

Seth Bernstein
Keene Flint Hall 021
MWF: 8:30-9:20
[Course Site](#)

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office hours: M 2-3pm
Th 9-10am
(or by appointment)

EUH 3576: Twentieth Century Russia to 1991

Course Description: Revolution transformed the Russian Empire into the world's first socialist state. This course examines the paradoxes of the Soviet experiment. How did revolutionary dreams turn into Stalinism? In what ways did the USSR mark a radical break with the past and in what ways was it a continuation of the Russian Empire? How can we untangle Cold War narratives about the USSR from the realities of life under socialism? Students will consider the Soviet experience through a variety of sources, including fiction and films. Course meetings will take the form of lectures and discussions.

Course Goals:

1. Introduce students to the history of the Russian/Soviet/post-Soviet state(s).
2. Consider how states and societies modernize outside of liberal democratic contexts.
3. Explore the impact of the Soviet regime on everyday life.
4. Demonstrate how to integrate a range of primary sources into historical work.

Course Assignments:

Participation (15%): Engagement in discussions that demonstrate a student's having read and understood assigned materials.

Online Participation (10%): Students must post at least five short responses (200 words or more) to course materials or related sources on the course's canvas discussions module. A good idea for a topic is primary sources from *Seventeen Moments of Soviet History*. Students must also post five (non-trivial, possibly critical but always polite) or more responses to their peers. The responses must be submitted before the relevant class.

Pop Quizzes (10%): I will give approximately ten pop quizzes throughout the semester. They will consist variously of multiple choice, short answers, map sections or paragraph-length answers. I will throw out the bottom three grades. Questions for the quizzes can be over any material from the course.

Debate Participation (10%): The course will include three debates where students must make a case for their assigned group. Participants should research their positions and their opponents' stances beforehand to make the most compelling case for their side.

Primary Source Project (15%): This project will examine one short, non-official primary source (e.g., a short novel, story, film or diary) NOT used in the course already and analyze it in a five-

page essay (1500 words approximately). The essay should contextualize the source as part of its historical period. What does your source tell us about an aspect of the Russian/Soviet experience of the time? A list of potential sources will be provided.

The Hero of Our Time (20%, including 5% for proposal and 5% for oral presentation): Using Esri's Storymaps web application (<https://storymaps.arcgis.com/stories>), create a presentation to tell the story of an invented person who lived in the USSR. Although the person should be fictional, their life should be plausible and be placed in the context of real historical events. Creating a plausible life should involve research on the geography and events. The presentation should include at least three data-rich maps. We will workshop the biographies over the course of the semester.

Final Exam (20%): Test consisting of multiple choice, short answers, a map section and an essay (choice of topics). The exam will include material from the readings and viewings.

Extra Credit: Trivial Pursuit Questions (up to 5%): Students can submit up to ten (10) review questions suitable for a game of trivial pursuit in the following categories: Politics; Science and Technology; Society; Culture; Economics. Students can submit one question per week and can submit no more than two questions per category. The questions will be used for a review game of trivial pursuit, including a fabulous prize for the winner.

Required Texts:

There is no fixed textbook for this class. Most class discussions will be based on materials available online or in the library. Books that we will use more extensively I am listing below. I recommend that students follow along chronologically in one of the recommended textbooks.

Books:

Mikhail Bulgakov, *Heart of a Dog*

Yevgenia Ginzburg, *Journey into the Whirlwind*

Vasilii Grossman, *A Writer at War*

Fedor Mochulsky, *Gulag Boss*

Students who want a textbook can find the following:

Seventeen Moments of Soviet History (online: <http://soviethistory.msu.edu>)

Suny, *The Soviet Experiment* (traditional textbook)

Academic Integrity: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Honor code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Lateness Policy: An important part of students' work is meeting deadlines. Late assignments will be docked three percentage points per day overdue. Under extraordinary circumstances extensions will be granted but every effort should be made to avoid the need to take an extension.

Accommodations for Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Complaints: The official UF policy for filing a complaint about the course may be found here https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Course Schedule:

Jan. 6: Introduction/Map Quiz

The End of the Russian Empire

Jan. 8: Topics: Society and Politics to 1900

Reading:

Nechaev (Nechayev), “The Revolutionary Catechism”

(<https://www.marxists.org/subject/anarchism/nechayev/catechism.htm>)

Chekhov, “The Peasants”

(https://en.wikisource.org/wiki/The_Witch_and_Other_Stories/Peasants)

Jan. 10: Revolution of 1905

Reading:

Witte, *Memoirs*, 250-285 (“Bloody Sunday and the First Soviet”

<https://archive.org/details/memoirsofcountwi00wittuoft/page/250>)

Jan. 13: “Normalcy” in the Russian Empire

Reading:

Geiling, “Color Photographs of Imperial Russia”

(<https://www.smithsonianmag.com/travel/old-russian-empire-color-photos-180950229/>, view all photographs at

<http://www.loc.gov/pictures/search/?st=grid&co=prok> and come with one or two to discuss)

Viewing:

Romance with a Double Bass (1911,

<https://www.youtube.com/watch?v=wq315KTOfDY>)

Jan. 15: World War I

Reading:

Thurston, *Field Hospital & Flying Column*, 161-179

(<https://archive.org/details/fieldhosflyingcolumn00thuruoft/page/n171>)

The Revolution and Early Soviet Period

Jan. 17: The February Revolution

Reading:

Kolonitskii, “Antibourgeois Propaganda and Anti-‘Burzhui’

Consciousness in 1917” (<https://www.jstor.org/stable/130822>)

Jan. 22: DEBATE: The Revolution

Jan. 24: The October Revolution

Reading:

Litveiko, “In 1917” in *In the Shadow of Revolution* (I will distribute)

Reed, *Ten Days that Shook the World*, “On the Eve”
(<https://www.marxists.org/archive/reed/1919/10days/10days/ch3.htm>)

- Jan. 27: The Civil War
Reading:
Holquist, “‘Information is the Alpha and Omega of Our Work’: Bolshevik Surveillance in Its Pan-European Context”
(<https://www.jstor.org/stable/2953592>)
- Jan. 29: The New Economic Policy
Reading:
Bulgakov, *Heart of a Dog* (part I)
- Jan. 31: Culture after the Revolution
Reading:
Bulgakov, *Heart of a Dog* (part II)
- Feb. 3: Revolutionary Gender and Sexuality
Reading:
Bulgakov, *Heart of a Dog* (part III)
Viewing:
Bed and Sofa (Room, 1927,
https://www.youtube.com/watch?v=INipP_F4MxI)
- Feb. 5: The Crisis of NEP
Reading:
Fitzpatrick, “The Bolsheviks' Dilemma: Class, Culture, and Politics in the Early Soviet Years” (<https://www.jstor.org/stable/2498180>)

High Stalinism

- Feb. 7: Stalin
Reading:
Start Ginzburg and Mochulsky
Viewing:
Lenin in October (Romm, 1937)
(<https://www.youtube.com/watch?v=96NjD0oSofw>)
- Feb. 10: The Great Turn: Industrialization
Reading:
Continue Ginzburg and Mochulsky
Scott, *Behind the Urals*, part II (A Day in Magnitogorsk) (<https://babel-hathitrust-org.lp.hscl.ufl.edu/cgi/pt?id=uc1.b4451225&view=1up&seq=23>)

- Feb. 12: The Great Turn: Collectivization
 Reading:
 Continue Ginzburg and Mochulsky
 Viola, “Bab’i Bunty and Peasant Women’s Protest during
 Collectivization” (<https://www.jstor.org/stable/129400>)
- Feb. 14: The Conservative Turn
 Reading:
 Continue Ginzburg and Mochulsky
- Feb. 17: The Great Terror
 Reading:
 Continue Ginzburg and Mochulsky
 Bernstein, “Editor’s Introduction” (I will distribute)
- Feb. 19: The Gulag
 Reading:
 Finish Ginzburg and Mochulsky
- Feb. 21: DEBATE: Factory Party Purge
- Feb. 24: Stalin’s Empire
 Viewing:
Three Songs about Lenin (Vertov, 1934)
 (<https://www.youtube.com/watch?v=JeWK5iRp0BE>)
- Feb. 26: Stalinist Internationalism
 Reading:
 Duranty, “Russians Jubilant over Big Harvest” (<https://search-proquest-com.lp.hscl.ufl.edu/docview/100879605/AAAB3056FDD24860PQ/311?accountid=10920>)
 Duranty, “Many Foreigners Visit Soviet Union” (<https://search-proquest-com.lp.hscl.ufl.edu/docview/101388344/AAAB3056FDD24860PQ/63?accountid=10920>)
 Viewing:
 “The Reddest of the Blacks” (<https://srbpodcast.org/2019/05/21/the-reddest-of-the-blacks/>)
- Feb. 28: Workshop: ArcGIS

***Spring Break

The Great Patriotic War and Late Stalinism

Mar. 9: The Great Patriotic War I: Defeats
Reading:
Grossman, *A Writer at War*, 1-115

***Proposals for Hero of Our Time Due

Mar. 11: The Great Patriotic War II: Occupation and the Holocaust
Reading:
Grossman, *A Writer at War*, 247-308

Mar. 13: The Great Patriotic War III: Victory and Consequences
Reading:
Grossman, *A Writer at War*, 309-350
Grossmann, *Jews, Germans and Allies*, 48-86

Mar. 16: Return to “Normalcy”
Reading:
Salisbury, *American in Russia* (excerpts)

Mar. 18: Jewish Trials and the Death of Stalin
Reading:
Evtushenko, *Precious Autobiography* (on Stalin’s funeral)
(<http://soviethistory.msu.edu/1954-2/succession-to-stalin/succession-to-stalin-texts/mourners-crushed-at-stalins-funeral/>)

Mar. 20: ArcGIS Workshop II

After Stalin

Mar. 23: De-Stalinization
Reading:
Khrushchev, “Speech to the 20th Congress of the CPSU”
(<https://www.marxists.org/archive/khrushchev/1956/02/24.htm>)
Evtushenko, “Stalin’s Heirs” (<http://soviethistory.msu.edu/1961-2/thaw-poets/thaw-poets-texts/evtushenko-on-stalins-heirs/>)

Mar. 25: The Soviet Consumer and Housing
Reading:
Nixon and Khrushchev’s Kitchen Debate
(<https://www.cia.gov/library/readingroom/docs/1959-07-24.pdf>)

Mar. 27: Khrushchev’s Cold War
Reading:

“A. Adzhubei’s Account of His Visit to Washington” from GWU’s *Cuban Missile Crisis* (https://nsarchive2.gwu.edu/nsa/cuba_mis_cri/docs.htm)
“Report from Anastas Mikoyan” from GWU’s *The 1956 Hungarian Revolution* (<https://nsarchive2.gwu.edu/NSAEBB/NSAEBB76/>)
“Ulbricht writes to Khrushchev regarding the closing of the border between east and west Berlin” Wilson Center *Digital Archive: Berlin Wall* (<https://digitalarchive.wilsoncenter.org/collection/156/berlin-wall/>)

- Mar. 30: Soviet Internationalism and Tourism
Reading:
Gorsuch, “‘Cuba, My Love’ : The Romance of Revolutionary Cuba in the Soviet Sixties” (<https://academic.oup.com/ahr/article-abstract/120/2/497/45572>)
CIA Report, International Communism and Youth (“Strengths and Vulnerabilities” “Conclusions”) (<https://www.cia.gov/library/readingroom/docs/CIA-RDP80-01445R000100050001-2.pdf>)
- Apr. 1: The Soviet Project under Khrushchev
Reading:
CIA Report, International Communism and Youth (“Strengths and Vulnerabilities”) (<https://www.cia.gov/library/readingroom/docs/CIA-RDP80-01445R000100050001-2.pdf>)

The Late Soviet Union

- Apr. 3: Post-Khrushchev
Reading:
Baranskaya, *A Week Like Any Other* (title story)
- Apr. 6: The Great Patriotic War IV: Memory
Viewing:
Seventeen Moments of Spring, episode 1
(<https://www.youtube.com/watch?v=Z1Fi7vLLV-g>)

***Hero of Our Time presentations due

- Apr. 8: PRESENTATIONS
- Apr. 10: The 1970s: Stagnation or Stability?
Reading:
Alexievich, *Zinky Boys*, introduction-68

Apr. 13: Gorbachev and Glasnost'
Reading:
CIA Translation of Soviet Jokes
(<https://www.cia.gov/library/readingroom/docs/CIA-RDP89G00720R000800040003-6.pdf>)
Andreeva, "I Cannot Forsake My Principles"
(<https://web.archive.org/web/20120216082258/http://www.sadcom.com/pins/about/andreeva.htm>)

Apr. 15: DEBATE: Reform of the Soviet Union

Apr. 17: PRESENTATIONS

Apr. 20: Perestroika and the Fall of the Soviet Union

Reading:

Remnik, *Lenin's Tomb*, 431-530

Viewing:

CNN News Coverage of the August Coup Attempt

(<https://www.youtube.com/watch?v=LsF4c06txHM>)

***Primary Source Papers Due

Apr. 22: Post-Soviet Russia

Reading:

"A Tsar Is Born," *Time*

(http://content.time.com/time/specials/2007/personoftheyear/article/0,28804,1690753_1690757_1690766,00.html)

Viewing:

Yeltsin's Farewell Speech

(<https://www.youtube.com/watch?v=vTsqr18Mbvs>)