

History 242: The Rise and Fall of the Soviet Union
Monday, Wednesday, and Friday, 10:00-10:50
Fall 2024

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Office hours: Wed. 11-12 (in
the HSSC or outside),
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Course Overview

The history of the Soviet Union is a story of great contrasts. In October 1917, when the tsarist regime fell, Russia became one of the most chaotic and fast-changing revolutionary societies in all of history; by the time the USSR collapsed in December 1991, it was a stagnant, bureaucratic regime led by a corrupt and entrenched elite. The leaders of the Soviet Union claimed that they had liberated their country from centuries of tsarist oppression, but they ended up resorting to mass repression and state-sponsored violence on a massive scale. The Soviet regime could claim great successes—like the dramatic growth of literacy and the launch of the first man-made satellite in history—but it never lived up to the grand rhetoric of its leaders and became one of the world's most repressive states.

This course will examine the history of the USSR from the October Revolution of 1917 until the regime's sudden collapse at the end of 1991, focusing on the country's social and political history. Ever since the Bolsheviks seized power in 1917, scholars have debated the meaning and the legacy of the October Revolution; in every period of Soviet history, the country's leaders claimed to be following the true path of Communism, while denouncing their rivals (and sometimes their predecessors) for straying from the ideals of socialism. This class will examine how the nature of Soviet communism was redefined by each successive generation and will seek to relate each part of the Soviet experience to the larger trajectory of the country's history. Was Stalinism a departure from the revolution's original ideology, or the inevitable result of 1917? Was the Khrushchev era an unprecedented liberalization of the regime's policies, or an attempt to return to the country's Leninist roots? We will not only seek to answer questions like these, but to examine the ways that everyday citizens experienced Communist rule and to understand how the revolutionary enthusiasm that at times dominated the country's political discourse ultimately gave way to the cynicism and corruption of the USSR's final days.

Learning Goals

This course has three broad objectives: to help students understand the history of the Soviet Union, to enable them to critically read both primary documents and secondary sources, and to help them improve their analytical writing skills. But it also has several more specific goals:

Soviet History Goals

By the end of the semester, students who have completed this course will be able to:

- explain how the Communist Party seized power in Russia in 1917, why it lost power in 1991, and how it maintained its power during the years in between;

- explain the ways in which the country’s political leaders both modified and preserved the legacy of the October Revolution in each of the main periods of Soviet history;
- explain the ways in which the Soviet state made use of terror and ideology to achieve its goals (and the extent to which it was a dictatorship during each period of its history);
- explain how the Soviet Union was shaped by its Russian historical and geographical context, and the ways in which it was a modern political system shaped by forces that transcended national boundaries.

Critical Reading Goals

By the end of the course, students will have refined their ability to:

- interpret a primary source (historical document) by analyzing its structure, audience, goals, and biases;
- identify and critique the argument of a secondary text (a book or article by a present-day historian), while situating that text within a larger historical debate or literature.

Analytical Writing Goals

By the end of the semester, students will have improved their ability to:

- craft a clear, specific, and nuanced thesis statement in response to a historical question;
- construct a well-organized, evidence-rich, and cohesive paper in defense of a central argument;

Keep these goals in mind throughout the semester. The content goals, for example, will be useful as you prepare for the mid-term and final exams; class discussions will be based on the analysis of primary sources and secondary sources; writing assignments will be graded based on your ability to develop a nuanced thesis and to defend that thesis in a well-organized paper.

Course Readings

The following books are all on sale at the college bookstore and on course reserve at the library:

Sheila Fitzpatrick, *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s* [available in an online copy through Burling]

Sheila Fitzpatrick, *The Russian Revolution* [available in an online copy through Burling]

Brigid O’Keeffe, *The Multiethnic Soviet Union and its Demise*

Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

Ronald Grigor Suny, ed., *The Structure of Soviet History: Essays and Documents*

Many readings for this course are primary documents or secondary texts from Ron Suny’s *The Structure of Soviet History* (listed above). On the schedule of readings below, those texts will be listed with the notation “[Suny]”; **page numbers will come from the second (black) edition, though the same documents are available (with different pages) in the first (red) edition.**

Other readings (marked “[Pioneerweb]”) will be available on the course’s Blackboard site.

Office Hours

I strongly encourage students to come talk to me during my office hours with questions on course readings, assignments, the study of history, or related issues. This semester I will be

available to meet with students in my office (Macy House 201) on Thursdays from 1 to 2. I will hold office hours either in the HSSC atrium or just outside (on Kington Plaza) on Wednesdays from 11 to 12.

These are drop-in hours; you are welcome to come by without an appointment (and, in fact, I will leave these hours free for drop-ins.) You are also welcome to email me to arrange a different time to meet. I will most likely cancel my regular office hours a couple weeks each semester (say, during registration week) and instead offer meetings by appointment only. And my schedule will be a little irregular this year, since I'm also running the college's Rosenfield Program in Public Affairs, International Relations, and Human Rights. But I can always find time to meet with you!

Students are welcome to meet with me to discuss any questions they might have about this course, the study of history, or other academic issues at Grinnell. If you're having trouble with a written assignment, I particularly encourage you to come: If you get stuck writing a thesis statement or can't figure out what you want to say in a paper, it's often better to meet with someone about it than to try to just push yourself to get something done. I'm also happy to discuss course readings in more detail, to answer questions, to talk about the history major, or to discuss any academic questions that might concern you.

Assignments and Grading

Your grade in this class will be based on the following requirements. Note that you must hand in every assignment listed below in order to pass the class, and that if your grades improve steadily over the course of the semester, I will take that into consideration in deciding your final grade.

Two short document analyses (worth 15% of your grade, or 7.5% each). You will submit two short writing assignments (each 1 to 1.5 pages long); the first (an analysis of the Petrograd Soviet's Order Number 1) will be due on September 8 at 10 PM; a revised version will be due by September 13 at 5 PM. The second (an analysis of the 1922 marriage and family code) will be due at 10 PM on September 22.

A 5-page paper (15% of your grade). This paper will be an analysis and synthesis of our course readings on the revolution's aftermath. It will be due at 5 PM on October 4.

A 6-to-8-page oral history analysis (20% of your final grade). In the second half of the semester, you will write a 6-to-8-page analysis of the oral history interviews of the Harvard Project, which interviewed Soviet citizens on their life under Stalin in the 1950s. You will need to send me a 2-to-3-page proposal for your paper by November 11; the final version of the paper will be due on November 22.

A mid-term exam (10% of your grade.) This exam will have two sections: an ID section (in which you explain the significance of several people, places, things, or concepts from the first half of the course) and a section in which you identify and explain passages from the course's primary source readings. The mid-term exam will take place in class on Friday, October 14.

A **final exam** (20% of your grade.) This three-hour exam will have roughly the same format as the mid-term and will take place on Wednesday, December 18, at 9:00 AM. The exam will feature ID and primary source sections (like on the mid-term), as well as two essay sections, in which you will answer one of 2-3 essay questions on material from the second half of the course and one of 2-3 essay questions on themes from the entire course.

Class participation (20% of your grade). Although this class will occasionally include brief lectures on the course material, it is primarily intended as a discussion course. The final requirement for the class, then, is active and informed participation in class discussions. You should come to class having read the day's reading and thought about its contents; you should be ready to talk about the course material, to remember the main strategies we'll use for analyzing and discussing primary and secondary sources, and to help the class have a productive discussion in whatever way seems most appropriate to you at the time.

Here are some general observations about class participation:

- Class participation is one of the largest parts of your grade for several reasons, but the most important one is this: I believe that being able to delve into an intelligent, nuanced, civil, and respectful discussion with your peers is one of the most important skills a liberal arts education can give you. Moreover, having everyone participate—in one way or another—makes the experience better for everyone.
- Remember that there are many ways to participate in class discussions. The strongest participants in discussion will often make comments that analyze the readings (rather than merely recapping them), but I expect that active participants in discussion will play different roles at different times. For example, here are some different rhetorical moves you might make in class:
 - Answer a question posed by me or a classmate
 - Ask a question for the class to consider
 - Summarize a reading or part of a reading
 - Provide evidence or an example for a point someone else has made
 - Disagree (respectfully!) with a previous comment from class
 - Agree with a previous comment from class while adding an example or evidence
 - Connect two comments made by different discussion participants
 - Connect the day's reading to an earlier reading
- In general, any form of participation that shows engagement with the material and helps the class to understand the course's subject matter is fair game. Remember, too, that class participation depends not only on speaking, but on listening—both to me and to your classmates. Be respectful, listen carefully, and be ready to respond to your classmates and not just to me.
- All else being equal, it will help you to provide evidence for your arguments when you speak in class. Ground your participation in the text: be ready to quote the readings or to point out specific passages that you find useful, significant, or relevant.
- You should therefore come to class with copies of the day's reading and with your notes on what you've read. (You are welcome to bring the readings either in hard copies or on a computer, but you should remember that it is often easier to mark significant passages in

a paper copy of the readings.) In particular, I recommend that you make note of quotations and details in the readings that you find especially compelling.

- Although I hope that all students will take part in the discussion (ideally speaking at least once per class session on average), remember that the thoughtfulness of your comments is generally more important than the quantity of your remarks.
 - I also realize that some students will always be more talkative or more reserved than others. I'm happy to talk to you at any time about ways you might become more involved, and I think it's part of my job to make sure the classroom atmosphere is conducive to a broad, inclusive discussion.
 - Students sometimes ask if talking to me in office hours can substitute for participation in class. My answer: not entirely. Talking to me in class can show engagement with the material, so if you've been quiet in class, it can help me understand how you've understood our course materials. (If you've been active in class, I'm also happy to talk to you, but coming to office hours won't improve your grade.) On the other hand, I value class participation in part because discussion helps all your classmates to understand the course material and to have a good class experience, so coming to office hours is never a perfect substitute for class discussion.
- Class participation depends on attendance. I'll therefore keep track of your attendance throughout the semester; missing a couple class sessions won't affect your grade, but if you have more than four unexcused absences, your participation grade will go down. You will generally receive a participation grade of F or zero if you have 8 or more absences—with the caveat that I will of course be more flexible than usual during the pandemic, if you keep in touch with me. Please contact me at least a week in advance if you will be missing class because of an athletic event or another campus activity.
 - My biggest advice: Especially during the pandemic, be in touch with me if you're encountering any challenges, including with attendance. Don't come to class if you're sick—we'll find a way to work things out.
- If you've already missed class several times, you can make sure a further absence does not affect your grade by sending me a roughly 300-word word email on the day's reading. (I won't accept such an email the first couple times you're absent, since I assume that everyone will be ill a couple times and won't penalize you for initial absences.) Under normal circumstances, this email will be due within 24 hours of the class period; it should analyze the day's reading using the approach discussed in our primary and secondary source handouts or answer a question I posed by email to the class.
- Finally, I will generally give each student a brief "participation update" each time I send you feedback on a written assignment. I also encourage you to check in with me at any point if you have questions about the class or about how you can become more involved in the discussion.

Extension Policy

Each student in the class can have one (and only one) 48-hour extension on a writing assignment over the course of the semester; this policy applies only to the 5-page paper due in October or to the 6-to-8-page paper due in November (i.e., it does not apply to the two short document analyses.) To claim this extension, send me a brief email asking for an extension before the assignment's deadline; I will grant this extension automatically, so there is no need for you to

explain why you need more time. Keep in mind, however, that once you've received an extension on an assignment, I will not give you an extension on another except in the case of a documented emergency. (Note, too, that you cannot break up your one 48-hour extension into two 24-hour extensions or a 2-hour extension and a 46-hour extension.) In the absence of an extension, late assignments will be penalized one third of a letter grade per day.

The first two written assignments of the semester—the document analyses due in September—are due by email the night before class. Since we will be discussing these documents in class the next day, it is generally not possible to get an extension on them (since this would give you an advantage on the paper relative to your classmates.) If you cannot complete one of your short document analyses by the deadline, I will give you the chance to do an analysis of a document from later in the semester instead; however, if you choose to exercise this option, you will not have the chance to get an extension on a later paper except in the case of an emergency.

Paper Revision Policy

This class is a writing-intensive course that is designed not only to teach students about history, but to help them develop their writing skills. Over the course of the semester, then, you will have two opportunities to revise a paper that you've already handed in and to resubmit it for re-grading. Every student in the class will be required to hand in a second version of the first writing assignment of the semester (the document analysis due in September); after fall break, any student who wants to will be able to hand in a revised version of their 5-page paper or their 6-to-8-page paper. (Keep in mind that you will only have a few days to revise the latter paper, since it's due late in the semester and it will take me roughly a week to grade it and get it back to you.) If you choose to exercise this option, your final grade for the assignment will be the average of your original grade and the grade for your revised paper. (In other words, if you earn a B- on the first version of a paper and a B+ on the rewrite, you'll earn a final grade of B.)

I require that students who want to revise a paper—not counting the initial document analysis—come speak to me early on in the revision process to discuss how you plan to respond to my feedback on the first version of your paper. (Please come to this meeting with a tentative plan for your revisions and a marked-up version of your original paper.)

Please note another resource useful to all writers at the College: Grinnell's Writing, Reading, and Speaking Center supports students working on papers, projects, and presentations, as well as applications for internships, fellowships, and graduate school. In one-on-one sessions, students work with professional instructors to interpret readings, talk through ideas, choose and analyze evidence, develop and organize arguments, craft introductions and conclusions, organize and revise whole drafts, rewrite sentences and paragraphs, and more. Instructors do not proofread papers, but they can teach you how to edit your own work effectively. For a link to the schedule and appointment system, visit <http://mywco.com/grinnell> or search for "Writing Center" on grinnell.edu or GrinnellShare.

Important notes

My goal is to create as inclusive a classroom as possible and to meet the needs of all of my students. I therefore encourage students with documented disabilities, including invisible or non-

apparent disabilities such as chronic illness, learning disabilities, and psychiatric disabilities, to discuss reasonable accommodations with me. You will also need to have a conversation about and provide documentation of your disability to the Office of Disability Resources, which can be reached at access@grinnell.edu.

I will also, of course, excuse absences related to religious observance and will be flexible with deadlines that conflict with any religious holidays. Please let me know early in the semester if you expect to miss class because of a religious observance.

Grinnell College is committed to compliance with Title IX and to supporting the academic success of pregnant and parenting students and students with pregnancy related conditions. If you are a pregnant student, have pregnancy related conditions, or are a parenting student (child under one-year needs documented medical care) who wishes to request reasonable related supportive measures from the College under Title IX, please email the Title IX Coordinator at titleix@grinnell.edu. The Title IX Coordinator will work with Disability Resources and your professors to provide reasonable supportive measures in support of your education while pregnant or as a parent under Title IX.

SCHEDULE OF READINGS AND ASSIGNMENTS

Friday, August 30: **NO CLASS**

Monday, September 2: Prelude to Revolution

Reading: Sheila Fitzpatrick, *The Russian Revolution*, intro and ch. 1
Semen Kanatchikov, *A Radical Worker in Tsarist Russia*, excerpts [Pioneerweb]

Wednesday, September 4: Red October

Reading: Fitzpatrick, *The Russian Revolution*, ch. 2
Orlando Figes, *A People's Tragedy*, ch. 1 [Pioneerweb]
Alexander Rabinowitch, "How the Bolsheviks Won"
[\[www.jacobinmag.com/2017/11/bolsheviks-russian-revolution-october-lenin\]](http://www.jacobinmag.com/2017/11/bolsheviks-russian-revolution-october-lenin)

Friday, September 6: Revolution!

Readings: Boris Kolonitskii, "Anti-Bourgeois Propaganda and Anti-Burzhui Consciousness in 1917" [Suny]
Brigid O'Keeffe, *The Multiethnic Soviet Union and its Demise*, pages 1-19

Sunday, September 8: **email me a 1-to-1.5-page analysis of Order Number 1 by 10 PM**

Monday, September 9: The Revolution in Documents

Reading: primary documents from the Suny reader, pp. 33-48 [black edition; see above]
Order Number 1 [Suny]
Kerenskii's statement in the Soviet of Workers' Deputies [Suny]

Tsereteli's speech on returning from Soviet exile [Suny]
The April Theses [Suny]
Tsereteli and Lenin's exchange [Suny]
report from Kovno Guberniia [Suny]
Lenin's letter to the Central Committee [Suny]

Wednesday, September 11: Civil War!

Reading: Fitzpatrick, *The Russian Revolution*, ch. 3
"Lenin's Decree on Peace" [Suny]
"Decree on the Land" [Suny]
"Decree on Suppression of Hostile Newspapers" [Suny]
"Declaration of the Rights of the Peoples of Russia" [Suny]

Friday, September 13: The Militarization of the Soviet State

Reading: "Iulii Martov's Letter to A.N. Stein" [Suny]
"Lenin's Letter to V. V. Kuraev, E. B. Bosh, and A. E. Minkin" [Suny]
Lev Trotskii, "Report on the Red Army" [Suny]

Assignment: **email me a revised version of your Order Number 1 analysis by 5:00 PM**

Monday, September 16: Revolution and Civil War in Context

Reading: Peter Holquist, "'Information is the Alpha and Omega of Our Work': Bolshevik Surveillance in its Pan-European Context" [Suny]

Wednesday, September 18: Faction-Fighting and the Rise of the Dictatorship

Reading: Fitzpatrick, *The Russian Revolution*, ch. 4
Aleksandra Kollontai, "The Workers' Opposition" [Suny]
Resolutions of the Tenth Congress of the Russian Communist Party [Suny]
V. I. Lenin, "Letter to the Congress" (first part) [Suny]

Friday, September 20: Russian Society during NEP

Reading: Sheila Fitzpatrick, "The Problem of Class Identity in NEP Society" [Pioneerweb]
Alan Ball, "Private Trade and Traders during NEP" [Pioneerweb]

Sunday, September 22: **email me a 1-to-1.5-page analysis of the code of laws on marriage and the family (by 10:00 PM)**

Monday, September 23: The Contradictions of NEP

Reading: Eric Naiman, "The Case of Chubarov Alley" [Pioneerweb]
The Code of Laws on Marriage and Divorce, the Family and Guardianship [Suny]

Wednesday, September 25: An Overview of Stalinism

Reading: Fitzpatrick, *The Russian Revolution*, ch. 5-6

Friday, September 27: Collectivization and De-Kulakization

Reading: Lynne Viola, *Peasant Rebels under Stalin*, excerpts [Pioneerweb]
Stalin, "Dizzy with Success" [Suny]
Lev Kopelev, "The Last Grain Collections" [Suny]

Monday, September 30: The Stalin Dictatorship

Reading: Simon Sebag Montefiore, *Stalin: In the Court of the Red Tsar*, pp. 1-57, 93-101 [Pioneerweb]
Oleg Khlevniuk, "Stalin as Dictator: The Personalisation of Power" [Pioneerweb]

Wednesday, October 2: Stalin's Personality Cult

Reading: Jan Plamper, *The Stalin Cult*, excerpts [Pioneerweb]
Sarah Davies, "Stalin and the Making of the Leader Cult" [Pioneerweb]
Sarah Davies, "The Leader Cult in Official Discourse" [Pioneerweb]

Friday, October 4: Everyday Life and the Communist Party

Reading: Sheila Fitzpatrick, *Everyday Stalinism*, pp. 1-66

Assignment: **five-page paper is due at 10 PM**

Monday, October 7: A New Society?

Reading: Fitzpatrick, *Everyday Stalinism*, pp. 67-114

Wednesday, October 9: Ostracized Citizens and Broken Families

Reading: Fitzpatrick, *Everyday Stalinism*, pp. 115-189, 218-228

Friday, October 11: Nationalism in the USSR

Reading: Terry Martin, "An Affirmative Action Empire" [Suny]
Terry Martin, "Modernization or Neotraditionalism? Ascribed Nationality and Soviet Primordialism" [Pioneerweb]

Monday, October 14: **MID-TERM EXAM**

Wednesday, October 16: Soviet Ethnicity: The Case of Georgian Food

Reading: Erik Scott, “Edible Ethnicity: How Georgian Cuisine Conquered the Soviet Table” [Pioneerweb]
O’Keeffe, *The Multiethnic Soviet Union and its Demise*, pp. 19-51

Friday, October 18: The Purges

Reading: Ronald Grigor Suny, *The Soviet Experiment*, pp. 282–289 [Pioneerweb]
Fitzpatrick, *Everyday Stalinism*, pp. 190-217
James Harris, “The Purging of Local Cliques in the Urals Region, 1936-7” [Pioneerweb]

FALL BREAK: OCTOBER 19-27

Monday, October 28: Voices of the Purges

Reading: Eugenia Ginzburg, *Journey into the Whirlwind*, excerpts [Pioneerweb]
Nikolai Bukharin, “Letter to Stalin” [Suny]

Wednesday, October 30: The War and After

Reading: Ronald Grigor Suny, *The Soviet Experiment*, pp. 336-361 [Pioneerweb]
O’Keeffe, *The Multiethnic Soviet Union and Its Demise*, pp. 51-75
Suny reader, pp. 289-297, 336-342:
Suny’s chapter intro, pp. 289-293 [Suny]; The Nazi Soviet Pact [Suny]
Popular reactions to the beginning of the war [Suny]

Friday, November 1: From War to Cold War

Reading: Vladislav Zubok, *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev*, chapters 1-2 [available online]

Monday, November 4: Stalinist Values after the War

Reading: Vera Dunham, “The Big Deal” [Suny]
Cynthia Hooper, “A Darker ‘Big Deal’” [Pioneerweb]

Wednesday, November 6: The Death of Stalin

Reading: Yoram Gorlizki and Oleg Khlevniuk, “Stalin’s Last Struggle” [Suny]
Miriam Dobson, “1953: ‘The Most Painful Year’” [Pioneerweb]
Evgenii Evtushenko, *A Precocious Autobiography*, excerpts [Suny]

Friday, November 8: Khrushchev’s Rise and the Beginnings of De-Stalinization

Reading: Ronald Grigor Suny, *The Soviet Experiment*, pp. 413–446 [Pioneerweb]
“Nikita Khrushchev’s ‘Secret Speech’ to the Twentieth Congress of the

Communist Party of the Soviet Union” [Suny]

Monday, November 11: Reform, Reaction, and Khrushchev’s Hare-Brained Schemes

Reading: Zubok, chapter 6 [online]; Khrushchev’s remarks on modern art [Pioneerweb]; look at the website *Seventeen Moments in Soviet History* (see Pioneerweb for instructions)

Assignment: **send me a proposal for your Harvard Project paper by 10:00 PM**

Wednesday, November 13: A Novella of The Thaw

Reading: *One Day in the Life of Ivan Denisovich*, by Aleksandr Solzhenitsyn

Friday, November 15: The Soviet Family under Khrushchev

Reading: Edward Cohn, “Sex and the Married Communist: Marital Infidelity, Family Troubles, and Communist Party Discipline in the Post-War USSR, 1945-1964” [Pioneerweb]
Deborah Field, “Irreconcilable Differences: Divorce and Conceptions of Private Life in the Khrushchev Era” [Suny]

Monday, November 18: Khrushchev’s Cold War

Reading: Brigid O’Keeffe, “A Cold War Case: What Huldah Clark Can Teach Us About Teaching Soviet History” [P-Web]
Zubok, chapters 4-5 [online; see P-Web for suggestions]

Wednesday, November 20 The Space Race

Reading: Amy Nelson, “Cold War Celebrity and the Courageous Canine Scout” [Pioneerweb]
Slava Gerovitch, “The Human Inside a Propaganda Machine: The Public Image and Professional Identity of Soviet Cosmonauts” [Pioneerweb]

Friday, November 22: **No class (the professor is at a conference)**

Assignment: **Harvard Project Paper is due by 10:00 PM**

Monday, November 25: The Brezhnev Era

Reading: Ronald Grigor Suny, *The Soviet Experiment*, pp. 447–475 [Pioneerweb]
John Bushnell, “The ‘New Soviet Man’ Turns Pessimist” [Suny]
James R. Millar, “The Little Deal: Brezhnev’s Contribution to Acquisitive Socialism” [Suny]

Wednesday, November 27: Dissent in the 1960s and 1970s

Reading: “Trial of a Young Poet: The Case of Joseph Brodsky” [Pioneerweb]
“The Case of Boris Kochubiyevsky” [Suny]
“Letter from Vladimir Vysotskii to Petr Dimichev” [Suny]

Friday, November 29: **NO CLASS (Thanksgiving)**

Monday, December 2: Human Rights and the Dissident Movement

Reading: Benjamin Nathans, *To the Success of Our Hopeless Cause*, excerpts [Pioneerweb]

Wednesday, December 4: Ethnicity and Economics in the Late USSR

Reading: O’Keeffe, *The Multiethnic Soviet Union and its Demise*, pp. 77-94
James Heinzen, “Soviet Entrepreneurs in the Late Socialist Shadow Economy:
The Case of the Kyrgyz Affair” [Pioneerweb]

Friday, December 6: Life under Brezhnev

Film: *The Irony of Fate* (Eldar Riazanov, dir.) (available online)

Monday, December 9: The Final Years of the USSR

Reading: Ronald Grigor Suny, *The Soviet Experiment*, pp. 479-514 [Pioneerweb]
Stephen Kotkin, *Armageddon Averted*, excerpts [Pioneerweb]
excerpt from Mikhail Gorbachev’s memoirs [Suny]
O’Keeffe, *The Multiethnic Soviet Union and its Demise*, pp. 95-109

Wednesday, December 11: Reform and its Discontents

Reading: Alexander Dallin, “Causes of the Collapse of the USSR” [Suny]
Nina Andreeva, “I Cannot Give Up My Principles” [Suny]
“The Rehabilitation of Bukharin” [Suny]
“Boris Yeltsin Resigns from the Communist Party” [Suny]

Friday, December 13: The August Coup

Reading: Zubok, epilogue [online]
“The August Coup” [Suny]
Mikhail Gorbachev, “Speech of Resignation” [Suny]

Assignment: if you choose to revise one of your papers, the rewrite is due at 5 PM

FINAL EXAM: Wednesday, December 18, at 9:00 AM