1. **Title of the module**

HIST8300 (HI830) - To Tell You the Truth: Soviet Propaganda and Persuasion

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 7

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

30 credits (15 ECTS)

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

Autumn or Spring

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

None

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

MA in Modern History, MA in War Media and Society

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

8.1 Demonstrate an understanding of and critically interpret the history of Soviet propaganda.

8.2 Demonstrate an understanding of the emerging Soviet and East European dissident critique of communist propaganda.

8.3 Demonstrate an understanding of the historical background to contemporary debates surrounding Russian propaganda.

8.4 Critically deploy historiographical concepts relevant to Soviet propaganda in written and oral arguments.

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

9.1 Demonstrate their ability to think in critical and analytical terms about historical events.

9.2 Critically evaluate a theme over time, and

9.3 Construct coherent written and oral arguments.

9.4 Demonstrate and apply their ability to marshal, evaluate, and examine written and visual sources.

1. **A synopsis of the curriculum**

The module will offer a comprehensive overview and examination of the propaganda used by the Soviet regime in its attempts to build communism and defend the interests of the Soviet regime. The seminar structure will be broadly chronological, but in such a way as also to allow for a thematic approach. The module will initially look at early Bolshevik propaganda, both in 1917 and during the Civil War. It will then go on to look at the promotion of Stalinism in relation to industrialisation, history, education, the personality cult and religion. Space will be given to the patriotic propaganda of the Second World War, and the concurrent reinvention of Soviet ideology. Poster art, paintings, cartoons, film, newspapers and news agencies will all feature, as will some of the propagandists themselves. The institutional foundations of Soviet propaganda will be discussed. The tension between science and propaganda will also be examined. The role of disinformation and front organisations in Soviet foreign policy will be covered, as well as some aspects of the cultural Cold War. Practices of resistance to Soviet propaganda, arising from within the Soviet and Eastern bloc dissident movement in the post-Stalin era, will be explored. Consideration will also be given to the waning appeal of Soviet propaganda in the 1980s and 1990s, including Gorbachev’s policy of glasnost’ and the management of the Chernobyl’ affair in 1986. At the end of the module, students will examine the extent to which the Soviet propaganda tradition has influenced Russian propaganda in the early 21st century under Putin. All these themes will be examined in the context of relevant historiography on Soviet and Russian history.

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

C. Andrew & A. Gordievsky (1990) KGB: The Inside Story of its Foreign Operations from Lenin to Gorbachev. New York: Harper Collins

K. Berkhoff (2012) Motherland in Danger: Soviet Propaganda during World War II. Cambridge: Harvard University Press

V. Bonnell (1999) Iconography of Power: Soviet Political Posters under Lenin and Stalin. Berkley: University of California Press

D. Brandenberger (2012) Propaganda State in Crisis: Soviet Ideology, Indoctrination and Terror 1927-41. New Haven: Yale University Press

D. Caute (2005) The Dancer Defects: The Struggle for Cultural Supremacy during the Cold War. Oxford: OUP

K. Clark (2000) The Soviet Novel. Bloomington: Indiana University Press

M. Ebon (1987) The Soviet Propaganda Machine. London: McGraw-Hill

V. Havel (1987) Living in Truth. New York: Faber and Faber

G. Hosking (2006) Rulers and Victims: The Russians in the Soviet Union. Cambridge: Harvard University Press

P. Kenez (1985) The Birth of the Propaganda State: Soviet Methods of Mass Mobilisation 1917-29. Cambridge: CUP

D. King (1997) The Commissar Vanishes: The Falsification of Photographs and Art in Stalin’s Russia. New York: Metropolitan Books

S. Miner (2014) Stalin’s Holy War: Religion, Nationalism and Alliance Politics, 1941-45. Chapel Hill: University of North Carolina PRess

D. Powell (1975) Antireligious Propaganda in the Soviet Union. Cambridge: MIT Press

A. Solzhenitsyn (2009) The Solzhenitsyn Reader: New and Essential Writings 1947-2005. Wilmington: ISI Books

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 276

Total study hours: 300

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

Essay 1 3000 words 40%

Essay 2 3000 words 40%

Presentation 15 minutes 20%

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018