HIST3450 - The Russian Revolution
Course Outline

Course Coordinator: Dr Roger Markwick
Room: MCLG34A McMullin Building
Phone: 4921 7122
Fax: 4921 6940
Email: Roger.Markwick@newcastle.edu.au
Semester: Semester 1 - 2006
Unit Weighting: 10
Teaching Methods: Lecture, Tutorial

Brief Course Description
Deals with twentieth-century Russia, particularly the Russian Revolution and the history of the Soviet Union. Students will consider the social, economic and political conditions which made Russia ripe for Revolution, the events of 1917, the Civil War, Stalin's dictatorship, the Cold War years, and the collapse of the Soviet system.

Contact Hours
2 hours per week

Text
David Christian, Power and Privilege: the Russian Empire, the Challenge of Modernity, 2nd ed. Melbourne: Longman Cheshire, 1994 has been set as required reading for the tutorials, where will use both the text and the documents it provides. It is on sale in the Campus Bookshop.

Course Objectives
Students will be expected to demonstrate an understanding of the key issues in the history of Russia and the impact of Marxism and Leninism, to analyse and reflect upon a variety of historical source materials, to develop understanding of different theories and approaches to the study of history, and to synthesise primary and secondary source material in oral and written form.

Course Outline issued and correct as at Week 1, Semester 1, 2006
CTS Download Date 1 February 2006
Course Content
Students will survey some of the following areas: the ideological background to the revolution; Tsarist Russia; the 1905 Revolution and the establishment of the Duma; the immediate causes of the Russian Revolution; Bolshevik policy, leadership and tactics; the Civil War and foreign intervention; Lenin and the New Economic Policy; Stalinist Russia and “Socialism in One Country”; the Great Patriotic War; Khrushchev and destalinisation; Gorbachev and perestroika, and the collapse of the Soviet Union.

Assessment Items
Class participation demonstrating preparation and involvement, worth 10%; one to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies or other similar exercises, totaling 1,000 - 3,000 words, 50 - 70%; formal exam or class test, as specified in the course guide, 20 - 40 %. Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available within the first two weeks of semester.

Assumed Knowledge
20 units in History at 1000 level or equivalent.

Callaghan Campus Timetable
HIST3450
THE RUSSIAN REVOLUTION
Enquiries: School of Humanities and Social Science
Semester 1 – 2006
Lecture and Tutorial Tuesday 16:00 - 17:00 [SRLT3] Commence Week 2
or Wednesday 11:00 - 12:00 [GP3-24] Commence Week 2

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

· copying or paraphrasing material from any source without due acknowledgment;
· using another's ideas without due acknowledgment;
· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.
For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

<table>
<thead>
<tr>
<th>Task</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library assignment – 300 words</td>
<td>5%</td>
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<td>20%</td>
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<tr>
<td>Essay plan – 300 words</td>
<td>5%</td>
<td>4pm Tues 28 March</td>
</tr>
<tr>
<td>Essay – 2,000 words</td>
<td>40%</td>
<td>4pm Tues 9 May</td>
</tr>
<tr>
<td>Seminar participation</td>
<td>10%</td>
<td>Includes formal commentary</td>
</tr>
<tr>
<td>Class Test</td>
<td>20%</td>
<td>Tuesday 6 June</td>
</tr>
</tbody>
</table>

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.
Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/change-enrol.html

Contact Details

Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Dean of Students

Dr Jennifer Archer
Phone: 492 15806
Fax: 492 17151

resolutionpreinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:


Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

www.newcastle.edu.au/services/disability

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and Studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their Studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

Type your assignments: All work must be typewritten in 12 point black font. Leave a wide margin for marker’s comments, use double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed: 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalized.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet:** All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)

- **Assignments are to be deposited in the relevant discipline assignment box:**
  - Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
  - Ourimbah students: Room H01.43

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, it is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

### Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

### Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalized by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

### Special Consideration/Extension of Time Applications

Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

### No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or
Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:


Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style
In this course, it is recommended that you use the Chicago Manual of Style referencing system. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

Further information on referencing and general study skills can be obtained from:

Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counseling, the Health Service and a range of free Student Support Services can be found at:


<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Credit (C)</th>
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</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a</td>
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range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.

| 75% to 84% | Distinction (D) | Evidence of substantial additional reading and/or research, and evidence of the ability to generalize from the theoretical content to develop an argument in an informed and original manner. The work is well organized, clearly expressed and shows a capacity for critical analysis. |
| 85% upwards | High Distinction (HD) | All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis. |
Introduction
The Russian Revolution of 1917 was the defining moment of the twentieth century. Under the banners of Marxism and Leninism it promised the world a new socialist order, free of the brutalities and inequities of capitalism, and it created a new state: the Soviet Union. For more than seven decades the Soviet Union depicted itself and was looked to by millions around the world as the future for humanity. For others, it was a ‘totalitarian’, ‘evil empire’ that threatened Western civilisation and democracy and needed to be destroyed. The long Cold War that began in 1917 ended abruptly in 1991 with the collapse of the Soviet Union.

This subject looks at the Russian Revolution and the history of the Soviet Union, from beginning to end. It will focus on the conditions that made Russia ripe for revolution, the events of 1917 and their international implications, the Bolshevik consolidation of power, the Stalin regime, the war against Hitler’s Germany, Khrushchev’s failed destalinisation, Gorbachev’s failed reform, and the fall of the Soviet system.

Throughout, the emphasis in this subject will be on the economic, social, cultural and political driving forces of Soviet history. We want to understand what combination of these factors gave rise to, sustained, and ultimately destroyed the Soviet Union. We also want to understand how ordinary people understood the Soviet experience, what motivated their political leaders, and the meaning of the Soviet experience as a whole for the contemporary world. And we want to look at how professional historians have interpreted this most contentious of histories. The Russian Revolution was led by people who, as committed Marxist revolutionaries, were guided by a specific theory of human history. To understand Soviet history necessarily requires some understanding of Marxist conceptions of history. It also requires that we, as historians, reflect on the nature of the past and the process of writing about it. Developing an appreciation of different approaches to the study of Russian history is therefore an integral objective of this subject.

The goals and outcomes of this course
At the end of HIST3450, students should
• know the important developments in Russia and the Soviet Union, 1861-1991
• show familiarity with key debates about Russian and Soviet history
• have the ability to reflect on historical sources and some theoretical conception of history
• have developed and enhanced their skills in research, in analysis of sources, and in writing and oral presentation.

Textbook and preliminary reading
David Christian, Power and Privilege: the Russian Empire, the Challenge of Modernity, 2nd ed. Melbourne: Longman Cheshire, 1994, has been set as required reading for the tutorials, where will use both the text and the documents it provides. It is on sale in the Campus Bookshop. Christian explains his approach to history explicitly in his Introduction. Attentive reading of this is worthwhile. Power and Privilege is the minimum reading for this subject. Students are encouraged and expected to read as widely as they can. A good place to start is Eric Hobsbawm, Age


A very useful reference work available in Auchmuty Library is the Encyclopedia of Russian history (New York: Macmillan Reference, 2004) RQ947.003 MILL

Useful materials on Russian history can also be found on the net, e.g. http://vlib.iue.it/hist-russia/Index.html but please note that excessive reliance on internet sites for written work, rather than published books and articles, will be penalised.

| NB. Tutorial ‘Essential Readings’ & ‘Recommended Readings’ should be available in the Library on ‘Short Loan’. The most important references listed for the essays should be on ‘Three Day Loan’ |

* = Short Loan
# = 3 Day Loan
[e] denotes accessible through The Electronic Library, Auchmuty Library |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>LECTURE/VIDEO</th>
<th>TUTORIAL</th>
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<tbody>
<tr>
<td>1</td>
<td>21 February</td>
<td>Reform and industrialisation 1861-1900 Video: The Russian Revolution</td>
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<tr>
<td>2</td>
<td>28 February</td>
<td>The Revolutionary Movement</td>
<td>Introduction &amp; organisation</td>
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<tr>
<td>3</td>
<td>Library assignment due 4pm Tues 7 March</td>
<td>Failed Revolution: 1905</td>
<td>The Autocracy &amp; Modernisation</td>
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<tr>
<td>4</td>
<td>14 March</td>
<td>Failed Reform &amp; Total War</td>
<td>Marxism, Socialism &amp; Revolution</td>
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<tr>
<td>5</td>
<td>21 March</td>
<td>Revolutionary Russia: 1917 + 10 Days that Shook the World</td>
<td>The 1905 Revolution</td>
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<tr>
<td>6</td>
<td>Essay plan due 4pm Tues 28 March</td>
<td>28 March</td>
<td>Reds vs. Whites: Civil War</td>
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<tr>
<td>7</td>
<td>4 April</td>
<td>NEP &amp; Revolutionary Culture</td>
<td>War Communism vs. NEP</td>
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<tr>
<td>8</td>
<td>11 April</td>
<td>Stalinism - Video: Stalin: Revolutionary</td>
<td>No tutorial: Essay plan feedback</td>
</tr>
<tr>
<td>9</td>
<td>mid-Semester recess</td>
<td>14 April–28 April</td>
<td>Industrialisation &amp; Collectivisation +</td>
</tr>
<tr>
<td>10</td>
<td>Essay due 4pm Tues 9 May</td>
<td>9 May</td>
<td>The Stalinist political system + Stalin: The Tyrant</td>
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<tr>
<td>11</td>
<td>16 May</td>
<td>The Great Patriotic War &amp; After + Stalin: Generalissimo</td>
<td>The Great Patriotic War, 1941-45</td>
</tr>
<tr>
<td>12</td>
<td>23 May</td>
<td>Destalinisation to Stagnation</td>
<td>The 1956 Twentieth Party Congress</td>
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<tr>
<td>13</td>
<td>30 May</td>
<td>Perestroika: Decline &amp; Fall</td>
<td>Reconstruction, Reform &amp; Collapse</td>
</tr>
<tr>
<td>14</td>
<td>Tuesday 6 June</td>
<td>Class Test</td>
<td></td>
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</tbody>
</table>
SUBJECT DETAILS

Lecturer/tutor: Dr Roger Markwick
Room: MCLG34a
Consultation: Wednesdays 9-10 or Wednesdays 12-1.
Other times by appointment: Ph. 4921 7122
e-mail: roger.markwick@newcastle.edu.au

Hours: 1 x 1 hr Lecture per week
1 x 1 hr Tutorial per week

Timetable

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Tuesday</th>
<th>4-5pm</th>
<th>SRLT3</th>
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</thead>
<tbody>
<tr>
<td>Tutorial</td>
<td>Wednesday</td>
<td>11-12</td>
<td>GP3-24</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>2-3pm</td>
<td>GP2-18</td>
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</table>

Assessment

<table>
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</tr>
<tr>
<td>Class Test</td>
<td>20%</td>
<td>Tuesday 6 June</td>
</tr>
</tbody>
</table>

Participation and assessment

The more you put into this course the more you will get out of it. You should attend the lectures (which may include film) because they provide the framework for the course and the issues addressed in it, which will be examined in the final class test. Tutorials and your participation in them are the backbone of this course. A record of tutorial attendance will be kept.

Students who join a subject after week 2 will be required to complete a one-page summary for each week they have missed.

Students who miss more than three tutorials without good cause in a subject risk exclusion from passing on the grounds of failing to meet course requirements. At the discretion of the subject co-ordinator, students who have missed not more than five tutorials without good cause may make up their tutorial attendance to the required minimum by submitting 300 word summaries of tutorials they have not attended. Students who miss more than five tutorials without good cause will not be passed.

Please note that 30% of your assessment is derived from the tutorials (20% written papers + 10% participation).

Tutorial format

Document discussion, mainly drawn from the textbook, David Christian, Power and Privilege, 2nd edition, based on subgroups will kick off the tutorials.
Document discussion will be followed by a **formal student presentation**. You are required to present your response to the principal question for one tutorial of your choice. Ideally, this should be about 10 minutes duration, and based on brief notes that you speak to. Please try not to read from a prepared paper. It is guaranteed to kill discussion. You should be prepared to discuss the documents provided in Christian, *Power and Privilege* and the items designated ‘Essential Reading’ (listed in the Course guide) and the perspectives of other historians listed under ‘Recommended Reading’. You are not expected to have all the answers, rather to raise the issues the tutorials should be discussing.

One or more students may then be required to lead off discussion by providing a formal **commentary** on the presenter’s paper. Ideally, the presenter & the discussants should get together before the tutorial to discuss the issues that will be raised.

On the basis of discussion, **you must submit a written version of your response in the form of a tutorial paper at the following tutorial.** The tutorial paper requires a Bibliography and references. Your participation includes the requirement that you act as a commentator on at least one tutorial presentation. Ideally, this should be a maximum of five minutes. Students will select their topics for presentation & commentary at the first tutorial meeting.

**Tutorial participation marks will be allocated as follows:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>10-9</td>
<td>Always appears to have read widely; always makes stimulating contributions to group discussion</td>
</tr>
<tr>
<td>8</td>
<td>Usually appears to have read widely; usually makes stimulating contributions to discussion</td>
</tr>
<tr>
<td>7</td>
<td>Usually appears to have read; usually makes worthwhile contributions to discussion</td>
</tr>
<tr>
<td>6</td>
<td>Sometimes appears to have read; usually makes a contribution to discussion</td>
</tr>
<tr>
<td>5</td>
<td>Sometimes appears to have read; sometimes makes a contribution to discussion</td>
</tr>
<tr>
<td>4-0</td>
<td>Little or no reading; few or no contributions to discussion</td>
</tr>
</tbody>
</table>

**It is not enough to attend tutorials. No marks will be given for simply sitting in class.**

Library assignment - 300 words: due 4pm Tues 7 March

Library assignment - 300 words (approximately 1 page). Find the meaning of the following terms, using a dictionary or encyclopedia of historical or political terms (do NOT use an ordinary dictionary of the English language):

- autocracy
- state
- serfdom
- bourgeoisie
- Marxism
- peasantry
- proletariat
- reaction
Essay writing is an acquired art. It takes planning and skill. This exercise is preparation for your major essay. Once you have chosen your essay topic you should write a 300 word (approximately 1 page) outline as follows:

1. An introductory paragraph in which you analyse the question, indicate how you will the question and foreshadow your conclusion.
2. 4-5 main points that will be included in the essay
3. A short concluding paragraph.
4. A brief (no more than 5 items at this stage) Bibliography, divided into Primary & Secondary sources.

You don’t have to have all the answers at this stage. The task is to outline a possible answer to the essay question you have chosen. Your plan will be assessed & returned to you to help you write your essay. For advice on essay writing see the School of Humanities and Social Science ‘Essay Writing Guide’ attached to Blackboard.

Essays are due by 4pm Tues 9 May.
No essay will be accepted after Tues 30 May unless there has been a written, documented request for an extension in advance.

No extensions will be given without a medical certificate or other formal documentation. Requests for extensions should be submitted in writing. Late essays and assignments will be penalised.

- Do not hand essays to me or put them under my office door. They should be submitted through the School, with the appropriate cover sheet.
- No plastic covers please. Word-processed essays are preferred, but legible handwriting is acceptable. Illegible essays will be returned for rewriting.
- Students must take care to observe the History discipline’s requirements in terms of referencing, the ‘Chicago system’. Please consult the School of Humanities & Social Science ‘Essay Writing Guide’ for more details on the writing, format and submitting of essays.

Students may also choose to develop their own question, but only with my agreement. You may choose to write an essay based on a seminar question but the essay topic you choose must be quite distinct from your seminar paper. You will need to provide a bibliography to show that the sources are available. You are welcome to discuss your essay. You are expected to develop an argument based on your own evaluation of the sources, both primary and secondary. Assessment will be
based on your research, your analysis and the development of your argument, including clarity of expression.

**Class Test.** A 1-hour class test will be held on Tuesday 6 June. Attendance at the test is compulsory. Only documented medical conditions or personal circumstances will be accepted as reasons for absence.

The test will require you to answer 2-3 questions that will address some of the broader issues raised in the lectures and tutorials. More details will be given later in the course.

**Completion of assignments**

The completion of all major assignments and tests is a threshold requirement for passing any subject in the Discipline of History. **Any student who does not make a reasonable attempt at passing all pieces of assessment worth 20% of their mark or more will not be passed,** regardless of how well the student scores on other assessment tasks.

Students should thus note that attendance at class tests and exams is compulsory. Under exceptional circumstances, such as illness, bereavement, the marriage of a close relative, commitment to sporting or cultural events of national significance, or religious observance, alternative arrangements for sitting the test or exam may be negotiated with the subject co-ordinator. In such instances the student should notify the subject co-ordinator well in advance.

Holiday plans, part-time employment, visiting family and friends and sporting or cultural events of local significance only are not recognised as valid reasons for making alternative arrangements.
TUTORIAL TOPICS

Books and articles:
* = Short Loan
# = 3 Day Loan
[e] = accessible through The Electronic Library, Auchmuty Library.

WEEK 1
No tutorials this week

WEEK 2
1 March
Introduction: Thinking about Russian history
This will be principally an organisational meeting. It will also be an opportunity to discuss the approach and objectives of the subject.

| Library assignment - 300 words: due 4pm Tues 7 March |

WEEK 3
8 March
The Autocracy and Modernisation
This tutorial will consider a problem that has faced all agrarian, peasant societies since the industrial revolution began in Britain in the mid-eighteenth century: how to modernise, or more precisely, industrialise? Russia’s ‘Great Reforms’ in the mid-nineteenth century had this as their objective. So too did Sergei Witte, minister of Finance 1892-1903.

Document questions (See Christian, Power and Privilege, Ch. 4)
• How did Witte see Russia’s relations with Western Europe? (Christian, 105:Doc. 4.1)
• According to Witte, who bore the burden of financing Russian industrialisation? (Christian, 108: Doc. 4.2)
• In which decade was Russian industrial growth most rapid? Which industrial sectors registered the highest growth rates? (Christian, 111: Fig. 4.3; Table 4.2)
• What does the extract from the autobiography of A. S. Shapalov tell us about proletarian life? (Christian, 121: Doc. 4.4).

Tutorial Question: Consider the political and social structures of Tsarist Russia at the end of the nineteenth beginning of the twentieth centuries. In what way were they obstacles to modernisation?

Essential Reading: Christian, Power and Privilege, Intro. and Ch. 4.

Recommended Reading:
Andrle, V. A Social History of Twentieth Century Russia (London, 1994), Ch. 1
Falkus, M. E. The Industrialisation of Russia, 1700-1914 (London, 1972), Ch. 5-9.


Pipes, Richard, *Russia Under the Old Regime* (Harmondsworth, 1974), Ch. 6-8. 947 PIPE 1974


The Bolsheviks justified the 1917 revolution in terms of their view of history, often referred to as ‘historical materialism’. In order to understand the significance of the Russian Revolution it is important to have some understanding of Marxism and debates among Russian Marxists about socialism. The revolution of 1917 was led by one wing of the Russian Marxist movement the Bolsheviks (members of the ‘majority’). Led by Lenin, they split with the Mensheviks (members of the ‘minority’) at the founding congress of the Russian Social Democratic Party in 1903.

Document questions
(excerpts from Karl Marx and Frederick Engels, *The Communist Manifesto*; & V. I. Lenin, *What is to be Done?* will be distributed in class):

- [e] In what way is the history of all hitherto existing society ... the history of class struggle? Marx and Engels, *Communist Manifesto*: 34-5
- [e] How did Lenin see the relationship between mass ‘spontaneity’ and Social-Democratic ‘consciousness’? Lenin, *What is to be Done?*: 112-3.
- [e] In Lenin’s view, how and why should a revolutionary organization differ from a workers’ organization? Lenin, *What is to be Done?*: 177-8.

Tutorial Question: What was Marx’s view of the necessary preconditions for socialism? On what issues did the Bolsheviks disagree with the Mensheviks?

Essential Reading:

Recommended Reading:
The Bolsheviks referred to the 1905 revolution as a ‘dress rehearsal for 1917’. In considering this topic you should not only look at the causes but also the main social and political forces at work. You should also consider the reforms that came in the wake of 1905.

Document questions (See Christian, Power and Privilege, Ch. 5)

- What tactics did Moscow police chief Zubatov suggest the autocracy use to maintain its rule? (Christian, 127: Doc. 5.2.).
- How and against whom did peasants express their dissatisfaction in 1898? (Christian, 128: Doc. 5.3.).
- To whom did the workers of St Petersburg address their petition on 9 January and what were their grievances? (Christian, 137-8: Doc. 5.6.).
- Who participated in the general strike in Kharkov and what did they do? (Christian, 139-40: Doc. 5.8.).

Tutorial Question: What is a revolution? Why was there a ‘revolution’ in 1905?

Essential Reading
Christian, Power and Privilege, Ch. 5.

Recommended Reading:
Orlando Figes, A People’s Tragedy (London, 1996), Ch. 5.
Hans Rogger, Russia in the Age of Modernization and Revolution, 1881-1917 (London, 1983), Ch. 10.
Leon Trotsky, 1905 (London, 1972), Ch. 4. 947.08 TROT 1972
Christopher Rice, Russian workers and the Socialist-Revolutionary Party through the Revolution of 1905-07 (New York, 1988) 324.247074/1


WEEK 6
29 March
The 1917 Revolutions

Historians usually refer to two ‘revolutions’ in 1917: the ‘February Revolution’ and the ‘October Revolution’. Debate persists as to which of them was actually a revolution. Historians on the Left tend to see February as a mere prelude to October. Historians on the Right, tend to take the opposite view, discounting October as a mere Bolshevik coup.

Document questions (See Christian, Power and Privilege, Ch. 6, 7)

• What dangerous scenario did police chief Durnovo see in a Russian military defeat? (Christian, 155: Doc. 6.4).
• According to the Menshevik Sukhanov, why weren’t the Soviets able to seize power? (Christian, 155: Doc. 7.1).
• What does Trotsky’s description of General Kornilov tell us about him and his supporters? (Christian, 177: Doc. 7.4).
• What approach did Lenin take in his April Theses towards the Provisional Government and the Soviets of Workers’ Deputies (Christian, 184-5: Doc. 7.6).

Tutorial Question: What is a revolution? Was the Bolshevik seizure of power in October 1917 a revolution?

Essential Reading
Christian, Power and Privilege, Ch. 6, 7.

Recommended Reading:
Edward Acton, Rethinking the Russian Revolution (London, 1990), Ch. 8-9.
Sheila Fitzpatrick, The Russian Revolution, 2nd ed. (New York, 1994), Ch. 2.
The Bolshevik seizure of power did not go unchallenged. From mid-1918 to late 1920 a ferocious civil war raged throughout Russia and the nations of the old Tsarist empire, until the Bolshevik ‘Reds’ defeated the ‘Whites’ who were supported by foreign interventionist forces. To survive, the Bolsheviks instituted the harsh economic policy of ‘War Communism’. But military victory saw the need to relax economic and social controls under a policy called the New Economic Policy (NEP), which lasted from 1921 until 1928.

**Document questions** (See Christian, *Power and Privilege*, Ch. 6, 7)

- What policies did the Congress of Soviets announce on 26 October 1917? (Christian, 194: Doc. 8.1).
- What kind of discipline was required of the Red Army and the Communist Party under War Communism? (Christian, 201: Docs. 8.2 & 8.3).
- What were the tasks of the grain requisitioning detachments and what measures did they employ? (Christian, 207-8: Docs. 8.4).
- What impact did the NEP have on industrial and agricultural production? (Christian, 218, 227: Table 9.1 & Fig. 9.1).

**Tutorial Question**: How did War Communism differ from the NEP?

**Essential Reading**
*Christian, Power and Privilege*, Ch. 8-9.

**Recommended Reading**:

**NB**: Week 8: No tutorial: Essay plan feedback
WEEK 9
2 May
Industrialisation & Collectivisation

Though the NEP relaxed social tensions somewhat, following the death of Lenin in 1924, a struggle broke out for dominance within the Communist Party leadership. By the end of the decade Stalin had emerged as victor over the two other major protagonists: Leon Trotsky & Nikolai Bukharin. Forced collectivisation of agriculture, industrialisation and terror were the hallmarks of the 1930s under Stalin. These aspects will need to be considered in answering the question below.

Document questions (See Christian, Power and Privilege, Ch. 10).

- What impressions did Koestler have of so-called kulaks in the Ukraine? (Christian, 249: Doc. 10.1)
- What do the figures for the harvest and procurements tell us about the effects of agricultural collectivization? (Christian, 250-1: Table 10. 2, Fig. 10.2)
- What do the figures for Soviet economic growth, 1928-40, tell us about the nature of Soviet industrialization? (Christian, 255: Fig. 10.3, Table 10. 4)
- What do the figures for Soviet economic growth, 1928-50, compared to industrialized countries in the same period tell us? (Christian, 255: Table 10. 5)

Tutorial Question: What was Stalinism? How accurate is the view that Stalinism is best understood as a brutal attempt to industrialise a backward society?

Essential Reading
Christian, Power and Privilege, Ch. 10-11.

Recommended Reading:
Isaac Deutscher, Stalin: A Political Biography, revised ed. (Harmondsworth, 1970), Ch.7-9.
Sheila Fitzpatrick, The Russian Revolution, 2nd ed. (New York, 1994), Ch. 5-6.
Graeme Gill, Stalinism 2nd ed. (Basingstoke, 1998).
Richard Overy, The dictators: Hitler's Germany and Stalin's Russia (London: Allen Lane, 2004) 943.086092 HITL-2 OVER
Robert Service, A History of Twentieth-Century Russia (Harmondsworth, 1998), Ch. 9-12.
Leon Trotsky, The Revolution Betrayed: What is the Soviet Union and Where is it Going? (New York, 1972, first published 1937), Ch. V.
Chris Ward, Stalin's Russia, 2nd Ed. (London, 1999), Ch. 2-3. 947.0842092 STAL-2 WARD-1 1999

Research Essay due 4pm Tuesday 9 May
WEEK 10
The Terror

Following the assassination of the Leningrad Party boss Sergei Kirov in December 1934, Stalin unleashed police terror directed against ‘so-called ‘enemies of the people’, particularly members of the Communist Party. Reaching a crescendo in 1937-38, about 1 million people were executed, including some of the most illustrious former Bolsheviks, such as Nikolai Bukharin, after staged show trials. This tutorial will consider what gave rise to this extraordinary bloodletting within the revolution.

Document questions (See Christian, Power and Privilege, Ch. 11).
- Why did M. N. Riutin charge that Stalin was destroying the communist cause? (Christian, 271: Doc. 11.4)
- What were the 1934 ‘Kirov decrees’ and what procedures did they allow for investigation, judgment and punishment? (Christian, 273: Doc. 11.5)
- What reasons did Khrushchev give for Stalin’s increase resort to repression after the 1934 17th Party Congress? (Christian, 274: Doc. 11.6)
- What insights does Lev Kopelev provide into the nature of Stalinist repression? (Christian, 283-4: Doc. 11.9)

Tutorial Question: What explanations have been put forward for the terror (1936-38) and which seems most plausible?

Essential Reading
Christian, Power and Privilege, Ch. 11.
Gill, Stalinism pp. 28-35

Recommended Reading:
Joel Carmichael, Stalin's masterpiece: the show trials and purges of the thirties, the consolidation of the Bolshevik dictatorship (New York, 1976) 320.947/24
J. Arch Getty and Roberta T. Manning (eds), Stalinist terror: new perspectives (Cambridge, 1993).
Richard Overy, The dictators: Hitler's Germany and Stalin's Russia (London: Allen Lane, 2004) 943.086092 HITL-2 OVER
Vadim Z. Rogovin, Two lectures [Stalin's Great Terror: origins and consequences] (Bankstown, NSW, 1996), 320.947 ROGO
Chris Ward, Stalin's Russia, 2nd. Ed. (London, 1999), Ch. 4. 947.0842092 STAL-2 WARD-1 1999
In 1931 Stalin warned that the Soviet Union had 10 ten years to catch up with the advanced West or the Soviet Union would be crushed. Precisely a decade later Hitler invaded, but Stalin was caught unawares. After initial defeat, the ensuing titanic military struggle finally brought victory to the Red Army in the ‘Anti-Fascist War’, but with unprecedented human and material costs.

Document questions (See Christian, Power and Privilege, Ch. 11 & 12).

• What connection did Stalin make between Soviet industrialisation and war? (Christian, 266-7: Doc. 11.2)
• What impression do we have of Stalin’s initial response to the German invasion? (Christian, 298-9: Doc. 12.1)
• What measures were taken to convert the Soviet economy to military production (Christian, 302: Doc. 12.2)
• How did workers respond to the invasion? (Christian, 302-3: Doc. 12.3)

Question: How did the Soviet Union turn rout into victory in the Great Patriotic War?

Essential Reading
Christian, Power and Privilege, Ch. 12.

Recommended Reading:
Isaac Deutscher, Stalin: A Political Biography, revised ed. (Harmondsworth, 1970), Ch.12.
Richard Overy, The dictators: Hitler's Germany and Stalin's Russia (London: Allen Lane, 2004) 943.086092 HITL-2 OVER
Robert W. Thurston and Bernd Bonwetsch (eds), The People's war: responses to World War II in the Soviet Union (Urbana: 2000), Ch. 3. 947.0842 THUR
Stalin died in March 1953. Three years later his successor as Party leader Nikita Khrushchev shocked the communist movement at home and internationally by denouncing Stalin’s ‘cult of the personality’ and his crimes.


- How did Stalin’s personal servants react to his death? (Christian, 316: Doc. 13.1)
- How was the head of Stalin’s secret police, Beria, removed from office? (Christian, 321: Doc. 13.2)
- What explanation did Khrushchev give for mass repression under Stalin? (Christian, 274: Doc. 11.6)
- According to Khrushchev, what impact did the purges have on the communist party elite? (Christian, 276: Doc. 11.7)

Question: What crimes did Khrushchev condemn Stalin for and why?

Essential Reading


Recommended Reading:


WEEK 13
31 May
Reconstruction, Reform and Collapse

Gorbachev’s programme of *perestroika* (‘reconstruction’) to reform the Soviet Union seemed to promise a democratised and reinvigorated Soviet system. Instead it brought the Soviet Union undone and seemingly the entire Marxist project of socialism as an alternative to capitalism that had begun in 1917. Whether the latter is really the case is still open to debate.

Question: Why did Gorbachev’s reforms fail? Was this a failure of leadership, or was the task intrinsically impossible?


- What was the *nomenklatura*? (Christian, 341: Doc. 14.1)
- What was life like for Soviet women in the Brezhnev period? (Christian, 348-9: Doc. 14.3)
- How did Gorbachev explain the “stagnation” of the Brezhnev period? (Christian, 365: Doc. 15.1)
- How did Gorbachev link popular participation and *perestroika* [reconstruction]? (Christian, 365: Doc. 15.2)

Essential Reading


Recommended Reading

- Robert V. Daniels, *The End of the Communist Revolution* (London; New York, 1993), Ch. 7. 320.5320947 DANI
- Stephen White, *Gorbachev and after*, 3rd ed. (Cambridge, 1992), Ch. 7. 320.947 WHIT 1992
Research Essays

1. What was the so-called ‘Peasant question’ and why was the Tsarist autocracy seemingly incapable of resolving it? Discuss in relation to Russia, 1861-1914.

V. Andrle, *A Social History of Twentieth Century Russia* (London, 1994), Ch. 2.


Richard Pipes, *Russia Under the Old Regime* (Harmondsworth, 1974), Ch. 6.


Peter A. Zaionchkovsky, *The Russian autocracy in crisis, 1878-1882*; Gulf Breeze, FL, 1979. 947.081/1

2. Is the Marxist theory of history a kind of economic determinism?


3. Was Lenin’s Bolshevism a departure from orthodox Marxism?


Israel Getzler, Martov; a political biography of a Russian social democrat (Melbourne, 1967).


David Lane, Leninism; a sociological interpretation (Cambridge, 1981). 335.43/157

*V. I. Lenin, What is to be Done? (London, 1988).


Esther Kingston-Mann, Lenin and the problem of Marxist peasant revolution (New York, 1983).

Roy Medvedev, Let history judge; the origins and consequences of Stalinism (London, 1972). 947.0842 MEDV

Roy Medvedev, On Stalin and Stalinism (London, 1979) 947.0842/44


4. Why did political and economic reform stall in Russia during 1906-1914?

*Edward Action, **Rethinking the Russian Revolution** (London, 1990), Ch. 3.
V. E. Bonnell, **Roots of Rebellion** (Berkeley, 1983). 331.80947312/1
*Orlando Figes, **A People’s Tragedy** (London, 1996), Ch. 6.
*Sheila Fitzpatrick, **The Russian revolution**, 2nd ed (New York, 1994), Ch. 1.
G. A. Hosking, **The Russian Constitutional Experiment** (Cambridge, 1973). 947.083 HOSK
Lionel Kochan, **Revolution in Russia** (London, 1966), Ch. 1-5.
Richard Pipes, **Struve, Liberal on the Right, 1905-1944** (Cambridge, Mass., 1980). 947.08/103
Richard Pipes, **The Russian Revolution 1899-1919** (London, 1990), Ch. 5. 947.0841 PIPE-1 1997
*Christopher Rice, **Russian workers and the Socialist-Revolutionary Party through the Revolution of 1905-07** (New York, 1988). 324.247074/1
*Hans Rogger, **Russia in the Age of Modernization and Revolution, 1881-1917** (London, 1983), Ch. 11. 947.082 ROGG
Robert Service, **The Russian Revolution 1900-1927** (Basingstoke, 1999).
T. H. von Laue, **Sergei Witte and the Industrialisation of Russia** (New York, 1983). 338.947 VITT-2 VONL

5. ‘Compared with the February 1917 revolution the October revolution was an anti-climax.’ Do you agree? In your answer, compare and contrast the social and political forces at work in February with those in October.

*E. Acton, **Rethinking the Russian Revolution** (London, 1990) Ch.8-9.
Hélène Carrère d’Encausse, Lenin, revolution and power (London, 1982).
Orlando Figes, Boris Kolonitskii, Interpreting the Russian Revolution: The Language and Symbols of 1917 (Yale: 1999) [on order]
*Sheila Fitzpatrick, The Russian revolution, 2nd ed. (New York, 1994), Ch. 2.
Peter Gatrell, Russia’s First World War: a social and economic history (Harlow, England: Pearson/Longman, 2005) 940.347 GATR
Christopher Hill, Lenin and the Russian Revolution (Harmondsworth, 1971), Ch. 4-5.
George Katkov, Russia 1917: The February revolution (New York, 1967), part III.
Lionel Kochan, Revolution in Russia (London, 1966), Ch. 8-13.
David Mandel, The Petrograd workers and the fall of the old regime: from the February revolution to the July days, 1917 (New York, 1983).
Martin Miller (ed.) The Russian revolution: the essential readings (Malden, MA, 2001) 947.0841 MILL
Richard Pipes, Russia under the Bolshevik Regime (London, 1995).
6. **Was Stalinism born of Leninism?**


*Gregory L. Freeze (ed.), *Russia: A History* (Oxford, 1997), Ch. 11.


[??]


**RALE**


7. ‘We need not turn Stalin into an omniscient and omnipotent demon in order to comprehend his evil … Stalin’s colossal felonies, like most violent crimes everywhere, were of the unplanned erratic kind’. J. A. Getty, ‘The politics of repression revisited’ in J. Arch Getty and Roberta T. Manning (eds), Stalinist terror: new perspectives (Cambridge, 1993). Does Getty’s proposition diminish Stalin’s responsibility for the terror or does it clarify his role?


J. Arch Getty and Roberta T. Manning (eds), Stalinist terror: new perspectives (Cambridge, 1993).


Isaac Deutscher, Stalin: A Political Biography, revised ed. (Harmondsworth, 1970)


Roy Medvedev, Let history judge; the origins and consequences of Stalinism (London, 1972).


8. *Was the Russian Revolution in any sense a feminist revolution? Your answer should cover the period 1917 to the late 1930s.*


9. **Sheila Fitzpatrick pioneered the social history of Stalinism in opposition to the ‘totalitarian’ school. What are the strengths and limits of the revisionist, social history approach to the Stalin phenomenon?**


9. **Why did the Soviet people fight so hard to defend a repressive regime in the Great Patriotic War?**


Ian Kershaw and Moshe Lewin (eds) *Stalinism and Nazism: dictatorships in comparison*. Ch. 8, 9, 10.


Steven Merritt Miner, *Stalin's holy war: religion, nationalism and alliance politics, 1941-1945* (Chapel Hill, 2002) 940.54 MINE


Robert Thurston, *Life and Terror in Stalin's Russia* (Yale, 1996), Ch. 7.


Chris Ward, *Stalin's Russia*, 2nd Ed. (London, 1999), Ch. 5. 947.0842092 STAL-2WARD-1 1999

10. Robert Thurston has argued that Soviet workers exercised far more influence over their conditions and the running of factories than once believed. Examine the relationship between the Stalin regime and the factory floor, and assess whether Thurston’s revisionist argument is tenable.

*Vladimir Andrle, Workers in Stalin’s Russia (New York, 1988).
Stephen Kotkin, Magnetic mountain: Stalinism as a civilization.
William G. Rosenberg and Lewis H. Siegelbaum (eds), Social dimensions of Soviet industrialization (Bloomington, 1993).
*Lewis H. Siegelbaum, Soviet State and Society between Revolutions, 1918-1929.
Lewis Siegelbaum and Andrei Sokolov, Stalinism as A Way of Life: A Narrative in Documents (New Haven, CT: 2000)
*Robert Thurston, Life and Terror in Stalin’s Russia.

11. How did the battles on the so-called ‘Cultural Front’ shape Soviet politics and society in the 1930s?

Christopher Read, Culture and power in revolutionary Russia: the intelligentsia and the transition from tsarism to communism (Basingstoke, 1990).

12. During the 1970s & 1980s social history dominated Western historiography of the Soviet Union. What new insights do studies of Russian and Soviet popular culture give us into the Stalinist social and political system?

Abbott Gleason, Peter Kenez and Richard Stites (eds), Bolshevik Culture Experiment & Order in the Russian Revolution (Bloomington, 1985).
Richard Stites (ed) Culture and entertainment in wartime Russia.


13. ‘Study the historian before you begin to study the facts’ (E. H. Carr, *What is History?* (1987). p. 17). What connection is there between a historian’s political outlook and the way s/he approaches the writing of history? Consider one of the principal works of either the anti-communist historian Richard Pipes or the Marxist historian Isaac Deutscher:

Richard Pipes, *Russia Under the Old Regime* (Harmondsworth, 1974)

See also:
[e] Pipes, ‘Why the Soviet Union thinks it can win a nuclear war’, *Commentary*, July 1977, pp. 21-34.

OR

see also:

14. *Why was the Soviet Union in desperate need of reform by the 1980s?*

*V. Andrle, A Social History of Twentieth Century Russia.


J. Eric Duskin, *Stalinist reconstruction and the confirmation of a new elite, 1945-1953* (New York, 2001), Ch. 5. 338.947 DUSK

Graeme Gill and Roger D. Markwick, *Russia’s Stillborn Democracy?: From Gorbachev to Yeltsin* (Oxford: 2000), Ch.1.


Donald R. Kelley and Shannon G. Davis (eds.), *The Sons of Sergei: Khrushchev and Gorbachev as reformers* (New York, 1992).


