

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

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WORLD HISTORY

**Guidelines to practical tasks
for Bachelor's (first) degree students
of subject area 29 "International Relations"**

**Kharkiv
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Compiled by A. Pastushenko

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Five in-class simulations on the academic discipline are given according to the modules and themes of the syllabus. Every simulation is accompanied with explanation and ready-to-use material intended to stimulate students' learning. The work aims to improve students' analytical and critical thinking, and enhance students' autonomous learning.

For students of subject area 29 "International Relations".

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Introduction

World history as an academic discipline has a dramatic significance for the education of students at university because it enables them to see a wide range of perspectives provided by the past. Having such an experience students can thoroughly analyze international relations that are inevitably connected to past events whether as consequences or analogies, and international business operations that are often tied with the multiple factors including those produced by the past.

Mastering the academic discipline enhances a lot of different competences which enable students to analyze and synthesize historical facts, organize original research, deepen basic knowledge, solve problems and make right decisions, critically review previous actions and correct mistakes, better interact with others, work in an international environment, etc.

Within this context, the interactive approach, and particularly gamification, can be especially effective since it helps students realize their subtle potential and essentially enhances learning by making lessons interesting and unforgettable.

The present work is concentrated on the historical themes conducive to the use of the learning methods which involve role-playing in-class simulations. These themes are as follows:

Theme 1. The Early History of Humankind.

Theme 4. The Classical Civilizations of Europe and the Middle East (600 – 400 BCE).

Theme 8. Europe and the World in the Early Modern Period.

Theme 9. The States of Asia and Africa in the Modern Period.

Theme 12. The First World War and the Interwar Period (1914 – 1945).

Of the above given themes, 8 and 9 are covered with one simulation "Silver and Spice: Trade in the Age of Exploration" and theme 12 includes two simulations "Paris Conference" and "The Famine".

"The Stone Age: the Intertribal Economy", "The Classical Greece's Market" and "Silver and Spice: Trade in the Age of Exploration" are economic simulations, while "Paris Conference" and "The Famine" are negotiation simulations.

Simulation 1 "The Stone Age: the Intertribal Economy"

This simulation is designed to help understand how the primitive economy functioned before the emergence of first agrarian civilizations. The prime goal is to develop historical empathy and feeling that history saw the economic practices that were modified but remained unchanged at their core for ages.

The competences developed due to the simulation are as follows:

- basic general knowledge deepened due to the economic activity,
- problem solving and decision making,
- interaction (work in a team),
- leadership qualities,
- ability to work in an international environment through the development of English speaking,
- ability to analyze and synthesize historical facts (through follow-up discussion).

The basic rules of the game are as follows:

- Each student belongs to a specific tribe (reindeer hunters, mammoth hunters and fishers).
- Each tribe has its own commodity for trade.
- One student or teacher represents Big Chief who is responsible for selling commodities according to the current pricelist displayed on the screen to the tribesmen.
- Big Chief can sell every tribesman only those commodities which are present in his or her tribal ID.
- The winner is the tribe which has collected the most commodities of other tribes.
- The time of this game is nearly 20 minutes.

The Stone Age IDs and the Pricelists

ID

Mammoth hunters

Your tribe lives in the steppe and is used to hunting mammoths. So, you can get only ivories.

To win, **you need to collect as many artefacts (not stones) of other tribes as you can.** Collect antlers and shells.

You can exchange the artefacts for stones or other artefacts from members of your tribe or other tribes.

You can trade with all tribes directly due to your beneficial location.

You can buy the artefacts of your tribe from *Big Chief*, according to current values. Before buying you must show your ID to *Big Chief*.

ID

Reindeer hunters

Your tribe lives in the steppe and hunts reindeer. So, you can get only antlers.

To win, **you need to collect as many artefacts (not stones) of other tribes as you can.** Collect mammoth ivories and shells.

You can exchange the artefacts for stones or other artefacts from members of your tribe or the tribe of mammoth hunters.

You can't trade with fishers directly due to the large distances between your tribes. So, try to use mammoth hunters as mediators.

You can buy the artefacts of your tribe from *Big Chief*, according to current values. Before buying you must show your ID to *Big Chief*.

ID

Fishers










Your tribe lives at the seaside and is used to fishing and gathering shells. So, you can get only shells.

To win, **you need to collect as many artefacts (not stones) of other tribes as you can.** Collect mammoth ivories and reindeer antlers.

You can exchange the artefacts for stones or other artefacts from members of your tribe or the tribe of mammoth hunters.

You can't trade with reindeer hunters directly due to the large distances between your tribes. So, try to use mammoth hunters as mediators.

You can buy the artefacts of your tribe from *Big Chief*, according to current values. Before buying you must show your ID to *Big Chief*.

Values	Increase of glacier reduces ocean	Rapid warming – forests extended – number of mammoths fell down
 = 2 stones	 = 2 stones	 = 4 stones
 = 1 stone	 = 1 stone	 = 1 stone
 = 1 stone	 = 2 stones	 = 1 stone

Simulation 2 "The Classical Greece's Market"

The game is created to get the students act in the specific historical context of the classical civilizations.

The competences developed due to the simulation are as follows:

- basic general knowledge deepened due to the economic activity,
- problem solving and decision making,
- interaction (work in a team),
- leadership qualities,

- ability to work in an international environment through the development of English speaking,
- ability to analyse and synthesize historical facts (with the help of follow-up discussion).

The game is similar to "The Stone Age: the Intertribal Economy", however it is more complicated in detail and has another period's specifics, including more nations involved. Having the previous experience from the Stone Age game students can trace the evolution of the economic relations over times, from the Stone Age to the Classical period. This game is rather based on monetary economy than just gift-for-gift relations. The game time is nearly 20 minutes.

"The Classical Greece's Market" IDs and the pricelist

Scythian

You are a Scythian merchant. You can directly trade with the **Scythians and Greeks**. Your currency is the **Scythian coin**.

You have **slaves and horses** to sell or exchange.

You cannot be served by a *trapezit* (Greek banker).

The task is to get as many goods of other merchants as you can.

Panticapaeum

You are a merchant from Panticapaeum (capital of the Bosporan Kingdom). You can directly trade with **Panticapaeum and Chersonesus**. Your currency is the **golden stater of Panticapaeum**.

You can buy **grain and jewelry** on the market and, then, sell or exchange it.

You can try to furnish a successful direct expedition to Scythia and Olbia if you draw a good card. You can sell or exchange the cards. You can be served by a *trapezit* (Greek banker).

The task is to get goods of other merchants.

Chersonesus

You are a merchant from Chersonesus. You can directly trade with **Chersonesus, Panticapaeum and Olbia**. Your currency is the **golden stater of Chersonesus**.

You can buy **fish** on the market and, then, sell or exchange it.

You can try to furnish a successful direct expedition to Scythia if you draw a good card. You can sell or exchange the cards.

You can be served by a *trapezit* (Greek banker).

The task is to get goods of other merchants.

Olbia

You are a merchant from Olbia. You can directly trade with **Olbia, Scythia and Chersonesus**. Your currency is **money-dolphins**.

You can buy **wine** on the market and, then, sell or exchange it.

You can try to furnish a successful direct expedition to Panticapaeum if you draw a good card. You can sell or exchange the cards.

You can be served by a *trapezit* (Greek banker).

The task is to get goods of other merchants.





Trapezit

You are a Greek banker. You must exchange money according to the current value. **You cannot serve the Scythians**. You can buy all goods from the Greeks, but **not from the Scythians**.

Each Greek merchant can buy from you only the goods of his (her) polis (ancient Greek city-state), i.e. **Chersonesus can buy fish, Olbia – wine, Panticapaeum – grain and jewelry**.

Every Greek merchant can buy the right to draw a card of direct expedition to the remote lands. **All failure cards have to be returned to the deck without any return of money to the buyer**.

The task is to facilitate the money and goods circulation among the Greeks.

Current values				
Item	Panticapaeum stater 	Chersonesus stater 	Olbia dolphin coin 	Scythian coin 
Grain	1	1	2	2
Jewelry	2	2	3	3
Wine	0,5	0,5	1	1
Fish	0,5	0,5	1	2
Horses	2	2	4	1
Slaves	1	1	2	1
Expedition	2	2	4	4

Simulation 3 "Silver and Spice: Trade in the Age of Exploration"

The game has been designed by Thomas Arnold in the 1990s [1]. However old it seems, the game, nevertheless, remains effective enough. The purpose of this simulation is to show students how the world of agrarian civilizations expanded in the age of explorations, what commodities were valuable and how geographical locations impacted the economies of those times. Combined with the follow-up discussion the activity may deepen students' knowledge and idea of the past.

The competences developed due to the simulation are as follows:

- basic general knowledge deepened due to the economic activity,
- problem solving and decision making,
- interaction (work in a team),
- leadership qualities,
- ability to work in an international environment through the development of English speaking,
- ability to analyse and synthesize historical facts (with the help of follow-up discussion).

The rules are very similar to the previously discussed economic simulations.

The player's ID

Merchant from West India

- Your commodities are **tobacco and sugar**.
- You can buy tobacco and sugar from the banker and sell anything to the banker according to the pricelist of your region (or city).
 - You can buy an exploration card and draw it from the deck for 10 silver coins.
 - Without an exploration card, you can trade only with merchants from West India.

Merchant from the peninsular of Malacca

- Your commodities are **cloves and pepper**.
- You can buy cloves and pepper from the banker and sell the banker everything in prices of your region (or city).
 - You can buy an exploration card and draw it from the deck for 10 silver coins.
 - Without an exploration card, you can trade only with merchants from Malacca, Canton and Surat.

Merchant from Surat

- Your commodities are **cotton and opium**.
- You can buy cotton and opium from the banker and sell everything to the banker in prices of your region (or city).
 - You can buy an exploration card and draw it from the deck for 10 silver coins.
 - Without an exploration card, you can trade only with merchants from Canton, Malacca and Surat.

Merchant from Antwerp

- Your commodities are **salt fish and firearms**.
- You can buy salt fish and firearms from the banker and sell everything to the banker in prices of your region (or city).
 - You can buy an exploration card and draw it from the deck for 10 silver coins.
 - Without an exploration card, you can trade only with merchants from Antwerp and Venice.

Merchant from the Guinea Coast

- Your commodity is **slaves**.
- You can buy slaves from the banker and sell everything to the banker in prices of your region (or city).
 - You can buy an exploration card and draw it from the deck for 10 silver coins.
 - Without an exploration card, you can trade only with merchants from the Guinea Coast.

Merchant from Venice

- You **do not have your own commodities**.
- You can buy nothing from the banker and sell everything to the banker in prices of your region (or city).
 - You can buy an exploration card and draw it from the deck for 10 silver coins.
 - Without an exploration card, you can trade only with merchants from Venice, Antwerp and Aleppo.

Merchant from Canton

- Your commodities are **tea and silk**.
- You can buy tea and silk from the banker and sell everything to the banker in prices of your region (or city).
 - You can buy an exploration card and draw it from the deck for 10 silver coins.
 - Without an exploration card, you can trade only with merchants from Canton, Malacca and Surat.

Merchant from Aden

- Your commodity is **coffee**.
- You can buy coffee from the banker and sell everything to the banker in prices of your region (or city).
 - You can buy an exploration card and draw it from the deck for 10 silver coins.
 - Without an exploration card, you can trade only with merchants from Aden, Aleppo and Surat.

Merchant from Aleppo

- You **do not have your own commodities**.
- You can buy nothing from the banker and sell everything to the banker in prices of your region (or city).
 - You can buy an exploration card and draw it from the deck for 10 silver coins.
 - Without an exploration card, you can trade only with merchants from Aleppo, Venice, Samarkand, Aden and Surat.

Merchant from Samarkand

- You **do not have your own commodities**.
- You can buy nothing from the banker and sell everything to the banker in prices of your region (or city).
 - You can buy an exploration card and draw it from the deck for 10 silver coins.
 - Without an exploration card, you can trade only with merchants from Samarkand, Aleppo, Surat, and Canton.

A sample pricelist

	Clives	Cotton	Opium	Salt Fish	Slaves	Tea	Coffee	Firearms	Pepper	Silk	Sugar	Tobacco
Aden	15	5	5	1	5	25	2	25	10	10	15	15
Aleppo	20	10	20	2	5	30	5	20	15	15	15	15
Antwerp	35	35	25	2	5	30	30	5	25	25	15	15
Canton	5	15	15	3	5	2	15	25	3	2	5	5
Guinea	30	25	25	5	2	20	15	25	25	25	2	2
Malacca	2	15	10	5	7	5	10	15	2	2	5	5
Samarkand	15	20	5	10	25	15	15	25	15	15	25	25
Surat	7	2	3	3	15	10	10	25	7	7	10	10
Venice	30	15	22	3	20	30	30	5	15	15	7	7
The West Indies	35	25	25	7	35	30	8	25	25	25	2	2

Simulation 4 "The Paris Conference"

This diplomatic simulation has a clear goal to inform students about the Paris Peace Conference of the Great Powers (1919 – 1920) which took place just after the end of the First World War. Another goal is to involve students in the process of negotiations itself in order to enhance their historical sensitivity.

The competences developed due to the simulation are as follows:

- basic general knowledge deepened due to the negotiation activity,
- problem solving and decision making,
- interaction with other people,
- leadership qualities,
- ability to work in an international environment through the development of English speaking,
- ability to analyze and synthesize historical facts (with the help of follow-up discussion).

During the game, students, like diplomats, have to negotiate different points (goals in the tables) to compile a general agreement. If the goal of the player is placed into this agreement, then this player is allotted 5 – 10 points in the table. The winner is the person (persons) who has collected the biggest scores.

Players' tables

Great Britain

The leader is the Prime Minister of Great Britain David Lloyd George.

The losses of Great Britain in the First World War are: financial losses (war spending, bankruptcy of factories, trade losses) made \$35 billion, military casualties were 700 – 800,000 people, civilian casualties from murders and diseases amounted to 123,000 people.

	Secret goals	Points	Points gained for the reached goal
1	China retains Shandong	5	
2	Germany is left big enough in order to balance against France in the continental Europe	10	
3	Great Britain takes former German colonies Togo and Cameroon to have direct connection with its African colonies	10	
4	The mandate system is kept for having good relations with U.S. Anyway, the Americans will not quarrel for the German territories	10	
5	Germany must pay \$120 billion of reparations to cover the war damage (30 % to Great Britain, 50 % to France, and 20 % to other states)	10	
	Total	45	

Australia (a dominion of Great Britain)

The leader is the Prime Minister of Australia William Morris "Billy" Hughes.

The losses of Australia in the First World War are: financial losses (war spending and losses from trade) amounted to \$1.4 billion, military casualties made 59,000 – 62,000 people, civilian casualties from murders and diseases amounted to 2,000 people.

	Goals	Points	Points gained for the reached goal
1	Australia gains the former German colony, New Guinea	10	
2	The mandate system is not approved	15	
3	The project of racial equality is not included into the Statute of the League of Nations (the real goal is to avoid an increase of the Asiatic immigration to Australia)	10	
4	The creation of the League of Nations is not approved	10	
	Total	45	

New Zealand (a dominion of Great Britain)

The leader is the New Zealand's Prime Minister William Ferguson Massey.

New Zealand's losses in the First World War are: financial losses (war and trade losses) were \$379 million, military casualties made 16 000 – 18 000 people, no casualties among civilians.

	Goals	Points	Points gained for the reached goal
1	New Zealand receives German Samoa, a former German colony	10	
2	The mandate system is not accepted	15	
3	The project of racial equality is not included into the Covenant of the League of Nations (the real goal is to avoid an increase of the Asiatic immigration to New Zealand)	10	
4	The League of Nations is not created	10	
	Total	45	

France

The leader is the Prime Minister of France Georges Clemenceau.

France's losses in the First World War are: a part of France was occupied, financial losses (war losses, trade losses, destruction of the territory) were \$24 billion, military casualties made 1,4 million soldiers, civilian casualties were 340,000 dead due to murders and diseases.

	Goals	Points	Points gained for the reached goal
1	Germany is destroyed by the total partition of its territories between the allies	10	
2	France takes Albania (Italy, which also wants to annex it, did make essential contribution to victory)	5	
3	France takes former German colonies, Togo, Cameroon (which Germany had captured from France in 1911) and expels Germany from Morocco	10	
4	The mandate system is not accepted, since colonies are the marker of power, and France needs human resources for its army to protect itself from the possible aggression of Germany. In contrast to Britain and U.S., France had common borders with Germany	5	
5	Germany pays \$220 billion of all reparation payments (70 % to France, 20 % to Great Britain, 10 % to Belgium, Italy and Serbia)	10	
6	China retains Shandong	5	
	Total	45	

The United States

The leader is the U.S. President Thomas Woodrow Wilson.

The US's losses in the First World War are: financial losses (from war and destruction of trade) were \$23 billion, 117,000 dead soldiers, 757 dead civilians due to murders and diseases.

	Goals	Points	Points gained for the reached goal
1	The League of Nations is created (one of Woodrow Wilson's 14 points)	10	
2	The mandate system is introduced (it is priority because otherwise the League of Nations will be discredited). The mandate system will give the colonized peoples time to recover and prepare themselves for their own sovereignty and independency	5	
3	All peoples receive the right to determine their fate freely (following W. Wilson's 14 points). The port city of Fiume (populated by the Slavs) (modern Rijeka) on the seacoast of the Adriatic must have a right to self-determination (2.5 scores). Albania must have a right to self-determination (2.5 scores). Dalmatia as a Slavic land has to be taken by the Kingdom of Serbs, Croats and Slovenes (2.5 scores). Anatolia must be taken by Turkey, since the Turkish population made the majority there (2.5 scores). China must retain Shandong (5 scores)	15	
4	Germany must pay only \$22 billion of reparations to all countries except the US (a bigger amount of reparations can kill Germany's economy. Germany is needed as a shield against the Soviet Russia)	10	
5	The project of racial equality was not to be included into the Covenant of the League of Nations (to avoid an increase of immigration from Asia to the US)	5	
	Total	45	

Japan

The leader is the Japan Deputy and Diplomat Saionji Kinmochi.

Japan's losses in the First World War are: financial losses (war spending, losses from trade) were \$40 million, military casualties amounted to 300 – 4 700 people, no civilian casualties.

	Goals	Points	Points gained for the reached goal
1	Inclusion of the project of racial equality to the League of Nations' Statute (to remove barriers for the Japanese immigration to Australia and the United States)	15	
2	Japan receives former colonies of Germany in the Far East – the peninsular of Shandong in China (5 scores) and the Pacific islands to the north of the Equator (the Marshall Islands and Micronesia) (5 scores)	10	
3	Japan receives New Guinea and German Samoa	10	
4	Japan receives Manchuria	10	
	Total	45	

Italy

The leader is the Prime Minister of Italy Vittorio Emanuele Orlando (his slogan is "The Treaty of London plus Fiume"). The secret Treaty of London was concluded between Italy, Britain and France in 1915. According to the Treaty of London, Great Britain and France promised Italy the territories if it supported them in the war.

Italy's losses in the First World War are: financial losses (war spending, losses from the destruction of trade, destruction of the territory) were \$12.5 billion; Italy was the poorest of the West European states and had the highest inflation level; 450,000 to 650,000 military casualties, 54,000 civilian casualties from diseases (except the Spanish flu) and murders.

	Goals	Points	Points gained for the reached goal
1	Italy receives the port city of Fiume (modern Rijeka) on the Adriatic seacoast (as it was promised by Great Britain and France in the secret Treaty of London in 1915)	10	
2	According to the 1915 secret Treaty of London, Italy receives the Italian city of Trieste, that belonged to Austria-Hungary before World War I	5	
3	According to the 1915 secret Treaty of London, Italy receives Albania (to prevent possible competition of the Albanian fleet in the Adriatic sea)	10	
4	Italy receives Dalmatia, as it was promised by France and Great Britain according to the 1915 secret Treaty of London	10	
5	Italy receives Tirol	5	
6	Italy receives Anatolia (Asia Minor)	10	
	Total	45	

The real decisions of the Paris Peace Conference (January 1919 – January 1920) were as follows.

1. The League of Nations was created.
2. The territory of Germany was decreased by 13 % for the benefit of the neighbouring states (France, Belgium, Switzerland, Lithuania and Czechoslovakia).
3. The project of racial equality was not included in the Covenant of the League of Nations.
4. The mandate system was introduced.
5. Germany was imposed with reparations in the sum of \$32 billion (28 % to Great Britain and 52 % to France)
6. Great Britain received western Cameroon and western Togo; France got eastern Cameroon and eastern Togo.
7. Australia received New Guinea; New Zealand got Samoa.
8. Japan received the Marshall Islands and Micronesia. Shandong was given to China.
9. Fiume became an independent city-republic (and was such till 1924).
10. Albania received the right to self-determination and became independent.

Simulation 5 "The Famine"

"The Famine" is a role-play simulation aiming to develop in students' mind a wider picture of the sensitive topic of the 1932–1933 Famine, in both the international and domestic context.

Famines still happened in the world through the first half of the twentieth century and from time to time the news about them was used by local actors in other countries for political benefits. The Stalinist regime organized large-scale famines on its own territory (from Ukraine and Kuban, over the Volga region, to Kazakhstan). Though these famines had different causes (the government's repressions against individualistic peasants in Ukraine and pastoralists' inability to cope with the Soviet-style collective agriculture in Kazakhstan), they caused significant decline of population and served good examples for the Nazi's and Fascists' propaganda in Germany and Italy that cultivated hysteria among their own people by showing cruelties of the "red plague" of communism. On the other hand, being under an influence of Soviet propaganda, the international community did not demonstrate monolithic

unity, some people did not believe in the fact of famine, some people believed and eagerly tried to reveal it in the press. To illustrate multiperspective perceptions of the famine phenomenon by contemporaries, this activity is centered on the notorious famine of 1932 – 1933 in the Soviet Ukraine.

The method is implemented in the following way. Students are sitting in a circle at a table and discussing the news of the famine in Ukraine from the perspective of different characters, both national and international ones. The discussion takes nearly 20 minutes. Before the discussion activity, students may learn their characters in pairs using the appropriate handouts. If students learn the characters in pairs, they must seat in different café conversation circles, which will work simultaneously.

At the beginning of the discussion, each role-playing student briefly introduces his or her character, and then all students proceed to discussion with the words "Have you ever heard of the Famine in Ukraine? What do you think about it?" as a trigger.

The discussion is followed up with the reflective essay writing which may concentrate on the following questions.

1. What new things have you learnt?
2. Could your character change his or her attitude to the Famine under the influence of such discussion?
3. At what points of discussion did you feel most comfortable, and when did you feel least comfortable while playing your character?
4. How did the social and cultural context impact attitudes of an individual?
5. What role did the Famine of 1932 – 1933 play in the world history, both for contemporaries and later generations?

The competences developed due to the simulation are as follows:

- basic general knowledge deepened due to the role-playing multiple perceptions,
- interaction (work in a team),
- leadership qualities,
- ability to work in an international environment through the development of English speaking,
- ability to analyze and synthesize historical facts (with the help of follow-up discussion),
- development of ethical perception of the historical events.

The handouts with the descriptions of characters for the role playing

Officer of the OGPU

Age: 18 years old (in 1932).

Family status: single.

Occupation: the OGPU (the Joint State Political Directorate – Soviet secret police (1923 – 1934)).

Education level: the OGPU school.

Significant life events: He lost his parents during the Civil War (1917 – 1921) and was brought up in the Soviet orphanage. During the Great Famine he actively participated in grain requisitions and blockades of blacklisted villages in Ukraine.

Some extra information: He extremely believes in the Stalinist propaganda. He could say later: "Then, I was young... I did think much about what was happening. I received orders... They were our enemies. They went against the Soviet Power and supported Poland... I do not know what happened to them. But it was very hard work [taking food from children]... There were orders which we had to complete... Of course, I knew they were our enemies, enemies of the Soviet Union, it was necessary to eliminate them... Stalin was as God for all people. And every his word was the last word on every subject. We couldn't even think that he was wrong. Nobody doubted him. Every of his decisions was right. We were building communism. We followed the orders. We believed".

Stalin's speech: "By developing collective farming we succeeded in drawing this entire mass of poor peasants into collective farms, giving them security and raising them to the level of middle peasants. ...What does this mean? It means that no less than 20,000,000 of the peasant population have been saved from poverty and ruin, from kulak slavery, and converted, thanks to the collective farms, into people assured of a livelihood. This is a great achievement of comrades. This is such an achievement as the world has never yet known and such as not a single state in the world has ever before secured."

Bernard Shaw (1856 – 1950)

Age: 76 years old (in 1932).

Family status: married, no children.

Occupation: writer.

Education level: four unfinished secondary schools.

Significant life events: In the 1880s, he became an inspired socialist, critic and well-known publicist.

Some extra information: He visited Moscow, lived there for some time in 1932 and spoke with Stalin. In 1933, he wrote a letter to the editor of the Manchester Guardian, where he persuaded that he had not seen any crisis in the Soviet Union: "Sir – increasing unemployment and the failure of private capital to cope with it throughout the rest of the world is causing people of all classes and parties to watch with increasing interest the progress of the Soviet Union... Particularly offensive and ridiculous is the revival of the old attempts to represent the condition of Russian workers as one of slavery and starvation... We, the undersigned, are recent visitors to the USSR. Some of us travelled throughout the greater part of its civilized territory. We desire to record that we saw nowhere evidence of such economic slavery, privation, unemployment... Everywhere we saw hopeful and enthusiastic working class... developing public works, increasing health services, extending education, achieving the economic independence of woman and the security of the child." When Bernard Shaw was asked about the famine he answered with laugh that he was fed very well in Moscow.

Malcolm Muggeridge (1903 – 1990)

Age: 29 years old (in 1932).

Family status: married.

Occupation: journalist of the Manchester Guardian.

Education level: Cambridge university.

Significant life events: He liked communist ideas and because of this he visited Moscow in 1932. However he got frustrated with communism very soon. He travelled across the Soviet countryside and saw hunger.

Some extra information: "Hunger" was the word I heard most. Peasants begged a lift on the train from one station to another, sometimes their bodies swollen up – a disagreeable sight – from lack of food. There were fewer signs of military terrorism than in the North Caucasus, though I saw another party of, presumably, kulaks being marched away under an armed guard at Dnipropetrovsk...

Otherwise, it was the same story – cattle and horses dead; fields neglected: meagre harvest despite moderately good climatic conditions; all the grain that was produced taken by the Government; now no bread at all,

no bread anywhere, nothing much else either; despair and bewilderment... and food being exported from Odessa...

In a village about 25 kilometres from Kiev (old capital of the Ukraine; enchanting town! Now Kharkov is the capital). I visited a collective farm worker, or kolkhoznik"...

"What's happened, then? Why is there no bread in the Ukraine?"...

"Again bad organization. People lost heart and stopped working. Weeds everywhere, and, with the cattle dead, no manure; no horses to transport fertiliser even if it was available." He hushed his voice. "There are enemies even on the Council of the collective farm. Now they wouldn't elect me on to the Council."

"Some grain must have been produced. What happened to it?"

"All taken by the Government."

Joseph Stalin (1878 – 1953)

Age: 55 years old (in 1933).

Family status: married to Nadia Aliluieva. Son Vasylii and Yakiv (12 and 26 years old), daughter Svetlana (7 years old).

Occupation: General Secretary of the Soviet Union.

Education level: Gori ecclesiastical seminary (1893), Tyflis ecclesiastical Orthodox seminary (1893 – 1898, wherefrom he was expelled as "unreliable").

Significant life events: A member of the Russian Socialist Democratic Labour Party (from 1898), initiator of strikes, demonstrations, armed attacks on banks, robberies. Between 1902 and 1913 he was arrested six times. On 25 October 1917, he took part in the Bolshevist coup in Petrograd. In 1922, he was elected the General Secretary of the Central Committee of the All-Union Communist Party (Bolsheviks). Stalin became the richest person of the USSR.

Some extra information: Stalin believed that "peasantry is the main army of any national movement" (the speech of 1925). In his speech on 4 February 1931, Stalin says that "the industry was based on the dispersed and small peasant farms... Tomorrow, maybe in one year, we will be the country of the biggest peasant farm. This year, the collective farms have given us half of all our grain for sale. It means that our order, the Soviet Order, allows us to move forward fast." Grain from collective farms could be sold abroad and Soviet industry would receive money for development.

In 1932, Stalin wrote to his subordinate in Ukraine Lazar Kaganovich about fear of losing Ukraine because of Petliura followers and Polish agents. In the conversation with colonel Robbins (1933), Stalin explains the Famine: "Those who do not work will not get bread... One cannot help idlers, so let them die... One must not steal food".

Mykola Skrypnyk (1872 – 1933)

Age: 61 years old (in 1933).

Family status: married to Maria Skrypnyk.

Occupation: Head of Gosplan and vice-head of the Soviet Committee of the UkrSSR.

Education level: 2-grades of village school, Iziium real school, Technological Institute in Petersburg (expelled for the revolutionary activity).

Significant life events: In 1902, he became a member of the Russian Socialist Democratic Labour Party; between 1901 and 1917 he was arrested 17 times, exiled 7 times. He was responsible for the grain procurements in the Dnepropetrovsk oblast. He dreamed about the independent Ukrainian state with the communist ideology.

Some extra information: Skrypnyk implicitly condemned Stalin's policy, though he was forced to follow Stalin's orders. From time to time he tried to persuade other communists to leave the anti-peasant policy. Doing this he said **about the famine in Moldavia meaning the famine in Ukraine**. When he decided to say about the famine openly, his wife threatened that she would jump down out of the window. So he did not dare.

"I cannot agree with those comrades who pay their main attention to the question of grain procurements. One must not hypnotize oneself by how much grain to take from our harvest. One needs to fully collect all that we have sowed. When we overcome difficulties of the harvesting campaign, when we understand the question of struggle with losses as the question of politics and economy, we will have enough bread for completing the plan of grain procurements."

"Many comrades confuse one political question with another. In place of the question about what the cause of our breakthroughs (success) is, they now set a different question: who is the cause of our success. Setting such question is not correct by itself."

Skrypnyk believes that hunger killed 8 – 9 mln people in Ukraine and northern Caucasus (Kuban).

Mykola Lemyk (1915 – 1941)

Age: 26 years old (in 1933).

Family status: single.

Occupation: member of the Organization of Ukrainian Nationalists (OUN).

Education level: Lviv University.

Significant life events: In 1933, Lemyk killed Aleksei Mailov, head of the Soviet council in Lviv. The murder was committed as a protest against famine in the Soviet Ukraine.

Some extra information: He believes that the collective farming is not effective and caused disaster in 1932. Peasants were making sabotage. Bolsheviks punished peasants by hunger. "The cannibal Moscow-Bolshevik system, based on injustice, terror, deceit, atheism... has changed Ukraine into a vivid cemetery". Bolsheviks turned peasants into slaves without church, faith, national cult and freedom of speech. His slogan is "The Ukrainian nation is above everything!" and "Glory to Ukraine!"

Olexandra Rafalska (?)

Age: 25 years old (?) (in 1933).

Family status: married, children.

Occupation: peasant near Zhytomir.

Education level: school.

Significant life events: She survived Holodomor.

Some extra information: "Where all bread disappeared, I do not really know, maybe they have taken it all abroad. The authorities have confiscated it, removed from the villages, loaded grain into the railway coaches and took it away someplace. They have searched the houses, taken away everything to the smallest thing. All the vegetable gardens, all the cellars were raked out and everything was taken away.

Wealthy peasants were exiled into Siberia even before Holodomor during the "collectivization". Communists came, collected everything. Children were crying, beaten for that with the boots. It is terrifying to recall what happened. It was so dreadful that every day became engraved in my memory. People were lying everywhere like dead flies. The stench was awful. Many of our neighbours and acquaintances in our street died.

I have no idea how I managed to survive and stayed alive. In 1933 we tried to survive the best we could. We collected grass, goose-foot, burdocks, rotten potatoes and made pancakes, soups from putrid beans or nettles.

People collected gley from the trees and ate it, ate sparrows, pigeons, cats, dead and live dogs. When there was still cattle, it was eaten first, then – the domestic animals. Some were eating their own children, I would have never been able to eat my child. One of our neighbours came home when her husband, suffering from severe starvation ate their own baby-daughter. This woman went crazy.

People were drinking a lot of water to fill stomachs, that is why the bellies and legs were swollen, the skin was swelling from the water as well. At that time the punishment for a stolen handful of grain was 5 years of prison. No one was allowed to go into the fields, the sparrows were pecking grain, though people were not allowed."

Joseph Goebbels (1897 – 1945)

Age: 48 years old (in 1933).

Family status: married, 6 small children (Helga, Hildegard, Helmut, Hedvig, Holdina, Haidrun).

Occupation: Nazi, the Reichminister of the National education and propaganda in Germany.

Education level: Universities of Frayburg, Bonn, Vurtzburg, Keln, Munich, Geidelberg.

Significant life events: In 1922, he became a member of the Nazi Party (NSDAP). In 1932, he organized the election campaign of Hitler in Germany.

Some extra information: "Bolshevism, which is in reality an attack on the world of the spirit, pretends to be intellectual itself. Where circumstances demand, it comes as a wolf in sheep's clothing... Millions of workers on hunger-wages such as are not thought of in western Europe, millions of afflicted and sorrowing peasants who have been robbed of their land, which is being completely ruined by the stupid experiment of a paralysing collectivism, famine which claims millions of victims year after year in a country of such vast extent that it might serve as a granary for the whole of Europe, the formation and equipping of an army which, according to the claims of all leading Bolsheviks, is to be used for carrying out the world revolution, the brutal and merciless domination of this madly-led apparatus of State and Party at the hands of a small terrorist minority which is mostly Jewish". Hitler tried to help starving Germans in the Soviet Ukraine (nearly 400 000

Germans) by sending 8 – 10 reichsmarks to each family but the Soviet government did not allow him. Under pressure the Germans wrote to Hitler that they were not starving so that they did not need any help.

Walter Duranty (1884 – 1957)

Age: 49 years old (in 1933).

Family status: married to Jane Cheron.

Occupation: reporter of the New York Times.

Education level: Cambridge university.

Significant life events: In 1929, he interviewed Joseph Stalin. He lived in Moscow for 12 years (till 1934). In 1932, he received the Pulitzer Award.

Some extra information: "It is all too true that the novelty and mismanagement of collective farming, plus the quite efficient conspiracy of Feodor M. Konar and his associates in agricultural commissariats, have made a mess of Soviet food production. (Konar was executed for sabotage.)

But – to put it brutally – you can't make an omelette without breaking eggs, and the Bolshevik leaders are just as indifferent to the casualties that may be involved in their drive toward socialization...

Since I talked to Mr. Jones I have made exhaustive inquiries about this alleged famine situation. I have inquired in Soviet commissariats and in foreign embassies with their network of consuls, and I have tabulated information from Britons working as specialists and from my personal connections, Russian and foreign.

All of this seems to me to be more trustworthy information than I could get by a brief trip through any one area. The Soviet Union is too big to permit a hasty study, and it is the foreign correspondent's job to present a whole picture, not a part of it. And here are the facts:

There is a serious food shortage throughout the country, with occasional cases of well-managed state or collective farms. The big cities and the army are adequately supplied with food. There is no actual starvation or deaths from starvation, but there is widespread mortality from diseases due to malnutrition.

In short, conditions are definitely bad in certain sections – the Ukraine, North Caucasus and Lower Volga. The rest of the country is on short rations but nothing worse. These conditions are bad, but there is no famine."

Gareth Jones (1905 – 1935)

Age: 28 years old (in 1933).

Family status: single.

Occupation: free journalist. Foreign Affairs Adviser of David Lloyd George, British Prime Minister.

Education level: Strasburg University, Cambridge University.

Significant life events: In 1933, Gareth Jones visited the Soviet Union and traveled there.

Some extra information: "I stand by my statement that Soviet Russia is suffering from a severe famine. It would be foolish to draw this conclusion from my tramp through a small part of vast Russia, although I must remind Mr. Duranty that it was my third visit to Russia, that I devoted four years of university life to the study of the Russian language and history and that on this occasion alone I visited in all twenty villages, not only in the Ukraine, but also in the black earth district, and in the Moscow region, and that I slept in peasants' cottages, and did not immediately leave for the next village.

My first evidence was gathered from foreign observers. Since Mr. Duranty introduces consuls into the discussion, a thing I am loath to do, for they are official representatives of their countries and should not be quoted, may I say that I discussed the Russian situation with between twenty and thirty consuls and diplomatic representatives of various nations and that their evidence supported my point of view. But they are not allowed to express their views in the press, and therefore remain silent...

My second evidence was based on conversations with peasants who had migrated into the towns from various parts of Russia. Peasants from the richest parts of Russia coming into the towns for bread. Their story of the deaths in their villages from starvation and of the death of the greater part of their cattle and horses was tragic, and each conversation corroborated the previous one.

Third, my evidence was based upon letters written by German colonists in Russia, appealing for help to their compatriots in Germany. "My brother's four children have died of hunger." "We have had no bread for six months." "If we do not get help from abroad, there is nothing left but to die of hunger." Those are typical passages from these letters.

Fourth, I gathered evidence from journalists and technical experts who had been in the countryside...

My final evidence is based on my talks with hundreds of peasants. They were not the "kulaks" – those mythical scapegoats for the hunger in Russia – but ordinary peasants. I talked with them alone in Russia and jotted down their conversations, which are an unanswerable indictment of Soviet agricultural policy. The peasants said emphatically that the famine was worse than in 1921 and that fellow-villagers had died or were dying."

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НАВЧАЛЬНЕ ВИДАННЯ

ВСЕСВІТНЯ ІСТОРІЯ

**Методичні рекомендації
до практичних завдань
для студентів галузі знань
29 "Міжнародні відносини"
першого (бакалаврського) рівня**

(англ. мовою)

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Подано п'ять навчальних ігор-симуляцій із навчальної дисципліни згідно з модулями й темами робочої програми. До кожної симуляції додано пояснення і матеріали для використання в аудиторії з метою інтенсифікації студентського навчання. Завданнями роботи є розвиток аналітичного і критичного мислення студентів, а також покращення студентського автономного навчання.

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