

Submit originals and one copy and electronic copy to Governance/Faculty Senate Office
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	History	College/School	CLA
Prepared by	Brian Kassof	Phone	474-6507
Email Contact	bkassof@alaska.edu	Faculty Contact	self

1. COURSE IDENTIFICATION:

Dept **HIST/NORS** Course # **464/664** No. of Credits **3**

COURSE TITLE **Modern Russia**

2. ACTION DESIRED:

Change Course ☒ If Change, indicate below what change. Drop Course ☐

NUMBER	TITLE	DESCRIPTION
PREQUISITES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CREDITS (including credit distribution)		FREQUENCY OF OFFERING
CROSS-LISTED	Dept.	COURSE CLASSIFICATION
STACKED (400/600)	Dept.	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)
OTHER (please specify)		Course #

No changes to current stacking or cross-listing. Form has been signed by Chairs for History and Northern Studies

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc) **Lecture/discussion**

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐ S = Social Sciences ☒

Will this course be used to fulfill a requirement for the baccalaureate core? YES ☐ NO ☒

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted ☐ W = Writing Intensive, Format 7 submitted ☐ Natural Science, Format 8 submitted ☐

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES ☐ NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? ☐ TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? ☐ CREDITS

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

HIST F464 Modern Russia (s)

3 Credits

Offered Fall Even-numbered Years

Russia from the early 19th century to the present. Themes include politics, culture and society in the Russian Empire, the Russian Revolution, the Soviet Union and the Russian Federation. Prerequisites: HIST F275 or permission of instructor. Stacked with HIST F664; NORS F664. (3+0)

HIST F664 Modern Russia (s)

3 Credits

Offered Fall Even-numbered Years

Russia from the early 19th century to the present. Themes include politics, culture and society in the Russian Empire, the Russian Revolution, the Soviet Union and the Russian Federation. Prerequisites: Graduate standing or permission of instructor. Stacked with HIST F664; NORS F664. (3+0)

NORS F664 Modern Russia (s)

3 Credits

Offered Fall Even-numbered Years

Russia from the early 19th century to the present. Themes include politics, culture and society in the Russian Empire, the Russian Revolution, the Soviet Union and the Russian Federation. Prerequisites: HIST 275 or permission of instructor. Cross-listed with HIST 664. Stacked with HIST 464. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

HIST F464 ~~Modern Russia~~ Soviet and Post-Soviet Russia (s)

3 Credits

Offered Fall Even-numbered Years

Russia from ~~the early 19th century~~ 1917 Revolution to the present. Themes include ~~culture and society in the Russian Empire, the Russian Revolution, the Soviet Union and the Russian Federation~~ This course examines the attempts to build a socialist utopia in the former Russian empire and its impact on the peoples of that region and the modern world. We will consider the political, economic, social, and cultural nature of the Soviet state. Major themes include cultural transformation, industrialization, Stalinism, the Soviet Union as a multi-national empire, the Cold War, the collapse of the Soviet state, and the new Russia of Yeltsin and Putin. Prerequisites: HIST F275 or permission of instructor. Stacked with HIST F664; NORS F664. (3+0)

HIST F664 ~~Modern Russia~~ Soviet and Post-Soviet Russia (s)

3 Credits

Offered Fall Even-numbered Years

Russia from ~~the early 19th century~~ 1917 Revolution to the present. ~~Themes include culture and society in the Russian Empire, the Russian Revolution, the Soviet Union and the Russian Federation~~ This course examines the attempts to build a socialist utopia in the former Russian empire and its impact on the peoples of that region and the modern world. We will consider the political, economic, social, and cultural nature of the Soviet state. Major themes include cultural transformation, industrialization, Stalinism, the Soviet Union as a multi-national empire, the Cold War, the collapse of the Soviet state, and the new Russia of Yeltsin and Putin. Prerequisites: Graduate standing or permission of instructor. Stacked with HIST F664; NORS F664. (3+0)

NORS F664 ~~Modern Russia~~ Soviet and Post-Soviet Russia (s)

3 Credits

Offered Fall Even-numbered Years

Russia from ~~the early 19th century~~ 1917 Revolution to the present. ~~Themes include culture and society in the Russian Empire, the Russian Revolution, the Soviet Union and the Russian Federation~~ This course examines the attempts to build a socialist utopia in the former Russian empire and its impact on the peoples of that region and the modern world. We will consider the political, economic, social, and cultural nature of the Soviet state. Major themes include cultural transformation, industrialization, Stalinism, the Soviet Union as a multi-national empire, the Cold War, the collapse of the Soviet state, and the new Russia of Yeltsin and Putin. Prerequisites: HIST 275 Graduate standing or permission of instructor. Cross-listed with HIST 664. Stacked with HIST 464. (3+0)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO ☒

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER: ☒

PASS/FAIL: ☐

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None.

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☒ Yes ☐

☐ Covers material already addressed in current courses (HIST 463 and 464)

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

Dropping of material on earlier period will not impact History or Northern Studies.

13. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

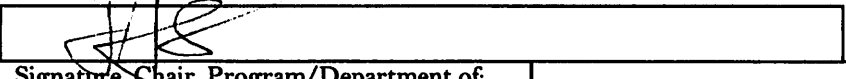
By reducing period under examination, students will receive a better grounding in modern Russian history than they had previously. Narrower chronological focus will also allow inclusion of more material on Siberian history, which is of particular interest to Northern Studies students.

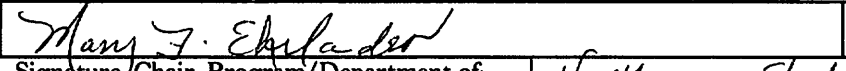
JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

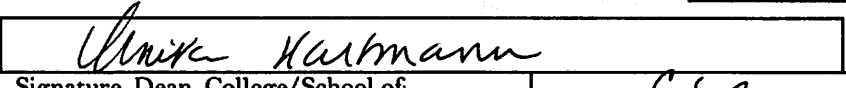
This is part of a reperiodization of the Russian history curriculum, in conjunction with changes to HIST 464/663. As currently constituted, the course covers too broad an historical period for a course at this level. Adjusting the period covered will allow for a richer and more in-depth examination of this period, and will better serve students. This will also bring the course into line with the standard periodization of Russian history now used at most American colleges and Universities, allowing for a better selection of textbooks. Change in pre-requisites brings course into line with other cross-listed HIST/NORS graduate courses.

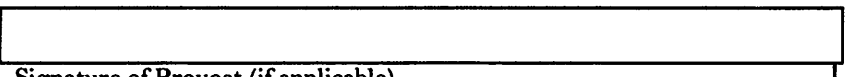
APPROVALS:

 Date 10-1-10
Signature, Chair, Program/Department of:

 Date 10-1-10
Signature, Chair, Program/Department of: Northern Studies

 Date 11-1-10
Signature, Chair, College/School Curriculum Council for: CLA

 Date 11-16-10
Signature, Dean, College/School of: CLA


 Date
Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

 Date
Signature, Chair, UAF Faculty Senate Curriculum Review Committee

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	10-1-10
Signature, Chair, Program/Department of: History		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;

☐ Expected proficiencies required to undertake the course, if applicable.

☐ Inclusion of catalog description is *strongly* recommended, and

☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and

☐ how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

Soviet/Post-Soviet Russia
HIST 464
Fall 2012
TTh 11:30-1
Gruening 401

Brian Kassof
bkassof@alaska.edu
474-6507
Office Hours: MT 1:30-3
or by appointment
Gruening 605A

The goal of this class is to introduce students to the history of the Soviet Union. We will look at both high-level political, economic, and cultural developments, and the everyday lives of the people, from the 1917 Revolution through the end of the Soviet state in 1991. We will examine how the Communist Party tried to create a socialist, industrial Utopia in one of the poorest and most rural countries in Europe, creating a multi-national empire that eventually rose to become a "super-power," before its eventual collapse and disintegration. Students should have taken History 275 prior to this class, or have permission of instructor.

Course goals and outcomes: By the end of this course, students should have a good understanding of the key events/actors/concepts of Russian/Soviet history during the period in question, and be able to identify and explain their importance and their relationship to one another. Students will develop/improve their skills reading primary source documents, in order to understand their meaning and the context in which they were written. Because of the politicized nature of much of the historical writing on Russia and the Soviet Union, students will also consider how political beliefs influence the way history is written and shaped. Lastly, students will develop research skills and improve their ability to construct, justify, and present arguments in written and oral form.

Evaluation: Grades will be based on the following criteria, 600 points total.

Attendance and discussion: 90 points (15%) Discussion of readings and other materials is an integral part of this class. Students are expected to do all readings and come to class prepared to discuss them. If you do not participate, I will call on you directly. Because of the nature of the course, regular and timely

attendance is essential. Students are allowed two unexcused absences during the course of the semester—additional unexcused absences will impact your grade. Absences for legitimate emergencies and documented health issues will be excused.

Mid-Term Exam: 90 points (15%) An in-class mid-term covering material up to and including the Great Break will be given on October 19.

In-Class Final: 60 points (10%) The in-class portion of the final (covering id's, multiple choice, and matching) will be at 10:15 a.m. on December 16.

Take-Home Final: 90 points (15%) Questions for the take-home essay portion of the final will be distributed in class on Thursday December 9 and is due at the start of the in-class final on December 16.

3 Primary Source Reactions: 20 points each (60 points total, 10%)
During the course of the semester students will be expected to post 3 reactions/questions about primary source readings assigned for class on Blackboard by noon the day before the texts are due. These posts should be at least 4-5 sentences long and can (but do not have to) be based on reading questions I suggest in class. Other students are encouraged to respond to these posts on Blackboard as well.

Article Review: 60 points (10%) Students will read and review one article. An article review provides a very brief summary of the author's argument, how they support that argument, the types of evidence used, and where it fits into the broader themes discussed in the course and historiography. Length--about 4 pp. Due October 7.

A number of articles are available via Blackboard--students should select one article for review.

Research Paper: 150 points (25%) Students will research and write a 12-15 pp. paper on an approved topic of their choosing. The assignment consists of several components:

Topic and preliminary bibliography: 15 points, due on 9/30

Annotated bibliography: 15 points, due on 11/4

Outline/rough draft: 15 points, due on 11/23

Final draft: 105 points, due on 12/2

Further instructions for the paper will be distributed later in the semester.

Grades: 555-600 A 540-554 A-

525-539 B+ 495-524 B 480-494 B-

465-479 C+ 435-464 C 420-434 C-
405-419 D+ 375-404 D 360-374 D-
under 360 F

Grading Rubrics—available on Blackboard under Assignments

Academic Honesty:

Students are expected to adhere to the student code of conduct (see Fall 2010 Course Catalog, 117). Cheating or dishonesty will not be tolerated in this course, including plagiarism or fabrication. Plagiarism is the appropriation of either specific passages of text or unique ideas from another source without proper attribution. Reusing your own work (without informing the instructor) is also unacceptable. Fabrication is the use of invented materials or the deliberate misrepresentation of materials in your work. Any form of cheating on a course assignment (paper or test) will result in a failing grade for the course and the case will be referred to the appropriate university authorities.

Discussion may sometimes touch on contentious issues. While you are encouraged to express your thoughts and opinions, please remain respectful of your classmates and their views.

Paper submissions, make-ups, and extra credit:

All papers must be submitted to me in hard copy. Assignments are due at the start of class on the day indicated. In extraordinary cases I will accept an electronic version of a paper as a time stamp, but you need to get an identical hard copy to me as soon as is possible. Further instructions will be included with each paper assignment. All papers must conform with my style guidelines, or they will be returned immediately.

Late papers and assignments will only be accepted by prior agreement. You must request permission to submit the paper late before the time it is due—if you do not contact me by this time, the paper will not be accepted. There are no exceptions—please plan accordingly. Late papers will be graded down a full letter grade for each day they are late (i.e., a paper that is one hour late will be dropped one letter grade, one that is 25 hours late by two letter grades).

Make-up exams will only be given in cases of documented emergencies. Make-up exams may have different content than the regular exam.

Extra credit. Just like life, this class does not have extra credit. so don't ask.

Other Class policies:

Please come to class on time—late entrances are disruptive and disrespectful. Repeated tardiness will be treated as one or more absences.

Computers--Students may use computers to take notes and access course documents during class. Students engaging in inappropriate computer usage (web-surfing, working on assignments, emailing, etc.) during class will have this privilege revoked. This applies to all electronic/digital devices.

Wikipedia—This has become a popular source for information. However, it is not peer-reviewed, and the information and ideas presented on it are often incorrect or unreliable. Wikipedia or other non peer-reviewed on-line sites are not acceptable sources for papers or assignments. It is occasionally useful for very basic information (dates of birth, for example) or as a starting point for an inquiry, but it is not an acceptable source for writing or class assignments. If you do use Wikipedia, however, please be sure to provide the necessary citation--even anonymous materials must be cited.

Necessary accommodations will be made for any students with documented disabilities—if you have any kind of learning disability, please contact Mary Matthews at the Center for Health and Counseling (x7043) to obtain the necessary documentation. Please deal with this as soon as possible—I cannot make retroactive accommodations for assignments that have already been submitted.

In general, if there is something interfering with your work, it is better to contact me about this sooner than later, so we can determine the best way to help you succeed in the course. I encourage you to come speak to me about any potential problems that you may face in the course—I can't help you if I don't know about it.

Required texts (available at the University Bookstore)

Ronald Grigor Suny, *The Soviet Experiment*

Sheila Fitzpatrick and Yuri Slezkine, eds., *In the Shadow of Revolution*

Lydia Chukovskaia, *Sofia Petrovna*

Aleksandr Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

Karl Marx and Friedrich Engels, *The Communist Manifesto*

There will also be a course reader available through University Readers.

September 2--Introductory Session

Week 1—Setting the Stage

read Suny, 3-28; Fitzpatrick, 123-31, 169-79; read Marx and Engels, The Communist Manifesto

September 7: Russia on the Eve of World War One
Reader 3-12

September 9: Radical Russia and Socialism
Reader 13-22

Week 2 War and Revolution

read Suny, 29-33 and Ch. 2; Fitzpatrick 33-39, 49-65

September 14: World War One and the February Revolution
Reader 23-27

September 16: 1917 and the October Revolution
Reader 28-37

Week 3 Civil War and the Consolidation of Power

read Suny, Ch. 3-5; Fitzpatrick 39-48, 73-81, 89-103, 118-22.

September 21: The Civil War, Part I--Defeating the Whites
Reader 38-46

September 23: The Civil War, Part II--Establishing a Dictatorship
Reader 47-53

Week 4 Compromise and Utopia

read Suny, Ch. 7; Fitzpatrick 195-209

September 28: The New Economic Policy
Reader 54-66

September 30: Utopian Dreams
Reader 67-79

paper topics and bibliography due on September 30

Week 5 The General Secretary and His New Path

read Suny, Ch. 6, 217-27, 233-46; Fitzpatrick 219-40

October 5: Lenin's Death and the Struggle for Succession
Reader 80-88

October 7: The Great Break, Part I--Collectivization and Industrialization
Reader 89-112

Article Review due on October 7

Week 6 Cultural Revolution, Social Retrenchment
read Suny, 209-13, 227-31, 246-51; Fitzpatrick 195-206, 243-76

October 12: The Great Break, Part II--Cultural Revolution
Reader 113-23

October 14: High Stalinism, Part I--Retrenchment
Reader 124-32

Week 7 High Stalinism--A New Civilization?
read Suny, 269-90; Fitzpatrick 277-89, 305-21, 331-41, 367-83))

October 19—mid-term exam.

October 21: High-Stalinism, Part II--A New Civilization?
Reader 133-43

Week 8 Terror and Purges
read Suny, Ch. 11; Fitzpatrick 324-30, 342-49, 359-64, 394-418
Lydia Chukovskaia, *Sofia Petrovna*

October 26: The Great Terror--Politics and Purges
Reader 3-14 (start volume 2)

October 28: The Great Terror--Terror Lived
Reader 18-23

Week 9 Two Wars, Hot and Cold
read Suny, Ch. 13-15

November 2 : The Second World War

Reader 24-40

November 4: The Cold War Begins
Reader 41-45

Annotated Bibliography due November 4

Week 10 The End of the Stalin Era

read Suny, Ch. 16-17 & pp. 404-07; Aleksandr Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

November 9: Post-War Stalinism
Reader 46-59

November 11: Stalin's Death and "The Thaw"
Reader 60-62

Week 11 Searching for a New Path—the 1960s and 1970s

read Suny, Ch. 18-19

November 16: The Khrushchev Era
Reader 63

November 18: The Era of Stagnation (1965-1983)
Reader 64-87

Week 12 Alliance and Dissent

November 23: The Warsaw Pact
Reader 88-89

Paper outline due November 23

November 25—No class-Thanksgiving

Week 13 Perestroika and the End of the Soviet Union

read Suny, Ch. 20-21

November 30: The Dissident Movement
Reader 90-145

December 2: Gorbachev and Perestroika
Reader 146-62

Final research paper due on December 2

Week 14 Post-Soviet Russia

December 7: The Fall of the Soviet Union
Reader 163-66

December 9: Russia in the 1990s
Reader 167-85

Take home final due 12/16

In-class final 12/16 at 10:15 a.m.

Soviet/Post-Soviet Russia
HIST 664/NORS 664
Fall 2012
TTh 11:30-1
Gruening 401

Brian Kassof
bkassof@alaska.edu
474-6507
Office Hours: MT 1:30-3
or by appointment
Gruening 605A

The goal of this class is to introduce students to the history of the Soviet Union. We will look at both high-level political, economic, and cultural developments, and the everyday lives of the people, from the 1917 Revolution through the end of the Soviet state in 1991. We will examine how the Communist Party tried to create a socialist, industrial Utopia in one of the poorest and most rural countries in Europe, creating a multi-national empire that eventually rose to become a "super-power," before its eventual collapse and disintegration. Students should have graduate standing prior to this class, or have permission of instructor.

Course goals: By the end of this course, students should have a good understanding of the key events/actors/concepts of Russian/Soviet history during the period in question, and be able to identify and explain their importance and their relationship to one another. You will develop an awareness of how causal factors interact to bring about historical events. Students will improve their skills reading primary source documents, in order to understand their meaning and the context in which they were written. Students will become aware of basic historiographic debates surrounding Russian history and use these to critique readings. Lastly, students will develop research skills and improve their ability to construct, justify, and present arguments in written and oral form.

Evaluation: Grades will be based on the following criteria, 600 points total.

Attendance and discussion: 90 points (15%) Discussion of readings and other materials is an integral part of this class. Students are expected to do all readings and come to class prepared to discuss them. If you do not participate, I will call on you directly. Because of the nature of the course, regular and timely attendance is essential. Students are allowed two unexcused absences during the

course of the semester—additional unexcused absences will impact your grade. Absences for legitimate emergencies and documented health issues will be excused.

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Article Review: 90 points (15%) Students will read and review a connected series of articles on a topic in Soviet history. Your review should address the major historiographic issues at stake, provide an overview of each author's position, and explore the implications of their different approaches. Length--about 8 pp. Due October 5.

A number of article clusters will be posted to Blackboard.

Research Paper: 180 points (30%) Students will research and write a 22-25 pp. paper on an approved topic of their choosing. The assignment consists of several components:

Topic and preliminary bibliography: 20 points, due on 9/30

Annotated bibliography: 20 points, due on 11/4

Outline/rough draft: 20 points, due on 11/23

Final draft: 120 points, due on 12/2

Grades: 555-600 A 540-554 A-

525-539 B+ 495-524 B 480-494 B-

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under 360 F

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Other Class policies:

Please come to class on time—late entrances are disruptive and disrespectful. Repeated tardiness will be treated as one or more absences.

Computers--Students may use computers to take notes and access course documents during class. Students engaging in inappropriate computer usage (web-surfing, working on assignments, emailing, etc.) during class will have this privilege revoked. This applies to all electronic/digital devices.

Wikipedia—This has become a popular source for information. However, it is not peer-reviewed, and the information and ideas presented on it are often incorrect or unreliable. Wikipedia or other non peer-reviewed on-line sites are not acceptable sources for papers or assignments. It is occasionally useful for very basic information (dates of birth, for example) or as a starting point for an inquiry, but it is not an acceptable source for writing or class assignments. If you do use Wikipedia, however, please be sure to provide the necessary citation--even anonymous materials must be cited.

Necessary accommodations will be made for any students with documented disabilities—if you have any kind of learning disability, please contact Mary Matthews at the Center for Health and Counseling (x7043) to obtain the necessary documentation. Please deal with this as soon as possible—I cannot make retroactive accommodations for assignments that have already been submitted.

In general, if there is something interfering with your work, it is better to contact me about this sooner than later, so we can determine the best way to help you succeed in the course. I encourage you to come speak to me about any potential problems that you may face in the course—I can't help you if I don't know about it.

Required texts (available at the University Bookstore)

Ronald Grigor Suny, *The Soviet Experiment*

Sheila Fitzpatrick and Yuri Slezkine, eds., *In the Shadow of Revolution*

Lydia Chukovskaia, *Sofia Petrovna*

Aleksandr Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

Karl Marx and Friedrich Engels, *The Communist Manifesto*

There will also be a course reader available through University Readers.

September 2--Introductory Session

Week 1—Setting the Stage

read Suny, 3-28; Fitzpatrick, 123-31, 169-79; read Marx and Engels, *The Communist Manifesto*

September 7: Russia on the Eve of World War One
Reader 3-12

September 9: Radical Russia and Socialism
Reader 13-22

Week 2 War and Revolution

read Suny, 29-33 and Ch. 2; Fitzpatrick 33-39, 49-65

September 14: World War One and the February Revolution
Reader 23-27

September 16: 1917 and the October Revolution
Reader 28-37

Vladimir Brovkin, "The Mensheviks Political Comeback" (on Blackboard)

Week 3 Civil War and the Consolidation of Power

read Suny, Ch. 3-5; Fitzpatrick 39-48, 73-81, 89-103, 118-22.

September 21: The Civil War, Part I--Defeating the Whites
Reader 38-46

September 23: The Civil War, Part II--Establishing a Dictatorship
Reader 47-53

Week 4 Compromise and Utopia

read Suny, Ch. 7; Fitzpatrick 195-209

September 28: The New Economic Policy
Reader 54-66

September 30: Utopian Dreams
Reader 67-79

Martin Malia, The Soviet Tragedy, ch. 1-2 (on reserve)

paper topics and bibliography due on September 30

Week 5 The General Secretary and His New Path

read Suny, Ch. 6, 217-27, 233-46; Fitzpatrick 219-40

October 5: Lenin's Death and the Struggle for Succession
Reader 80-88

October 7: The Great Break, Part I--Collectivization and Industrialization
Reader 89-112

Article Review due on October 7

Week 6 Cultural Revolution, Social Retrenchment

read Suny, 209-13, 227-31, 246-51; Fitzpatrick 195-206, 243-76

October 12: The Great Break, Part II--Cultural Revolution
Reader 113-23

October 14: High Stalinism, Part I--Retrenchment
Reader 124-32

Sheila Fitzpatrick, "What is Cultural Revolution?" (on e-reserve)

Week 7 High Stalinism--A New Civilization?

read Suny, 269-90; Fitzpatrick 277-89, 305-21, 331-41, 367-83))

October 19—mid-term exam.

October 21: High-Stalinism, Part II--A New Civilization?
Reader 133-43

Week 8 Terror and Purges

read Suny, Ch. 11; Fitzpatrick 324-30, 342-49, 359-64, 394-418
Lydia Chukovskaia, *Sofia Petrovna*

October 26: The Great Terror--Politics and Purges
Reader 3-14 (start volume 2)

October 28: The Great Terror--Terror Lived
Reader 18-23

Documents from The Road to Terror (on reserve)

Week 9 Two Wars, Hot and Cold

read Suny, Ch. 13-15

November 2 : The Second World War
Reader 24-40

November 4: The Cold War Begins
Reader 41-45

Annotated Bibliography due November 4

Week 10 The End of the Stalin Era

read Suny, Ch. 16-17 & pp. 404-07; Aleksandr Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

November 9: Post-War Stalinism

Reader 46-59

Mikhail Zoshchenko, "Adventures of an Ape" and Andrei Zdhanov, "On the Errors of Soviet Literary Journals" (Blackboard)

November 11: Stalin's Death and "The Thaw"

Reader 60-62

Week 11 Searching for a New Path—the 1960s and 1970s

read Suny, Ch. 18-19

November 16: The Khrushchev Era

Reader 63

November 18: The Era of Stagnation (1965-1983)

Reader 64-87

Week 12 Alliance and Dissent

November 23: The Warsaw Pact

Reader 88-89

Milovan Divas, Conversations with Stalin (excerpts on reserve)

Paper outline due November 23

November 25—No class-Thanksgiving

Week 13 Perestroika and the End of the Soviet Union

read Suny, Ch. 20-21

November 30: The Dissident Movement

Reader 90-145

December 2: Gorbachev and Perestroika

Reader 146-62

David Remnick, Lenin's Tomb, ch. 3-4 (on reserve)

Final research paper due on December 2

Week 14 Post-Soviet Russia

December 7: The Fall of the Soviet Union
Reader 163-66

December 9: Russia in the 1990s
Reader 167-85
articles on Chechnya (on reserve)

Take home final due 12/16 at noon. Students will meet with instructor during exam week to discuss their research paper.