Course Overview

HIST3450 - The Russian Revolution

Course Outline

Course Coordinator: Dr Roger Markwick
Room: MCLG34a
Ph: 4921 7122
Fax: 4921 6933
Email: roger.markwick@newcastle.edu.au
Consultation hours: Mondays 9-11am.

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
Lecture for 1 Hour per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term
Tutorials commence in week 2

Learning Materials/Texts
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 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

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: class test</td>
<td>15%</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td></td>
</tr>
<tr>
<td>Tutorial paper - 1000 words</td>
<td>20%</td>
</tr>
<tr>
<td>Library assignment - 500 words</td>
<td>5%</td>
</tr>
<tr>
<td>Essay plan - 500 words</td>
<td>5%</td>
</tr>
<tr>
<td>Essay - 2000 words</td>
<td>40%</td>
</tr>
<tr>
<td>Group/tutorial participation</td>
<td></td>
</tr>
<tr>
<td>and contribution</td>
<td></td>
</tr>
<tr>
<td>Tutorial participation demonstrating preparation and involvement, may include written contributions (in class and online through BlackBoard)</td>
<td>15%</td>
</tr>
</tbody>
</table>

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 - 2010
Lecture and Tutorial
Monday 11:00 - 12:00 [V07]
Commences Week 2
or
Monday 14:00 - 15:00 [V103]
Commences Week 2
or
Monday 16:00 - 17:00 [W202]
Commences Week 2

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:
a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one’s own.

Plagiarism is the presentation of the thoughts or works of another as one’s own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person’s ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS
Students can access the University's policy at:

MARKS AND GRADES RELEASED DURING TERM
All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty (under student) at the link above.
Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

- 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.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

_Late applications may not be accepted_. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term,** except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au
STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>City Precinct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>City Hub &amp; Information Common, University House</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td></td>
</tr>
</tbody>
</table>

Central Coast Campus (Ourimbah)
Student Hub: Opposite the Main Cafeteria

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.</td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td><a href="http://www.newcastle.edu.au/service/dean-of-students/">http://www.newcastle.edu.au/service/dean-of-students/</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>Phone:02 4921 5806</td>
</tr>
<tr>
<td>General enquiries</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td>Callaghan, City and Port Macquarie</td>
<td>Email: <a href="mailto:Complaints@newcastle.edu.au">Complaints@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Phone: 02 4921 5000</td>
<td>University Complaints Managers Office</td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td>The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.</td>
</tr>
<tr>
<td>Ourimbah</td>
<td><a href="http://www.newcastle.edu.au/service/complaints/">http://www.newcastle.edu.au/service/complaints/</a></td>
</tr>
<tr>
<td>Phone: 02 4348 4030</td>
<td>Phone:02 4921 5806</td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td>Campus Care</td>
<td>Email: <a href="mailto:campuscare@newcastle.edu.au">campuscare@newcastle.edu.au</a></td>
</tr>
<tr>
<td>The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.</td>
<td>This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/service/campus-care/">http://www.newcastle.edu.au/service/campus-care/</a></td>
<td>Online Tutorial Registration:</td>
</tr>
<tr>
<td>Phone:02 4921 8600</td>
<td>Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - <a href="http://www.newcastle.edu.au/study/enrolment/regdates.html">http://www.newcastle.edu.au/study/enrolment/regdates.html</a></td>
</tr>
<tr>
<td>Fax: 02 4921 7151</td>
<td>NB: Registrations close at the end of week 2 of semester.</td>
</tr>
<tr>
<td>Email: <a href="mailto:campuscare@newcastle.edu.au">campuscare@newcastle.edu.au</a></td>
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End of CTS Entry
**Studentmail and Blackboard:** Refer - [www.blackboard.newcastle.edu.au/](http://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.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
- Research Essay topics
THE UNIVERSITY OF NEWCASTLE

School of Humanities and Social Science

HIST3450
10 units

THE RUSSIAN REVOLUTION

Semester 1, 2010

Course coordinator: Dr Roger Markwick

Distributed: 1 March 2010
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: Palgrave McMillan, 1997, 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 of Extremes. London: Abacus, 1995, Ch. 2, 13, 16. For a good overview by a fairly


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](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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 March</td>
<td>Reform and industrialisation 1861-1900</td>
<td>10 Days that Shook the World</td>
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<tr>
<td>2</td>
<td>8 March</td>
<td>The Revolutionary Movement</td>
<td>Introduction &amp; organisation</td>
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<tr>
<td>3</td>
<td>15 March</td>
<td>Failed Revolution: 1905</td>
<td>The Autocracy &amp; Modernisation</td>
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<td></td>
<td>Library assignment due Mon.15 March in tutorials</td>
<td></td>
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<tr>
<td>4</td>
<td>22 March</td>
<td>Failed Reform &amp; Total War</td>
<td>Marxism, Socialism &amp; Revolution</td>
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<tr>
<td>5</td>
<td>29 March</td>
<td>Revolutionary Russia: 1917 +</td>
<td>The 1905 Revolution</td>
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<td>Essay plan due in tutorials</td>
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<tr>
<td></td>
<td>mid-Semester recess 2 April–9 April</td>
<td>includes Easter</td>
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<tr>
<td>6</td>
<td>12 April</td>
<td>Reds vs. Whites: Civil War</td>
<td>1917: Revolution or Coup?</td>
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<tr>
<td>7</td>
<td>19 April</td>
<td>NEP &amp; Revolutionary Culture</td>
<td>War Communism vs. NEP</td>
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<td></td>
<td>Essay plan return</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>26 April</td>
<td>NO CLASSES</td>
<td></td>
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<td></td>
<td>ANZAC Day</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>3 May</td>
<td>Stalinism</td>
<td>Industrialisation &amp; Collectivisation</td>
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<tr>
<td></td>
<td>Essay due 11am 10 May, in lecture.</td>
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<tr>
<td>10</td>
<td>10 May</td>
<td>The Stalinist political system + Stalin: The Tyrant</td>
<td>The Terror</td>
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<tr>
<td></td>
<td>17 May</td>
<td>The Great Patriotic War &amp; After +</td>
<td>The Great Patriotic War, 1941-45</td>
</tr>
<tr>
<td>11</td>
<td>24 May</td>
<td>Destalinisation to Perestroika: Decline &amp; Fall</td>
<td>The 1956 Twentieth Party Congress</td>
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<tr>
<td>12</td>
<td>31 May</td>
<td>Class Test</td>
<td></td>
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</tbody>
</table>
SUBJECT DETAILS

Lecturer/tutor
Dr Roger Markwick
Room: MCLG34a

Consultation
Mondays 9-10.
Other times by appointment: Ph. 4921 7122
e-mail: roger.markwick@newcastle.edu.au

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

Timetable

Lecture
Monday 11-12pm. V07

Tutorials
Monday 2-3pm. V103
Monday 2-3pm. V103
Monday 4-5pm. W202

Assessment

<table>
<thead>
<tr>
<th>Task</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library assignment – 500</td>
<td>5%</td>
<td>Mon. 15 March in tutorials</td>
</tr>
<tr>
<td>words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial paper – 1,000</td>
<td>20%</td>
<td>1 week following tutorial</td>
</tr>
<tr>
<td>words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay plan – 500 words</td>
<td>5%</td>
<td>Mon. 29 March in tutorials</td>
</tr>
<tr>
<td>Essay – 2,000 words</td>
<td>40%</td>
<td>11am. Mon 10 May in lecture</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Class Test</td>
<td>15%</td>
<td>Monday 31 May</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 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. Please note that 35% of your assessment is derived from the tutorials.

Tutorial format

2. Tutorial question/discussion leaders.
   Each student will sign up for a tutorial topic.
   You are required to present your response to the principal question for one tutorial of your choice and lead class discussion raising the issues the tutorials should be
discussing Ideally, this should be about 5 minutes duration, and based on brief notes that you speak to.
In addition to 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.

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 a minimum of 5 five references.

**Tutorial participation marks will be allocated as follows:**
10-9 Always appears to have read widely; always makes stimulating contributions to group discussion
8 Usually appears to have read widely; usually makes stimulating contributions to discussion
7 Usually appears to have read; usually makes worthwhile contributions to discussion
6 Sometimes appears to have read; usually makes a contribution to discussion
5 Sometimes appears to have read; sometimes makes a contribution to discussion
4-0 Little or no reading; few or no contributions to discussion

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

<table>
<thead>
<tr>
<th>Library assignment – 300 words: due 4pm Tues 7 March</th>
</tr>
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</table>

**Library assignment – 500 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
- reactionary
- reform
- revolution

**For each answer**
1. provide the source exactly as you would reference an essay according to the University of Chicago system (author, title, place, publisher, date, page etc.).
2. If you repeat a source, give an abbreviated reference in the correct form.
3. Give the call number for the item.

<table>
<thead>
<tr>
<th>Essay plan – 500 words: due Monday 29 March</th>
</tr>
</thead>
</table>
Essay writing is an acquired art. It takes planning and skill. This exercise is preparation for your major essay.

**A List of Essay topics is available on Blackboard.**

Once you have chosen your essay topic you should write a 500 word (approximately 1 page) outline as follows:

1. An introductory paragraph in which you analyze the question, indicate how you will the question and foreshadow your conclusion.
2. 5 topic sentences that will be introduce key paragraphs in the essay
3. A short concluding paragraph.
4. A Bibliography, minimum 8 entries, 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.

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**Essays are due in the Lecture & Turn it in, Monday 10 May.**

No essay will be accepted after Thurs 20 May unless there has been a written, documented request for an extension in advance through Special Circumstances: [https://intraweb.newcastle.edu.au/sc/Pages/Login.aspx](https://intraweb.newcastle.edu.au/sc/Pages/Login.aspx)

Late essays and assignments will be penalised: 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**

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.

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**Class Test. A 1-hour class test will be held on Monday 31 May. 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.
## Grading of assignments

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grading</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</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>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, capacity to integrate research into the discussion, and a critical appreciation of a 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.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>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.</td>
</tr>
</tbody>
</table>
TUTORIAL TOPICS

Books and articles:
* = Short Loan
# = 3 Day Loan
[OL] denotes: Short Loans Online, Auchmuty Library.
[e] denotes [electronic resource]

WEEK 1
No tutorials this week

WEEK 2
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.

WEEK 3
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 1882-1903.

Document questions (See Christian, Power and Privilege, Ch. 4)
- How did Witte see Russia’s relations with Western Europe? (Christian, 106:Doc. 4.1)
- According to Witte, who bore the burden of financing Russian industrialisation (Christian, 109: Doc. 4.2)
- In which decade was Russian industrial growth most rapid? Which industrial sectors registered the highest growth rates? (Christian, 112-3: Fig. 4.3; Table 4.2)
- What does the extract from the autobiography of A. S. Shapalov tell us about proletarian life? (Christian, 123-4: 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:
Andrlie, V. A Social History of Twentieth Century Russia (London, 1994), Ch. 1
Dukes, Paul, A history of Russia: medieval, modern, contemporary, c. 882-1996
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

Hans Rogger, Russia in the Age of Modernization and Revolution, 1881-1917 (London, 1983) 947.082 ROGG


Library assignment – 500 words: due Monday 15 March
WEEK 4
Marxism, Socialism and Revolution

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 available through Blackboard:

- In what way is the history of all hitherto existing society … the history of class struggle? Marx and Engels, Communist Manifesto: 34-5
- What factors made the proletariat such a potential threat to capitalism? Marx and Engels, Communist Manifesto: 41-4.
- How did Lenin see the relationship between mass ‘spontaneity’ and Social-Democratic ‘consciousness’? Lenin, What is to be Done?: 112-3.
- 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:
#David Horowitz, Imperialism and Revolution (London, 1969), Ch. 1, 2.
WEEK 5
The 1905 Revolution

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: Why was there a ‘revolution’ in 1905?

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


Recommended Reading:
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
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, 162: Doc. 6.4).
- According to the Menshevik Sukhanov, why weren’t the Soviets able to seize power? (Christian, 181-2: Doc. 7.1).
- What does Trotsky’s description of General Kornilov tell us about him and his supporters? (Christian, 188-9: Doc. 7.4).
- What approach did Lenin take in his April Theses towards the Provisional Government and the Soviets of Workers’ Deputies (Christian, 197: Doc. 7.6).

Tutorial Question: Was the Bolshevik seizure of power in October 1917 a revolution or a coup?

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

Recommended Reading:
Edward Acton, *Rethinking the Russian Revolution* (London, 1990), Ch. 8-9.
WEEK 7
War Communism vs. NEP

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. 8-9)

- What policies did the Congress of Soviets announce on 26 October 1917? (Christian, 208-9: Doc. 8.1).
- What kind of discipline was required of the Red Army and the Communist Party under War Communism? (Christian, 216, 218: Docs. 8.2 & 8.3).
- What were the tasks of the grain requisitioning detachments and what measures did they employ? (Christian, 222-3: Doc. 8.4).
- What impact did the NEP have on industrial and agricultural production? (Christian, 236, 245: Table 9.1 & Fig. 9.1).

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

Essential Reading


Recommended Reading:

WEEK 8
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, 271: Doc. 10.1)
- What do the figures for the harvest and procurements tell us about the effects of agricultural collectivization? (Christian, 273-4: 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, 277-8: 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, 279: Table 10. 5)

Tutorial Question: 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
WEEK 9
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.


7 Why did M. N. Riutin charge that Stalin was destroying the communist cause? (Christian, 300: Doc. 11.4)

8 What were the 1934 ‘Kirov decrees’ and what procedures did they allow for investigation, judgment and punishment? (Christian, 302: Doc. 11.5)

9 According to Arthur Koestler, author of *Darkness at Noon*, how did the system of privileges work in 1933? (Christian, 313: Docs. 11.8)

10 What insights does Lev Kopelev provide into the nature of Stalinist repression? (Christian, 314: 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.


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


Vadim Z. Rogovin, *Two lectures* [Stalin's Great Terror: origins and consequences] (Bankstown, NSW, 1996), 320.947 ROGO


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School of Humanities and Social Science
WEEK 10
The Great Patriotic War, 1941-45

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, 295: Doc. 11.2)
- What impression do we have of Stalin’s initial response to the German invasion? (Christian, 332: Doc. 12.1)
- What measures were taken to convert the Soviet economy to military production (Christian, 336: Doc. 12.2)
- How did workers respond to the invasion? (Christian, 336-7: 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
WEEK 11

The 1956 Twentieth Communist Party Congress

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, 351: Doc. 13.1)
- How was the head of Stalin’s secret police, Beria, removed from office? (Christian, 356-7: Doc. 13.2)
- What explanation did Khrushchev give for mass repression under Stalin? (Christian, 303: Doc. 11.6)
- According to Khrushchev, what impact did the purges have on the communist party elite? (Christian, 305: Doc. 11.7)

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

Essential Reading

*OL* William Taubman, *Khrushchev: the man and his era* (New York, 2003), Ch. 11. 947.0852092 KHRU-2 TAUB

Recommended Reading:


