

Murderers and Martyrs: Russian Revolutionary Women
HIST 280Q
T/R 1:15-2:40PM ; LNG335
Spring 2020
W-- Writing; N – Humanities

Professor: Dr. Chelsea Gibson, cgibson2@binghamton.edu

Office: LT714

Hours: Tuesdays 3:15-4:30PM; Wednesdays 12:15-2PM; and by appointment*

Course Description

This course examines women's involvement in the long Russian revolutionary movement, starting with the early female terrorists of the 1870s in the late Tsarist period and ending with Stalin's death in 1953. Using gender analysis, the main goal of this course is to tell the history of revolutionary Russia through the lives of revolutionary women. In the process, we will consider what kind of questions historians ask about revolutionary women (and how those questions have changed since the 1970s) and their relationships to the family, sex, politics, and society. This course will also uncover the tension in revolutionary socialist ideology about the appropriate answer to the "woman question."

Learning Objectives

Students will:

1. Learn basic gender theory
2. Become proficient in using gender as a method of historical analysis
3. Acquire a comprehensive knowledge of the Russian revolutionary movement, including its pre- and post-1917 transformations
4. Be able to think critically about the interplay between gender and politics, economics, warfare, religion, culture, and society
5. Developed improved reading, writing, and analytical skills, particularly skills that help students make a reasoned argument backed by evidence

N -- Social Science Courses will:

- impart a knowledge of major concepts, models and issues of anthropology, economics, geography history, political science, and/or sociology as recognized academic disciplines.
- provide an understanding of the methods used by social scientists to explore social phenomena including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.

W – Writing Courses will:

- Provide considerable experience in and feedback on writing as a tool of college-level teaching and learning
- Typically consist of a minimum of 10 pages of writing

Requirements

Students are required to:

1. Participate in weekly discussions on the reading material
2. Complete all assignments on the day they are due
3. Be attentive in class and leave cell phones **off their desk**
4. Be respectful to their peers

Required Texts

There are no required texts for this course.

Recommended

For context on Russian women & revolution:

Stites, Richard. *The Women's Movement in Russia: Feminism, Nihilism, and Bolshevism* (1978)

Maxwell, *Narodniki Women* (1990)

Hillyar & McDermid, *Revolutionary Women in Russia, 1870-1917* (2000)

For context on Russian history:

Riasanovsky, Nicholas. *A History of Russia, 7th Edition* (2004)

For writing in a history course:

Rampolla, *A Pocket Guide for Writing in History, 8th Edition* (2015)

Patrick Rael, "[Reading, Writing, and Researching for History](#)" (2004)

Course Expectations

This course is 4-credit, which means that in addition to our weekly meetings, students are expected to do at least **9.5 hours** of course-related work outside of class every week. **Your daily readings average 40-60pgs.**

Grade Breakdown

Reading Quizzes (6)	10%
Primary Source Analyses (3)	20%
Weekly Reading Questions (13)	20%
Participation & Attendance	20%
Podcast Project	30%

Grading Scale

A	100-92.0
A-	91.99-90.0
B+	89.99-87.0
B	86.99-82.0
B-	81.99-80.0
C+	79.99-77.0
C	76.99-72.0
C-	71.99-70.0
D	69.99-60.0
F	59.99-below

Please note—All written assignments should be in 12pt, Times New Roman, double-spaced font, and will be turned in online via Turn-it-in unless otherwise specified.

Reading Quizzes (10%)

I will assign six (6) **random** reading quizzes throughout the semester. They will not be overly difficult, but they will assess your comprehension of the week's assigned texts. I will drop **one** quiz at the end of the semester which means your grade will ultimately be out of five (5). Helpful tip: this is a history class, which means that I may ask you questions about the author (what is their name, what is their background), the historical context (the date or the broader historical moment), the type of source (a poem, secondary analysis, song), as well as any other basic information that is essential to properly analyzing the day's text/source.

Primary Source Analyses (15%)

In order to increase your skills of historical analysis and deepen your understanding of the course's key concepts, you will complete **three (3) 2-pg** primary source analyses (PSAs) on documents that I have already identified in the class schedule below. Your PSAs will be due the week after we have discussed it—that is, if we discuss the document on a Thursday, your PSA on that document is due on the following Thursday. Please see the section below on "How to Analyze Primary Sources." All PSAs will be due on Turn-it-in. I will provide a more detailed guide later in the semester, but I expect you to integrate secondary sources from our class

readings into your analysis, thus PSAs are a chance to prove to me you understand and have been paying attention to the assignments.

Weekly Reading Questions (15%)

In order to succeed in this class, you must keep up with the reading. We have twenty-one (21) days with assigned readings (not counting Week 1). What I will do for each class is post a link to a google form of questions for that day's reading on MyCourses. These questions will help you to understand the readings and practice your gender analysis. I will post them at least one week before the day we will talk about the reading in class. I do read these, so you need to answer them thoroughly and thoughtfully. I ask that you fill out **13** over the course of the semester, or roughly 60% of the readings. You must complete these *before* the class, I will close the form when class begins.

Participation & Attendance (20%)

Attendance will be taken every day. Students will receive **three (3) "free" absences**, but after that any further absence will harm your grade unless there are circumstances out of your control including mental or physical health issues, family problems, etc. Please let me know if something is happening in your life that is preventing you from coming to class and I will work with you.

Participating in discussions is essential to your success in this course, and your full attention, participation, and regular attendance are all expected. You should arrive for every class with your readings completed (and printed off if appropriate), with **notes**, and ready to have a conversation. Participation means not just coming to class but actively participating, either in group work or in our larger class discussions.

Podcast Project (30%)

For your final project in this class, you will research the life of a revolutionary woman of your choosing and produce a 10-15min podcast about her life. This podcasts will be modeled off Dr. Kristen Ghodsee's "[A.K. 47](#)" podcast. This functions essential as our final exam and should both demonstrate your grasp of gender analysis and Russian history. You must use at least three (3) scholarly sources as a part of this project. **Please note, we aren't reading an entire book in this class because I expect that you will need to read a book/biography to complete this project.** I provide a list of potential women below. I recommend you begin research on this early in the semester.

I will consider allowing students to complete this project in pairs, but you must contact me for approval and the podcast will need to be longer (20-25min).

This project will consist of three parts:

1. A complete rough draft + office visit (10%)
2. The final podcast (15%)
3. Reflection (5%)

Rough Draft & Office Visit—you must turn in a **full** typed draft of your podcast transcript which I will review and offer detailed suggestions for your final revision. This should be a minimum of **4pgs**. I will offer more detailed instructions later in the course, but you will need to tell the life story of the woman you choose, **be able to analyze something she wrote/published**, examine her with gender analysis, and place her in the historical context of her time period. Part of your grade of your rough draft will come from a one-on-one meeting with me in my office, either during week 13 or earlier.

Final Podcast—you must take my comments on your transcript, edit it accordingly, and then produce your full podcast that should be between 10-15min long. We will discuss the ways you can record your podcast in class, but you may use the standard voice recorder that comes installed on your phone or laptop or use the free recording website [Zencastr](#).

Reflection & Peer Review—following the final podcast, you will submit combined reflection and peer review. All of the podcasts will be posted on MyCourses, and it is your responsibility to listen to three (3) and

analyze/review it. You will also reflect on your own experience making the podcast, learning about your revolutionary woman, and a general reflection about the class itself. This document should be **4-5pgs** long. I recommend you break it down thusly: Peer review (1.5pgs); reflection on podcast assignment (1.5pg); reflection on the course (1pg).

List of women:

- Angelica Balabanova
- Anna Akhmatova
- Ekaterina Breshko-Breshkovskaia (Catherine Breshkovsky)
- Elizaveta Kovalskaia (Elizabeth Kovalskaya)
- Inessa Armand
- Klavdiya Nikolayeva
- Mariia Botchkareva
- Mariia Spiridonova
- Maria Shkolnik (Marie Sukloff)
- Nadezhda Krupskaya
- Olga Liubatovich
- Sophia Perovskaia
- Vera Figner
- Vera Zasulich

If you would like to research a woman not on this list, please get it approved by me first.

Draft Policy

I will review any assignment up to **24 hours** before its due date. The first time I review a draft **you must physically come to my office** to have a conversation. After that, at my discretion, I am willing to read digital drafts. Please note that I strongly advise you to visit my office hours to discuss a draft of your assignment at least once during the semester.

Student Hours

I cannot tell you how many students I have visit my office for the first time and leave saying, "Wow, that was really useful!" Student hours (AKA office hours) are an opportunity for me to help you one-on-one on literally anything in the class. Are you uncomfortable writing? Come visit. Do you have a question about an assignment? Stop by. Are you confused about a grade? Come ask me about it.

Late Work & Missed Assignments

Students may turn in assignments late for a penalty of 3 points per day. If your choice is between plagiarizing a paper and turning it in three or four days late, *please just turn it in late*. **If you think you will miss a paper deadline or an exam, contact me immediately.**

Plagiarism

You must distinguish clearly between your work and the work of others. To do otherwise may constitute plagiarism. You can avoid plagiarizing by doing the following: When you incorporate another person's words into your work, you must enclose them in quotation marks and provide a citation (footnote, endnote, or parenthetical citation). Even when you *paraphrase* another person's words or use another person's ideas or information, you *must* provide a citation. Only when the ideas, information, and words are yours alone is it permissible to include no citation.

Binghamton University defines plagiarism as:

Presenting the work of another person as one's own work (including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation of someone else taken from the Internet, books, periodicals or other sources). Plagiarism includes:

- quoting, paraphrasing or summarizing without acknowledgement, even a few phrases;
- failing to acknowledge the source of either a major idea or ordering principle central to one's own paper;
- relying on another person's data, evidence or critical method without credit or permission;
- submitting another person's work as one's own; using unacknowledged research sources gathered by someone else.

You may also consult the following web resources on plagiarism:

Binghamton University Student Academic Honesty Code
<https://www.binghamton.edu/watson/about/academic-honesty.html>

Binghamton University Library's Guide to Citing Sources
<https://libraryguides.binghamton.edu/citation>

If you find yourself struggling with your writing assignments, please contact me and make an office appointment. You can also visit the BU Writing Center:

<http://www2.binghamton.edu/writing/writing-center/>

Plagiarism is a serious issue. If you plagiarize an assignment, you will receive a zero.

Services for Students with Disabilities

Students requesting disability-related accommodations should register with the Services for Students with Disabilities office (SSD). They are the appropriate entity on campus to determine and authorize disability-related accommodations. The office is located in the University Union, room 119. Phone number 607-777-2686. For students already registered with SSD, please provide your academic accommodation letter as soon as possible so that we can discuss the implementation of your accommodations.

Mental Health & Academic Stress

If you are feeling extremely stressed and/or depressed due to your academic workload or personal issues, I encourage you to seek out the resources that Binghamton University provides on campus. You are always welcome to visit me in my office if you are having trouble with my course; for other issues that may be troubling you, you can consult the following:

- * Dean of Students Office: 607-777-2804
- * Decker Student Health Services Center: 607-777-2221
- * University Police: On campus emergency, 911
- * University Counseling Center: 607-777-2772
- * Interpersonal Violence Prevention: 607-777-3062
- * Harpur Advising: 607-777-6305
- * Office of International Student & Scholar Services: 607-777-2510
- * Ombudsman: 607-777-2388
- * Services for Students with Disabilities: 607-777-2686

If something major comes up this semester that you know will impact your academic performance or cause you to miss classes, please contact me!

Commitment to Diversity and Inclusion

I am committed to ensuring that students from all diverse backgrounds and perspectives are well-served by this course, that students' learning needs are addressed in and out of class, and that the diversity that the students bring to this class is used as a resource, strength and benefit. I endeavor to present materials and activities that reflect the vast diversity of human experience which is shaped by: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, level of language proficiency, race, nationality, religion, and culture. I am also committed to creating a welcoming course that does not discriminate against students based on the previously enumerated factors. If you experience discrimination, I encourage you to contact me personally or to reach out to the Binghamton University [Division of Diversity, Equity, and Inclusion](#).

Please see the [Binghamton University Nondiscrimination Notice](#) and the [Binghamton University Diversity Statement](#).

Technology

Laptops will only be permitted in class at my discretion. If they become distracting, I will ask you to take notes with a pen & paper.

Special Accommodations & Athletes

If you need special accommodations for any reason, please let me know **during the first two weeks of class**. Athletes should similarly let me know if and when you will be missing my course for your scheduled meets. It is the student's responsibility to ensure this happens, and to consult with me to provide arrangements for missed assignments or other issues.

PRIMARY SOURCE ANALYSIS GUIDELINES

Please note: You should write your PSA like I have not read the document before. You are acting like a historian, taking a document and making an interpretive argument. That argument must stand on its own without the reader having any prior knowledge.

Purpose:

1. To improve your reading skills, meaning how in-depth and attentively you read.
2. To improve your analytical skills, meaning how well you can understand the argument of a document and assess what influenced its creation.
3. To improve your writing skills, meaning your ability to articulate a thesis (central argument), use primary examples from the text, and logically organize a paper.

Formatting:

1. 12pt, Times New Roman, double-spaced, with your name written at the top (don't waste space with lots of extra information)
2. **2pgs length**
3. Must submit to Turn-it-in on MyCourses

Structure:

1. Your analysis should provide a **brief summary** of the document explaining its content.
2. You must also include a **thesis** – this is where you articulate **your argument** about the document.
 - a. The thesis normally comes at the end of your introductory paragraph.
3. You must consider the **creation** of the document in your analysis:
 - a. **Who** is the author? (if you do outside research, cite it!)
 - b. What was their **motivation** for creating the document?
 - c. **When** was it created?
4. You must explain its historical significance. That means explaining what the document tells us about the **historical moment** in which it was created. (**very important!**)
5. You must **define all your terms** – never assume the reader knows what you're talking about.
6. You must use **direct quotes/citations** from the text AND from a secondary source we read in class. Use page numbers, if the document has them.

- a. Do not simply copy an entire sentence from the text and put quotes around it. Try instead to **integrate** the quotes into your own words.
 - i. An example of an integrated quote → When the framers wrote the Constitution, they intended it to “form a more perfect union” and also “promote the general Welfare” of the new citizens of the United States of America.
7. You must include a **conclusion** that reinforces the historical significance of the document and provides a clear conclusion to your analysis.

Suggestions:

1. Have me read a draft of a PSA and/or look over your thesis statement
2. Plan time to make several revisions. This is a short assignment but a difficult task.
3. Read your PSA out loud at least once before turning it in to catch awkward or nonsensical phrases

How to Analyze Primary Sources (adapted from the [Carleton Dept of History](#))

We will be engaging with a number of different sources in this class, but you need to ask yourself the same basic questions of each text, be it primary or secondary. Here is a good break-down of the intellectual steps you should first follow as you approach any source:

1. When and where was the source created?
2. What kind of source is it, physically? Is it a letter, an interview, a paper, etc.?
3. Who created it? What do you know about that person?
 - a. Did their sex, race, class, occupation, religion, age, or political beliefs impact the source? How? Why?
4. What is the source's purpose? I.e., why was it created? For whom? Who was the expected audience?
 - a. What kind of methods did the author use to convey his/her purpose?
5. What information does the source convey? Either about the author, the subject, or the historical moment that it was created?

Now that you've thoroughly read the source, it's time to think about how you would analyze it as a historical document:

1. What does this source tell you about the moment of its creation?
 - a. Does it describe political ideology, religious beliefs, cultural ideals, gender expectations, etc?
2. Is it a source from the “top,” meaning that it was created by a government or other authority, or from the “bottom,” that is, “regular” people?
3. Whose perspective is excluded from the source and how did that influence its creation?
 - a. Eg. An article written by a white feminist about birth control in the 1970s likely does not reflect how black women felt about birth control
4. What historical questions can we answer from this source? What can we not answer?
 - a. Eg. A presidential speech can tell us about a government policy, but cannot tell us much about what “ordinary” citizens thought about that policy
5. Did we read something in class that can help you understand the source? How do historians traditionally use this source? Is your analysis the same as theirs, or does it differ? How?

Here are some addition questions you should ask because this course is gender-focused:

1. In what ways are masculinity and femininity presented and/or defined?
 - a. How do these definitions compare and contrast to other moments in history covered in this course?
2. In what ways are gender roles in the document related to other factors, including political ideology, race, sexual orientation, class, or ethnicity/nationality?
3. How can you use this source to comment on the state of Soviet/Russian attitudes toward gender and/or sexuality during the period in which it was published?
4. Does the source reflect the prevailing gender expectations of its period or challenge them in some way?

Library and Research Skills

I highly recommend that you complete the [research skills tutorial](#) offered on our library website. I recommend especially the following videos:

- [Thesis Statements](#)
- [Primary and Secondary Research](#) and [Types of Sources](#)
- [Searching as Exploration](#)
- [Evaluating Sources](#)
- [Synthesizing Information](#)
- [Plagiarism](#)
- [Copyright](#)

Class Schedule

Please note that this schedule reflects all your assigned readings and should be consulted each week. This schedule is subject to change at the instructor's discretion.

A Note on Course Structure – Our class will be a mixture of lectures and discussion based on the day's assigned reading. You should **always** come to class prepared to talk, both to me and to your peers. That means you should bring the assigned reading AND bring your notes (if you don't take notes, start taking notes!)

Week 1

Jan 21 – Introduction and Expectations; Gender as a Category of Analysis

*Lorber, "The Social Construction of Gender" (1994)

Historical Question [HQ]: What are the major objectives of this course? What is gender? How can we use it as a category of analysis to better understand women revolutionaries and terrorists?

Jan 23 – The Woman Question in Russian & Soviet History

*Wood, "The Woman Question in Russia" (2009)

*Rael, "[How to Read a Secondary Source](#)," "[Predatory Reading](#)," "[Some Keys to Good Reading](#)"

Please bring your notes with you to class.

HQ: What were the dominant social expectations and gender roles expected of women in Russian society in the 19th century? Why was that changing by the 1860s? How do you effectively take notes & read for a history class?

Week 2

Jan 28 – Why did Women Become Revolutionaries?

*Mullaney, "Gender and the Socialist Revolutionary Role, 1871-1921" (1984)

*Bebel, *Woman and Socialism* (1879/1910), [Intro](#) [PSA1]

*Rael, "[How to Read a Primary Source](#)"

HQ: How does gender influence women's decision to become a revolutionary both inside & outside of Russia in this period? Why were women typically not treated by historians as "real" revolutionaries? How and why has historical research on women revolutionaries changed in the last forty years? Why did these women choose socialism?

Jan 30 – The Development of Women Radicals in the 1860s/70s

Engel, *Mothers and Daughters* (1983), chs. 6 & 7

HQ: How and why did Russian women enter radical groups in the late 1860s and early 1970s? How did their personal & familial relationships influence this decision? How do Engel's arguments compare to Mullaney's?

Week 3

Feb 4 – The Inauguration of Terrorism—Vera Zasulich

*Pipes, "The Trial of Vera Z.," (2010), chs. 1 & 2

HQ: Why did Zasulich murder the Governor-General of St. Petersburg? How did she

understand her act? How did this act transform the broader Russian revolutionary movement?

****PSA1 due @ 11:59PM****

Feb 6 – Vera Zasulich (Cont'd)

*Pipes, "The Trial of Vera Z.," (2010), chs. 3 & 4

*Zasulich's Account of the Shooting

HQ: What was the result of Zasulich's trial? Did gender impact its outcome? How did Zasulich remember the shooting?

Week 4

Feb 11 – Sophia Perovskaia & the assassination of Tsar Alexander II

*Hilbrenner, "The Perovskaia Paradox" (2016)

HQ: Why did Perovskaia join the People's Will? How did gender influence contemporary discussions about her crime? How did her execution shape the revolutionary movement?

Feb 13 – Portraying Women Terrorists

*Excerpt from Sergei Stepniak, *Underground Russia* (1885)

*Saunders, "Sergey Mikhailovich (Stepniak) Kravchinsky," (2013)

HQ: In what ways did Russian terrorists portray women and how did they use gender ideals to valorize their own movement?

Week 5

Feb 18 – The Self-Portrayal of Women Terrorists

*Olga Liubatovich (1886) [PSA2]

*Elizaveta Kovalskaia (1926)

*Rael, "[Hints on Crafting Historical Prose](#)," (Read in preparation for PSA)

HQ: How did Russian terrorist women portray themselves? In what ways did this contrast with stories told by men in the movement? How can we effectively read a primary document?

Feb 20 – Jewish Women in the Revolutionary Movement

*Engel, "Gesia Gelfman: A Jewish Woman on the Left in Imperial Russia" (2017)

*Hertz, "Dangerous Liaisons: Love and Terror among Jewish Women Radicals" (2014)

HQ: How and why did Jewish women participate in the revolutionary movement and revolutionary terror? How did their motives compare with non-Jewish Russians?

Week 6

Feb 25 – Mariia Spiridonova & the *Shesterka*

*Boniece, "The Spiridonova Case, 1906: Terror, Myth, Martyrdom" (2011)

*Boniece, "The Shesterka of 1905-06: Terrorist Heroines in Revolutionary Russia" (2010)

*Images of Spiridonova

HQ: How did Spiridonova's gender influence the treatment of her crime in 1906? Why did she kill a Tambov official? What led to the resurgence of terrorism after 1905?

****PSA2 due 11:59PM****

Feb 27 – Women Soldiers in WWI

*Stoff, *They Fought for the Motherland* (2006), ch. TBA

*Stockdale, "My Death for the Motherland is Happiness" (2004)

HQ: Why did women fight for Russia in WWI? In what ways can we see them as revolutionary?

Week 7

Mar 3 – Women Soldiers in WWI, cont'd

*Excerpt, Mariia Botchkareva, *Yashka* (1920)

*Photograph, Mariia Botchkareva

HQ: Why did Mariia Botchkareva choose to fight in the army? Can we consider her a revolutionary woman?

Mar 5 – **NO CLASS – WINTER BREAK**

Week 8

Mar 10 – Fanya Kaplan & Lenin's Attempted Assassination

*Lyandres, "The 1918 Attempt on the Life of Lenin" (1989)

HQ: Did Fanya Kaplan try to assassinate Lenin? How does her story fit into the larger story of female revolutionary sacrifice?

Mar 12 – Lenin, the Bolsheviks & the Woman Question

*Zetkin, *Reminiscences of Lenin* (1924), "[Women, Marriage, and Sex](#)" [PSA3]

*Wood, "The Bolsheviks and the Genealogy of the Woman Question" (1997)

HQ: How did Lenin approach women's issues? What attention did women receive from the early Soviet state?

Week 9

Mar 17 – Lenin's ___ : The Revolutionary Lives of Nadezhda Krupskaya and Inessa Armand

*McDermid, "In Lenin's Shadow: Nadezhda Krupskaya and the Bolshevik Rev" (2006)

*Elwood, *Inessa Armand*, ch. 7 "Lenin's Girl Friday," (1992)

*Pushkareva, "Inessa Armand" (2005)

HQ: How have women's contributions to the revolution been hidden by their relationship to Lenin (or other prominent men)? What are the limitations of historical scholarship about revolutionary women in this period?

Mar 19 – **NO CLASS (Dr. Gibson at a conference)**

****PSA3 due 11:59PM****

Week 10

Mar 24 – Aleksandra Kollontai: Communism, Love, and Revolution

*Gafizova, "Alexandra Kollontai" (2005)

- *Farnsworth, "Bolshevism, the Woman Question, and Aleksandra Kollontai" (1976)
- *Kollontai, "[The Autobiography of a Sexually Emancipated Communist Woman](#)" (1926)
- *A.K. 47 Podcast, "[Autobiography of a Sexually Emancipated Communist Woman](#)"

HQ: How did Kollontai envision a socialist state and how did she hope it would revolutionize women's place in society, the family, and the workplace?

Mar 26 – How to Make a Podcast: Introduction to your final project

****PLEASE NOTE THIS CLASS IS MANDATORY****

Week 11

Mar 31 – Aleksandra Kollontai, Cont'd

- *Kollontai, "Make Way for Winged Eros" (1923)
- *Kollontai, "[Sex Relations and the Class Struggle](#)" (1921)

HQ: How did Kollontai envision the future of sexual relations under communism?

Apr 2 – NO CLASS (Dr. Gibson at a conference)

****March 31 is the last day to withdraw with a W****

Week 12

Apr 4 – NO CLASS – SPRING BREAK

Apr 6 – NO CLASS – SPRING BREAK

Week 13

Apr 14 – The Zhenotdel

- *Fuqua, "The *Zhenotdely*, Women's Liberation, and the search for a *Novyi Byt* in Early Soviet Russia" (1996)

HQ: What was the Zhenotdel and what was its purpose? How did it hope to revolutionize women's lives? Why did most Soviet leaders oppose it?

Apr 16 – Fighting the Veil: Women in Soviet Central Asia

- *Northrup, "Languages of Loyalty: Gender, Politics, and Party Supervision in Uzbekistan, 1927-41,"
- *Edgar, "Emancipation of the Unveiled: Turkmen Women under Soviet Rule, 1924-29,"

HQ: How did the Soviet government treat the women question in Central Asia? What role were "emancipated" Uzbek and Turkmen women supposed to play in the revolution?

****YOU MUST MEET WITH ME SOMETIME DURING WEEK 13 IN OFFICE HOURS****

****ROUGH DRAFT OF PODCAST DUE APR 18th at 11:59PM****

Week 14

Apr 21 – The Stalin Revolution & Gender Roles

- *Reid, "The New Soviet Woman and the Leader Cult in Soviet Art" (2001)
- *Chatterjee, *Celebrating Women*, Ch. 6 (2002)

HQ: How did Stalin's consolidation of power impact the real & imagined role of women in Soviet society?

Apr 23 – [Circus/Цирк](#) (1936)

HQ: How are women represented in the popular Stalinist musical *Circus*? What does Soviet society offer the protagonist?

Week 15

Apr 28 – Discussion of *Circus*

*TBA

Apr 30 – Women Soldiers in WWII: Defending the Motherland

*Krylova, *Soviet Women in Combat* (2010), chs. 2 & 5

HQ: How and why did Soviet women fight in WWII? How do their motivations compare to other women revolutionaries and soldiers we have discussed previously in the class?

Week 16

May 5 – Women's Changing Roles after WWII

*Conze, "Women's Work and Emancipation in the Soviet Union, 1941-50" (2001)

*Kaminer, "Mothers of a New World: Maternity and Culture in the Soviet Period" (2017)

HQ: How did women's roles change in the wake of the Second World War? Did the Soviet Union ultimately revolutionize women's place in society, politics, or the economy by 1953?

****PODCAST due May 9th at 11:59PM****

****FINAL REFLECTION due May 12th at 11:59PM****