History 2220-002: War & Society: War in Twentieth Century Russia
Spring 2017, MWF, 2-2:50 pm, Humanities 125
Dr. N Vavra

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Course Description:
History 2220 explores the character, origins, and social, political, and intellectual impact of war. This semester we will study war and society in modern Russia. In the twentieth century, the people of Russia endured revolutions, civil war, world wars, and cold war. War impacted all levels of society and the line between battlefront and home front barely existed. Civilian and soldier suffered alike. Questions we will ask include: What conditions precipitated events? How did the leaders influence the outcomes? How did the people respond? What were the legacies of war on society? How does a culture of sacrifice shape a nation? How did these events influence Russia today?

This course is approved for A & S core curriculum, Historical Context.
Note that only one 2000 level history course can be applied to History Major Requirements. If considering a History major, take only one 2000 level course.

Required Books
W B Lincoln, In War’s Dark Shadow: The Russians before the Great War.
Orlando Figes, Revolutionary Russia, 1891-1991.
Eduard Dune, Notes of a Red Guard.
Vladislav Tamarov, Afghanistan: A Russian Soldier’s Story.

Additional readings are listed on the syllabus and posted on D2L.
**Book Reserve:** Copies may be purchased, rented, and are also on reserve at the Norlin library circulation desk. During library hours, you may borrow a book for 2 hours with your CU Buff card.

**Course structure and requirements:** History courses require much reading. Students are expected to complete the reading assignments on time and attend class. Classes include lectures and discussions that are not found in the readings, but are essential for exams. Each lecture is presented with an outline and images. I will email the one-page outline before class to the “class list” which includes the email you have provided to CU. The slides are only visible in class, not on D2L or email.

**Assignments and grades will be posted on D2L.**

**Electronic devices:** Tablets and laptops are for taking notes; all other screens are distracting to those around you and rude to those speaking. Electronic devices will be banned from class if problems persist.

**Attendance policy:** Knowledge of the lectures and class content is essential for exams. Attendance is required and an attendance sheet will circulate when class begins. After three unexcused absences, two points per absence are deducted from your final grade. Multiple absences often result in a drop of one’s grade. It is possible to accrue a negative number. Please be on time. Students who arrive after ten minutes will lose the opportunity to sign the attendance sheet. Important announcements are also made at the start of class. Talk to me if you have a legitimate reason for repeatedly arriving late. **NOTE**- writing me an email does NOT qualify as an excused absence.

Grades are assessed on a 300-point scale:

- 100 pts. - 2- 50 point quizzes
- 120 pts. - two 60 point midterms
- 70 pts. - final exam
- 10 pts. - attendance (again, multiple absences can result in a negative no.)

**No make-ups without prior arrangements or documented excuse.**

**Grading scale:**

- A 300-279
- A- 270-278
- B+ 261-269
- B 249-260
- B- 240-248
- C+ 231-239
- C 219- 230
- C- 210-218
- D+ 201- 209
- D 189-200
- D- 180-188
- F 179-

**Campus Policies:**
Disability Statement: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with your professor.

Religious observance: Campus policy requires that faculty make every effort to reasonably and fairly deal with all scheduling conflicts due to a religious observance. Please see me two weeks prior to the absence to make arrangements.

http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the student code.

Discrimination and Harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the OIEC website. The full policy on discrimination and harassment contains additional information.

Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information regarding the Honor Code policy can be found online and at the Honor Code Office.
Weekly schedule and assignments
Readings should be completed by the end of the week listed.
Topics and assignment dates may change slightly due to class discussions.

Week 1: January 18 & 20
Topics:
Intro to course and intro to Russia’s imperial past: the development and significance of Russian autocracy, serfdom and orthodoxy. Begin the background to the Russian military and Peter the Great.

Assignment:
Begin In War’s Dark Shadow by W Bruce Lincoln, Chapters I - II, pp. 3-67.

Week 2: Jan 23-27
Topics:
Cont. Peter I and a century of Russian victory and defeat: Alexander I and Napoleon to Nicholas I and the Crimean war. Begin Nicholas II, the last tsar.

Assignment:
Continue reading In War’s Dark Shadow, Chapters VI – VIII, pp. 191-311,

Week 3: Jan 30-Feb 3
Topics:
The last days of the 19th century and autocratic Russia: war with Japan, and popular opposition to autocracy. Why was 1905 the “the Year of Nightmares?” Provide an intro to Marxism.

Assignment:
Finish reading In War’s Dark Shadow, Chapters XI – XII, pp. 389- 437.
Begin Figes, Revolutionary Russia 1891-1991, read Chapters 1-3, pp. 7-53.

Week 4: Feb 6-10
Topics:
The international tensions leading to the Great War, Nicholas and Wilhelm, Russia, the Balkans and WWI.

Assignment:
Wednesday, quiz #1, on WBL, In War’s Dark Shadow. (50 pts.).
After the quiz, begin reading Dune, Notes of a Red Guard, Chapters 1- pp. 3-25.
Please note that during the three weeks that you will be reading Dune’s memoir, Notes of a Red Guard, you may choose to follow the pages listed on this syllabus or your may choose to read the Chapters from Dune all at once. The same suggestion goes with the textbook by Figes. I have broken up the readings for the two books over three weeks, but some students prefer to read one book all at once rather than going back and forth between the two. Do whatever works for you. You will be tested on Notes of a Red Guard Week 7.

**Week 5: Feb 13-17**

**Topics:**
World War I and revolution: 1917 and the Russian Revolution.

**Assignment:**
Read Dune, Notes of a Red Guard, Chapters 2-3, pp. 27-73.
Read Figes, Revolutionary Russia, Chapters 4-5 & Chapter 6 thru p 101.

**Week 6: Feb 20-24**

**Topics:**
The results of 1917 and the beginning of the Russian Civil War.
If time or recommended: Documentary: Red Empire, Vol I: Revolutionaries.

**Assignment:**
Read Figes, Revolutionary Russia, read Chapters 6, p 101- chapter 7, p 124.
Continue reading Dune, Notes of a Red Guard, Chapters 4-8 pp. 75-169.

**Week 7- Feb 27- March 3**

**Topics:**
Civil War continued and the legacy of war on the new Soviet Union.
If time, or recommended: Documentary: Red Empire, Vol II: Winners and Losers.

**Assignments:**
**Monday, quiz #2,** on Dune, Notes of a Red Guard, Chapters 1-8 (50 pts.).
Read Isaac Babel’s short story, “My First Goose,” from Red Cavalry, on D2L.

**Week 8: March 6-10**

**Topics:**
Introduction to Stalin and his first Five Year plan: collectivization, industrialization and war against the peasantry.
If time, or recommended: Documentary: Red Empire: Vol III: Class Warriors.
Assignment:
Figes, Chapters 8-12, pp. 125-189.
**Wednesday, 1st Midterm exam**, (60 pts.).

**Week 9: March 13-17**

Topics:
Finish the First Five Year Plan and into to Fascism in Italy and Germany.
Overview of the Spanish Civil War and the road to World War II.

Assignment:

**Week 10: March 20-24**

Topics:
Operation Barbarossa, the Germans invade. Leningrad and Moscow.

Assignments:

**Week 11: March 27 – 31**

*Spring Break- no classes*

**Week 12- April 3 - 7**

Topics:
The Great Patriotic War, the battle for Stalingrad, the tanks at Kursk, women warriors, and partisan war.

Assignments:
Read Grossman’s *A Writer at War*, read Parts Three- Four, pp. 203-306.

**Week 13: April 10-14**

Topics:
Begin post-war legacy: the big Three and the diplomatic conferences.
The Red Army in Germany: victory and vengeance. The iron curtain descends.
**Assignment:**

**Monday- 2nd Midterm** – (60 pts.) will include quotes from Grossman’s, *A Writer at War*.

**Week 14: April 17-21**

**Topics:**
High Stalinism and the “Sovietization” of Eastern Europe.
Cold War heats up. Introduction to Khrushchev and the “thaw.”

**Assignment:**

**Week 15: April 24-28**

**Topics:**
Khrushchev to Brezhnev. Détente, stagnation, aggression, human rights and MAD. War in Afghanistan.
**Recommended film - “Prisoner of the Mountain”**

**Assignment:**
Read excerpts from “How We Survived Communism and Even Laughed” on D2L
Begin Vladislav Tamarov, *Afghanistan, A Russian Soldier’s Story*.

**Week 16: May 1-5**

**Topics:**
Gorbachev: *perestroika* and *glasnost*. Collapse of communism and the Cold War.

**Assignment:**
Finish Vladislav Tamarov, *Afghanistan, A Russian Soldier’s Story*.

**Final exam**
In the classroom (70 pts.)
Scheduled for Thursday, May 11- 4:30-7 pm.