

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

**Mon 11:35-2:25, Richcraft Hall 3110**

**DRAFT SYLLABUS: READINGS WILL CHANGE**

Professor Jeff Sahadeo  
Office: 3314 River Building  
Office Hours: Friday 1-3 or by appointment

Winter 2018  
e-mail: [jeff.sahadeo@carleton.ca](mailto:jeff.sahadeo@carleton.ca)  
Phone: 520-2600 (2996)

**Objectives: Content**

This course will explore the Union of Soviet Socialist Republics. We will analyze fundamental political, social and cultural changes, in Moscow and distant peripheries. Power, foundations of nation (and empire?), modernity/modernization, class and gender, everyday life, and emotion will constitute central class themes. Each session will focus on a key period or issue—we will examine revolutionary momentum; Stalin and Stalinism; the Great Fatherland War; postwar transformation; 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, and the balance between resistance, accommodation and shared interest.

**Objectives: 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 (long writing assignment). We will also do small group work (project management). We will discuss over the semester how to leverage classroom skills on the job/ academic markets, and hear guest speakers who have transformed their love of Soviet history to various careers.

**Required Texts**

Readings will be available through the library reserve or CULearn; details to follow.

\*Those unfamiliar with the basic background of Russian history may want to consider a basic background 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 Students

Oral Participation: 25%

Role play participation: 5%

Critical Analysis Papers (3 x 3 pp): 30%

Proposal and Bibliography for Major Written Assignment (1-2 pp) (due **Feb 23, by email**): 10%

Major Written Assignment (10 pp) (due **April 11**; no late papers permitted): 30%

Graduate Students

Oral Participation: 25%

Role Play Participation: 5%

Oral Report: 10%

Critical Analysis Papers (4 x 3 pp): 30%

Proposal and Bibliography for Major Written Assignment (1-2 pp) (due **Feb 23, by email**): 5%  
Major Written Assignment (12 pp) (due **April 21**; no late papers permitted): 25%

Students will be graded on in-class participation and written assignments. Active and consistent class participation is VITAL to succeeding in this class. Questions or comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks. Graduate students will, and undergraduate students may, give one 5-10 minute oral report, on a topic of choice.

**Attendance is mandatory:** penalties for not attending (without medical documentation) are: 1 absence= 15% deduction from *entire* participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction from participation grade. Each late arrival will cost 25% of that day's attendance/ participation grade for every 15 minutes late. Ringing cellphones, note passing, under (or over) the table texting and other disruptions will also result in deductions.

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

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 engage authors' arguments and pinpoint major issues within a selected theme. 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 **January 29**; the second on or before **February 12**; the third (for 5000-level) by **March 12**; the fourth (for 5000 level) and the third (for 4000 level) by **March 26**. **Late penalties= 1 letter grade (i.e. A- to B+) per day late.**

The major written assignment may take one of a number of 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. The first is to write an introduction to a primary source (novel, memoir) that contextualizes the work in a scholarly fashion. The second is to write a book review in the *New York Review of Books* style on 2 or 3 primary or secondary sources. A third would be to interview someone who lived through the Soviet Union, and use their recollections as the basis for a paper. A fourth would be to base your paper on visual sources (this could be something like a museum guide, or an architectural study). You will receive further details on the major written assignments in mid-late January.

**Note: NO LAPTOPS/ TABLETS/ SMARTPHONES OR OTHER SIMILAR DEVICES will be allowed in class, except as needed during oral reports.**

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

*Assignments sent electronically to the instructor or Institute without prior permission will not be accepted. 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

### (DRAFT—READINGS WILL CHANGE)

(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)

#### Jan 8: Tsarism and Revolution

Sheila Fitzpatrick, "Celebrating (or Not) the Russian Revolution" 52, no. 4 (2017): 816-31  
Selections from *Seventeen Moments in Soviet History* (1917): <http://soviethistory.msu.edu/> and *New York Times*, "Red Century"-- <https://www.nytimes.com/column/red-century>

#### Jan 15: Revolution and the Civil War

\*\*Mark Steinberg, *Voices of Revolution in Russia, 1917* (2001) 85-91, 98, 120-1, 207-14, 230-2, 291-2  
David Hoffman, "The Great Socialist Experiment? The Soviet State in Its International Context" *Slavic Review*, 76 no. 3 (2017): 619-628  
Sheila Fitzpatrick, "The Civil War as a Formative Experience" *Bolshevik Culture* ed. Abbott Gleason et. al. (1985) 57-76  
Liudmila Novikova, "The Russian Revolution from a Provincial Perspective" *Kritika: Explorations in Russian and Eurasian History* 16, no. 4 (2015): 769-85  
Sean Guillory, "Shattered Self of Komsomol Civil War Memoirs" *Slavic Review* 71, no. 3 (2012): 546-65

#### Jan 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  
Marjorie Hilton, "The Customer is Always Wrong: Consumer Complaint in late NEP Russia" *Russian Review* 68, no. 1 (2009): 1-25  
Anne E. Gorsuch, *Youth In Revolutionary Russia: Enthusiasts, Bohemians, Delinquents* (2000), chap. 4: "Excesses of Enthusiasm," 80-95  
\*\*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)

#### Jan 29: Stalin and the "Great Turn"

##### I. The Politics of the "Great Turn"

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

##### II. Industry

Stephen Kotkin, "Coercion and Identity: Workers' Lives in Stalin's Showcase City" In Lewis Siegelbaum et. al., eds. *Making Workers Soviet: Power, Class, Identity* (1994) **READ** 274-303

##### III. The Countryside

Kate Brown, *A Biography of No Place: From Ethnic Borderland to Soviet Hinterland* (2004), 92-117  
Hiroaki Kuromiya, "The Soviet Famine of 1932-33 Reconsidered" *Europe-Asia Studies* 60 no. 4 (2008): 663-675 **AND/ OR** David Marples, "Ethnic Issues in the Famine of 1932-33 in Ukraine" *Europe-Asia Studies* 61, no. 3 (2009): 505-518

#### IV. The Everyday

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

\*\*Valentine Kataev, *Time, Forward!* (1932, reprinted 1995), 1-14

#### **Feb 5: Terror and Stalin**

##### I. Stalin

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

Robert Conquest, *Great Terror: A Reassessment* (1990), 53-70 (endnotes 495-7)

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

##### II. Towards Terror

Sheila Fitzpatrick, *Everyday Stalinism*, 89-106

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

#### **Feb 12: On the Periphery**

Adeeb Khalid, "The Making of Uzbekistan" in Khalid, *Making Uzbekistan: Nation, Empire and Revolution in the Early USSR* (2015), 257-290

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

Jennifer Wilson, "Queer Harlem, Queer Tashkent: Langston Hughes' 'The Boy Dancers of Uzbekistan'" *Slavic Review* 76 no. 3 (2017): 637-646

Timothy Blauvelt, "Abkhazia: Patronage and Power in the Stalin Era" *Nationalities Papers* 35, no. 2 (2005): 203-232

#### **Feb 19: Winter Break: No Class**

#### **Feb 26: World War II**

##### I. World War II

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

Catherine Merridale, *Ivan's War: Life and Death in the Red Army, 1939-1945* (2006), 153-186

Mark Edele, "Take (No) Prisoners! The Red Army and German POW's, 1941-3" *Journal of Modern History* 88, no. 2 (2016): 342-79

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

Franziska Exeler, "The Ambivalent State: Determining Guilt in the Post-World War II Soviet Union" *Slavic Review* 75, no. 3 (2016): 606-629

#### **March 5: Stalin on Trial (Role Play)**

\*\*Nikita Khrushchev's "Secret Speech" to the 20<sup>th</sup> Party Congress, 1956, Suny, ed. *The Structure of Soviet History: Essays and Documents* (2003), 340-50

#### **March 12: 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

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

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

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.

Oleg Khlevniuk and Simon Belokowsky, "The Gulag and non-Gulag as One Interrelated Whole" *Kritika* 16, no. 3 (2015): 479-498

### **March 19: Brezhnev and Late Communism**

Austin Jersild, "The Soviet State as Imperial Scavenger: 'Catch up and Surpass' in the Transnational Socialist Bloc, 1950-1960" *American Historical Review* 116, no. 1 (2011): 109-132

Sati Sutio-Sarasmö, "Stagnation or Not: The Brezhnev Leadership and East-West Interaction" in *Reconsidering Stagnation in the Brezhnev Era: Ideology and Exchange* ed. Dina Fainberg and Artemy Kalinovsky (2016), 87-103

James Critchlow, "Corruption, Nationalism, and the Native Elites in Soviet Central Asia" *Journal of Communist Studies* (1988) 4(2): 142-161

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

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

### **March 26: Late Soviet Culture and Society**

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

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

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

Alexander Oberlander, "Cushy Work, Backbreaking Leisure: Late Soviet Work Ethics Reconsidered" *Kritika* 18, no. 3 (2017): 569-590

### **April 2: The Gorbachev Era**

Nigel Raab, "April 1986: Chernobyl" *All Shook Up: The Shifting Soviet Response to Catastrophes* (2017), 143-85

John Bushnell, *Moscow Graffiti: Language and Subculture* (1990), 44-7, 82-7, 152-5, 206-7

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

Martin Malia, *The Soviet Tragedy: A History of Socialism in Russia, 1917-1991*, (1994), 491-504

Alexander Dallin, "Causes of Collapse of the USSR, Suny, ed. *The Structure of Soviet History: Essays and Documents* (2003), 549-64

Mark Beissinger, "Nationalism and the Collapse of Soviet Communism" *Contemporary European History* 18, no. 3 (2009): 331-347

OR Vladislav Zubok, "With His Back against the Wall: Gorbachev, Soviet Demise and German Reunification" *Cold War History* 14, no. 4 (2014): 619-645

### **April 9: Memory, Nostalgia and the USSR**

Sergei Alex Oushakine, "We're Nostalgic but We're Not Crazy: Retrofitting the Past in Russia" *Russian Review* 66, no. 3 (2007): 451-82

Otto Boele, "Remembering Brezhnev in the New Millennium: Post-Soviet Nostalgia and Local Identity in the City of Novorossiisk" *Soviet and Post-Soviet Review* 38, no. 1 (2011): 3-29

Anna Sorokina and Valeria Kasamara, "Post-Soviet Collective Memory: Russian Youths about the Soviet Past" *Communist and Post-Communist Studies* 48, nos. 2/3 (2015): 137-145

Katrine Bentdsen Gotfredsen, "Void Pasts and Marginal Presents: Of Nostalgia and Obsolete Futures in the Republic of Georgia" *Slavic Review* 73, no. 2 (2014): 246-264

### Blogs

<http://russianhistoryblog.org/> (see its own list of other Russian history blogs)

### Websites

Seventeen Moments in Soviet History: <http://soviethistory.msu.edu/>

Soviet Harvard Interview Project (<http://hcl.harvard.edu/collections/hpsss/about.html>)

(see others on cuLearn site)

### Journals

*Slavic Review*

*Russian Review*

*Kritika: Explorations in Russian and Eurasian History*

*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, Social Science Fulltext

### **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](http://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](mailto: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](http://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](http://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 (<https://carleton.ca/registrar/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 Richcraft Hall. 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.