1. **Title of the module**

HIST6060 (HI6060) - After Stalin: The Decline and Fall of the Soviet Union

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

60 credits (30 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA History (Joint and Single Honours)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrated an in-depth historical knowledge of the USSR from the 1940s to the collapse of the USSR, and the first attempts to re-create the Russian state in the early 1990s.

8.2 Gained the conceptual tools to understand and interpret the political, social and intellectual last decades of Soviet power, and the historiographical debates which are relevant to it.

8.3 Acquired sufficient contextual knowledge to answer complex questions such as why the Soviet Union, so soon after gaining 'superpower status', suddenly collapsed from within.

8.4 Demonstrated a broad conceptual command of the subject matter of the course, and a thorough and systematic understanding of the latest research in Russian history.

8.5 Demonstrated their capacity to assess and critically engage with a wide range of primary sources, and particularly to analyse the literary works of relevant contemporary Russian writers.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Improved and demonstrated their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.2 Improved and applied their communication, presentational skills and information technology skills.

9.3 Demonstrated the acquisition of an independent learning style.

9.4 Analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis.

9.5 Approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches.

1. **A synopsis of the curriculum**

This modules address the politics, ideology and culture of the USSR in the post-war era. It starts with an exploration of late Stalinism, before covering Khrushchev's reforms, Brezhnev’s neo-Stalinism and Gorbachev's perestroika. Along with these themes, time will be devoted to: the intelligentsia; labour camps and the release of detainees in the 1950s; Soviet science; religion and spirituality; emerging nationalism; the Human Rights Movement; ‘village’ prose; the Soviet economy; foreign policy and policy in the ‘near abroad’; the collapse of the USSR; and Yeltsin’s reformism and the new Russian state. The approach is interdisciplinary, and this will be reflected in the wide range of primary sources used; and throughout the module students will be introduced to the relevant historiography.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

P. Boobbyer. (2005) Conscience, Dissent and Reform in Soviet Russia. Routledge: Oxon

V. Bukovsky. (1979) To Build a Castle: My Life as a Dissenter. New York: Viking Press

T. Colton. (2008) Yeltsin: A Life. New York: Basic Books

R. Daniels (ed.). (1994) Soviet Communism from Reform to Collapse. Boston: Cengage

J. Dunlop. (1995) The Rise of Russia and the Fall of the Soviet Empire. Princeton: Princeton University Press

R. English. (2000) Russia and the Idea of the West. New York: Columbia University Press

M. Gorbachev. (1987) Perestroika. New York: Harper and Row

M. Heller, and A. Nekrich. (1986) Utopia in Power. Mandaluyong, Philippines: Summit Books

J. Keep. (2002) Last of the Empires. Oxford: OUP

M. Malia. (1995) The Soviet Tragedy. New York: Free Press

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

1. **Assessment methods**
   1. Main assessment methods

Essay 3000 words 8%

Set Text Essay 3000 words 8%

Commentaries 3000 words 8%

Presentation 15 minutes 8%

In-class Test 1.5-hours 8%

Examination 1 2 hours 30%

Examination 2 2 hours 30%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Set Text Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Commentaries | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Take-home Test | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examinations | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018