Course Syllabus

<table>
<thead>
<tr>
<th>Title of the course</th>
<th>Socialist Urbanism: Between Utopia and Pragmatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the Academic Programme</td>
<td>BA Programme in History</td>
</tr>
<tr>
<td>Type of the course</td>
<td>Optional</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>English for academic purposes</td>
</tr>
<tr>
<td>ECTS workload</td>
<td>4</td>
</tr>
<tr>
<td>Total indicative study hours</td>
<td>Directed Study</td>
</tr>
<tr>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Course Overview</td>
<td>The goal of the course &quot;Soviet Urbanism: Between Utopia and Pragmatic&quot; is to acquaint students with the basic theoretical and conceptual approaches to the study of the phenomenon of a socialist city, 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.</td>
</tr>
<tr>
<td>Intended Learning Outcomes (ILO)</td>
<td>Students will develop an in-depth understanding of the phenomenon of socialist city. 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 also would be able to analyze the main issues of the development of architectural and social theories in the USSR, implementation of various urban experiments, and policies regarding the city and urban inhabitants.</td>
</tr>
<tr>
<td>Teaching and Learning Methods</td>
<td>The course consists of lectures and seminars. The seminars involve discussions of obligatory literature and students’ presentations.</td>
</tr>
<tr>
<td>Content and Structure of the Course</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>№</td>
<td>Topic / Course Chapter</td>
</tr>
<tr>
<td>1.</td>
<td>Introduction. Phenomenon of Socialist Urbanism. What makes a city “socialist”?</td>
</tr>
</tbody>
</table>
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. “Socialist” urban infrastructures and technologies as a part of political and cultural sphere  9  2  2  5

6. Social stratification in a Stalinist city. Different norms and everyday life.  9  2  2  5

7. Socialist Leningrad  19  2  2  15

8. Commemoration of Victory and Post-War Reconstructions: Architecture as a mirror of a new political regime and the problems of everyday life  9  2  2  5

9. Sovietisation of new territories before and after World War II  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. Soviet sub-cultures: official and unofficial urban life  9  2  2  5
14. “Showcase of socialism”: tourism in and from the USSR

15. Socialist environment in post-socialist time: path-dependency, nostalgia or new forms of urban life.

| Total study hours | 152 | 30 | 30 | 92 |

Indicative Assessment Methods and Strategy

A basic requirement for this course is that students are to attend every class and read obligatory literature for seminars. Students’ participation in seminars is evaluated by reading comprehension and contribution to general discussions.

The final grade will be measured as follows:

1) Activities in class
   The grade is calculated as an average accumulated grade for the work on the seminars and participation in discussions (starting from 4 points only for attendance).
2) Preliminary Assessment
   Preliminary assessment is a group presentation of a research project on different aspects of life in a socialist Leningrad
3) Final exam
   The final exam is a written essay (1600 - 2000 words length), in which a student should analyse and compare two movies from a given list through a perspective of topics and questions discussed during the seminars and lectures.

The resulted grade for the course is calculated as follows:

\[ N_{resulted\ (1)} = 0.7 \times N_{accumulated\ (1)} + 0.3 \times N_{preliminary\ assessment} \]

The final grade for the course is calculated as follows:

\[ N_{final} = 0.6 \times N_{resulted\ (1)} + 0.4 \times N_{final\ exam} \]

In case of the absence at the seminar a student can write a summary of compulsory literature for the missed seminar in order improve the grade. Students who plagiarize might be given a failing grade or be expelled.
## Readings / Indicative Learning Resources

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

**Optional:**


### 2. Imperial towns in Revolution: symbolic and practical reconstructions of urban space

**Mandatory**


**Optional:**

### 3. Early Soviet social and planning experiments: garden-city movements, urbanists vs des-urbanists, “socialist towns”(sotsgoroda)

**Mandatory**


**Optional:**
1) Barris R. Russian Constructivist Architecture as an Urban Carnival: The Creation and Reception of a
4. Social and planning implications of Soviet industrialisation

Mandatory


Optional:


5. “Socialist” urban infrastructures and technologies

Mandatory


Mandatory


2) Explore the web-site “Communal living in Russia”, made by Ilia Utekhin. URL: [http://kommunalка.colgate.edu/cfm/v_tours.cfm?KommLanguage=English](http://kommunalка.colgate.edu/cfm/v_tours.cfm?KommLanguage=English)
7. Presentation of group research projects “Excursion in the socialist Leningrad”

8. Commemoration of Victory Post-War Reconstructions: architecture as a mirror of a new political regime

Mandatory


10. Sovietisation of new territories before and after World War II

Mandatory


Mandatory


<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12.</strong></td>
<td>Private and public in new Soviet standardised apartments</td>
<td>Mandatory</td>
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<tr>
<td><strong>12.</strong></td>
<td>Phenomenon of closed and scientific cities</td>
<td>Mandatory</td>
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<tr>
<td><strong>13.</strong></td>
<td>Soviet sub-cultures: official and unofficial urban life</td>
<td>Mandatory</td>
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<tr>
<td><strong>14.</strong></td>
<td>“Showcase of socialism”: tourism in and from the USSR.</td>
<td>Mandatory</td>
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</tbody>
</table>
15. Socialist environment in Post-socialist time: 
path-dependency, nostalgia or new forms of urban life. 
Soviet heritage in Post-Soviet build environment. 
Mandatory


<table>
<thead>
<tr>
<th>Indicative Self-Study Strategies</th>
<th>Type</th>
<th>+/-</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td>
<td>+</td>
<td>60</td>
<td></td>
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<tr>
<td>Assignments for seminars / tutorials / labs</td>
<td>-</td>
<td></td>
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<tr>
<td>E-learning / distance learning (MOOC / LMS)</td>
<td>-</td>
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<tr>
<td>Fieldwork</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project work</td>
<td>+</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>-</td>
<td></td>
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<tr>
<td>Preparation for the exam</td>
<td>+</td>
<td>16</td>
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</table>

**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**

Ekaterina A. Kalemeneva, senior lecturer

Annex 1
Course Content

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

   **Optional:**

2. **Imperial towns in Revolution: symbolic and practical reconstructions of urban space**

   **Mandatory**

   **Optional:**

3. **Early Soviet social and planning experiments: garden-city movements, urbanists vs des-urbanists, “socialist towns”(sotsgoroda)**

   **Mandatory**

   **Optional:**

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

   **Mandatory**


Optional:


5. “Socialist” urban infrastructures and technologies

Mandatory


Mandatory


2) Explore the web-site “Communal living in Russia”, made by Ilia Utekhin. URL: [http://kommunalka.colgate.edu/cfm/v_tours.cfm?KommLanguage=English](http://kommunalka.colgate.edu/cfm/v_tours.cfm?KommLanguage=English)

7. Presentation of group projects “Excursion in the socialist Leningrad”

8. Commemoration of Victory and Post-War Reconstructions: architecture as a mirror of a new political regime

Mandatory


9. Sovietisation of new territories before and after World War II

Mandatory


*Mandatory*


*Mandatory*


*Optional:*


12. Phenomenon of closed and scientific cities

*Mandatory*


13. Soviet sub-cultures: official and unofficial urban life

*Mandatory*


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

Mandatory


Mandatory.


List of the movies for the final essay

1. Chelovek s Kinoapparatom (Man with a Movie Camera), dir. D.Vertov, 1929. URL: https://www.youtube.com/watch?v=IkGPga9nyjg

2. Uplotnenie (Congestion), 1918. https://arzamas.academy/materials/562

3. Novaya Moskva (New Moscow), dir. A. Medvedkin, 1938. URL: https://www.youtube.com/watch?v=OEcZnbxHqA8

4. Komsomolsk (Komsomolsk), dir. S. Gerasimov, 1938. URL: https://www.youtube.com/watch?v=7uJuWdGpX1A

5. Vesna na Zarechnoi Ulitse (Spring on Zarechnaya Street), dir. M. Khutsiev, 1956. URL: https://www.youtube.com/watch?v=k8sf5-rolFw


13. *Stilyagi*, dir. V. Todorovsky, 2008. URL: https://www.youtube.com/watch?v=4QfZb0Ve_bw

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**Annex 2**

**Assessment Methods and Criteria**

**Assessment Methods**

<table>
<thead>
<tr>
<th>Types of Assessment</th>
<th>Forms of Assessment</th>
<th>Modules</th>
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<tbody>
<tr>
<td></td>
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<td>1  2  3  4</td>
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</tbody>
</table>
### Formative Assessment

<table>
<thead>
<tr>
<th>Test</th>
<th>Essay</th>
<th>*</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Presentation</td>
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<tr>
<td>Project</td>
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</tr>
<tr>
<td>In-class Participation</td>
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<tr>
<td>Other (write appropriate control forms for the course)</td>
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</tbody>
</table>

### Interim Assessment (if required)

<table>
<thead>
<tr>
<th>Assignment (e.g. written assignment)</th>
<th>*</th>
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### Summative Assessment

<table>
<thead>
<tr>
<th>Exam</th>
<th>*</th>
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</thead>
</table>

### Assessment Criteria

#### In-class Participation

<table>
<thead>
<tr>
<th>Grades</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>«Excellent» (8-10)</td>
<td>A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.</td>
</tr>
<tr>
<td>«Good» (6-7)</td>
<td>Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.</td>
</tr>
<tr>
<td>«Satisfactory» (4-5)</td>
<td>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.</td>
</tr>
<tr>
<td>«Fail» (0-2)</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### Project Work

<table>
<thead>
<tr>
<th>Grades</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>«Excellent» (8-10)</td>
<td>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.</td>
</tr>
<tr>
<td>«Good» (6-7)</td>
<td>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.</td>
</tr>
<tr>
<td>---</td>
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<tr>
<td>«Satisfactory» (4-5)</td>
<td>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.</td>
</tr>
<tr>
<td>«Fail» (0-2)</td>
<td>Fails to demonstrate any appropriate knowledge.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grades</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>«Excellent» (8-10)</td>
<td>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;</td>
</tr>
<tr>
<td>«Good» (6-7)</td>
<td>Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.</td>
</tr>
<tr>
<td>«Satisfactory» (4-5)</td>
<td>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.</td>
</tr>
<tr>
<td>«Fail» (0-2)</td>
<td>Fails to demonstrate any appropriate knowledge.</td>
</tr>
</tbody>
</table>
Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student’s own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students’ past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:
1. Introduction and formulation of a research question.
2. Body of the essay and theoretical foundation of selected problem and argumentation of a research question.
3. Conclusion and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. for persons with vision disorders: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. for persons with hearing disorders: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. for persons with muscle-skeleton disorders: a printed text; an electronic document; audios; individual assignments and advising.