



**School of Arts & Science
HUMANITIES DEPARTMENT**

**HIST 202-01
Russia and the CIS
2006F**

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:	TBA		
(c)	Location:	Young 319		
(d)	Phone:	370-3347	Alternative Phone:	
(e)	Email:	cbolt@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, students will:

1. Gain an appreciation of critical themes, events, and issues of this period.
2. Analyze the 19th century decline of Tsarist Russia.
3. Explore the role of Marxism and other ideologies in Russian/Soviet society.
4. Become familiar with Russia's unique artistic/cultural/literary/spiritual heritage.
5. Examine the inner tension in Russian identity, the Euro-Asian dichotomy.
6. Explore the rise and collapse of the USSR.
7. Examine the cold war with the United States.
8. Be introduced to the problems/issues confronting post-soviet Russia and the Commonwealth of Independent States.
9. Reassess and challenge traditional and existing perspectives on critical events and issues of this period.

By the end of the course, through exposure to the above materials and ideas, the student should be able to:

1. Think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgements about the strength of their arguments.
2. Appreciate history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.

3. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
4. Have increased skills in research, writing and written and oral communication.

3. Required Materials

There is one class each week, on Tuesday, 5:30. Each class will consist of lecture and discussion components, with breaks delineating them.

Background readings for lectures are found in ***Russia and the USSR in the Twentieth Century*** by David MacKenzie and Michael Curran. Study questions are attached and will form the basis for your tests.

Discussion material is from the ***Textbook***, the novel ***A Day in the life of Ivan Denisovich***, and ***From Stalinism to Pluralism***. Discussion questions are listed below.

For research projects/papers, you will follow the guidelines as laid out in the ***Style Guide*** created by the Camosun history department, accessible on the Humanities Web page.

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Sept. 5 Introduction to Russia, Early History, Terms, and Themes

Sept. 12 Reform, Revolution, and Stagnation MacKenzie and Curran (MC), chs. 1-3, 5

Discussion Points

- Problem One:** Why did Alexander II Free the Serfs?
- Communist Manifesto* (excerpts attached to course syllabus)

What is Marx and Engels' view of history (note the stages of history)? Where is it going? Why? How? What are the bourgeoisie and proletariat? What happens to their relationship?

Sept. 19 The Revolution MC, chs. 4, 6, 7

Discussion Points

- Problem 2:** Did World War I cause the Collapse of Tsarism?
- Problem 3:** Why did the Bolsheviks win?

Sept. 26 War Communism and After MC, chs. 8 -10

Discussion Points

- Problem 4:** From Lenin to Stalin
- Problem 5:** The Great Terror

Oct. 3 Stalinism MC, chs. 11, 12, Problem 6

Discussion Points

- Solzhenitsyn: *A Day in the life of Ivan Denisovich*
- Analysis of review due. See above.

Oct. 10

Foreign Policy Under Stalin

MC, chs. 13, 14, Problem 7, 8

Discussion Points

--Stokes, Introduction, Documents (Docs) 1, 3-8

--INTRO. What is Stokes opinion of the place of Soviet Communism in the western tradition, particularly the so-called European Enlightenment? Note the argument/thesis implicit in the structure of the book, the titles of the Sections being especially significant.

--Docs. 3, 4. What negotiating principles appeared to be used at Tehran and Moscow?

--Doc. 1. What apparent agreements were made at Yalta?

--Doc. 5, 6. Compare the views of Truman and Zhadanov on the origin and nature of the 'two camps.'

--Doc. 7. How does Berman defend Stalinism?

--Doc. 8. What is ketman? Note the various forms it can take.

Oct. 17

Mid-term exam

Oct. 24

Khrushchev

MC, ch. 15, Problem 9

Discussion Points

Stokes, Docs 12-16

--Doc. 12. How does Nagy describe the essence of Marxism-Leninism? What are the principles of the 'New Course?'

--Doc. 13. What problem does Lukacs identify with Stalinism? How does he propose to solve them?

--Docs. 14, 15. What is 'self-management?'

--Doc. 16. Who is the 'new class?' What are its characteristics?

Oct. 31

Brezhnev and the 'Old Men'

MC, ch. 16, 17, Problem 10, Stokes, Docs 25-27

Discussion Points

Stokes, 19-22, 28, 29

--Doc. 19. What does Mlynar sees as the problem of 'man's position in socialism? How does he evaluate the collective/private issue, and how does he define pluralism?

--Doc. 20. What is the gist of the 'Two Thousand Words...?' What is the document's tone?

--Doc. 21. What does the Brezhnev Doctrine say?

--Doc. 22. What is the rule of the 'clerks,' according to Kolakowski?

--Doc. 28. What is the lesson of the green grocer. 'What is to be done, then?'

--Doc. 29. What is 'anti-politics?'

Nov. 7

Reform: The Wrong Answer?

MC, chs. 18, 19, Stokes, Doc 52

Discussion Points

Stokes, 30, 31, 33, 35, 37

--Doc. 30. What are 'soft budget constraints?' What problem does Kornai see in socialist economies?

--Doc. 31. Summarize Rosenbladt's analysis of Poland's environment after communism.

--Doc. 33. How did John Paul II see the role of the Church in Poland's past and future?

--Doc. 35. Who was 'solidarity' and what did they want? How did they propose going about 'that?'

--Doc. 37. What is Kundera's view of Central Europe's place in History? What is its 'current' tragedy?

Nov. 14

The Collapse of the USSR

Discussion Points

Stokes, 39-41, 43

- Doc. 39. What tasks lay ahead for the new Polish government of 1989?
- Doc. 40. What constitutes the 'New Social Contract?'
- Doc. 41. What is the 'Third Way?' What distinguished it from the other two?
- Doc. 43. What was Havel's view of Czechoslovakia's future?

Nov. 21 Yeltsin and Putin

MC, chs. 21, 22

Discussion Points

Yeltsin's legacy, MC pp. 407-409

Stokes, 44-47

- Docs. 44-47. Compare/contrast the views of 'Nation' in each article. Is nationalism compatible with socialism? With peace?

Nov. 28 Film: *Bless the Woman*

Discussion Points

What does the film say about Russia during the era in which the film is set? What does it say about the time in which the film was made? Why would Putin love the film?

Dec. 5 The Other Republics

Handout

Discussion Points

FINAL in exam period.

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

1. Exams	40%
2. Participation	10%
3. Media Awareness	10%
4. Article Review	10%
5. Analysis of Book Review	15%
6. Analysis of Stokes	15%

1. The exams will be non-cumulative and will contain both short-answer and essay questions. They will be worth 20% each.

2. For each class, attendance will be taken, with more than three absences resulting in a failing grade for the participation/discussion portion of course requirements.

Although all topics for each class are open to discussion, class time will be set aside as discussion sessions that will focus on specific issues and readings. The readings and discussion points are indicated in the Topics and Readings section below, along with questions that will form the basis for discussion. In addition, for each reading, consider the following:

- a. Who wrote the piece? That is, from where did this person come?
- b. What is their particular reason for writing this? What point are they trying to make? That is, what is their bias?
- c. What is the historical significance of this piece?

3. Throughout the semester, students are to pick a major world media and to follow its coverage of Russia and the CIS countries. Russian and CIS media are welcome.

Students are to collect one item for each class (make a photocopy or use the original), to be handed in on the last class of each month. For the November 28 class, all items are to be handed in, before class, along with a short summary (no more than 500 words) including at least the following:

- a. who owns the medium,
- b. what is its bias, and
- c. how does this affect its coverage of Russia and/or the CIS?

Students will be graded on the collection and on the quality of the analysis.

4. 300-word Article review. The student will select one academic article from an academic journal or periodical (that is, not a popular magazine such as *National Geographic*, no news Magazines such as *Time* or *Newsweek*) addressing the situation, since 1991, in one of the 14 other members of the CIS. The article will address some aspect of how the state has fared with the end of the Soviet Union. If uncertain, please see the instructor for verification of the article.

Students will use the following format:

--paragraph one--identify the thesis (theme or argument) of the article
 --paragraph two--describe how it was put together, analyze the sources, and explain the style of the argument

--paragraph three--evaluate the thesis and the method, sources, and style.

The article must be photocopied and attached to the review, and can be handed in any time during the semester.

5. For the novel, *A Day in the life of Ivan Denisovich*, the student will find a book review, photocopy it, and do a short analysis of no more than 500 words. As illustrated above, a critical review should contain at least these three elements -- theme, style [including method and sources (if applicable)], and the reviewer's critical, personal opinion.

Questions to consider:

--Does the review do justice to the themes of the book?

--Do you agree with its critique?

--Are there significant/important omissions?

--Is it valuable as an historical testimony? Is its importance the era it describes or the era in which it was written? Why?

This assignment is due, in class (before class starts), on Oct. 3.

6. There will be a short analysis (500 words max.) of the material Stokes, focussing on the question of the end of the Soviet, communist version of socialism. Details will be spelled out as we proceed through Stokes.

This assignment is due on the last class.

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4

65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at **camosun.ca** or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at **camosun.ca** for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Clerk: History proves everything the historian chooses to deposit in it beforehand. You analyze history on the basis of a ready-made diagram and then announce triumphantly that this same diagram emerged from your analysis, forgetting to add that you put it there in the first place.

The Debate of the Clerks
Leszek Kolakowski
September, 1957

Guide Questions to Accompany the Text

Note: In addition to the questions below, always refer to the questions in each chapter's introduction. They set up what the authors attempt to answer in the chapter test.

Chapter 1

1. Define the "basic controversy" in explanatory models for the course of Russian and Soviet history. Note the variety of views on both sides.
2. Explain the role of location, climate, and geography in Russia's history.
3. Who are the Russians?
4. List and briefly define the major periods of Russian history.

Chapter 2

1. Outline the reforms (terms and conditions) of Alexander II and explain the rationale for each set.
2. Summarize 19th century Russian foreign policy with reference to Europe, Balkans, and Asia/America.
3. Compare domestic affairs under the last two Tsars with those of Alexander II.
4. Summarize foreign affairs under the last two Tsars.

Chapter 3

1. What was the westernizers/slavophile debate? Identify Chernyshevskii, Pisarev, Nechaev, and Bakunin.
2. What was Revolutionary Populism?
3. What are the basics of Marxism? Explain its rise in Russia. In other words, why do you think it had a receptive audience? How did Lenin modify it?

Chapter 4

1. What precipitated the 1905 revolution? What changes to the structure of government did Nicholas II make? Were they enough?
2. Explain the Duma monarchy. How well did the system work till 1917?
3. Was Russia "modernizing" in comparison to other European and Asian powers on the eve of WW I?
4. What happened to Russia's foreign policy after 1905?

Chapter 5

1. Who were the major literary figures after 1855? Explain why each is important.
2. Describe 19th century Russian popular culture.

Chapter 6

1. Explain the reason for and the course of Russia's involvement in WW I. What was Russia's aims? What happened on the home front?
2. Why was there a March Revolution? What kind of government was set up?

Chapter 7

1. What was meant by "dual power?" Who had the real power?
2. What role did the Bolsheviks play in the early months of the provisional government? How did the Bolshevik movement evolve?
3. What initiatives were undertaken by the provisional government from March to September? Why did it not succeed?
4. What actions did the Bolsheviks take in September and October? Why did their coup succeed?

Chapter 8

1. Describe the steps taken to consolidate the revolution in 1917-18. How did the Bolsheviks deal with opposition? What did they do to the old social, economic, and political order?
2. How and why did the Bolsheviks survive the civil war? Geographically, how much of old Russia remained part of the Soviet Union?
3. What was "war communism," and why did it paralyze the country?
4. What was the significance of the Kronstadt Revolt?

Chapter 9

1. Why did Lenin implement the NEP? How did the NEP economy function?
2. What was democratic centralism?
3. What was the problem of succession, and how and why did Stalin win it?

Chapter 10

1. Describe Stalin's political approach. Were the purges (list them) a logical outcome of his policies?
2. Compare the party and state apparatuses. Where was the real power?
3. How does the book define Stalinism? Is it Marxism? Russian nationalism? What?

Chapter 11

1. What were the major points in the Great Industrialization debate of the 1920s?
2. Describe the steps leading to forced collectivization. What was its purpose?
3. What was the purpose of the Five Year Plans? Was the 1st a success? The 2nd? The 3rd?
4. What shifts occurred in social policy in the 1930s? Why? Was this still socialism?

Chapter 12

1. Define and compare the Leninist and Stalinist approaches to culture, and explain what Stalin did to literature, cinema, science, arts, music and popular culture.

Chapter 13 and 14

1. What three views have dominated western concepts of Soviet foreign policy during this period?
2. What were the aims of Soviet foreign policy before 1941? After?
3. Outline the stages of Soviet Foreign policy:
 - First Revolutionary era
 - Accommodation
 - Neoisolationism
 - Collective Security
 - Nazi Soviet Pact
 - Invasion by Germany
 - 1942 Campaign
 - Alliance with the West
 - Far Eastern War
2. How would you characterize post-war Stalinism?
3. Why did Stalin take control over Eastern Europe between 1945-49?

Chapter 15

1. What happened to Soviet politics after the death of Stalin (till 1964)?
2. Describe Soviet economic policy during the Khrushchev era.
3. How did Soviet foreign policy shift during the Khrushchev era?

Chapter 16

1. Describe Soviet politics during the Brezhnev era. What kind of leadership emerged and how did it relate to the general public?
2. How were nationalism and dissent problems, and how did the state respond?
3. What happened to the economy during this period? What reforms were attempted, and why did they fail?
4. Describe Soviet foreign policy during this period. How did the military change? What kind of relations existed with Warsaw Pact nations, other communist states, Asia, Africa, and the Americas? Why were Czechoslovakia and Afghanistan invaded?

Chapter 17

1. What was the nature of soviet leadership during the so-called period of the gerontocracy? What did Andropov attempt? Was he revolutionary? What about Chernenko?
2. How did the economy fare during this period? Could change happen?
3. Describe Soviet foreign policy from 1982-5.

Chapter 18

1. Describe Gorbachev's background and his approach to the endemic problems of the Soviet Union. What was glasnost, and what did it bring? How did he try to change the structure of the state?
2. Outline the various nationalistic movements and describe the issues each raised.
3. What was perestroika, and what did it do to/for the soviet economy?
4. What dramatic impacts did perestroika and glasnost have on national security and foreign policy?

Chapter 19

1. Outline the stages and changes in Soviet culture from 1953-91. Why are the artistic and cultural movements in Russia critical in understanding the changes in Russia during the post-Stalinist era?

Chapter 20

1. Outline and describe the events and stages which led to the collapse of the Soviet Union. Include accounts of the rise of Yeltsin, the August coup, and the ultimate end of the Union.
2. Compare the CIS to the Soviet system.

Chapter 21

1. Summarize the textbook's summary of the Soviet legacy (pp. 383-391).
2. What has happened to Russian politics since the breakup of the USSR? What did Yeltsin do to the constitutional and political framework by which Russia would be governed? Explain the path of politics through his era.
3. How did the economy function during Yeltsin's rule?
4. How did foreign policy have to be reshaped? What about relations with the new republics (formerly part of the USSR)?
5. How did culture and religion reflect the new Russia?

Chapter 22

1. Who is Putin, and what kind of leader is he? Is he a reformer? How? Why?
2. How does he connect with Russia's political, economic, and social past? Is he distinguishable from the communist era?
3. How have society and culture fared in post -Soviet Russia?