EURO\*4050/\*6060: Contemporary Europe (0.5 credits)

European Studies

School of Languages & Literatures

University of Guelph

Fall 2022

**Class meetings:** Thursdays, 2:30-5:20 p.m., Animal Science & Nutrition (ANNU) Room 002

**Instructor:** Dr Alan McDougall

Website: <https://www.uoguelph.ca/arts/history/people/alan-mcdougall>

Office Hours (online): Wednesdays, 10:30 a.m-12:30 p.m. (Teams)

Email: [amcdouga@uoguelph.ca](mailto:amcdouga@uoguelph.ca)

**Course description:**

This cross-listed undergraduate and graduate course focuses on the politics, history, and culture of contemporary Russia’s relationship with Europe and the Western world. It first examines the roots of tensions between Russia and the West in the twentieth century, beginning with the Bolshevik Revolution in 1917 and next focusing on various aspects of the original Cold War between the Soviet Union and the United States (c. 1945-91). The course then examines the collapse of the Soviet Union and the fall of communism (c. 1985-91) and their impact on Russia’s relationships with the rest of Europe. It concludes by studying the new Cold War between Russia and the West, which was dramatically escalated in 2022 by the Putin regime’s invasion of Ukraine, a country with which Russia has had a long, intertwined, and fraught relationship. Studying various historical figures, from Mikhail Gorbachev to Vladimir Putin, and using a range of sources and approaches (including memoir, propaganda, film, and sport), this course takes students to the heart of the crisis that is reshaping contemporary Europe and the contemporary world.

**Prerequisites (Undergraduate):** 10.00 Credits; Minimum grade 050/  
**Prerequisites (Graduate):** None

# Learning Outcomes:

**1. Critical and Creative Thinking**

By the end of the course, you should be able to:

* Analyze intensively a theme (the relationship between Russia and the West) and a time period (c. 1917-present), facilitating investigation in some depth, both in terms of factual material and ideas broached.
* Organize and create original work, drawing on independent research that reflects not only a synthesis of scholarship, but an interpretation devised and argued by the student.

**2. Literacy**

By the end of the course, you should be able to:

* Analyze primary sources and secondary material at an advanced level, undertaking critical, systematic comparisons of methodologies, source bases and interpretive frameworks.
* Use diverse technologies as tools of research, having acquired advanced skills associated with bibliographic research beyond basic bibliographic search resources.

**3. Global Understanding**

By the end of the course, you should be able to:

* Recognize the temporal dimensions of constructing historical inquiries and understand the diversity of historical perspectives that proceed from the different framing of historical inquiries by space and time.
* Evaluate and differentiate historical narratives grounded in thematic historical contexts and establish the relationships between different areas of the world through a variety of prisms.

**4. Communicating**

By the end of the course, you should be able to:

* Interpret extensively primary and secondary material, and then synthesize research in a 4,000-word essay, using approximately 12 sources.
* Illustrate and argue ideas via oral communication in weekly seminars.

**5. Professional and Ethical Behaviour**

By the end of the course, you should be able to:

* Demonstrate a strong grounding in the ethics of professional behaviour and a sound grasp of advanced principles of historical argumentation.
* Demonstrate an understanding of how good historical writing reflects the conversations upon which scholarship builds, and that such scholarship respects dissenting opinions.

# Readings/Viewings:

All readings will be posted on Courselink or available electronically through the University of Guelph library.

All films will be available to view electronically via the University of Guelph library.

# Courselink:

This course will be organized via the EURO\*4050/\*6060 Courselink site:

<https://courselink.uoguelph.ca/shared/login/login.html>

Here you will find everything that you need for the course, including the course outline; assigned readings; assignment instructions; links to course material on Course Reserves (ARES); and news/updates pertaining to assignments, classes, and any other course-related matters.

# Method of presentation:

The course format will be in-person seminars (see above for class schedule). A typical week might

include a short introductory lecture by the professor (30 minutes max.), two student presentations

on assigned readings (10 minutes each), and then open discussion for the rest of the class.

# Method of evaluation, incl. breakdown of final grade:

Class participation 20%

Class presentations (2) 20% (10% each)

Short assignment 15%

Essay plan 10%

Essay 35%

Class participation (20%): this will be assessed on (a) the quality and (b) the quantity of your contributions to the weekly seminars. Please attend all seminars and come to class prepared, i.e., having done the readings.

Class presentations (2): each student will do two short in-class presentations (10 minutes maximum) on one of the assigned readings. A sign-up sheet will be distributed at the start of semester.

Short assignment (15%): the short assignment will be a documentary analysis of one of the assigned primary source readings. Guidelines are posted on Courselink. The assignment should be submitted (in Word or as a PDF) to Dropbox by 11.59 p.m. on the due date, **Thursday 20 October 2022.**

Essay Plan (10%): to prepare for the essay, students are required to submit an essay plan (on **Thursday 24 November 2022)**, which should include the following:your essay title/question; (ii) a short thesis statement (i.e. what will be arguing in your paper); (iii) an essay outline (showing how the essay will be structured/organized, giving brief information about each section); and (iv) a preliminary bibliography (indicating a minimum of 5 scholarly sources already selected for use in the paper).

Essay (35%): each student will write an essay of approximately 4,000 words (16 double-spaced pages), using a minimum of 12 scholarly sources. Essays should be submitted (in Word or as a PDF) to Dropbox by 11.59 p.m. on the due date, **Thursday 15 December 2022**.

# Late Penalties:

* Late assignments will be automatically penalized at the rate of **5%** **per day** (i.e., for every day that the essay is late, **including weekends**, you will lose 5% of your final mark for it: so, for example, a student who submits a paper one week late will automatically lose **35%** of his/her mark).
* Papers should be submitted in Dropbox by 11.59 p.m. on the due date.

Syllabus & Class Schedule

**Thursday 8 September:** introduction to the class.

--- No readings this week ---

**Week 1 (Thu 15 Sep): “To strangle Bolshevism in its cradle”: the Russian Revolution and the West**

Readings:

Churchill, Winston. “Bolshevism and imperial sedition” (1920):

<https://www.nationalchurchillmuseum.org/bolshevism-and-imperial-sedition.html>

# Fitzpatrick, Sheila. *The Russian Revolution* (2017), chaps. 1-3.

Kuzmarov, Jeremy.  “The Wilson Administration’s War on Russian Bolshevism.”  United States Foreign Policy History and Resource Guide website (2018), <http://peacehistory-usfp.org/ww1-russia>.

Lenin, V.I. “Letter to American workers” (1918):

<https://www.marxists.org/archive/lenin/works/1918/aug/20.htm>

# Trani, Eugene P. and Donald E. Davis,“Woodrow Wilson and the origins of the Cold War”, *World Affairs* vol. 180, no. 4 (2017): 25-46.

**Week 2 (Thu 22 Sep): Stalin’s terror and Ukraine: the Holomodor (Great Famine)**

Readings:

Applebaum, Anne. *Red Famine: Stalin’s War on Ukraine* (2018), chaps. 14-15.

### Conquest, Robert. *The Harvest of Sorrow* (1986), Part III.

### [Plokhy](https://www.hup.harvard.edu/results-list.php?author=7409), Serhii. *The Frontline: Essays on Ukraine’s Past and Present* (2021), chaps. 7-8.

Snyder, Timothy, *Bloodlands* (2010), chap. 1.

**Week 3 (Thu 29 Sep): An “Iron Curtain” descends: the origins of the Cold War, 1941-49**

Readings:

# Gaddis, J.L. *The United States and the Origins of the Cold War, 1941–1947* (2001), chaps 1-3, 9-10.

Kennan, George. “Russia – Seven Years Later” (1944).

Kennan, George. “The Long Telegram” (1946).

McCauley, Martin. *The Origins of the Cold War* 5th edn. (2021), chap. 15.

Novikov, Nikolai. “The U.S. Drive for World Supremacy” (1946).

Pechtanov, Vladimir O. “The Soviet Union and the world, 1944-53”, in *The Cambridge History of the Cold War: Volume 1, Origins* (2010).

Yalta Conference Agreement, “Declaration of a Liberated Europe” (1945).

**Week 4 (Thu 6 Oct):** **Powerhouse or problem child? Ukraine’s contested position in the Soviet Union, from politics to football**

Readings:

# Dziuba, Ivan. *Internationalism or Russification?* (1965).

# Goryunov, Sasha. “Beskov v Lobanovskyi” (2020):

# <https://theblizzard.co.uk/beskov-v-lobanovskyi-sasha-goryunov/writing/>.

KGB Handbook, “Ukrainian Bourgeois Nationalists” (1963), pp. 1-26.

[Plokhy](https://www.hup.harvard.edu/results-list.php?author=7409), Serhii. *The Gates of Europe*, chaps. 22-24.

*Ukrainian Soviet Socialist Republic* (1972).

Zeller, Manfred. *Sport and Society in the Soviet Union: The Politics of Football After Stalin* (2018), chap. 5.

**Week 5 (Thu 13 Oct): Travel, cinema, and cultural exchange: Soviet-Western relations during the Cold War**

Readings/viewings:

Gorsuch, Anne E. *All This is Your World: Soviet Tourism at Home and Abroad After Stalin* (2011), chap. 4.

# “Nixon and Khrushchev Spar in the ‘Kitchen Debate’” (1959):

# <https://fod-infobase-com.subzero.lib.uoguelph.ca/p_ViewVideo.aspx?xtid=37798>.

# Palmer, William J. *The Films of the Eighties: A Social History* (1993), chap. 6.

# *Rocky IV* (dir. Sylvester Stallone, 1985).

# Richmond, Yale. *Cultural Exchange and the Cold War: Raising the Iron Curtain* (2003), chaps 2-3, 11-12.

# Shaw, Tony and Denise Youngblood. *Cinematic Cold War: The American and Soviet Struggle for Hearts and Minds* (2014), Parts I and II.

Whitfield, Stephen. *The Culture of the Cold War* (1996), chaps. 1-2, 6, 9.

**Week 6 (Thu 20 Oct): Between East and West? Soviet youth culture and popular music in the Cold War**

Readings:

# “Memorandum from the KGB Regarding the Planning of a Demonstration in Memory of John Lennon” (1980).

# Richmond, Yale. *Cultural Exchange and the Cold War: Raising the Iron Curtain* (2003), chap. 23.

# Ryback, Timothy, *Rock Around the Bloc: A History of Rock Music in Eastern Europe and the Soviet Union, 1954-1988* (1990), chaps. 1-3.

# Tsipursky, Gleb. *Socialist Fun: Youth, Consumption, and State-Sponsored Popular Culture in the Soviet Union, 1945–1970*, chaps. 3, 6-7.

# Zhuk, Sergei, *Rock and Roll in the Rocket City: The West, Identity, and Ideology in Soviet Dniepropetrovsk, 1960-1985*, Part I.

--- **Short assignment due for submission on Thursday 20 October ---**

**Week 7 (Thu 27 Oct): Victory at any price? Cold War rivalries in sport, from chess to the Olympics**

Readings:

# Edelman, Robert and Christopher Young. *The Whole World Was Watching: Sport in the Cold War*, chaps. 3-4.

*Icarus* (dir. Bryan Fogel, 2017).

# Nacha, Souvik. [“‘The Russian deadpan expert’ vs ‘America’s white hope’:](https://www.degruyter.com/document/doi/10.1515/9783110529098-010/html) the personal, the national, and the global in the “Cold War” of chess,’ in Philippe Vonnard, Nicola Sarantakes, Nicholas. *Dropping the Torch: Jimmy Carter, the Olympic boycott, and the Cold War* (2011), Introduction, chaps 13-14.

# Sbetti, and Grégory Quin (eds.), *Beyond Boycotts: Sport during the Cold War in Europe* (2018).

Rodchenkov, Grigory. *The Rodchenkov Affair* (2020), Parts I and III.

## Parks, Jenifer. [*The Olympic Games, the Soviet Sports Bureaucracy, and the Cold War: Red Sport, Red Tape*](https://www.amazon.ca/-/fr/Jenifer-Parks/dp/1498541208/ref=sr_1_1?__mk_fr_CA=%C3%85M%C3%85%C5%BD%C3%95%C3%91&crid=2NCAL0BBI5CT7&keywords=The+Olympic+Games%2C+the+Soviet+sports+bureaucracy%2C+and+the+Cold+War+%3A+red+sport%2C+red+tape&qid=1661188633&s=books&sprefix=the+olympic+games%2C+the+soviet+sports+bureaucracy%2C+and+the+cold+war+red+sport%2C+red+tape+%2Cstripbooks%2C132&sr=1-1) (2016), chap. 2.

**Week 8 (Thu 3 Nov): The fall of communism, from Chernobyl to the dissolution of the Soviet Union, 1985-91**

Readings:

Alexievich, Svetlana. *Voices from Chernobyl* (2006), Part I.

CIA. “Ukrainian Politics Come Alive”, Nov 1989.

Gorbachev, Mikhail. “First Address on Chernobyl” (May 1986):

<https://soviethistory.msu.edu/1985-2/meltdown-in-chernobyl/meltdown-in-chernobyl-texts/first-address-on-chernobyl/>.

Gorbachev, Mikhail. “Turning point at Chernobyl” (2006):

<https://www.gorby.ru/en/presscenter/publication/show_25057/>.

KGB. “Information from Places of Evacuation”, May 1986.

KGB. “Untitled notice on public attitudes toward the Chernobyl accident”, May 1986.

Plokhy, Serhii. *The Frontline: Essays on Ukraine’s Past and Present* (2021), Part III.

Zubok, Vladislav. *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev* (2009), chap. 10.

**Week 9 (Thu 10 Nov): “Shock therapy” and its aftershocks: post-communist Russia from Yeltsin to Putin**

Readings/viewings:

Alexievich, Svetlana. *Secondhand Time: An Oral History of the Fall of the Soviet Union* (2017), 287-301, 320-49.

*Leviathan* (dir. Andrey Zvyagintsev, 2014):

<https://media3-criterionpic-com.subzero.lib.uoguelph.ca/htbin/wwform/006?t=MON2012>

# Kenez, Peter. *A History of the Soviet Union from Beginning to End* (2006), chap. 11.

# Lucas, Edward. *The New Cold War: Putin's Russia and the Threat to the West* (2014), chaps. 2-4, 9.

# Pomerantsev, Peter. Nothing Is True and Everything Is Possible: The Surreal Heart of the New Russia (2014), Part I.

**Week 10 (Thu 17 Nov): From Orange Revolution to Maidan: Ukraine and the shadow of Russia, c. 2004-15**

Readings/viewings:

## Åslund, Anders and Michael McFaul (eds.). *Revolution in Orange: The Origins of Ukraine's Democratic Breakthrough* (2006), chaps 1-4, 7-8.

Decree Concerning Transfer of the Crimean Oblast to the Ukrainian SSR (1954).

Khrushchev, Sergey. “On the 1954 transfer of Crimea to Ukraine” (2010).

# Memorandum of Conversation: Meeting between President Clinton and President Kuchma of Ukraine, May 1997.

# Plokhy, Serhii. *The Frontline: Essays on Ukraine’s Past and Present* (2021), Part IV.

*Republic of Nowhere*, Australian Broadcasting Corporation (2015):

<https://fod-infobase-com.subzero.lib.uoguelph.ca/p_ViewVideo.aspx?xtid=110325>.

# Wood, Elizabeth *et al*., *Roots of Russia’s War in Ukraine* (2015).

**Weeks 11-12 (Thu 24 Nov-Thu 1 Dec):** **“Not just a neighbouring country”: Russia’s invasion of Ukraine, 2022**

Readings:

*Guardian* photo essay on the war in Ukraine (March 2022):

<https://www.theguardian.com/world/2022/mar/11/two-weeks-of-war-in-ukraine-photo-essay>

*New York Times* photographs of the war in Ukraine (August 2022):

<https://www.nytimes.com/article/russia-invades-ukraine-photos.html>

# Putin, Vladimir. “On the Historical Unity of Russians and Ukrainians” (2021):

# <http://en.kremlin.ru/events/president/news/66181>.

Putin, Vladimir. “Televised Address on Ukraine” (24 February 2022):

<https://www.bloomberg.com/news/articles/2022-02-24/full-transcript-vladimir-putin-s-televised-address-to-russia-on-ukraine-feb-24>.

Snyder, Timothy. “The War in Ukraine is a Colonial War”, *The New Yorker*, April 28, 2022: <https://www.newyorker.com/news/essay/the-war-in-ukraine-is-a-colonial-war>.

## Stoner, Kathryn. “The war in Ukraine: how Putin’s war in Ukraine has ruined Russia,” *Journal of Democracy* vol 3, no. 33 (2022): 38-44.

## Various authors. Responses to the Invasion of Ukraine, *London Review of Books* vol. 44, no. 6 (March 24, 2022): <https://www.lrb.co.uk/the-paper/v44/n06/on-ukraine/day-5-day-9-day-16>.

Various authors, “Ukraine at war,” *The Economist*: <https://www.economist.com/ukraine-crisis>.

# Zelenskyy, Volodymyr. “Speech to Canadian Parliament,” March 15, 2022:

# <https://globalnews.ca/news/8684223/volodymyr-zelenskyy-speech-parliament-transcript/>.

--- **Essay plan due for submission on Thursday 24 November ---**

**--- Essay due for submission on Thursday 15 December ---**

**University Statements**

**Email Communication**

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals  
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Graduate Calendar - Grounds for Academic Consideration  
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions  
https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml

**Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses  
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Graduate Calendar - Registration Changes  
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml

Associate Diploma Calendar - Dropping Courses  
https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml

**Copies of Out-of-class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For Guelph students, information can be found on the SAS website  
https://www.uoguelph.ca/sas

For Ridgetown students, information can be found on the Ridgetown SAS website  
https://www.ridgetownc.com/services/accessibilityservices.cfm

**Academic Integrity**

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct  
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

Graduate Calendar - Academic Misconduct  
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

**Recording of Materials**

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources**

The Academic Calendars are the source of information about the University of Guelph’s procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars  
https://www.uoguelph.ca/academics/calendars

**Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

**Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

**Covid-19 Safety Protocols**

For information on current safety protocols, follow these links:

* https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/
* https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.