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History 440

Spring, 2000 Mr. Wagner

Reform, Revolution, Terror: Russia, 1900–1939

The Russian Revolution of 1917 and the establishment of the Soviet Union are among the most important and influential events of the twentieth century. Not surprisingly, almost every aspect of the Revolution and the emergence of the Soviet system has aroused intense controversy, from the origins of these events and processes, to their character and the forces driving them, to the nature and meaning of their outcome. The purpose of this seminar is to enable students to explore the sources and process of revolution in early twentieth-century Russia and the controversies the Revolution continues to provoke through both common readings and a substantial independent research project. Class meetings therefore will be devoted initially to the discussion of common readings intended to familiarize students with the main aspects and interpretations of the Revolution (defined broadly as the period from roughly 1900 to 1939), as well as with some of the sources on which these interpretations are based. The last few weeks will be devoted to helping students with their research. Topics for general discussion include the prospects for non-revolutionary change prior to 1914, the substance and significance of Marxist-Leninist ideology and Bolshevik political culture, the interplay of social, political, ideological, and cultural forces in shaping the revolution and the new Soviet order, the process of cultural revolution, and the origins and nature of Stalin's revolution from above and the Great Terror of 1937-1939. Research topics will be chosen by each student in consultation with the instructor and can concern any aspect of Russian history during the revolutionary era.

BOOKS

The following books can be purchased at the Williams College Bookstore:

M. Malia, *The Soviet Tragedy*

S. Fitzpatrick, *The Russian Revolution*

R. Tucker, *Political Culture and Leadership in Soviet Russia*

M. Lewin, *The Making of the Soviet System*

N. Harding, *Leninism*

In addition, a packet of photocopies should be obtained from the History Department Secretary, Mrs. Swift (310 Stetson), for a charge that partially covers reproduction costs.

REQUIREMENTS

Course requirements include thoughtful participation in each class (25% of the final grade), a final research paper (approximately 30 pp.) due by 5:00 p.m. on Tuesday, 16 May (75% of the final grade), and an annotated bibliography in preparation for the research paper (due on Friday, 10 March, in the instructors box in Stetson; the grade for this essay will be included in that for the research paper).

The research paper may be on any topic related to the Russian Revolution, defined broadly, but the topic must be approved by the instructor. The paper should define a clear thesis and support it using appropriate evidence, which should include a significant body of primary sources. The paper also should discuss the historiography of the topic chosen and state the significance of the findings for our understanding of the Revolution.

In addition, each student will be responsible for presenting an initial response to the secondary readings for one or two classes and to the primary source readings for another class. __Response to secondary readings__ _:_ The secondary readings for each week will reflect the diversity of interpretations regarding a particular issue, for example the social versus the political character of the October Revolution, the relative role of social conflict, political ideology, and contingency in shaping the new Soviet state, and Stalins personal role and motives in initiating the policy of forced collectivization and the terror of the late 1930s. I will provide a brief historiographical introduction at the beginning of each class. One of the students will then offer a 10-15 minute response to the readings, summarizing briefly what he or she considers to be the main points at issue, the relative strengths and weaknesses of the arguments being made by the different authors, and his or her own conclusions from the readings. The response does not need to be written out, but the student should at least have a comprehensive outline, which I will collect at the end of the class. __Interpreting primary readings__ _:_ In the second part of each class, another student will offer a 10-minute or so evaluation of the primary source readings for the class, explaining how they can be used by historians to understand the particular period of Soviet history to which they relate and to help resolve the conflicts over interpretation revealed in the secondary readings. The evaluation does not need to be written out, but the student should at least have a comprehensive outline, which I will collect at the end of the class.

CLASS MEETINGS

Thursdays, 1:10-3:50 p.m.

FILMS

Required : Two films will be shown in conjunction with the course, and viewing them will be required. Students may either view the films at the times scheduled or on their own, as both are available in Sawyer.

Circus Tuesday, 11 April, 4:00 p.m., Stetson Media Classroom–A

Solovky Power Tuesday, 25 April, 4:00 p.m., Stetson Media Classroom–A

Optional : Students also may wish to view several films being shown in conjunction with History 233, although doing so is optional.

Stalin: The Red God Monday, 6 March, 4:00 & 7:00 p.m., Stetson Media Classroom–A

Kolyma & Red Star Monday, 10 April, 4:00 & 7:00 p.m., Griffin 5

OFFICE HOURS

Mondays, Wednesdays, and Fridays, 11:00 a.m.–12:00 p.m., or by appointment, Stetson 310 (ext. 2394)

<p>**_**_** ** _ _Please note that this office and telephone number differ from those listed in the Directory__**</p>

SCHEDULE OF CLASSES

1. February 3 Introductory Meeting
2. February 10 Overviews and Interpretations

<p>Fitzpatrick, <i>“Russian Revolution”</i> , all</p>

<p>Malia, <i>“Soviet Tragedy”</i> , pp. 1-17, 51-270, 310-314</p>

<p>Kotkin, 1991 and the Russian Revolution, photocopy</p>

3. February 17 Library Workshop meet in Sawyer Library

4. February 24 Imperial Russia on the Eve of Revolution:
Reform, Social Polarity, and Civil Society

	(review relevant parts of Fitzpatrick and Malia)
	Haimson, Dual Polarization, photocopy
Revolution_ , photocopy	McDaniel, excerpts from _Autocracy, Capitalism, and
	Perrie, Russian Peasant Movement, photocopy
	Emmons, Constitutional Movement, photocopy
State,_ photocopy	Thurston, excerpts from _Liberal City, Conservative
of the Zemstvo, photocopy	Porter and Gleason, The Zemstvo and Democratization
photocopy	Becker, excerpts from _Nobility and Privilege,_
	Wcislo, _Soslovie_ or Class?, photocopy
	McDonald, United Government, photocopy

5. March 2 The Role of Ideology: Lenin, Bolshevism, and the Russian Intelligentsia

	(review relevant parts of Fitzpatrick and Malia)
	Harding, _Leninism_ , pp. 1-196, 264-280
	Pipes, Origins of Bolshevism, photocopy
	Tucker, _Political Culture_ , pp. 1-10, 33-48
	Lewin, _Making of the Soviet System_ , pp. 191-208

6. March 9 Revolution and the Failure of Political Democracy

photocopy	(review relevant parts of Fitzpatrick and Malia)
	Rosenberg, Constitutional Democratic Party,
	Galili and Nenarokov, Mensheviks in 1917, photocopy
	Figes and Kolonitskii, excerpts from _Interpreting the Russian Revolution,_ photocopy
	Smith, Petrograd in 1917, photocopy
	Iarov, Workers, photocopy
	Mawdsley, Soldiers and Sailors, photocopy
	Figes, Peasantry, photocopy
	Lenin, Our Revolution, photocopy

***** ** _ *Note: Research proposal and bibliographic essay due by 4:00 p.m., Friday, 10 March, in instructors box in Stetson* ** *****

7. March 16 Civil War and the Emergence of an Authoritarian State

photocopy	(review relevant parts of Fitzpatrick and Malia, and Harding, pp. 142-69)
	Tucker, _Political Culture_ , pp. 40-58
	Service, Soviet State, photocopy
	Rabinowitch, Petrograd First City District Soviet,
	Orlovsky, State Building, photocopy
	Remington, Rationalization of State _Kontrol _,
	Benvenuti, Red Army, photocopy
	Figes, Village Commune, photocopy
control, photocopy	Primary materials on urban conditions and workers

SPRING BREAK

8. April 6 Nation, Class, and the Formation of the USSR

	Harding, _Leninism,_ pp. 197-218
	Suny, Nationalism and Class, photocopy
	Connor, Soviet Prototype, photocopy
	Liber, _Korenizatsiia,_ photocopy
	Martin, Modernization, photocopy
	Lenin, The Socialist Revolution, photocopy
	Subtelny, excerpt from _Ukraine,_ photocopy
	Documents from Browder and Kerensky, photocopy
photocopy	Margolin, excerpt from _A Political Diary,_
	Documents from Bunyan and Fisher
	Heald, excerpts from _Witness,_ photocopy
	Primary materials on the nationalities, photocopy

FILM : Circus Tuesday, 11 April, 4:00 p.m., Stetson Media Classroom-A

9. April 13 Culture Wars: Modernism and Proletarian Culture

(review relevant parts of Fitzpatrick, especially pp. 141-7, and Malia)

	Stites, Iconoclastic Currents, photocopy
	Mally, Intellectuals in the Proletkult, photocopy
	Groys, Birth of Socialist Realism, photocopy
	Stites, Stalinism, photocopy
	Clark, excerpts from _Petersburg_ , photocopy
photocopy	Excerpts from Rosenberg, ed., _Bolshevik Visions,_
	Maiakovskii, poems, photocopy
	Blok, The Twelve, photocopy

10. April 20 Stalin and Revolution from Above

	(review relevant parts of Fitzpatrick and Malia)
	Harding, _Leninism_ , pp. 243-63
	Tucker, _Political Culture_ , pp. 58-103
91-177, 209-240, 258-314	Lewin, _Making of the Soviet System_ , pp. 3-45,
	Von Laue, Stalin in Focus, photocopy
	Stalins letters to Molotov
	Stalins speeches

FILM : Solovky Power Tuesday, 25 April, 4:00 p.m., Stetson Media Classroom-A

11. April 27 Terror

	(review relevant parts of Fitzpatrick and Malia)
	Starkov, Narkom Ezhov, photocopy
	Getty, Forging the Totalitarian Party, photocopy
	Thurston, Stakhanovite Movement, photocopy
	Manning, Great Purge, photocopy
	Archival documents, photocopy

12. May 4 No class

13. May 11 Summation

***** ** _ _Note: Final research papers due by 5:00 p.m. on Tuesday, 16 May, in instructors box in Stetson __*****

Have a pleasant and relaxing summer!!