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

Summer 2019  
Prof. Matt Payne  

Instructor Contact Information  
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Dr. Payne reviews email regularly and will usually respond to an email within 12 hours. If you wish to call me or set up a video chat, please email me so we can set up an appointment.
Prerequisites

*Intimacy and Terror* is an introductory, discussion-oriented class. There are no prerequisites and students do not need a background in Soviet history or, indeed, history to excel in this class.

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 (\textit{zek}) 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.
Technology Requisites

It is very important to master the technologies of this course and to meet course requirements and deadlines. Most of these will be integrated into our Learning Management System, Canvas (which many of you are already quite familiar with). We will discuss our technologies and their utilization in more detail in Module 1—‘Our Online Community.’ But please familiarize yourself with the technological requirements for this class and reach out for assistance if you are experiencing difficulties well before assignments are due. Remember, “I can’t log on to VoiceThread” is no better an excuse for missing class than “The dog ate my homework!” in pre-digital learning. Log-ins can be problematic and dogs do actually eat homework but students should not put themselves in the position to have a digital dog chowing down on their work.

Please see the “Technology Appendix” attached to this syllabus for a list of technology requirements and trouble-shooting advice.
Learning Community Overview:

Scholarship is a collective enterprise and historians value peer interaction and review. Online environments can make it difficult to establish a collaborative environment in which students are engaged with each other as well as the instructor. For these reasons, active engagement with the each other is vital beyond simply meeting in our thrice weekly Zoom video conferences. (Time and Dates TBD). In order to develop our community, we will focus our first module on getting to know your comrades in this class, as well as me. In addition to asking students to contribute their discussion responses and research assignments online (see below), we will also have a discussion forum concerning research efforts in which students will discuss their efforts and share information as well as a VoiceThread session reflecting on what we have each learned from each module (you will be taught how to use VoiceThread and it is not time consuming). I will also ask students to post some comments on our “lecture forum” following their viewing of our lectures (available on Canvas as instructional videos). Students are not in competition in this class and the more we all cooperate and share ideas, the stronger our achievements will be. (Practically, won’t it be nice to hear from a comrade who discovered a really nice memoir on Beria by his son when your topic is perpetrators? Won’t it be exciting to share your new-found insights and hone your online presence? This will be fun and productive.)

Course Structure

Modules: Course Modules Will Run from Sunday to Saturday. Each assignment will have specific due dates indicated in the Course Schedule. There will, occasionally, be shorter modules (such as during our first and last weeks) but those will be clearly marked on the schedule.

Synchronous “live” sessions. We will have a synchronous “live” session every Monday, Wednesday and Friday from 11:00 am-12:00 pm EDT on our “Zoom” platform. Attendance for Zoom sessions are mandatory. Unexcused absences will result in a failing participation grade. Consult “participation” under “course policies” for further information.

Netiquette & Discussion Expectations:

As the Soviets would put, good comradely relations are expected in this class. Meaning, of course, that we should all behave with respect and courtesy in online communication. You are expected to use appropriate language and proper grammar in your posts (indeed, you are graded on it in your submissions) and avoid “expropriating” others’ work (see the note on plagiarism below)! Respectful communication promotes intellectual exchange and learning. Simply because someone challenges your interpretations is no reason to take offense—challenging one’s interpretations is the core mechanism of scholarly progress. “Flaming” is forbidden and the use
of memes, emoticons, etc. will be deemed unprofessional. Professionalism matters in class and in general, so try to comport yourself online as you would in a professional setting. For those needing guidelines on netiquette, please refer to https://www.education.com/reference/article/netiquette-rules-behavior-internet/

**Course Objectives:**

- Build a successful online learning community.
- Describe the main trends of Soviet History contributing to ideologies and practices of repression.
- Explain individuals’ experiences of the Stalinist Terror within the wider context of Soviet history.
- Explore different genres of historical documents and memory texts (diaries, memoirs, letters, fiction, government documents) and evaluate them as historical evidence.
- Closely read texts and discuss what each conveys to them about key categories of historical thinking such as historical contingency, political development, ideological legitimate, trauma, memory and historical legacy.
- Articulate an understanding of the texts, as well as secondary scholarly literature, and indicate how the latter builds its interpretative analysis from the former.
- Write a 20-page research paper focused on a topic of the student’s choosing, that explores the role of the individual in the context of Stalinist terror using both the appropriate scholarship and primary sources.
Assignments

Please remember that readings, watchings, and doings must be completed before the synchronous sessions in Zoom (and the due dates and times of the assignments are listed below on the class schedule but also in Canvas under “assignments”). Preparations will help you master the material prior to our discussion, Voicethread and Zoom assignments.

Additionally, various “recommended” activities will be posted for students to guide them in tasks like “reading scholarly history” or “interpreting a historical source.” Lectures, readings, and recordings of the synchronous sessions will be posted to Canvas under “Files” and hyperlinked in the syllabus.

Please check the CANVAS site regularly…multiple times during the week at least a day.

A note on time: Lectures will take anywhere from half an hour to 45 minutes to watch. Students should plan to spend two to three hours reading per synchronous session (reading matters in this class!) as well as up to an hour on each module’s discussion response and research assignments. Voicethread and discussion board participation will probably require another half hour per module. “Online learning” means “offline preparation” as we don’t have as much face-to-face time as a typical summer session class. Remember, this is a four-credit class that meets College GER and Writing requirements—it requires engagement.

- **Participation**: Students are attend all online class sessions (Zoom sessions) having completed the required readings and assignments. Of course, you should discuss the unit themes and topics cogently in these sessions. 10%

- **Online Contributions**: Additionally, students are required to participate in the “lecture” and “research” discussion threads for each unit, as well as a unit reflection.
  a. Following the completion of each lecture, students will post to the “Lecture discussion thread” in Canvas with an observation on the lecture (for instance, you might note the lecture’s “muddiest point” i.e., what is unclear to you, or discuss something surprising you learned). A discussion rubric will be provided.
  b. Following the return of your Research Assignments you are also required to post to the “Research discussion thread” in Canvas with a summation of how your research is going (i.e., “I found a great article on children in the Gulag!” or “Can someone recommend a memoir on Beria?”). Again, a discussion rubric will be provided.
  c. Finally, at the end of each unit you will be required to post a short video or voice reflection (2-5 minutes) on Voicethread and participate in your comrades’ reflections by adding at least one response per Voicethread (in other words, a successful assignment involves you posting a video or audio voice thread and making at least one response). Participation in these assignments does not mean simply one short posting but engagement with your peers. I will be monitoring these threads and participating in them actively. Each online assignment will be carefully explained in Canvas. Moreover, instructional videos and rubrics will be provided. 15%

- **Written Discussion Responses**: One-to-two-page post to Canvas responding to each unit's assigned readings. Discussion prompts will be provided in both the online assignment and below in the syllabus. 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 our Zoom 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. Please submit your discussion responses as Word documents with 12-pt. font and double-spaced text. 25%

- **Final Paper**: The final written assignment in this class will consist of a research paper or critical essay of not less than 20 pages, which will permit students to explore in-depth one of the texts discussed in class or an appropriate substitute. Students must work with a primary text approved
by the instructor 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 (and perhaps the cult of Pavel Morozov). Anyone wanting to work with Mochulsky’s *Gulag Boss* would have to discuss the role of forced labor in Stalinism. 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 is 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 9th** (by 12:00 p.m.). Prior to this deadline, students will complete all required “research assignments” (see below). The second to keep in mind is the “annotated bibliography” collaborative Google Doc that will be completed by **Monday July 15th**. Also, students will submit a brief proposal (topic, texts, bibliography) to Dr. Payne by **Saturday, July 20th** as well as to our “Proposal” Google Docs. All proposals will be examined by your peers and each student is required to make at least one comment on each proposal by **Monday, July 22nd** (see assignments). Dr. Payne will provide feedback on the feasibility of each research proposal and provide additional advice by that evening. Outlines of papers will be due on **Monday, July 29th** at 9:00 pm and **mandatory** draft papers are due on **Friday, August 2nd** by 9:00 pm via Canvas (I will return these with comments on Monday, August 5th). Please follow the citation and bibliographic forms of either the Chicago style or the Turabian style. 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 and Participation:** Class attendance and participation is mandatory. For this online course “class attendance” means signing in for the Zoom sessions and posting to the discussion boards and VoiceThread in a timely manner (i.e., by deadline). Classroom participation is a willingness to contribute to class discussions whether they be in Zoom, on VoiceThread or in Canvas discussion threads. Please sign in regularly to the course (I would recommend at least once a day) and keep up with the flow of the class. Education is not a spectator sport, please be responsive when called on and prepared to discuss the texts, lectures or reflections on course materials. I will provide a “participation” rubric to guide your engagement with the class, especially as an online environment is a new one for many of us. I will also award “badges” (non-graded feedback which will indicate to you how you are doing in each forum of participation).

- **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.

- **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 75% 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.
Grading:
- Students will be graded for their professionalism in regards to online participation (Zoom sessions, discussion thread contributions and VoiceThread postings). Professionalism is a catch all term for how one ought to approach a class (involvement in course activities, preparation of each Zoom session, active participation online, adherence to class policies, civility and proper netiquette). While I will provide participation rubrics for the main online activities, I will also signal to you through Canvas “badges” how successful you are participating in these class activities (such as “good discussion” or “you need to contribute more”). Your final letter grade for these online participation assignments will reflect a tally of positive badges weighted for improvement over the course of the class, however, a running tally of your current grade will be posted on Canvas’ grade sheet.
- Written discussion response 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. Papers with frequent grammatical and spelling errors will be marked down so please use spell check! I will provide a rubric for the discussion responses as well as prompts for your consideration, but as this is an iterative assignment, you should be mastering both form and content by the end of the 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).
- For 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!), that merits an A.
  - C is the mark for those who have not mastered the material or having presented it in an incoherent manner.
  - 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.

Grading Scale

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>B-</td>
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If you have concerns about a grade, I ask you to explain those in an email to the instructor. The email should articulate why you think your grade was not adequate.
Books (Available at Emory Bookstore and On Reserve in Woodruff Library)

Textbook:

Texts:

Recommended (for assistance with conceptualizing and writing papers)
Mon. (7/1): Class Introduction
Zoom Session: Introducing Our Class
ASSIGNMENTS:
Review “Syllabus Overview” Instructional Video (on Canvas under “Files” and “Class Instructional Videos”) prior to Zoom session at 11:00 am.
Review “Participating Online” Instructional Video (on Canvas under “Files” and “Class Instructional Videos”) prior to Zoom session at 11:00 am.
Complete Syllabus “Scavenger Hunt” (by 9:00 pm via Canvas).
Post a comment to “Ask the Professor” discussion thread relaying your comfort level with the technology requirements of the class (by 9:00 pm via Canvas).
Module 1: The Political is Personal

Tues. (7/2)
ASSIGNMENT:
Review “Revolutionary Terror and the Self” Lecture and post a comment on the “Lecture” discussion thread by 9:00 pm on Tuesday, 7/2

Weds. (7/3):
Zoom Session: The Individual and Revolution
SECONDARY READINGS:
TEXTS:

ASSIGNMENT:
Review “Lecture 1; Revolutionary Terror and the Self” Video (on Canvas under “Files” and “Class Instructional Videos”) prior to Zoom session at 11:00 am.
“What Do You Know?” Diagnostic Survey (by 9:00 pm via Canvas).
Review “Revolutionary Terror” Lecture and post a comment on the “Lecture” discussion thread by 9:00 pm on Tuesday, 7/2

Thurs. (7/4): NO CLASS—INDEPENDENCE DAY

Fri. (7/5):
Zoom Session: Reading Memories
SECONDARY READINGS:
Sheila Fitzpatrick, "*Making a Self for the Times: Impersonation and Imposture in 20th-Century Russia*," *Kritika* 3 (Summer 2001), pp. 469-487.
SUPPLEMENTAL: Scholarly articles, such as Paperno’s, should be read critically by students. There are many resources available to aid students in doing so, but remember some key points: always identify the authors main thesis, examine the arguments that support the thesis, not the theoretical and methodological
approaches he or she makes in the analysis and examine the primary source evidence provided to support the argument. For further resources on reading historical scholarship in a critical manner, the suggested links for the research assignment in Unit 4. (There is also the University of Iowa’s “STAMP” method)

**ASSIGNMENT:**
Post “Reflection” on Module 1 in VoiceThread on Canvas by 5:00 pm.

**Sat. (7/6)**

**ASSIGNMENT:** Research Assignment due (by 9:00 pm via Canvas).

**Research Assignment (Due Saturday 7/6, by 9:00 pm):**
Please identify three entries in James Millar’s *Encyclopedia of Russian History, 4v* (Emory Online Resource) 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:**
Igal Halfin, *Red Autobiographies: Initiating the Bolshevik Self.*
Adam Hochschild, *The Unquiet Ghost: Russians Remember Stalin.*
Module 2: The Problem of Self in Revolutionary Russia

Sun. (7/7)
ASSIGNMENT: Review “Communism in Retreat; The Intimate Under Siege” Lecture and post a comment on the “Lecture” discussion thread by 9:00 pm on Sunday, 7/7

Mon. (7/8):
Zoom Session: The NEP Retreat?
SECONDARY READING:
Orlando Figes, The Whisperers, pp. 1-75.
SUPPLEMENTAL: Primary sources, such as Baitalsky’s, are the primary evidentiary basis of history. Therefore, it is important to read them critically. You should always try to determine details about the author, the intended audience, the motives in writing the text and try to evaluate its ideological underpinnings and truth claims. Carleton College has a good run-down of how to interrogate your source, but this is by no means an exhaustive list. Another good resource is provided by William & Mary and also discusses how to write about primary sources. See here.

ASSIGNMENT: Post a comment on the “Research” discussion thread by 9:00 pm on Monday, 7/8 discussion paper topics that interest you

Weds. (7/10):

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

Fri. (7/12):
Zoom Session: Collective Life

ASSIGNMENT:
Post “Reflection” on Module 2 in VoiceThread on Canvas by 5:00 pm.

Discussion Question (Due Thursday 7/11, by 9:00 pm via Canvas): Choose One
1. 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?
2. 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?

**Sat. (7/13): Submit Research Assignment to Canvas by 5:00 pm**

**Research Assignment** (Due Saturday 7/13, by 5:00 pm):

Using discoverE, identify three scholarly monographs or journal articles 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. Also identify three primary sources. Here memoirs, letters, diaries, artistic works of the period, document collections would apply. Thus, von Geldern’s and Stites, *Mass Culture in Soviet Russia*, would be a good choice. Briefly write up your observations of each based on a quick skim (Google Books is helpful here as is reading a book review from journals such as *Kritika* or *Russian Review*). 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. That Podliubny’s excerpted diary is available, makes this all the more important for my topic.” Following the receipt of Dr. Payne’s feedback, you will submit your annotated bibliography selections to our class “Annotated Bibliography” on Google Docs by Monday July 15th.

**Research Note:** There are many web-resources to help students learn “how to read” a scholarly monograph. A concise and thoughtful one is provided by the Carleton History Department [here](#). For another excellent resource, see Dr. W. Caleb McDaniel of Rice University [here](#). For the format of history “annotated bibliographies” see [here](#) for a good guide from UCLA. For primary sources, see the Ithaca College guide on primary sources [here](#). It will be helpful to consult the Woodruff Research Guide for this class (to be compiled).

**Recommended Readings:**

- Anne E. Gorsuch, *Flappers and Foxtrotters: Soviet Youth in the "Roaring Twenties."*

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![Image of a family in a room, possibly in a Kommunalka setting.](image_url)
Module 3: Communism on the Offensive

Sun. (7/14):

ASSIGNMENT: Review “The Great Break and Stalinist Society” Lecture and post a comment on the “Lecture” discussion thread by 9:00 pm on Sunday, 7/14

Mon. (7/15):

Zoom Session: A Revolutionary Childhood

SECONDARY READING:
- Orlando Figes, The Whisperers, pp. 76-147 (1st half).

TEXT:
- Nina Lugovskaya, I Want to Live, vii-xv, 5-88.

ASSIGNMENT: In lieu of posting to the “Research” discussion thread, post your annotated bibliography to our class “Google Docs” “Annotated Bibliography” document by 9:00 pm. Remember to follow the instructions on Canvas assignments and put your properly formatted entries in the proper category (monographs and scholarly articles under “secondary works” and texts, documents, memoirs, etc. under “primary works.”) Feel free to edit or add comments to entries that are not yours (for instance, “This book also covers fleeing the German troops in Chapter 4.”)

Weds. (7/17):

Zoom Session: Dispossession and Exile—the Kulaks

SECONDARY READING:
- Orlando Figes, The Whisperers, pp. 76-147 (2nd half).

TEXT:
- Nina Lugovskaya, I Want to Live, 89-178.

Thurs. (7/18):

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

Fri. (7/19):

Zoom Session: “Masking”—Strategies of the Self

SECONDARY READING:

TEXT:
- Nina Lugovskaya, I Want to Live, 179-254.

ASSIGNMENT:
- Post “Reflection” on Module 3 in VoiceThread on Canvas by 5:00 pm.

Sat. (7/20): Submit your Research Assignment (your proposal—see below) to Canvas by 5:00 pm

Discussion Questions (Due Thursday 7/18, by 9:00 pm via Canvas): (chose one)
1. 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?

2. 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 Saturday 7/20, by 5:00 pm):

Submit your proposals to our Google Docs page for proposals (see the Canvas assignments). 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 but see also the short guide to Turabian style bibliographic forms here). All proposals will be examined by each student in the class who will make a comment no later than Monday, July 22nd (by 9:00 pm). Dr. Payne will provide feedback on the feasibility of each research proposal and provide additional advice by that evening.

Recommended Readings:

Sheila Fitzpatrick, Stalin’s Peasants.
Loren Graham, The Ghost of the Executed Engineer.
David Hoffmann, "Stalinist Family Values" ch. 3 in Stalinist Values: The Cultural Norms of Soviet Modernity, pp. 88-118.
Lynn Viola, The Unknown Gulag: The Lost World of Stalin’s Special Settlements.
Module 4: The Gods Athirst—The Great Purges

Sun. (7/21):
 ASSIGNMENT: Review “The Great Purges” Lecture and post a comment on the “Lecture” discussion thread by 9:00 pm on Sunday, 7/21

Mon. (7/22):
 Zoom Session: Suspicion
 SECONDARY READING:
 Orlando Figes, The Whisperers, pp. 227-251;

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

Weds. (7/23):
 Zoom Session: The Purge
 SECONDARY READING:

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

Thurs. (7/24):
 ASSIGNMENT: Discussion Response Due (by 9:00 pm via Canvas).

Fri. (7/25)
 Zoom Session: Arrest, Interrogation, Trial
 SECONDARY READING:

TEXT:
Eugenia Ginzburg, Journey Into the Whirlwind, 179-272.

ASSIGNMENT:
Post “Reflection” on Module 4 in VoiceThread on Canvas by 5:00 pm.

Mon. (7/29): Submit your draft papers to Canvas by 5:00 pm

Discussion Question (Due Wednesday 7/18, 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 become 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 Yulia Piatnitsky, no one was above suspicion and once suspected, testimony would be procured—one way or another. How did most Communists react to their arrests, trials and imprisonments?

Research Assignment (Due Friday 7/20, by 5:00 pm):
Submit outline of your paper on Canvas by Monday 7/29 at 5:00 pm. (A great research on how to do is provided by Zachary Schrag’s blog, History.org, “How to Write an Outline,” here)

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.
Module 5: The Perpetrators

Sun. (7/28):
   ASSIGNMENT: Review “War, Liberation and Repression” Lecture and post a comment on the “Lecture” discussion thread by 9:00 pm on Sunday, 7/28

Mon. (7/29):
   Zoom Session: Being A Stalinist
   SECONDARY READINGS:
   TEXT:
      Fyodor Mochulsky, Gulag Boss: A Soviet Memoir, pp. 3-75.
   ASSIGNMENT: Outlines due on Canvas by 5:00 pm

Wed. (7/31):
   Zoom Session: Running a GULag
   SECONDARY READINGS:
   TEXT:
      Fyodor Mochulsky, Gulag Boss: A Soviet Memoir, pp. 90-137.

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

Fri. (8/2)
   Zoom Session: Running a GULag (II)
   SECONDARY READINGS:
   TEXT:
   ASSIGNMENT: Paper Drafts Due by 5:00 pm via Canvas

Sat. (8/3)
   ASSIGNMENT:
      Post “Reflection” on Module 5 in VoiceThread on Canvas by 5:00 pm.

Discussion Question (Due Wednesday 8/1, by 9:00 pm via Canvas):
   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. Do these conformists rise to the level of perpetrators? 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 Stalinist USSR were their decisions driven by ambition, loyalty or fear (or a combination of all of the above)? What are the limitations, according to Hooper, to the testimonies of memoirs like Mochulsky’s?

Research Assignment:
   Submit a draft of your final paper on Canvas by Monday 8/5 at 5:00 pm. (Remember to consult the rubric)

Recommended Readings:
   Anne Applebaum, Gulag: A History.
   Janusz Bardach, Man is Wolf to Man: Surviving the Gulag.
   Steven A. Barnes, Death and Redemption: The Gulag and the Shaping of Soviet Society.
   Varlam Shalamov, Kolyma Tales, 3-66.
Module 6: Conclusion: The Memory of Darkness

Sun. (8/4):
ASSIGNMENT: Review “The End of Terror” Lecture and post a comment on the “Lecture” discussion thread by 9:00 pm on Sunday, 7/28

Mon. (8/5):
Zoom Session: Liberation
SECONDARY READINGS:
TEXT:

Weds. (8/7):
Zoom Session: Memory and Summing Up
SECONDARY READINGS:
Orlando Figes, The Whisperers, pp. 597-656.
TEXT: Yevgeny Yevtushenko, “Heirs of Stalin.” (Open Society Archives) (Youtube of his performance here)
ASSIGNMENT:
Post “Reflection” on your summation of the class in VoiceThread on Canvas by 5:00 pm.

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?

Recommended Readings:
Miriam Dobson, Khrushchev’s Cold Summer: Gulag Returnees, Crime and the Fate of Reform after Stalin.
Leona Toker, Return from the Archipelago: Narratives of Gulag Survivors.
Module 7: Finals Week

Friday, 8/9:
   **Final Papers due via Canvas at 7:00 pm**

Tuesday, 8/13:
   Final Grades posted by 11:59 pm
APPENDIX: TECHNOLOGY REQUIREMENTS

Hardware. Access to a computer with speakers and a microphone (an affordable USB headset is recommended)
  • Windows 8 and above
  • Mac OS 10.6 and above

Internet Access. Minimum recommended connection - DSL - (high speed if possible)

Software
  • Adobe Acrobat (to open PDFs)
  • An Office Processing application (any of these will work)
    Microsoft Office
    OpenOffice
    Google Drive
  • Adobe Connect Test your Computer Diagnostic Tool

Plugins. The following plugins are required for this course at no additional cost:
  • Adobe Flash Player
  • Adobe Acrobat Reader
  • Java must be up-to-date!

Web 2.0 Tools. A variety of tools will be used throughout the course.
  • VoiceThread - voicethread.com (also integrated directly within Canvas)
  • Zoom (integrated directly through Canvas)

Google Account - google.com
  • VoiceThread - iOS only
    http://voicethread.com/mobile/
  • Google Apps - mainly Android
    http://www.google.com/mobile/

There are independent apps for Google from the App Store

Supported Browsers. (typically the most up-to-date version available, check for updates within
the individual browsers)
  • Microsoft Windows
    • Microsoft Internet Explorer (IE8 or IE9 in Compatibility/Standards Mode)
    • Google Chrome
    • Mozilla Firefox (preferred browser)
  • Mac OS Users
    • Apple Safari
    • Google Chrome
    • Mozilla Firefox (preferred browser)

Browser Settings. Please refer to your browser's Help features to check these settings.
  • Pop-Up Blocker should be disabled
  • Script should be enabled
  • Java should be enabled
  • Cookies should be enabled

Technical Issues and Support Model. If you are experiencing any technical difficulties, the first
steps to troubleshoot are:
  1. Check the above computer and browser requirements and ensure that your system and
     browsers are up-to-date.
  2. Open an ALTERNATE browser and perform the same task. Did it work or not?
  3. Once you have attempted the two steps above, feel free to contact us via the “Q&A -
     Got Questions?” discussion forum on the main Discussion Board or via email if
you cannot get to the forums. If your instructor is not able to assist you, then he/she will get you in touch with the correct people to get you going in the course.

4. If all else fails and your instructor is not reachable, please contact the UTS Service Desk at