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MWF: 10:40-11:30
Course Site: <https://ufl.instructure.com/courses/416226>

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Office Hours (Zoom):
W: 4-5, Th: 4-5
(and 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 Assignments:

Participation (20%): Engagement in discussions that demonstrate a student's having read and understood assigned materials. Participation can be online in Canvas discussions.

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. Groups should take notes in a shared file (e.g. Google Docs) and submit the file to me.

Discussion Leader (20%): Twice during the semester, each student will be responsible for leading a class discussion about primary sources and readings. To prepare for this session, students should meet with me to discuss their plan for the class. Students should prepare first to discuss the readers for that day but can also bring in relevant questions from recent classes for discussion. Students should also post discussion questions on Canvas. Each group will be responsible for keeping notes in a shared file (e.g., a Google Doc), accessible from your group's Canvas page.

Hero of Our Time: An Adaptation (30% including 5% pass/fail for proposal, 10% for article review): Students will write in ESRI's StoryMaps application a piece of historical fiction based on scholarship. Students will choose an academic article about an aspect of late Imperial/Soviet/post-Soviet history to read and review (~700 words). The next step is to write a proposal for a fictional but true to life person that incorporates the key aspects of that work. The result is a project in StoryMaps that includes three interactive maps. The class will have a workshop on using StoryMaps. I will provide a list of potential articles broken down by topic.

Make Your Own Mini-Midterm (5%): Students will write a short exam that captures important aspects of the first half of the class. The exam will have three parts: a section with multiple

choices (at least five options); short answers (three); one essay. All the sections should provide the answer, including the essay (roughly 300-400 words).

Make Your Own Final Exam (15%): Students will write their own exam that captures the main points of the class. The exam will have three parts: multiple choice chronological (at least five events); short answer based on readings (five questions); essay (two big essay questions). In addition to writing the questions and providing the answer, there should be a justification for the inclusion of each question. The explanation for the essay should be longer, while the short answer and multiple choice justifications can be a sentence or two.

Extra Credit: Trivial Pursuit Questions (up to 2.5%): 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.

Required Texts:

Bulgakov, Mikhail. *Heart of a Dog*. New York: Melville, House, 2013.

Chukovskaya, Lydia. *Sofia Petrovna*. Evanston, IL: Northwestern University Press, 1994.

Edele, Mark. *The Soviet Union: A Short History*. Hoboken, NJ: John Wiley & Sons, 2019. (textbook, should be available online at UF Libraries)

Mochulsky, Fyodor. *Gulag Boss: A Soviet Memoir*. Oxford: Oxford University Press, 2012.

Voinovich, Vladimir. *The Fur Hat*. New York: Harcourt Brace, 1989.

Other editions of all these books are acceptable. The Edele textbook is what I recommend and what I have included on the syllabus, but other texts (e.g., Suny, *Soviet Experiment*) are fine. If you use another text, you will be responsible for figuring out the corresponding sections. Other readings will be posted on Canvas or are available online. If you prefer a hard copy of the readings, please look at the syllabus and order books accordingly.

Many of the readings come from the excellent website *Seventeen Moments of Soviet History* (<http://soviethistory.msu.edu/>). I recommend exploring that site, which contains a wealth of primary sources (text and visual) and explanatory introductions by reputable historians, all in English.

Academic Integrity: The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite

sources, and should not give nor receive an improper academic advantage in any manner through any medium.

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 who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Online Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

Grading Policy:

You can find University of Florida's grading policies here:

<http://catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/>

Letter Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62

Recording:

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are

unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded.

If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Course Schedule:

IN = In Class

ON = Online over Zoom

Jan. 11 (ON): Introductions

Reading:

Edele, *Soviet Union*, ix-xv (Preface)

Russia before the Revolution

(Textbook: Edele, *Soviet Union*, 3-29)

Jan. 13 (IN): Society and Politics to 1900

Reading:

Chekhov, "The Peasants"

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

Nechaev (Nechayev), "The Revolutionary Catechism"

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

Jan. 15 (IN): Revolution of 1905

Reading:

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

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

Jan. 20 (IN): Twilight of the 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. 22 (ON): World War I

Reading:

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

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

Revolutionary Russia

(textbook: Edele, *Soviet Union*, 29-69)

Jan. 25 (IN): The February Revolution

Reading:

Seventeen Moments of Soviet History

Article:

“February Revolution” (<http://soviethistory.msu.edu/1917-2/february-revolution/>)

“Revolution in the Army” (<http://soviethistory.msu.edu/1917-2/revolution-in-the-army/>)

Texts:

“Formation of the Provisional Government”

(<http://soviethistory.msu.edu/1917-2/february-revolution/february-revolution-texts/formation-of-the-provisional-government/>)

“Order No. 1” (<http://soviethistory.msu.edu/1917-2/revolution-in-the-army/revolution-in-the-army-texts/order-no-i/>)

“Order No. 2” (<http://soviethistory.msu.edu/1917-2/revolution-in-the-army/revolution-in-the-army-texts/order-no-ii/>)

“Breakdown of Discipline on the Front”

(<http://soviethistory.msu.edu/1917-2/revolution-in-the-army/revolution-in-the-army-texts/breakdown-of-discipline-on-the-front/>)

Jan. 27 (ON): DEBATE: The October Revolution (Readings on Canvas)

Jan. 29 (ON): Experiencing the 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>)

Feb. 1 (IN): 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>)

Feb. 3 (IN): The New Economic Policy

Reading:

Seventeen Moments of Soviet History:

Main Article:

“The New Economic Policy” (<http://soviethistory.msu.edu/1921-2/the-new-economic-policy/>)

Texts:

“NEP in the Countryside”

(<http://soviethistory.msu.edu/1921-2/the-new-economic-policy/the-new-economic-policy-texts/nep-in-the-countryside/>)

Video:

“The Moscow Soviet Reports”

[\(http://soviethistory.msu.edu/1921-2/the-new-economic-policy/the-new-economic-policy-video/\)](http://soviethistory.msu.edu/1921-2/the-new-economic-policy/the-new-economic-policy-video/)

Feb. 5 (ON): Lenin's Succession

Reading:

Seventeen Moments of Soviet History:

Article:

“Lenin's Succession”

[\(http://soviethistory.msu.edu/1924-2/lenins-succession/\)](http://soviethistory.msu.edu/1924-2/lenins-succession/)

Texts:

“Lenin's Testament” (<http://soviethistory.msu.edu/1924-2/lenins-succession/lenins-succession-texts/lenins-testament/>)

Kamenev on Stalin (<http://soviethistory.msu.edu/1924-2/lenins-succession/lenins-succession-texts/kamenev-on-stalin/>)

Video of Lenin's Funeral (<http://soviethistory.msu.edu/1924-2/lenins-succession/lenins-succession-video/>)

Stalin, “Socialism in One Country versus Permanent Revolution” (<http://soviethistory.msu.edu/1924-2/industrialization-debate/industrialization-debate-texts/socialism-in-one-country-versus-permanent-revolution/>)

Feb. 8 (IN): Revolutionary Culture I: Bourgeois and Worker

Reading:

Begin Bulgakov, *Heart of a Dog* (part I)

Seventeen Moments of Soviet History:

Articles:

“NEPmen” (<http://soviethistory.msu.edu/1924-2/nepmen/>)

Texts:

Excerpt from Gladkov, *Cement* (<http://soviethistory.msu.edu/1924-2/nepmen/cement/>)

Images of NEPmen and “Bourgeois” Women

[\(http://soviethistory.msu.edu/1924-2/nepmen/nepmen-images/\)](http://soviethistory.msu.edu/1924-2/nepmen/nepmen-images/)

Feb. 10 (IN): Revolutionary Culture II: Gender and Sexuality

Reading:

Continue Bulgakov, *Heart of a Dog* (part II)

Viewing:

Bed and Sofa (Room, 1927, https://www.youtube.com/watch?v=INipP_F4MxI)

Feb. 12 (ON): Revolutionary Culture III: Science and Technology

Reading:

Finish Bulgakov, *Heart of a Dog* (part III)

The Stalinist 1930s

(Edele, *Soviet Union*, 97-122)

Feb. 15 (IN): Stalin and the First Five-Year Plan

Reading:

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. 17 (IN): Collectivization

Reading:

Viola, “Bab’i Bunty and Peasant Women’s Protest during Collectivization” (<https://www.jstor.org/stable/129400>)

Feb. 19 (ON): Conservative Turn

Reading:

Seventeen Moments of Soviet History

Texts:

“Conference of the Wives of the Engineers in Heavy Industry”

(<http://soviethistory.msu.edu/1936-2/abolition-of-legal-abortion/abolition-of-legal-abortion-texts/conference-of-the-wives-of-the-engineers-in-heavy-industry/>)

“Decree on the Prohibition of Abortions, June 27, 1936”

(<http://soviethistory.msu.edu/1936-2/abolition-of-legal-abortion/abolition-of-legal-abortion-texts/protection-of-motherhood/>)

“Stalin’s Report to the Seventeenth Party Congress”

(<http://soviethistory.msu.edu/1934-2/seventeenth-party-congress/seventeenth-party-congress-texts/stalins-report-to-the-seventeenth-congress/>)

Feb. 22 (IN): Stalin’s Empire

Reading:

Three Songs about Lenin (Vertov, 1934)

(<https://www.youtube.com/watch?v=JeWK5iRp0BE>)

Feb. 24 (IN): Great Terror I

Reading:

Chukovskaya, *Sofia Petrovna*, chapters 1-7

Feb. 26 (ON): The Great Terror II

Reading:

Chukovskaya, *Sofia Petrovna*, chapters 8-end

Mar. 1 (ON): Debate II: The Factory Party Purge (Readings on Canvas)

Mar. 3 (IN): Gulag I

Reading:
Mochulsky, 1-72, Appendix 1, 2

Mar. 5 (ON): Gulag II
Reading:
Mochulsky, *Gulag Boss*, 75-end

***Mid-Term Exam Due

Mar. 8 (IN): ArcGIS Workshop I

Mar. 10 (IN): ArcGIS Workshop II

Mar. 12 (IN): 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/>)

Great Patriotic War and Its Aftermath

(Edele, *Soviet Union*, 123-158)

Mar. 15 (IN): Great Patriotic War I: Origins and Defeats

Readings:
Seventeen Moments of Soviet History
Article:
“Wartime Evacuations” (<http://soviethistory.msu.edu/1943-2/wartime-evacuation/>)
“The Vlasov Movement” (<http://soviethistory.msu.edu/1943-2/the-vlasov-movement/>)
Texts:
“Molotov on the Meaning of the Soviet-German Pact” (<http://soviethistory.msu.edu/1939-2/soviet-territorial-annexations/soviet-territorial-annexations-texts/molotov-on-the-meaning-of-the-soviet-german-pact/>)
Kochina, “Blockade Diary” (<http://soviethistory.msu.edu/1943-2/900-days/900-days-texts/blockade-diary/>)

Order 227 (“Not One Step Back”) (<http://soviethistory.msu.edu/1943-2/the-nazi-tide-stops/no-one-steps-back/>)

Mar. 17 (IN): Great Patriotic War II: Holocaust and Victory

Readings:

Grossman, *War Diaries* (excerpts, on Canvas)

Mar. 19 (ON): Great Patriotic War III: Consequences

Readings:

Seventeen Moments of Soviet History

Article:

“Cold War” (<http://soviethistory.msu.edu/1947-2/cold-war/>)

Text:

Zhdanov, “New Aspects of World Conflict”

(<http://soviethistory.msu.edu/1947-2/cold-war/cold-war-texts/zhdanov-on-the-international-situation/>)

Salisbury, *American in Russia* (excerpt on antisemitic trials, Canvas)

***Proposal Due

Khrushchev Era

(Edele, *Soviet Union*, 158-177)

Mar. 22 (IN): End of Stalin’s Reign

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/>)

Khrushchev, “Speech to the 20th Congress of the CPSU”

(<https://www.marxists.org/archive/khrushchev/1956/02/24.htm>)

Mar. 24 (IN): Khrushchev’s Cold War

Reading:

“A. Adzhubei’s Account of His Visit to Washington” from GWU’s *National Security Archive*

(https://nsarchive2.gwu.edu/nsa/cuba_mis_cri/620312%20Adzhubei%27s%20Account.pdf)

“From the Diary of Anastas Mikoyan: Telegram about Mikoyan Conversation with Jawaharlal Nehru” from GWU’s *National Security Archive*

(<https://nsarchive.gwu.edu/dc.html?doc=7338779-National-Security-Archive-Doc-03-From-the-Diary>)

Mar. 26 (ON): The Soviet Consumer and Housing

Reading:

Nixon and Khrushchev's Kitchen Debate

(<https://www.cia.gov/library/readingroom/docs/1959-07-24.pdf>)

Watch:

Kitchen Debate (<https://www.c-span.org/video/?110721-1/nixon-khrushchev-kitchen-debate>)

Mar. 29: RECHARGE DAY (no class)

Mar. 31 (IN): Soviet Idealism

Readings:

Seventeen Moments of Soviet History

Article:

“International Youth Festival” (<http://soviethistory.msu.edu/1956-2/international-youth-festival/>)

Sources:

“Festival on the Streets” (<http://soviethistory.msu.edu/1956-2/international-youth-festival/international-youth-festival-video/festival-on-the-streets-1957/>)

“Carnival Night” (<http://soviethistory.msu.edu/1956-2/international-youth-festival/international-youth-festival-video/eidar-riazanov-carnival-night-1957/>)

Apr. 2 (ON): Gender and the Soviet Middle Class

Reading:

Baranskaya, “A Week Like Any Other” (Canvas)

Mature Socialism and Beyond

(Edele, *Soviet Union*, 177-220)

Apr. 5 (IN): Stability, Stagnation, Dissidents

Reading:

Start Voinovich, *The Fur Hat*

***Hero of Our Time Due

Apr. 7 (IN): The War in Afghanistan

Reading:

Seventeen Moments of Soviet History

Article:

“Invasion of Afghanistan” (<http://soviethistory.msu.edu/1980-2/invasion-of-afghanistan/>)

Text:

“Politburo Report on Afghanistan” (<http://soviethistory.msu.edu/1980-2/invasion-of-afghanistan/invasion-of-afghanistan-texts/politbiuro-report-on-afghanistan/>)

Alexievich, *Zinky Boys* (excerpt)

Apr. 9 (ON): The Fur Hat

Reading:

Finish Voinovich, *The Fur Hat*

Apr. 12 (IN): 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. 14 (IN): Reform and Disaster

Readings:

Seventeen Moments of Soviet History

Sources:

Gorbachev, “Report to the Plenary session of the CPSU Central Committee” (<http://soviethistory.msu.edu/1985-2/perestroika-and-glasnost/perestroika-and-glasnost-texts/gorbachev-challenges-the-party/>)

“The Bell Tolls for Chernobyl” (<http://soviethistory.msu.edu/1985-2/meltdown-in-chernobyl/the-bell-tolls-for-chernobyl-1987/>)

Alexievich, *Chernobyl Diaries* (excerpts on Canvas)

Apr. 16 (ON): Fall of the Soviet Union

Readings:

Seventeen Moments of Soviet History

Article:

“The 500 Days” (<http://soviethistory.msu.edu/1991-2/500-days/>)

Sources:

“The Gorbachev Plan” (<http://soviethistory.msu.edu/1991-2/500-days/500-days-texts/the-gorbachev-plan/>)

Viewing:

CNN News Coverage of the August Coup Attempt

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

Apr. 19 (IN): The 1990s

Reading:

Remnick, “The Exile Returns,” *The New Yorker*

(<https://www.newyorker.com/magazine/1994/02/14/the-exile-returns>)

Viewing:

Yeltsin's Farewell Speech (<https://www.youtube.com/watch?v=vTsqy18Mbvs>)

Apr. 21 (ON): The Putin Era: Continuity and Change

Reading:

TBD (Depending on the latest news)