

**Department of History**  
**223 Second-Year Writing Seminar Course Proposal**

1.

List the full title of this course.

**Hist. 223 Second-Year Writing Seminar: *Stalinist Tyranny and the Arts*. 3-3-0**

2.

Provide the Catalogue Description to be used for this course (you may use the description listed in “FAQ about 2123” as your department’s description or you may adapt it to fit your department’s needs):

**The Second-Year Writing Seminar invites students to create and participate in a collaborative research community formed around a stimulating course topic, such as *The Condor and the Eagle: Mexican-American Relations*; *Resistance and Rebellion in American History*; *Stalinist Tyranny and the Arts*; *The Nazi and Fascist Aesthetic*; *The Origins of the Pacific War*; *Globalization and the Challenges of Third World Poverty*, as determined by the professor. The seminar encourages students to continue practicing and reflecting upon the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to evaluate, synthesize, and present primary and secondary sources in a research project. As it introduces students to the conventions of academic research and its presentation in both oral and written forms, the course’s focal point is the creation of a required 10-15 page formal research paper.**

3.

Briefly (one paragraph), how will the curriculum benefit from this particular offering of 223?

**This course, *Stalinist Tyranny and the Arts*, serves as the second half of the Liberal Learning Core Curriculum writing requirement. The course will focus on the history of Stalinist Russia and the various effects that Stalin’s tyranny had on the Russian artistic and creative communities (writers, musicians, poets, filmmakers, architects, and other intellectuals). Students will become familiar with**

**creative works that met with the approval of Stalin's government as well as works and artists who were banned and/or attacked by the government. Significant works of arts and their authors will be placed in historical context and their artistic merit (or lack thereof) will be assessed. By the end of the course, students should have developed a sophisticated understanding of the complex relationship that arose in Stalinist Russia between human creativity and oppression.**

#### **4.**

##### **(1) Writing Assignment Design**

History 223 courses will require a number of writing assignments that will lead towards the development of a 10-15 page paper. These assignments will take the form of either, [1] several (2-4) short papers (3-5 pages) that the instructor will grade and discuss with the students, or [2] preparatory or informal writings that the instructor will review with the students and for which the student will not be graded, or [3] some combination of the preceding two options. All writing assignments must be presented to the students in writing with full explanation of the instructor's expectations and requirements.

##### **(2) Treatment of Writing as a Developmental Process**

History 223 courses will require multiple writing assignments that will lead students towards the development of the final research paper. Such assignments (preparatory writings, informal writings, and/or formal writings) will be reviewed and discussed with the student author. Students will have opportunities to revise or rewrite all writing assignments that lead towards the final research paper.

##### **(3) Written Feedback from the Instructor**

Before preparing and submitting the final research paper, students in History 223 will receive written feedback from the instructor on the student's writing. Instructors will explain how to structure and present historical analysis and they will discuss and explain use of the *Chicago Manual of Style*. While instructors are encouraged to make use of peer review, conferences, and group projects, these cannot substitute for the instructor as the principle source of written feedback to the student.

##### **(4) Evaluation of Writing**

While instructors will have discretion as to whether or not they will require graded writing assignments prior to submission of the final research paper, all formal writing assignments in History 223 prepared outside of class, including final research papers, must be evaluated on the basis of writing quality as well as content. Instructors must communicate to students the criteria by which their writing will be evaluated. For formal writing assignments prepared outside of class, these criteria must include preparation and presentation of a logical argument, proper citation of sources, grammar, diction, syntax, and spelling. Writing assignments (papers and essay exams) must account for at least 80% of the final grade. Papers (including the final research paper) must account for at least 50% of the final grade. Graded writing (short papers, final research paper, and/or essay exams) should total 15-20 pages.

### **(5) Oral Presentation**

Oral communication – formal, semiformal, or informal – must be a part of History 223. The instructor, at his/her discretion, must either, [1] require students to make a formal oral presentation of the research project for a grade, or [2] require brief, informal presentations to the class or a small group with class participation constituting a part of the final grade.

### **5.**

Please append a proposed syllabus centered on a particular topic.

***Cf. separate course syllabus attachment.***

### **6.**

Please append at least three writing assignment planned for use in this course.

***Cf. attachments of three sample writing assignments.***

### **7.**

Given that the course is capped at 19 students, what is the anticipated enrollment per offering for the next three years?

During which term will this course first be offered?

**Fall 2006**

Spring 20\_\_

Summer 20\_\_

During which semesters will this course regularly be offered

**Fall**  
**department)**

**Spring**

**Summer (to be decided by**

8.

Which W-I certified full-time faculty members will staff this course/ (for certification requirements, please see “Writing Intensive Certification” at <http://www.cnu.edu/admin/provost/forms.html>)

**Professor Eric Duskin.**

9.

Does this course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, explain.

**The course requires classrooms with audio visual equipment that is appropriate to the showing of DVD/VHS/PowerPoint™ presentations on large screens — rooms such as McMurran Hall 102, McMurran Hall 213, among others.**

10.

In addition to counting toward the general education requirement, will this particular course, Hist. 223, be required for the major. If so, why?

**No.**

**ATTACHMENTS: Course syllabus and three sample writing assignments.**

**History 223**  
**Stalinist Tyranny and the Arts**  
**Spring 200X**

**Prof. Eric Duskin**  
**McMurran 219, tel. 594-7121, email: eduskin@cnu.edu**  
**Office Hours:**

This course serves as the second half of the Liberal Learning Core Curriculum writing requirement. The course will focus on the history of Stalinist Russia and the various effects that Stalin's tyranny had on the Russian artistic and creative communities (writers, musicians, poets, filmmakers, architects, and other intellectuals). We will become familiar with creative works that met with the approval of Stalin's government as well as works and artists which were banned and/or attacked by the government. We will place significant works of art and their authors in historical context and assess artistic merit (or lack thereof). By the end of this course, students should have developed a sophisticated understanding of the complex relationship that arose in Stalinist Russia between human creativity and oppression.

In this course students will all prepare a 10-15 page research paper on the general topic of Stalinist Tyranny and the Arts. The core of the paper will be written in installments with sections focusing on three of the works we will discuss as a class. In other words, students will have to write three 3-5 page papers and then, as a final project, combine and expand those papers by adding discussion and analysis of materials the students themselves found to produce one seamless, well argued research paper. Significant class time will be spent reviewing and discussing the processes of writing and research. These discussions will include topics such as how to identify and interpret different types of sources, how to use literature and film as historical sources, how to construct and defend a social science argument, and, of course, how to master the stylistic conventions of formal written English. After this class, students should have all the tools necessary to write well throughout their college career and throughout life.

**Required Books:**

Aurthur E. Adams, *Stalin and His Times*  
Fyodor Gladkov, *Cement*  
Joan Neuberger, *Ivan the Terrible – Kinofiles Film Companion*  
Mikhail Bulgakov, *Heart of a Dog*  
Eugenia Ginzburg, *Journey into the Whirlwind*  
Diane Hacker, *A Pocket Style Manual*

**Course Policies:**

Attendance – You are ultimately responsible for your own education and you will find that success with the course assignments will require regular attendance. Since entering class late or leaving early is rude, I do not expect you to do such things unless you explain your action beforehand. Late Exams and Papers – Students who need to take an exam/quiz or turn in a paper at a time other than the scheduled time must offer a legitimate reason and provide verifiable documentation to substantiate their claim before the next graded assignment is due. Final Exams can only be rescheduled with an excuse from the Registrar's office. Honor Code – All cases of academic dishonesty (cheating, plagiarism, etc.) will result in a zero for the assignment and will be reported to the Academic Hearing Board. Disabilities – If you believe you have a disability, please see me. In order to receive an accommodation, your disability should be on record with Disability Services in the Academic Advising Center, Room 125, Administration Building.

**Grades:**

Paper Assignment #1 on *Cement* [15%]

Paper Assignment #2 on *Ivan the Terrible, Parts I and II* [20%]

Paper Assignment #3 on *Heart of a Dog* [20%]

Mid-term Exam [15%]

Final Version of Research Paper [20%]

Culminating Exercise – Individual meetings with the Instructor [10%]

**Class Schedule:****Week 1: The Stalin Revolution - Politics**

Adams, *Stalin and His Times*

**Week 2: The Stalin Revolution – Industry and Agriculture**

Adams, *Stalin and His Times*

**Week 3: Stalin's Purges**

Adams, *Stalin and His Times*

**Week 4: Socialist Realism**

Read Gladkov's, *Cement*

**Week 5: *Cement*, Women, and Family Policies**

Paper Assignment #1 due

Finding sources, compiling bibliographies, and using libraries

**Week 6: Mid-term Exam**

View *Ivan the Terrible, Part I*

**Weeks 7 & 8: Understanding Eisenstein**

Neuberger, *Ivan the Terrible*

View *Ivan the Terrible, Part II*  
Submit preliminary supplemental bibliography

**Week 9: The Process of Persecution**

Paper Assignment #2 due  
Ginzburg, *Journey into the Whirlwind*

**Week 10: Khrushchev's Thaw**

Khrushchev's "Secret Speech"  
Yevtushenko's "Stalin's Heirs"

**Week 11: Understanding Bulgakov**

Read Bulgakov's, *Heart of a Dog*

**Week 12: The Life and Times of Anna Akhmatova**

Paper Assignment #3 due

**Week 13: Why Stalin is loved Today**

Newspaper articles distributed in class

**Week 14: Discussions on Tyranny and the Arts**

Final Research Project due  
Individual interviews to be scheduled for this week and for Final Exam week

### **Addendum to History 223 Proposal**

To better fulfill the requirement that students in 223 courses actively search for and collect sources, I will require the students in my History 223 course to supplement the sources provided in the course reading list with additional secondary and primary sources that they must use in the preparation of their final paper. I will also take the class to the library to familiarize them with finding aids, inter-library loan, and government document collections. The students will have to submit a bibliography of sources by mid-semester (Week 7). This bibliographic requirement should give the students a good first experience in learning how to search for and collect relevant source materials and it will enable them to prepare a research paper that better reflects their personal interests. The individually chosen sources will give students an opportunity to choose an emphasis for their research. They could select sources that would allow them to focus on artists and intellectuals in a particular field (such as musicians, or authors, or political activists) or they could select documents that would focus their research on the government officials and policies that influenced the arts.

Eric Duskin  
December 4, 2005



## Paper #1

History 223  
Fall 200X  
Prof. Duskin

Purpose: To become familiar with the genre of Socialist Realism and understand why and how it became the approved literary form during Stalin's dictatorship.

Assignment: For your paper I would like you to analyze the novel, *Cement*, and illustrate how elements of this literary work supported the political, economic, and social goals of Stalin's government. Keep in mind that this analysis of a social realist work from the Stalin era will become part of your larger research paper, so you should try to formulate a thesis for the paper that lends itself to a broader thesis on the relationship of Stalinist Tyranny and the Arts.

Remember that a social science essay is an argument. You must state your position (the introduction) and then offer evidence to support your position (the body of the paper). You should also acknowledge counter-arguments and explain why you do not find them wholly convincing. Finally, you should summarize your evidence to reinforce your position (the conclusion). Keep your argument focused and always explain how your evidence supports your position.

The final version of your essay should be 3-5 pages (750-1250 words), double-spaced, typed in a 12 point font, have margins no larger than one inch, and be written in proper English that follows the rules of grammar and stylistic conventions for formal written English. No covers or binders are permitted. Your paper must be stapled. References must be in proper footnote form according to the *Chicago Manual of Style* which is summarized in Hacker's *Pocket Style Manual*.

You are required to submit a **draft** of your paper at the beginning of class on **September XX**. You must bring three (3) copies of your draft to class for other students to read and discuss. The **final version** of your paper is due at the beginning of class on **September XX**. Your paper draft will not be graded. Only the final version of your paper will be graded. If you fail to submit a draft on the due date, however, the grade for your paper will be lowered 5 points, i.e. an 84 will become a 79.

If you would like some assistance with your writing, you can see me or contact the CNU Writing Center at 594-7684 / [wcenter@cnu.edu](mailto:wcenter@cnu.edu) or stop by their office at Ratcliffe 110. The good folks at the Writing Center can help you outline your paper, prepare your draft, and help you to revise your draft.

## Paper #2

History 223  
Fall 200X  
Prof. Duskin

Purpose: To become familiar with Soviet film in the Stalin era and understand how elements of film, such as plot, character development, use of light and sound, etc., were used to make films that could either meet with official approval or challenge Stalin's system.

Assignment: For your paper I would like you to analyze the two films, *Ivan the Terrible: Part I* and *Ivan the Terrible: Part II*. Keep in mind that your analysis of these two films from the Stalin era will become part of your larger research paper, so you should try to formulate a thesis for the paper that lends itself to a broader thesis on the relationship of Stalinist Tyranny and the Arts.

Remember that a social science essay is an argument. You must state your position (the introduction) and then offer evidence to support your position (the body of the paper). You should also acknowledge counter-arguments and explain why you do not find them wholly convincing. Finally, you should summarize your evidence to reinforce your position (the conclusion). Keep your argument focused and always explain how your evidence supports your position.

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### Paper #3

History 223  
Fall 200X  
Prof. Duskin

Purpose: To become familiar with a major work of literature banned by Stalin's government and to understand the basis for the intelligentsia's and, specifically, Mikhail Bulgakov's objections to Stalin's system.

Assignment: For your paper I would like you to analyze Mikhail Bulgakov's novel, *The Master and Margarita*, and use that novel as a primary historical source that illustrates the intelligentsia's objections to Stalin's system and Stalin's reasons for distrusting the intelligentsia. Keep in mind that your analysis of this unpublished novel from the Stalin era [it was written in the 1930s but first published after Stalin died] will become part of your larger research paper, so you should try to formulate a thesis for the paper that lends itself to a broader thesis on the relationship of Stalinist Tyranny and the Arts.

Remember that a social science essay is an argument. You must state your position (the introduction) and then offer evidence to support your position (the body of the paper). You should also acknowledge counter-arguments and explain why you do not find them wholly convincing. Finally, you should summarize your evidence to reinforce your position (the conclusion). Keep your argument focused and always explain how your evidence supports your position.

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You are required to submit a **draft** of your paper at the beginning of class on **November XX**. You must bring three (3) copies of your draft to class for other students to read and discuss. The **final version** of your paper is due at the beginning of class on **November XX**. Your paper draft will not be graded. Only the final version of your paper will be graded. If you fail to submit a draft on the due date, however, the grade for your paper will be lowered 5 points, i.e. an 84 will become a 79.

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