**Course Syllabus**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title of the course | | **Socialist Urbanism: Between Utopia and Pragmatics** | | | | | | |
| Title of the Academic Programme | | BA Programme in History | | | | | | |
| Type of the course | | Optional | | | | | | |
| Prerequisites | |  | | | | | | |
| ECTS workload | | 4 | | | | | | |
| Total indicative study hours | | Directed Study | | Self-directed study | | | Total | |
| 36 | |  | | | 152 | |
| Course Overview | | The goal of the course "Soviet Urbanism: Between Utopia and Pragmatics" is to acquaint students with the basic theoretical and conceptual approaches to the study of Soviet urbanization projects and policy during the 20th century and its social, economic and cultural consequences. The course also aims to develop students' ability to analyze special historical literature and works of popular culture of the 20th century, to conduct a scientific discussion and publicly present the results of the study. | | | | | | |
| Intended Learning Outcomes (ILO) | | In the result of this course students would learn conceptual apparatus and the basic concepts of the study of Soviet history and cultural policy, as well as the major concepts and approaches of urban history. Students would also learn the main issues of the development of architectural and social theories in the USSR and the implementation of various urban experiments, and policies regarding the city and urban inhabitants.  The students also would be able to describe and analyze social experiments and urban projects of the 20th century. | | | | | | |
| Teaching and Learning Methods | | The course consists of lectures and seminars. The seminars involve discussions of literature and students’ presentations. | | | | | | |
| Content and Structure of the Course | | | | | | | | |
| **№** | **Topic / Course Chapter** | | **Total** | | **Directed Study** | | | **Self-directed Study** |
| **Lectures** | **Tutorials** | |
| 1. | Introduction. Phenomenon of Socialist Urbanism. What makes a city “socialist”? | | 9 | | 2 | 2 | | 5 |
| 2. | Imperial towns in Revolution: symbolic and practical reconstructions in Petrograd/Leningrad | | 9 | | 2 | 2 | | 5 |
| 3. | Early Soviet social and planning experiments: garden-city movements, urbanists vs des-urbanists, “socialist towns”(sotsgoroda) | | 9 | | 2 | 2 | | 5 |
| 4. | Social and planning implications of Soviet industrialisation. Mono-industrial towns as company towns | | 9 | | 2 | 2 | | 5 |
| 5. | New urban infrastructures as a part of political sphere | | 9 | | 2 | 2 | | 5 |
| 6. | Social stratification in a Stalinist city. Different norms of consumption and everyday life. | | 9 | | 2 | 2 | | 5 |
| 7. | Socialist cities in War | | 9 | | 2 | 2 | | 5 |
| 8. | Post-War Reconstructions: Architecture as a mirror of a new political regime and the problems of everyday life | | 9 | | 2 | 2 | | 5 |
| 9. | Sovetisation of new territories after World War II | | 9 | | 2 | 2 | | 5 |
| 10. | “The Thaw” in Soviet Architecture: mass housing campaign and standardisation of Soviet cities | | 9 | | 2 | 2 | | 5 |
| 11. | Private and public in new Soviet standardised apartments | | 9 | | 2 | 2 | | 5 |
| 12. | Phenomenon of closed and scientific cities | | 9 | | 2 | 2 | | 5 |
| 13. | New contradictions between national and Soviet built environment in the 1970s | | 9 | | 2 | 2 | | 5 |
| 14. | “Showcase of socialism”: tourism in and from the USSR | | 13 | | 4 | 4 | | 5 |
| 15. | Changes in Soviet urban life in the 1980s | | 9 | | 2 | 2 | | 5 |
| 16. | Soviet legacy in Post-Soviet built environment | | 13 | | 4 | 4 | | 5 |
| **Total study hours** | | | 152 | | 36 | 36 | | 80 |
| Indicative Assessment Methods and Strategy | | **A basic requirement** for this course is that students are to attend **every class** and be prepared for seminars. Students’ participation in the seminars is evaluated by reading comprehension and contribution to discussions.  The final grade will be measured as follows:  1) *Activities in class*  The grade is calculated as an average accumulated grade for the seminars (starting from 4 points only for attendance).  2) *Preliminary Assessment*  Preliminary assessment consists of an essay concerning the issues discussed during the seminars and lectures.  3) *Final exam*  The final exam is an oral exam based on the topics and questions discussed during the seminars and lectures.  The resulted grade for the course is calculated as follows:  *N resulted (1) = 0.6 N accumulated (1) + 0.4 N preliminary assessment*  The final grade for the course is calculated as follows:  *N final =0.6 N resulted (1) + 0.4 N final exam*  If a student gets a **resulted grade** greater than or equal to 8, she/he is allowed not to stand the final exam and her/his resulted grade becomes the **final** one.  In case of the absence at the seminar student can write a summary of compulsory literature for the seminar in order improvethe grade. Students who plagiarizemight be given afailing grade or be expelled. | | | | | | |
| Readings / Indicative Learning Resources | | 1. **Introduction. Phenomenon of Socialist Urbanism. What makes a city “socialist”?**   Mandatory  Bodenschatz, Harald, Sassi, Piero, and Welch Guerra, Max. Urbanism and Dictatorship : A European Perspective. Basel/Berlin/Boston, DE: Birkhäuser, 2015. p.15-44.  **2. Imperial towns in Revolution: symbolic and practical reconstructions in Petrograd/Leningrad**  Mandatory  1) Kelly C. Socialist Churches: Heritage Preservation and “Cultic Buildings” in Leningrad, 1924–1940, *Slavic Review,* Vol. 71, No. 4, 2012 , pp. 792-823.  2) Milka Bliznakov, Soviet housing during the experimental years, 1918 to 1933, in:​ *Russian housing in the modern age : design and social history.* Edited by William Craft Brumfield and Blair A. Ruble. 1993.  **3. Early Soviet social and planning experiments: garden-city movements, urbanists vs des-urbanists, “socialist towns”(sotsgoroda)**  Mandatory   1. Barris R. Russian Constructivist Architecture as an Urban Carnival: The Creation and Reception of a Utopian Narrative, *Utopian Studies*, Vol. 10, No. 1 (1999), pp. 42-67.   **4. Social and planning implications of Soviet industrialisation.**  Mandatory  **5. Mono-industrial towns as company towns**  Mandatory  1) Barenberg, A. *Gulag town, Company town: Forced Labor and Its Legacy in Vorkuta.* New Haven and London, Yale University Press. 2014. Chapter 1. From the margins to the home front. Vorkuta as an Outspot. P.15-55.  2) Kotkin S. Magnetic Mountain. Stalinism as Civilization. University of California Press, 1995. Chapter 3. Idiocy of Urban Life. pp. 106- 147  6**. New urban infrastructures as a part of political sphere**  Mandatory  Jenks A. A Metro on the Mount: The Underground as a Church of Soviet Civilization, *Technology and Cultue*, Vol. 41, No. 4 (Oct., 2000), pp. 697-724.  **7. Social stratification in a Stalinist city. Different norms of consumption and everyday life.**  Mandatory  Filtzer D. The Hazards of Urban Life in Late Stalinist Russia. Health, hygiene, and living standards,1943–1953. London, 2010. Chapter 1. The impossible task: keeping cities clean. pp.22-65.  Chatterjee C.Everyday Life in Transnational Perspective Consumption and Consumerism, 1917– 1939, IN: Ransel, David L., and Cavender, Mary, eds. Everyday Life in Russia Past and Present. Bloomington, IN, US: Indiana University Press, 2015. p.368-289.  8**. Socialist cities in War**  Mandatory  Maddox, S. M. Saving Stalin's Imperial City : Historic Preservation in Leningrad, 1930–1950. Bloomington, IN, US: Indiana University Press, 2014. Chapter 2. “These monuments must be protected!” Leningrad imperial cityscape at War. p.44-67.  Hass J. K. Norms and Survival in the Heat of War: Normative Versus Instrumental Rationalities and Survival Tactics in the Blockade of Leningrad, *Sociological Forum, Vol. 26, No. 4* (DECEMBER 2011), pp. 921-949.  **9. Post-War Reconstructions: Architecture as a mirror of a new political regime and the problems of everyday life**  Mandatory  Qualls, Karl D.. From Ruins to Reconstruction : Urban Identity in Soviet Sevastopol after World War II. Ithaca, US: Cornell University Press, 2009. Chapter 4. Agitation Rewriting the Urban Biography in Stone. p.124-156.  Scott W. Palmer How Memory Was Made: The Construction of the Memorial to the Heroes of the Battle of Stalingrad, *The Russian Review*, Vol. 68, No. 3 (Jul., 2009), pp. 373-407  **10. Sovetisation of new territories before and after World War II**  Mandatory  1) Stronski P. Tashkent: Forging a Soviet City, 1930–1966. Pittsburgh PA, US: University of Pittsburgh Press, 2010. Chapter 3. Imagining a “Cultural” Tashkent. pp.46-71.  2) Risch, William Jay. The Ukrainian West : Culture and the Fate of Empire in Soviet Lviv. Cambridge, US: Harvard University Press, 2011.CHAPTER 2. The Making of a Soviet Ukrainian City. pp.27-52.  **11. “The Thaw” in Soviet Architecture: mass housing campaign and standardisation of Soviet cities**  Mandatory  1) Siegelbaum, L.H. (2013) ‘Modernity Unbound: The New Soviet City of the Sixties’, in: Gorsuch, A.E. & Koenker, D.P. (eds) (2013) *The Socialist Sixties: Crossing Borders in the Second World* (Bloomington and Indianapolis, Indiana University Press).  2) Reid S. Makeshift Modernity DIY, Craft and the Virtuous Homemaker in New Soviet Housing of the 1960s*, International Journal for History, Culture and Modernity*, 2014. 2 (2). pp.87-124.  **12. Private and public in new Soviet standardised apartments**  Mandatory  Susan E. Reid, ‘The Khrushchev Kitchen: Domesticating the Scientific-Technological Revolution’, *Journal of Contemporary History*, Vol. 40, No. 2, Domestic Dreamworlds: Notions of Home in Post-1945 Europe (Apr., 2005), pp. 289-316.  Steven E. Harris “I My for of the Know all the Neighbors”: Privacy in Separate Secrets of The Quest the Era Apartment, in: *Borders of Socialism*. Gordonsville, US: Palgrave Macmillan, 2006. pp.171-190.  **13. Phenomenon of closed and scientific cities**  Mandatory  Sergei I. Zhuk Fascist Music from the West: Anti-Rock Campaigns, Problems of National Identity, and Human Rights in the “Closed City” of Soviet Ukraine, 1975-84, In: Popular Music and Human Rights, Volumes 1-2 : (Two-volume set). Farnham, GB: Ashgate, 2011. p.147-159.  Brown, K. Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place, *The American Historical Review.* 2001. Vol. 106. No. 1. pp. 17-48.  **14. New contradictions between national and Soviet built environment in the 1970s**  Mandatory  Demchenko I. Decentralized Past: Heritage Politics in Post-Stalin Central Asia, *Future Anterior: Journal of Historic Preservation, History, Theory, and Criticism*, Vol. 8, No. 1 (Summer 2011), pp. 65-80.  **15. “Showcase of socialism”: tourism in and from the USSR**  **Soviet heritage in Post-Soviet build environment**  Mandatory  Koenker, Diane P.. Club Red : Vacation Travel and the Soviet Dream. Ithaca, US: Cornell University Press, 2013. Chapter3. The Proletarian Tourist in the 1930s Seeking the Good Life on the Road. pp.89-128.  Risch, William Jay. The Ukrainian West : Culture and the Fate of Empire in Soviet Lviv. Cambridge, US: Harvard University Press, 2011.CHAPTER 4 The Ukrainian “Soviet Abroad” pp.82-115.  **16. Perestroika and changes in Soviet Urban life**  Mandatory  Pixová M. Alternative Culture In A Socialist City: Punkers And Long-Haired People In Prague In The 1980s’, *Český lid,* Vol. 100, No. 3 (2013), pp. 319-338.  Cybriwsky, Roman Adrian. Kyiv, Ukraine : The City of Domes and Demons from the Collapse of Socialism to the Mass Uprising of 2013-2014. Amsterdam, NL: Amsterdam University Press, 2014. Chapter 4. Soviet Ways, Post-Soviet Days. p.101-129.  **18. Group presentations. Soviet legacy in Post-Soviet built environment.** | | | | | | |
| Indicative Self- Study Strategies | | **Type** | | | | **+/–** | | **Hours** |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | | | | + | | 60 |
| Assignments for seminars / tutorials / labs | | | | - | |  |
| E-learning / distance learning (MOOC / LMS) | | | | - | |  |
| Fieldwork | | | | - | |  |
| Project work | | | | + | | 10 |
| Other (please specify) | | | | - | |  |
| Preparation for the exam | | | | + | | 10 |
| Academic Support for the Course | | Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials | | | | | | |
| Facilities, Equipment and Software | | MS Power Point | | | | | | |
| Course Instructor | | E.A. Kalemeneva | | | | | | |

**Intended Learning Outcomes (ILO) Delivering**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme ILO(s)** | **Course**  **ILO(s)** | **Teaching and Learning Methods for delivering ILO(s)** | **Indicative Assessment Methods of Delivered ILO(s)** |
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|  |  |  |  |
|  |  |  |  |

**Annex 1**

**Course Content**

1. **Introduction. Phenomenon of Socialist Urbanism. What makes a city “socialist”?**

Mandatory

Bodenschatz, Harald, Sassi, Piero, and Welch Guerra, Max. Urbanism and Dictatorship : A European Perspective. Basel/Berlin/Boston, DE: Birkhäuser, 2015. p.15-44.

**2. Imperial towns in Revolution: symbolic and practical reconstructions in Petrograd/Leningrad**

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**4. Social and planning implications of Soviet industrialisation.**

Mandatory

**5. Mono-industrial towns as company towns**

Mandatory

1) Barenberg, A. *Gulag town, Company town: Forced Labor and Its Legacy in Vorkuta.* New Haven and London, Yale University Press. 2014. Chapter 1. From the margins to the home front. Vorkuta as an Outspot. P.15-55.

2) Kotkin S. Magnetic Mountain. Stalinism as Civilization. University of California Press, 1995. Chapter 3. Idiocy of Urban Life. pp. 106- 147

6**. New urban infrastructures as a part of political sphere**

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8**. Socialist cities in War**

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2) Reid S. Makeshift Modernity DIY, Craft and the Virtuous Homemaker in New Soviet Housing of the 1960s*, International Journal for History, Culture and Modernity*, 2014. 2 (2). pp.87-124.

**12. Private and public in new Soviet standardised apartments**

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**15. “Showcase of socialism”: tourism in and from the USSR**

**Soviet heritage in Post-Soviet build environment**

Mandatory

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Risch, William Jay. The Ukrainian West : Culture and the Fate of Empire in Soviet Lviv. Cambridge, US: Harvard University Press, 2011.CHAPTER 4 The Ukrainian “Soviet Abroad” pp.82-115.

**16. Perestroika and changes in Soviet Urban life**

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Pixová M. Alternative Culture In A Socialist City: Punkers And Long-Haired People In Prague In The 1980s’, *Český lid,* Vol. 100, No. 3 (2013), pp. 319-338.

Cybriwsky, Roman Adrian. Kyiv, Ukraine : The City of Domes and Demons from the Collapse of Socialism to the Mass Uprising of 2013-2014. Amsterdam, NL: Amsterdam University Press, 2014. Chapter 4. Soviet Ways, Post-Soviet Days. p.101-129.

**18. Group presentations. Soviet legacy in Post-Soviet built environment.**

**Annex 2**

**Assessment Methods** **and Criteria**

**Assessment Methods**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Modules** | | | |
| **1** | **2** | **3** | **4** |
| Formative Assessment | Test | \* |  |  |  |
| Essay |  |  |  |  |
| Report/Presentation |  |  |  |  |
| Project |  |  |  |  |
| In-class Participation |  |  |  |  |
| Other (write appropriate control forms for the course) |  |  |  |  |
| Interim Assessment  (if required) | Assignment (e.g. written assignment) |  |  |  |  |
| Summative Assessment | Exam |  |  |  |  |

**Assessment Criteria**

**In-class Participation**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic.  Unable to offer relevant information or opinion in answer to follow-up questions. |

**Project Work**

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| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion. |
| «Good» (6-7) | Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed. |
| «Satisfactory» (4-5) | Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

**Written Assignments (Essay, Test/Quiz, Written Exam, etc.)**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur; |
| «Good» (6-7) | Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors. |
| «Satisfactory» (4-5) | Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |