UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one): Arts and Sciences X Business Education

Proposal Submitted By: Steven E. Harris Date Prepared: August 30, 2013

Course Title: History of Stalinism

Department/discipline and course number*: HIST 468

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed: 3 Prerequisites: HIST 298

Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?) NO X YES

Date of first offering of this new course: FALL SEMESTER, year Fall 2014 or Spring 2015

Proposed frequency of offering of the course: Once every two years

List the faculty who will likely teach the course: Steven E. Harris

Are ANY new resources required? NO X YES Document in attached impact statement

This new course will be (check all that apply):

Required in the major General Elective X

Elective in the major X General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description: Examinee Soviet state and society under Stalin with particular attention to Communist ideology, collectivization and industrialization, popular culture, the Great Terror, everyday life, and World War II.

COURSE HISTORY

Was this course taught previously as a topics or experimental course? YES X NO

<table>
<thead>
<tr>
<th>Course</th>
<th>Dates</th>
<th>Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 471C5: Stalin and Stalinism</td>
<td>Fall 2008</td>
<td>13</td>
</tr>
<tr>
<td>HIST 471C5: Stalin and Stalinism</td>
<td>Spring 2013</td>
<td>13</td>
</tr>
</tbody>
</table>

X CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:

1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval: Date: 9/2/13

CCC Chair Approval: Date:

UCC Chair Approval: Date:
New Course Proposal for HIST 468: History of Stalinism

Rationale Statement

The proposed HIST 400-level seminar, History of Stalinism, will make several constructive contributions to the curriculum of the College of Arts and Sciences and the Department of History and American Studies. First, the Stalin era is arguably the most recognized and transformative period of modern Russian history and attracts much scholarly and popular attention. The course appeals to both students who are interested in learning more about 20th century Russian history and the Stalin era, and those interested in totalitarian regimes more generally. In the first two semesters that I taught this course, the enrollment was 13 students out of 15 possible spots. This suggests that the course will continue to remain a popular offering for our history majors. Second, as a 400-level seminar, the course would fulfill 3 of the 9 credits that history majors must take at the 400-level in the major. In addition, the course’s main writing assignment is a review of the scholarly literature on a topic in Soviet history under Stalin. The literature review is one of the toughest research and writing assignments that we teach our students in our major. Making it a chief component of this course provides students with another opportunity to work on the skills sets they need to succeed at writing such a paper, which is a critical part of their Experiential Learning course, HIST 485. Third, this course is designed to reinforce skills critical to the history major. In particular, the course focuses on the following learning outcomes approved by our department: 1) ability to analyze sources and arguments; 2) comprehension of historical process; and 3) historical understanding of global processes. Finally, as a historian of 20th century Russian history, I have extensive knowledge of the Stalin era and its historiography. Drawing upon this expertise, I make the study of the scholarly literature on the Stalin era and how it has changed over time a central theme of this course. Learning how to critically read and evaluate the existing literature on any topic is, once more, a key skill that we teach in our department.

Impact Statement

This course would not require any new purchases of technology or special requirements for use of space and the Library. Since the course will be a 400-level seminar capped at 15 students, it would take place in one of the seminar rooms designed for such courses in Monroe hall. The course depends upon existing technologies available in those classrooms (e.g., the AV equipment) and outside the classroom (e.g., umwblogs). As the Russian historian in our department, I will also continue to suggest to the Library which scholarly works on the Stalin era it should purchase as part of its normal acquisitions process. (The Library asks for our input on new purchases by circulating lists of recently published works.)
Instructor: Prof. Steven E. Harris
University of Mary Washington
This class meets
Office Hours:
Office: Monroe Hall 224; tel. (540)-654-1390; e-mail: sharris@umw.edu
Course blog: http://stalinism.umwblogs.org/

Course Description:
This seminar examines the Stalin period in Soviet history (1929-1953) and the main historiographical schools of thought that have shaped our understanding of this era. One of the most brutal dictators of the 20th century and leader of one of the century’s most ruthless totalitarian regimes, Stalin has long held center stage among historians attempting to make sense of the Soviet Union, socialism, and totalitarianism. The political system, society, and cultural life over which he ruled have also captivated the imagination of historians seeking to explain how people in the Soviet Union lived, died, survived, fought in wars, and worked for a regime such as Stalin’s. Stalinism, historians argue, was more than a political ideology but a way of life and civilization distinct from anything the modern world had yet experienced.

Since the collapse of the Soviet Union in 1991, historians have gained unprecedented access to state and party archives in the former Soviet Union, which they have used to re-examine much of its history, especially on Stalin and Stalinism. From the inner workings of the Politburo and Stalin’s own archival file to diaries of committed communists and letters of complaint from ordinary citizens,
historians have cultivated many new sources to study the Stalin period. In this seminar, we will focus upon a selection of the most formative works of this new historiography, their interpretative frameworks, methodological tools, and contentious debates. To appreciate this new historiography fully, we will begin by examining the schools of thought and methodologies that preceded it and continue to shape our understanding of Stalin and Stalinism.

The major project for each student in this course will be a historiography paper on a topic in studies of Stalin and Stalinism. The goals of this assignment are to study a subfield of Soviet history in detail and, more generally, to learn how to master a body of literature on a specific topic. This assignment builds upon what you have learned in writing such a paper in both HIST 297: History Colloquium and HIST 298: History Practicum (prerequisites for this course). The purpose of this seminar and final project is to train you further in the research and writing of a historiography paper in preparation for HIST 485 and similar research projects after college.

**Format of the Class and Preparation for Each Class:**

This seminar is structured around class discussion of the assigned texts. While I will provide brief introductory lectures on major themes in the course, our main focus will be on discussing the texts we read for class. For this reason, your daily participation in this course is extremely important. Attendance in this class is absolutely mandatory and crucial. For each class, you are expected to have read all the readings assigned for that day in order to discuss them in class.

**Course Credits, Goals, and Objectives:**

This course counts as a 400-level course for a major in History.

This course aims to teach students critical skills of historical analysis. As a course in the Department of History and American Studies, this course aims to teach the following skill sets:

1. Ability to analyze sources and arguments
2. Comprehension of historical process
3. Historical understanding of global processes

**Course Assignments and Requirements:**

All students begin the class with a 0% grade. Your task is to earn a grade for each of the assignments and requirements, which together will determine your final grade (see breakdown of grades below).

1) **Class participation:** the quality of this class depends largely upon what each student will contribute to it, so your class participation is of paramount importance. You are asked to engage one another's interpretations and opinions in an effort to understand better any given text and also to challenge one another's readings of the texts.

**Blog entries:** For each text (book or article) we read, you must write a 400-word comment on our course blog in which you describe the main topic of the work, identify the author's main argument, critique the work, and discuss what you find to be most interesting about the book or article. Use illustrative examples from the text in addressing these and other points. You must post your comment the day before we begin discussing each text and read what your peers have written before class. Your blog entries will be counted as part of your participation grade.

The following is the guideline for participation grades: A range (90-100%): student shows that he/she has read all of the assigned readings, and he/she makes several comments and poses questions that are insightful and guide the discussion for that particular class; B range (80-89%): student shows that he/she has read most of the readings and makes some comments/questions; C range (70-79%): student may have read some of the readings, but makes little or no comments; D range (60-69%): student shows little effort to read the texts or participate in class; F range (0-59%): student never participates in class and shows no effort in reading the texts.
Failure to attend class without an excused absence on a day when your peers present their work in class (book reviews, final paper projects) will result in an automatic lowering of your final participation grade by a full letter grade.

2) Book review: You will write a 2-3 page review of one of the books on the course reading list. You will distribute your review to your peers one day before class meets to discuss the book and make a presentation on it in class.

3) Historiography research paper proposal and bibliography: You will write a 2-3 page proposal of your historiography research paper, including a bibliography.

4) Historiography research paper and presentation: You will write a 10-12 page historiography paper of the existing scholarly literature on a specific topic in the history of Stalin and Stalinism. You will give a 5-minute presentation on your paper at the end of the semester.

Numerical grades in this course correspond to the following letter grades: A (95-100); A- (90-94); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (60-66); F (59 and below).
When computing final numerical grades, I do not round up to the highest decimal point (i.e., if your final numerical grade is an 82.99, your final grade is a B-).

Midterm Deficiency Report: You will receive a midterm deficiency report if you receive a C- or below on any assignment or class participation before those reports are due.

Relative Weight of Grades for the Course:
Class participation (including blog entries): 20%
Book review: 20%
Paper proposal and bibliography: 20%
Final paper and presentation: 40%

Honor Code:
The Honor Code of the University of Mary Washington will be strictly enforced, as explained in the Honor Constitution. All violations of the Honor Code (e.g., plagiarism on papers) will be immediately reported to the Honor Council.

The Office of Disability Resources (401 Lee Hall; 540-654-1266; ods@umw.edu) is the primary office to guide, counsel, and assist students with disabilities. If a student receives services through that office and requires accommodations for this class, he/ she should make an appointment with the instructor as soon as possible to discuss the approved accommodations. All shared information will be held in strictest confidence unless a student permits otherwise. (If a student has not made contact with the Office of Disability Resources and has reasonable accommodation needs, the instructor will be happy to help contact the office [which will require appropriate documentation of a disability].)

Course Readings:


**Course Schedule:**

**From the Russian Revolution to the Stalin Revolution**

January 15: Introduction to the course

January 17: Fitzpatrick, *The Russian Revolution* (intro., chapters 1-3)

January 22: Fitzpatrick, *The Russian Revolution* (chapters 4-6; conclusion)

**Thermidorean Reaction and the Great Retreat**

January 24: Trotsky, excerpt from *The Revolution Betrayed* (blog)

Timasheff, excerpt from *The Great Retreat* (“The Scope and the Meaning of the Great Retreat”) (blog)

**Suggested reading:**

Articles in “Ex Tempore: Stalinism and the ‘Great Retreat’” in *Kritika: Explorations in Russian and Eurasian History* 5, no. 4 (Fall 2004).

**Totalitarianism: The Classic Model of Stalinism**

January 29: Arendt, excerpts from *The Origins of Totalitarianism* (“The Masses” and “Totalitarian Propaganda”) (blog)

Malia, excerpts from *The Soviet Tragedy* (“And They Built Socialism, 1929-1935”) (blog)

* Historiography paper proposal due today.

**Suggested reading:**


**The Revisionist Turn: Social and Political Histories of Stalinism**

January 31: Sheila Fitzpatrick, "Stalin and the Making of a New Elite" (blog)
Moshe Lewin, "The Social Background of Stalinism" (blog)

Suggested reading:
Articles on revisionism in *Russia Review* 45, no. 4 (1986).

**Stalinist Ideology and Modernity**


Suggested reading:

**Stalinist Cinema**

February 12: Viewing and discussion of *Circus* (1936).

February 14: Viewing and discussion of *Circus* (1936).

**Stalinism and the Transformation of Gender Relations**

February 19: Shulman, *Stalinism on the Frontier of Empire*.

February 21: Shulman, *Stalinism on the Frontier of Empire*.

Suggested reading:

The Cultural Lives of Stalinism


Suggested reading:

March 1-10: Spring Break

Stalinist Cinema

March 12: Viewing and discussion of the film *The Bright Path* (1940).

March 14: Viewing and discussion of the film *The Bright Path* (1940).

The Great Purges and The Gulag

March 19: Barnes, *Death and Redemption*.

March 21: Barnes, *Death and Redemption*.

Suggested reading:

Empire and Nationality under Stalin


**Suggested reading:**

**The Stalinist State and World War II**


**Suggested reading:**

**Stalinism and Science**

April 9: Kremenkov, *The Cure*.

April 11: Kremenkov, *The Cure*.

**Suggested reading:**

**Stalinist Youth and Social Life after World War II**

April 16: Fürst, *Stalin’s Last Generation*.

April 18: Fürst, *Stalin’s Last Generation*.

**Suggested reading:**


**Class Presentations on Historiography Papers**

April 23: Presentations

April 25: Presentations

**Final Exam:** Historiography Paper deadline: Thursday, May 2, 3:30pm.