradictions, critiques, etc. about what you have read. Bring those issues to the group when we meet, and be prepared to respond to the questions, problems, contradictions, critiques, etc. your classmates have also brought forth for the day. With that kind of active reading and participation from everyone in the group, we will have productive discussions that will help you not only to come to terms with the topics we are discussing, but in a broader way to develop your own voice as a scholar.
- A big component of active learning is also active listening. For shy students who are often careful listeners, I would advise you to challenge yourself to come out of your shell at least once per class and engage with a question or problem that I or another student has posed. For the more gregarious students, however, I would coach you to practice active listening, and to engage directly with comments that other students have made, in order to make sure you are not dominating the discussion with all your own ideas.
- I take note of your participation grade out of 3 after each class (roughly, A, B, or C-level). A-level involves actively listening, contributing ideas to move the discussion forward or draw on previous comments, and demonstrating advanced engagement with the readings. B-level does the same but less often, perhaps only one or two comments per class, or less rigorously, not moving the discussion forward to the same extent. C-level and below is silence throughout the class, or participation that only derails the discussion or does not demonstrate any engagement with the required texts. These grades are not written in stone, however, and I look for improvement throughout the course.
- I am not interested in embarrassing shy students or making you uncomfortable in class. However, if you are not used to this sort of format, this is a perfect opportunity to work on your oral argument skills – which will serve you well in any career path! Come see me for more pointers if you are having trouble venturing into our discussions.
- Your participation grade will also take your attendance record into account (ie: if you aren't in class, you can't participate). Absences may be excused due to emergencies, serious illness, or religious holidays only; please see me about discussing excused absences.
- I expect all students to arrive on time and stay for the entire class. Barring an emergency, you may not come and go as you please during class time. We will take a 10-minute coffee break in the middle of the 3 hours, so please wait until then to leave the room.

** We are all responsible for cultivating a productive and comfortable class environment and demonstrating respect for each other and for diverse perspectives. If there is anything I can do (or not do) to be more inclusive of your perspective in our discussions, please do let me know.

CLASSROOM TECHNOLOGY

- Please turn your phone off during class. Come talk to me if you have a legitimate reason for keeping it on, ie: childcare concerns, waiting for urgent news, etc. In general, however, calls and texts can and should wait until class is over.
- **I strongly recommend using a pen and paper to take notes during class and leaving your laptops out of it.** Studies have shown that if you think you are efficiently multi-tasking by working on other things during class, you are in fact not doing either thing very well. And if you

are focused on the class and taking notes, you are far more likely to retain material written by hand than typed.¹

- That said, I don't ban laptops or tablets, so long as you use them *only* to focus on the course material or pull up the readings. If it becomes obvious in class that you are distracted or are distracting others with non-course material, I will ask you to put the tech away and use a pen and paper for the rest of the semester.
- From my point of view, my role is not to ban you from using the technology that has become a crucial part of our daily lives, but rather to help you practice using it for professional reasons in the classroom, rather than personal reasons. Learning and practicing that distinction now will serve you well in your life and career after university.
- I invite students with disabilities to please let me know if you require specific technology to fully participate in this class, and I am happy to do what I can to accommodate you.
- **How I Use cuLearn**
I like cuLearn, and I use it in every aspect of the course. You should ensure you are familiar with the system as a whole and our course site in particular. There you will find our weekly readings (linked to ARES) and assignment instructions. You will also submit all your written work electronically via cuLearn. This allows me to return feedback to you more quickly than paper versions. I will also post your grades to cuLearn. Make sure you have regular access to a computer and internet connection.

DEADLINES

- Your assignments must be submitted on time (or earlier), according to the dates on the course outline and/or assignment instructions. If you believe you have a legitimate excuse for an extension, come talk to me (ie: serious illness, bereavement, mental health concerns). **Having assignments due in other classes and managing your time poorly is not a legitimate excuse.**
- No late work will be accepted without a verifiable reason. Late work will be deducted 5% per day to a maximum of 7 days.

MENTAL HEALTH & WELLNESS

University-level work can be very stressful. Whether you are new to Carleton or have been here for several years, I encourage you to familiarize yourself with the many resources we have available to help you manage your workload and maintain your health in the middle of a busy semester, starting with the Well-being Resources listed here: <https://carleton.ca/thrive/well-being-resources/>.

In addition to considering outside resources, please also come see me if you are struggling in this class. I enforce deadlines for your benefit, to help you avoid too much work piling up at the end of the semester. But that said, if you need some breathing room with an assignment or help managing the reading schedule, it is better for you to come talk to me about it than to avoid me, or cause yourself undue stress trying to manage the situation alone. I am open to negotiating due dates for your work (within reason and at my discretion) as long as I see that you are committed to the class.

¹ For example, see Cindy May, "A Learning Secret: Don't Take Notes with a Laptop," *The Scientific American*, June 3, 2014 (<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>); Carol E. Holstead, "The Benefits of No-Tech Note Taking," *The Chronicle of Higher Education*, March 4, 2015 (<http://www.chronicle.com/article/The-Benefits-of-No-Tech-Note/228089>).

TOPICS & READING SCHEDULE

September 12 – Introduction

No reading

Why study the history and commemoration of the Russian Revolution?

Unit I: The Russian Revolution: History & Historiography

September 19 – Setting the Stage

- S.A. Smith, *The Russian Revolution: A Very Short Introduction* (Oxford University Press, 2002), 1-39.
- Carl J. Friedrich, “An Introductory Note on Revolution,” in *Revolution* (New York: Transaction, 1966 reprinted 1999).
- Mark D. Steinberg, Ch. 6, “Women and Revolution in the Village,” excerpts, in *The Russian Revolution, 1905-1921* (Oxford University Press, 2017).

September 26 – Revolution for Whom? Women & Non-Russian Nations in Bolshevik Ideology

- S.A. Smith, *The Russian Revolution: A Very Short Introduction* (Oxford University Press, 2002), 40-71.
- Barbara Evans Clements, *Bolshevik Women*, excerpts (Cambridge University Press, 1997).
- Yuri Slezkine, “The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism,” *Slavic Review*, Vol. 53, no. 2 (Summer 1994), 414-452.
- Adrienne Lynn Edgar, “Emancipation of the Unveiled: Turkmen Women under Soviet Rule, 1924-29,” *Russian Review*, Vol. 62 (Jan. 2003), 132-49.

October 3 – Civil War and Revolutionary Violence

(First three are from a Special Issue of *Europe-Asia Studies*, Vol. 65, no. 9 (Nov. 2013): Reflections on Villains, Victims, and Violence):

- Liudmila G. Novikova, “Russia’s Red Revolutionary and White Terror, 1917-1921: A Provincial Perspective.”
- Aaron B. Retish, “Controlling Revolution: Understandings of Violence through the Rural Soviet Courts, 1917-1923.”
- James Ryan, “Cleansing NEP Russia: State Violence Against the Russian Orthodox Church in 1922.”
- Sean Guillory, “The Shattered Self of Komsomol Civil War Memoirs,” *Slavic Review*, Vol. 71, no. 3 (Fall 2012), 546-565.

October 10 – The Russian Revolution in Western Historiography

- Sheila Fitzpatrick, “Revisionism in Soviet History,” *History and Theory*, Vol. 46 (Dec. 2007), 77-91.
- Diane Koenker, “Introduction” and Ch. 3, “Moscow in the 1917 Revolution” (excerpt), in *Moscow Workers and the 1917 Revolution* (Princeton University Press, 1981), 3-11, 293-317.
- Richard Pipes, “1917 and the Revisionists,” *The National Interest* (Spring 1993), 68-79.
- Peter Kenez, Book Review, “The Prosecution of Soviet History: A Critique of Richard Pipes’ *The Russian Revolution*,” *Russian Review*, Vol. 50, no. 3 (July 1991), 345-51.
- Mark D. Steinberg, Introduction: “Experiencing the Russian Revolution,” in *The Russian Revolution, 1905-1921* (Oxford University Press, 2017), 1-13.

October 17 – When Does a Revolution End? Or, Stalin and the Fate of the “Enemies of the Revolution”

*** *First Reading Response Paper(s) due before break (UGs: at least one; Grads: at least two) ****

- Sheila Fitzpatrick, chapter 6: “Ending the Revolution,” in *The Russian Revolution*, 3rd edition (Oxford University Press, 2008), 149-72.
- Beatrice Farnsworth, “Conversing with Stalin, Surviving the Terror: The Diaries of Aleksandra Kollontai and the Internal Life of Politics,” *Slavic Review*, Vol. 69, no. 4 (Winter 2010), 944-970.
- Karen Petrone, Ch. 6, “Anniversary of Turmoil: The Twentieth Anniversary of the October Revolution,” in *Life Has Become More Joyous, Comrades! Celebrations in the Time of Stalin* (Indiana University Press, 2000).

October 24 – No class (Fall Break)

Unit II: International Impact & Comparative Revolutions

October 31 – The Comintern & Efforts to Export Revolution in the 1920s and 1930s

*** *Proposal & Bibliography due for EURR 4202 & HIST 4201A ****

- Alexander Pantsov, Ch. 2, “The Theory of Permanent Revolution in China,” in *The Bolsheviks and the Chinese Revolution, 1917-1927* (University of Hawai’i Press, 2000), 23-38.
- Lisa A. Kirschenbaum, “Exile, Gender, and Communist Self-Fashioning: Dolores Ibárruri (La Pasionaria) in the Soviet Union,” *Slavic Review*, Vol. 71, no. 3 (Fall 2012), 566-589.
- Andreas Wirsching, “The Impact of ‘Bolshevization’ and ‘Stalinization’ on French and German Communism: A Comparative View,” in Worley, ed, *Bolshevism, Stalinism and the Comintern: Perspectives on Stalinization, 1917-53* (Springer, 2008), 89-104.

November 7 – Global Nationalisms and Socialist Revolution

*** *Proposal & Bibliography due for EURR 5202 ****

- S.A. Smith, *Revolution and the People in Russia and China: A Comparative History*, excerpts (Cambridge University Press, 2008).
- Maxim Matusevich, “Revisiting the Soviet Moment in Sub-Saharan Africa,” *History Compass*, Vol. 7, no. 5 (2009), 1259-68.
- Anne E. Gorsuch, “‘Cuba, My Love’: The Romance of Revolutionary Cuba in the Soviet Sixties,” *American Historical Review*, Vol. 120, no. 2, (April 2015), 497–526.
- Erica L. Fraser, “Soviet Masculinities and Revolution,” in Catherine Baker, ed, *Gender in 20th-Century Eastern Europe and the USSR* (Palgrave, 2017), 127-40.

Unit III: Remembering, Forgetting, and Narrating the Revolution in Soviet History

November 14 – World War II and the Fate of the Revolution

*** *Research Source Show-and-Tell post due (on cuLearn) ****

- Amir Weiner, *Making Sense of War: the Second World War and the Fate of the Bolshevik Revolution*, excerpts (Princeton University Press, 2002).
- Amir Weiner, “Robust Revolution to Retiring Revolution: The Life Cycle of the Soviet Revolution, 1945-1968,” *Slavonic and East European Review*, Vol. 86, no. 2, (April 2008), 208-231.
- Elena Zubkova, *Russia after the War: Hopes, Illusions, and Disappointments*, excerpts.

November 21 – Revolutionary Burnout? From the Mausoleum to the 1980s

*** Peer Review of Show-and-Tell posts due ***

- Nina Tumarkin, Ch. 6, “The Body and the Shrine,” in *Lenin Lives! The Lenin Cult in Soviet Russia* (Harvard University Press, 1983), 165-206.
- Polly Jones, “The Fire Burns On? The ‘Fiery Revolutionaries’ Biographical Series and the Rethinking of Propaganda in the Brezhnev Era,” *Slavic Review*, Vol. 74, no. 1 (Spring 2015), 32-56.
- Alexei Yurchak, “A Parasite from Outer Space: How Sergei Kurekhin Proved That Lenin Was a Mushroom,” *Slavic Review*, Vol. 70, no. 2 (Summer 2011), 307-333.

November 28 – Remembering or Forgetting? Renovating “Sovietscapes” in the 1990s

- Katherine Verdery, “Introduction: Corpses on the Move,” in *The Political Lives of Dead Bodies: Reburial and Postsocialist Change* (New York: Columbia University Press, 1997)
- Alexander C. Diener & Joshua Hagen, “From Socialist to Post-Socialist Cities: Narrating the Nation Through Urban Space,” *Nationalities Papers*, Vol. 41, no. 4 (2013), 487-514.
- James Bell, “Redefining National Identity in Uzbekistan: Symbolic Tensions in Tashkent’s Official Public Landscape,” *Ecumene*, Vol. 6, no. 2 (1999), 183-213.
- Ekaterina V. Haskins, “Russia’s Postcommunist Past: The Cathedral of Christ the Savior and the Reimagining of National Identity,” *History and Memory*, Vol. 21, no. 1 (Spring/Summer 2009), 25-62.

December 5 – Wrap-Up: The Centenary’s Remaining Questions

- S. A. Smith, “The Historiography of the Russian Revolution 100 Years On,” *Kritika*, Vol. 16, no. 4 (Fall 2015), 733-749.
- Boris I. Kolonitskii (trans. Joy Neumeyer), “On Studying the 1917 Revolution: Autobiographical Confessions and Historiographical Predictions,” *Kritika*, Vol. 16, no. 4 (Fall 2015), 751-68.
- Shaun Walker, “Tragedy or Triumph? Russians Agonise Over How to Mark 1917 Revolutions,” *The Guardian*, 17 Dec. 2016.

Final Research Paper due via cuLearn by December 8 at 11:55pm.

Academic Accommodations:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: www.carleton.ca/csas.

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 the instructor 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism:

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own”. This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according to the Carleton's Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to EURUS website is the official course outline.