History 241W-000: Topics in History and Text
Intimacy and Terror

TuWedTh, 2:30-4:45
Bowden 323

Summer 2018

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Office Hours: Monday, 2:30-3:30
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Overview

*Intimacy and Terror* is a course offering that explores the repressions of the Soviet totalitarianism through the experience of those who lived through it. Taking a humanistic approach towards such traumatic historical events as the Stalin Revolution, the Terror Famine, forced labor camps (the Gulag), the Great Terror, the horrors of World War and the Cult of Personality, this course will focus on autobiography, memoirs, letters, diaries and other, deeply personal texts to understand how average Soviet citizens dealt with the repercussions of Stalinism. While excellent background works such as Figes’ *The Whisperers* will be provided, our primary source material in the class will be on witnesses to this history, not its interpreters. We will read texts or excerpts from persons as diverse as a schoolgirl and a Gulag camp commandant, the memoir of a Communist true believer and the diary of a rebellious schoolgirl, the account of a political prisoner (zem) and the interviews of an architect of terror. We will also sample contemporary film, poetry and fiction to understand the heavy burden Soviet citizens bore for living in the first socialist society. Too often the story of Stalinism is reduced to vast generalities and stereotypes of a soulless state machinery that ground down an atomized society. In fact, each event of repression, each grandiose project or mind-numbing statistic related to real people, both as victims and perpetrators (not rarely, both). The course is a 4-credit, writing intensive course and meets the College HUM and post-freshman writing GERs.
Requirements and Grading

- **Participation:** Students are expected to attend all class lectures and discussions. Everyone will do all the required readings and assignments each unit and students will be expected to discuss the unit themes and topics cogently. 20%

- **Discussion Responses:** One-to-two-page post to Canvas responding to each unit's assigned readings. Proper grammar and style are required as well as historical analysis—not simply summation. In other words, you must put your response in context, not simply reply to the text. All responses should be posted by 9:00 pm on the evening prior to discussion (indicated on the syllabus and the Canvas calendar) to Canvas. Failure to post on time will lead to a failing grade on the assignment. 30%

- **Final Research Paper:** The final written assignment will consist of a research paper or interpretive essay of not less than 20 pages, which will permit students to explore in-depth one of the texts discussed in class. Students must work with one of our primary texts but also put that text into historical, social and political context. In other words, any student choosing Lugovskaia’s *I Want To Live* would need to put this text in the context of Stalin’s indoctrination of children. Anyone wanting to work with Mochulsky’s *Gulag Boss* would have to discuss the role of forced labor in Stalinist Russia. Our shorter texts are also permissible as a basis of the final paper but will probably either involve reading beyond the extracts provided in class or supplemental autobiographical texts. (I have provided “Suggested Readings” for each unit to provide excellent secondary materials on our subjects). This class if focused on the individual's response to terrifying times and the final research paper will serve to test your ability to independently analyze that experience. To guide students there will be unit “research assignments” to aid them in finding a topic and sources for this paper. Students will hand in the papers in lieu of our final exam on **Friday, August 10th** (by 3:00 p.m.). Prior to this deadline, students will submit a brief proposal (topic, texts, bibliography) to Dr. Payne by **Monday, July 23rd** and meet with him on over the course of the next several days (meetings to be scheduled independently of office hours) to discuss the feasibility of their topics. **Mandatory** draft papers are due on **Monday, July 30th** via Canvas (I will return these with comments on Thursday, August 2nd). These assignments are also noted on the class schedule (below and on Canvas). All written assignments will be submitted through Canvas and anti-plagiarism software applied to them. Please do not infringe on the Honor Code, as such actions will result in a referral to Honor Council. Also, note, all submissions will be submitted on line and run through plagiarism software which will notify students of possible plagiarism. There should be no question concerning proper citation in this class. 50%
Course Policies

- **Attendance:** Class attendance is mandatory and unexcused absences will be detrimental to the class participation grade. The final attendance grade will be the percentage of classes attended plus excused absences. Unexcused absences (those you have not gotten permission from me for prior to the absence) count against this grade. Canvas will maintain a running tally of your attendance score.

- **Classroom Participation:** Discussion is also important, and your willingness to contribute to discussion class will be reflected in your participation grade. Education is not a spectator sport, please be responsive when called on and prepared to discuss the texts.

- **Extensions:** Students must complete course work on time or arrange, **before the assignment is due**, an extension with the instructor. Late assignments will be marked down.

- **Grading:** The principles of grading in this class are succinct and clear.
  - In those assignments that are brief (discussion responses, pop quizzes [should they become necessary due to a lack of reading the texts!]), grades will be a check plus (√+), check (√) or a check minus (√-). The two criteria for grading the response are analysis of the readings and ability to convey that analysis in standard prose (as this is a writing-intensive class). The final mark on this particular portion of your grade will simply be a cumulating of all checks versus all possible checks (so, if you get a check plus on 7 of 8 discussion responses but a zero on the 8th, that would be a 92% on your discussion response grade).
  - On more substantial assignments such as the final paper, there are various criteria which are examined (I will provide a rubric of my grading criteria on Canvas).
    - In general, however, if you have mastered the material, then you can expect a B.
    - If you have mastered the material and can present an independent analysis of it (history is an interpretive discipline, not the regurgitation of names and dates!), than you will receive an A.
    - C is the mark for those who have not mastered the material.
    - D is reserved for those who clearly do not understand the material at all.
    - F is an option, but only to those students who willfully refuse to do the work or make an attempt to understand the subject.

- **General Email policy:** Dr. Payne reviews email daily during the work week but not necessarily more than once or twice daily (usually in the morning and late evening). Please be patient, especially with learn-link communications. I’m not Google!

- **Other Resources:** The Writing Center provides individualized mentoring on exposition provided by a gifted cadre of mentors. Their sessions are rewarding and beneficial even to accomplished writers. For more information and to schedule an appointment see: [http://www.emory.edu/ENGLISH/WC/](http://www.emory.edu/ENGLISH/WC/). For the History Department’s “How to Write a Good History Paper,” see [here](http://www.emory.edu/ENGLISH/WC/).

- **Note on College Writing Requirements:** This course **does** fulfill the College post-freshman writing requirement. As is appropriate for a writing-intensive class, fully 80% of your grade will be based on writing proficiency. Late work will be penalized unless prior arrangements are made with the Professor for an extension, so please plan accordingly. These assignments are quite manageable if you plan accordingly (i.e., keep up with the reading, budget time, prepare drafts, etc.).

- **Honor Code:** As in all Emory classes, the strictures of the honor code apply. Infractions of the honor code, especially cheating and plagiarism, will be handled with the greatest possible severity. We will be using anti-plagiarism software associated with Canvas, so please do not tempt fate.
Books

Textbooks:

Texts:

Recommended (for assistance with conceptualizing and writing papers)
Class Schedule

Unit 1: Introduction—The Political is Personal

Tues. (7/3): CLASS INTRODUCTION
Weds. (7/4): NO CLASS—INDEPENDENCE DAY BREAK
Thurs. (7/5):

SECONDARY READINGS:

ASSIGNMENT: Discussion Response (for unit 2) Due (by 9:00 pm via Canvas).

**Recommended Readings:**
Igal Halfin, *Red Autobiographies: Initiating the Bolshevik Self*.
Adam Hochschild, *The Unquiet Ghost: Russians Remember Stalin*.
Unit 2: The Problem of Self in Revolutionary Russia

Mon. (7/9)
ASSIGNMENT: Discussion Response Due (by 9:00 pm via Canvas).

Tues. (7/10):
SECONDARY READING:
Orlando Figes, The Whisperers, pp. 1-75.
ASSIGNMENT: Research Assignment due (by 9:00 pm via Canvas).

Discussion Question (Due Monday 7/9, by 9:00 pm via Canvas):
How, according to Figes, did the Soviet regime obliterate the distinction between the private and the public, the intimate and the political following the Revolution? What was expected of Communist consciousness and how were institutions used to inculcate the new values? How did some, such as Mikhail Baitalsky, embrace this new mentality?

Research Assignment (Due Tuesday 7/10, by 9:00 pm):
Please identify three entries in The Modern Encyclopedia of Russian and Soviet History [DK14 .M6], its supplement or the The Modern Encyclopedia of East Slavic, Baltic and Eurasian Literatures [PG2940 .M6 INDEX V.1-10] that discuss topics of interest to you concerning the class subject. Submit a short summary of whether you believe this is a workable topic for you. The form of your submission should be the citation and then one or two sentences on the topics feasibility. In other words, “The Gulag: The subject is fascinating to me but seeing the vast amount of memoirist and secondary literature on the topic, I think I need to narrow down the topic, perhaps to Kolyma.” Or, “I really like the idea of writing on one person, such as Anna Akhmatova or Osip Mandelshtam and Hope Against Hope seems like a good memoir to consider both.” Remember, only three topics and spend some time exploring the various entries.

Recommended Readings:
David Hoffmann, Stalinist Values: The Cultural Norms of Soviet Modernity, 1917-1941.
ASSIGNMENT: Discussion Response Due (by 9:00 pm via Canvas).


TEXT:

Discussion Question (Due Tuesday, 7/10, by 9:00 pm via Canvas):
Consider the stories in Mikhail Zoshchenko’s *Nervous People*. What is the urban, post-Civil-war experience for the run-of-the-mill Soviet citizen? What insights does Boym present about the *habitus*—the lived environment in which Soviet citizens experienced the regime—of the Soviet cities which shaped people’s mentalities? How did the *kommunalka* (communal apartment) create a nation of whisperers? How did people try to hold onto some vestige of individuality? Which of Zoshchenko stories is most illustrative of the fear of transparency in the *kommunalka*?

Recommended Readings:
- Anne E. Gorsuch, *Flappers and Foxtrotters: Soviet Youth in the "Roaring Twenties."*
Unit 4: The Great Break—Communism Goes on the Offensive

Weds. (7/11):
ASSIGNMENT: Discussion Response Due (by 9:00 pm via Canvas).

Thurs. (7/12):
SECONDARY READING:

TEXT:

Fri. (7/13):
ASSIGNMENT: Research Assignment due (by 3:00 pm via Canvas).

Discussion Questions (Due Wednesday 7/11, by 9:00 pm via Canvas):
In an environment of vicious class purges and the rise of a vast punitive apparatus in the GULag why was "working on the self" such an important endeavor? Figes highlights the stories of Simonov and Podliubny, both of whom tried to meet the expectations of the regime to become "New Soviet Men." Why would victims of the regime identify with its goals? Note, however, as Fitzpatrick points out, too many people had a damaged biography not to "reinvent" themselves in more devious ways?

Research Assignment (Due Friday 7/13, by 5:00 pm):
Using discoverE, identify three scholarly monographs that represent a good, scholarly resource for studying your topic of interest. A monograph is a scholarly, peer-reviewed book (usually put out by a major university press) that focuses on one subject rather than trying to create a syncretic overview of a subject, such as a textbook. Thus, Catriona Kelly's, *Comrade Pavlik; The Rise and Fall of a Soviet Boy Hero*, is appropriate but Moshe Lewin's *The Soviet Century* would not. Memoirs, letters, etc., since they are primary sources, would also not apply. Thus, von Geldern's and Stites, *Mass Culture in Soviet Russia*, would not be a good choice. Briefly write up your observations of each based on a quick skim (Google Books is helpful here). For example, “Jochin Hellbeck's *Revolution on My Mind* is a very detailed discussion of young communist diary writers like Stepan Podliubny. I think his book will really put in context why people wrote diaries in a society that prosecuted thought crimes.”

Recommended Readings:
Robert Conquest, *The Harvest of Sorrow*.
Sheila Fitzpatrick, *Stalin's Peasants*.
Loren Graham, *The Ghost of the Executed Engineer*.
Lynn Viola, *The Unknown Gulag: The Lost World of Stalin's Special Settlements*.
Unit 5: Thank you, Comrade Stalin for Our Happy Childhoods

Tues. (7/17):
SECONDARY READINGS:

TEXTS:

Weds. 7/18:
TEXT:
ASSIGNMENT: Discussion Response due by 9:00 pm on Canvas

Thursday, 7/19:
TEXT:

Discussion Question (Due Wednesday 7/18, by 9:00 pm via Canvas):
As Figes notes, there was an extraordinary politicization of private life and sentiment which were highly suspect by the Stalinist regime. In a regime that lionized denunciation of parents (Pavlik Morozov) and spouses (Party Card), the difficulties of adolescent rebellion are even more fraught with peril than is usual. How was Nina Lugovskaya, in many ways a normal teenage girl struggling with crushes, boredom in school, resentments over "too perfect" siblings and self-doubt, deeply alienated by the regime's treatment of her father? What is the tenure of the comments in her diary (bolded in the text) that the NKVD used against her? Does Nina strike you as precociously political or was she simply a normal teenager struggling to make sense of a world that rarely fits into the regime's propaganda? What did she say, in the privacy of her diary, that deserved imprisonment in the worst Soviet Gulag, Kolyma?

Research Assignment (Due Friday 7/20, by 5:00 pm):
Identify three memoirs, diaries, interviews, or other contemporaneous primary sources that would aid in your research project. (Which shouldn't be so hard in this class!) List them and give a line each on how well they serve your research needs. For instance, you might want to pair J. Arch Getty's *The Road to Terror* with Chuev's 40 *Conversations with Molotov*, to get a feel for what the architects of the terror were doing. Conversely, if you were working on the war and terror, Solzhenitsyn's *Gulag Archipelago* (in the main an oral history) might be well paired with Ginzburg's reminiscences of the war years in her *Within the Whirlwind*.

Friday, 7/20:
ASSIGNMENT: Research Assignment due (by 5:00 pm via Canvas).

Recommended Readings:
Cathy A. Frierson and Semyon Vilensky, eds., *Children of the Gulag*.
David Hoffmann, "Stalinist Family Values" ch. 3 in *Stalinist Values: The Cultural Norms of Soviet Modernity*, pp. 88-118.
Catriona Kelly, *Children's World: Growing Up in Russia, 1890-1991*.
Unit 6: The Gods Athirst—The Great Purges

Monday, 7/23:
ASSIGNMENT: Paper Proposals Due (see below) (by 5:00 pm via Safe-Assign on Canvas).

Tues., 7/24:
SECONDARY READINGS:

TEXTS:
Eugenia Ginzburg, Journey Into the Whirlwind, 1-47.

Wed., 7/25:
SECONDARY READING:

TEXT:
Eugenia Ginzburg, Journey Into the Whirlwind, 48-179.

ASSIGNMENT: Discussion Response Due (by 9:00 pm via Canvas).

Thurs., 7/26:
TEXT:
Eugenia Ginzburg, Journey Into the Whirlwind, 179-272.

ASSIGNMENT: Work on draft of paper (Due Monday, 7/30 by 9:00 pm)

Discussion Question (Due Wednesday 7/25, by 9:00 pm via Canvas):
Evgeniia Ginzburg was an elite and true-believing Communist. What role did denunciation play in her fall from grace? How did the demonization of the political opposition became a powerful cognitive frame that trapped her, despite her loyalty as a Soviet citizen? What was the Kafka-esque world that those accused in the Great Purges found themselves in? As Figes makes clear in the tragic story of Yuliia Piatnitsky, no one was above suspicion and once suspected, testimony would be procured—one way or another.

Research Assignment (Due Monday 7/23, by 3:00 pm):
Hand in your paper proposals. Each proposal should include a topic, a working thesis and a discussion of the methodology you plan to use and its appropriateness. For instance, a proposal on “Children and Terror” might have a working thesis such as “Soviet children, while intensely indoctrinated by the regime, were largely innocent bystanders caught up in the wheels of repression.” You should include a discussion of which sources and secondary literature you intend to use (for instance, Lugovskaya's diary would certainly be appropriate for the above topic). Include a detailed bibliography broken down by sources and secondary literature. Each proposal should have a properly formatted bibliography (Turabian’s Manual of Style is good on this.)

Recommended Readings:
Sheila Fitzpatrick, Tear Off the Masks!: Identity and Imposture in Twentieth Century Russia.
J. Arch Getty, The Road to Terror; Stalin and the Self-Destruction of the Bolsheviks, 1932-1939.
Paul R. Gregory, Terror by Quota; State Security from Lenin to Stalin.
Wendy Goldman, Terror and Democracy in the Age of Stalin.
David Shearer, Policing Stalin’s Socialism.
Unit 7: Surviving the GULag

Mon., 7/30:
ASSIGNMENT: **Paper Drafts Due by 9:00 pm via Canvas**

Tues., 7/31:
SECONDARY READINGS:

TEXT:

Wednesday, 8/1:
TEXTS:
ASSIGNMENT: Discussion Response Due (by 9:00 pm via Canvas).

Thursday, 8/2:
Draft Papers Turned Back

**Discussion Question (chose one)** (Due Wednesday 8/1, by 9:00 pm via Canvas):

1. What was the Gulag and why did it grow to such a massive size? How did its inmates, including people such as the economist Kondratiev, try desperately to maintain an intimate connection with their families? How did Ginzburg’s Gulag experience make it clear to her that her commitment to communist ideals was mistaken and allow her to make friends and help people very much outside her experience?

2. Most of the cogs in Stalin’s machinery of repression, from the informers to the bureaucrats to the camp bosses, were careerist officials who simply conformed to the system. What do you think about the actions of men like Mochulsky and Simonov—those who knew the repression was wrong but participated in it for expedience sake? In the grim conditions of the post-war USSR were their decisions driven by ambition, loyalty or fear (or a combination of all of the above)?

**Research Assignment** (Due Monday 7/30, by 3:00 pm):
Please submit a 20-page paper complete with title page, bibliography and properly formatted footnotes. The paper should be double-spaced, standard margins and 12-point font. Please submit as a Word document on Canvas.

**Recommended Readings:**
Janusz Bardach, *Man is Wolf to Man: Surviving the Gulag.*
Mon.: 8/6
ASSIGNMENT: Discussion Response Due (by 9:00 pm via Canvas).

Tues.: 8/7
SECONDARY READINGS:

TEXT:

Discussion Question (Due Monday, 8/6, by 9:00 pm via Canvas):
As Figes makes clear, the death of Stalin crystallized a great deal of resistance to his totalitarian system. In more subtle ways, Furst indicates many younger people were already distancing themselves from Stalinist mentalities in the late 1940s and increasingly “tuned out” of the Soviet project (as Raleigh chronicles). Nevertheless, Barnes argues that post-Stalin Gulag revolts were profoundly Soviet in their frame. Even Solzhenitsyn's rebels at Kengir are remarkable for their insistence on approaching their strike as a pro-Soviet action. Could one resist repression and still be 'Soviet'? If so, how?

Recommended Readings:
Erik Kulavig, *Dissent in the Years of Khrushchev: Nine Stories about Disobedient Russians*. 
Wed., 8/8:

SECONDARY READINGS:
TEXT: Yevgeny Yevtushenko, "Heirs of Stalin." (Open Society Archives) (Youtube of his performance [here](#)).

Discussion Question (only for class discussion—no written response):
Varlam Shalamov wrote that, "A human being survives by his ability to forget." So, it would seem, does an authoritarian regime. The Soviet government, especially after 1964, systematically silenced memories of the Stalinist terror and continued low-grade repression of those who would use these memories as a systemic critique of Communism, at least until the explosive events of *perestroika*. How does Figes make clear that this repression of memory has deeply scarred Soviet (and post-Soviet) families as well as the post-Soviet countries' political culture? Do you believe that Yevtushenko's fear has been realized and the ghost of Stalin again terrorizes Russia?

Research Assignment (Due Monday 8/9, by 3:00 pm):
Hand in final paper on Canvas.

Recommended Readings:
Miriam Dobson, *Khrushchev’s Cold Summer: Gulag Returnees, Crime and the Fate of Reform after Stalin*.

FRIDAY 8/9 FINAL PAPERS DUE (7:00 p.m.)