



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History

2. COURSE PROPOSED: HST 436 The Soviet Experiment 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kent Wright Phone: 965-8595
Mail Code: 4302 E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Mark von Hagen
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 3/4/09

HST 436: The Soviet Experiment

Course Description

HST 436 introduces students to the “Soviet experiment” – the history of the Soviet Union, from the October Revolution of 1917 to the collapse of the USSR in 1991 and its aftermath. The course begins with a survey of the political and social structure of late Tsarist Russia, then proceeds to World War I, the February and October Revolutions, the Civil War, the NEP and initial efforts at social remodeling, the victory of Stalinism, collectivization and industrial planning, the Stalinist Terror, the ordeal of World War II, the Cold War and the spread of the Stalinist model, Khrushchev and Destalinization, the Brezhnev stagnation, Gorbachev, Perestroika and Glasnost, the end of the USSR, the transition to capitalism and democracy, and the “nationalities” question in post-Soviet Russia. In addition to the authoritative textbook by John Thompson, *A Vision Unfulfilled*, students are introduced to the critical use of a wide variety of source material: archival documents, oral histories, private correspondence, underground fiction, photography, posters, and films.

Meeting Social and Behavioral Sciences Criteria

HST 436 meets the criteria for the General Studies “Social and Behavioral Sciences” designation by (1) by advancing basic understanding and knowledge of human interaction in and through one of the key episodes of all modern history, the 70-year saga of the USSR; (2) by bringing the tools of a wide variety of social sciences – history, political science, cultural geography, economics, and sociology – to bear on the understanding and explanation of the history of the Soviet Union; and (3) by particularly stressing the role of the critical examination of very different kinds of primary sources in historical understanding and explanation.

Course Prefix	Number	Title	Designation
HST	436	The Soviet Experiment	SB

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Advances understanding and knowledge of human interaction	Course surveys 'human interaction' during 70-year history of USSR	Throughout the syllabus
2- 3 Emphasis social behavior in history, other social sciences	Course uses historical analysis, but also economic analysis, political science, sociology	Syllabus, Textbook TDC
3-4 Emphasis on historical analysis, social science perspectives of data	Course introduces students to critical use of primary sources.	Syllabus - especially Course description, p. 1 and continue: "presentation of primary sources in table below"

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus Term 10		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%;"> <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 	Syllabus Term 10
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily fine arts, humanities, literary, or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

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Office hours: M, W 4-5, and by appointment

HIS 436: THE SOVIET EXPERIMENT (SPRING 2008)

COURSE DESCRIPTION: for most of the 20th century, the Soviet Union was the main enemy of the United States. Citizens of the U.S.S.R. lived under a political and economic system that was defined as the antithesis of capitalism and democracy. The Marxist revolutionaries who seized power in 1917 set out to transform every aspect of Russian life as they attempted to build the world's first communist utopia. This course will explore how successful they were, focusing on both how Soviet citizens were effected by and contributed to these changes. Beginning with the origins of the 1917 Russian revolution and concluding with a discussion of the consequences of communism's legacy for post-Soviet Russia, major issues we will examine include: whether the communists were successful in eradicating Russia's pre-revolutionary past, social support for the Bolshevik regime, the imposition of Stalinist terror from above and below, collectivization of agriculture, cultural revolution, the role of ideology, the relationship between Marxist theory and practice. heroism in war. industrialization and the black market, social structure in a Aclassless@ society, communist attitudes toward gender, whether communism served as a religion, the function of propaganda and education, dissent, the rise of the Soviet Union to world power status, attempts at reform, the rise of ethnic nationalism, the ultimate demise of the Soviet empire, and how Russians today view the Soviet experiment. To explore these themes we will examine a wide variety of interdisciplinary sources. These include: translations of recently released secret archival documents that reflect how the state operated in practice; official speeches and treatises that are indicative of government ideology; underground fiction, which is representative of how intellectuals conceived of the Soviet experiment and how it affected their art; memoirs, oral histories, letters and interviews of a wide range of Soviet citizens published both within the Soviet Union and abroad, demonstrating how varied the attitudes of the rank and file were and how they both adopted, shaped and resisted official ideology. In class we will also watch a Russian language sub-titled film, observe the changing images of Soviet political iconography by viewing propaganda posters, compare these images to photographs of Soviet reality, and tap the pulse of popular culture by listening to the music and reading the lyrics of popular underground songs.

COURSE REQUIREMENTS: The course format consists of each class divided into part lecture, part discussion. The lectures and discussions are intended to compliment rather than duplicate assigned readings. Therefore, regular attendance is required, and students are not only expected, but also required, to participate actively in class discussions. Reading must be completed for the day it is assigned. Come to class ready to discuss what you've read. When you are reading, note passages that strike you as particularly intriguing or questionable. Feel free to ask questions if something is unclear, or better yet, if you disagree with either the text or the lecturer. On the days when we will be discussing primary sources, please bring these texts to class. Class participation grades can be bolstered by performing in the Soviet propaganda skit that we will perform in class and our reenactment of the Soviet economy.

Your grade will be determined on the basis of:

Mid-Term Exam	25%
Six to eight page paper on women=s memoirs	25%
Map Quiz	5%
Final Exam	35%
Class attendance, participation and etiquette	10%

PAPERS WILL NOT BE ACCEPTED VIA E-MAIL

LATE PAPERS WILL BE GRADED DOWN TWO POINTS FOR EACH DAY THEY ARE LATE (SATURDAYS AND SUNDAYS ARE A GRACE PERIOD) UNTIL THEY ARE RECEIVED, UNLESS A WRITTEN MEDICAL EXCUSE IS PRESENTED. HAVE THEM DATE STAMPED AT THE HISTORY DEPARTMENT FRONT DESK AND PLACED IN MY MAILBOX

THE LATEST DATE TO SUBMIT LATE PAPERS IS THE LAST DAY THIS CLASS MEETS

MAKE-UP EXAMS WILL ONLY BE GIVEN IF A WRITTEN MEDICAL EXCUSE IS PRESENTED

REQUIRED BOOKS (available for purchase at Campus Bookstore or at a discount on-line from sites such as amazon.com or bookfinder.com):

John M. Thompson, *A Vision Unfulfilled: Russia and the Soviet Union in The Twentieth Century* (D.C. Heath and Company, 1996)

Sheila Fitzpatrick and Yuri Slezkine (eds.), *In the Shadow of Revolution: Life Stories of Russian Women from 1917 to the Second World War* (Princeton U. Press, 2000)

Mikhail Bulgakov, *Heart of a Dog* (any edition)

Venedikt Erofeev, *Moscow to the End of the Line* (any edition)

Alexander Solzhenitsyn. *One Day in the Life of Ivan Denisovich* (any edition)

January 14: Defining the Soviet Experiment and Perceptions of Russia

READING: Thompson, *A Vision Unfulfilled: Russia and the Soviet Union in The Twentieth Century*, pp.1-17

DURING PART OF CLASS: Mid-80's punk-rock song *Experimenter* by the underground Leningrad band *Alisa*

January 16: The Political and Social Structure of Late Imperial Russia

READING: Thompson, pp.19-47; from *In the Shadow of Revolution: Life Stories of Russian Women*: Elenevskaja, ARecollections, @ pp.123-131; Korevanova, AMy Life, @ pp.169-179.

January 23: The Revolutionary Movement

READING: Thompson, pp.47-62; Marx and Engels, AThe Communist Manifesto@ [excerpt] on the web at: www.anu.edu.au/polsci/marx/classics/manifesto.html (read only parts 1 and 2: Bourgeois and Proletarians and Proletarians and Communists)

January 28: The 1905 Revolution, World War I and The February Revolution

READING: Thompson, pp.63-124; from *Shadow of Revolution*: Litveiko, AIn 1917, @ pp.49-58; Korevanova, 179-181.

January 30: The Provisional Government and the October Revolution

READING: Thompson, pp.124-159; Lenin, AApril Thesis@ [excerpt] on the web at: web.jjay.cuny.edu/jobrien/reference/ob39.html; from *Shadow of Revolution*, Litveiko, pp.58-65; First newspaper announcement by the Provisional Government, on the web at: www.firstworldwar.com/source/firstprovgovt/htm

February 4: The Russian Civil War and the Formation of Russia Abroad

READING: Thompson, pp.159-184, 189-191; from *Shadow of Revolution*: Olitskaia, Reminiscences (1), pp.33-48; begin reading Bulgakov's *Heart of a Dog*; Lenin=s 1918 telegram to Penza communists, on the web at: www.ibiblio.org/expo/soviet.exhibit/ad2kulak.html;

February 6: The New Economic Policy and Revolutionary Culture

READING: Thompson, pp.184-189; 193-202, 210-215, 222-231; Lenin, ATestament, 1922, @ on the web at: www.fordham.edu/halsall/mod/lenin-testament.html; finish reading *Heart of a Dog*.

February 11: Anti-Religious Policies and New Socialist Rituals

READING: Thompson, pp.216-219; from *Shadow of Revolution*: Korevanova, pp.181-206

DURING CLASS: Performance of Zhemchuzhny=s skit *Evening of Books for Youth Clubs* (1924)

February 13: Gender and the New Soviet Family

READING: Thompson, pp. 219-221; from *Shadow of Revolution*: Ivanova, AWhy I do not belong in the Party,@ pp.213-218; Balashova, AA Worker=s Life,@ pp.243-251; Alexandra Kollontai AThesis on Communist Morality in the Sphere of Marital Relations@ (1921 speech on the web at: www.marxists.org/archive/kollonta/works/1921/theses-morality.htm)

February 18: The Nationalities Question

READING: Thompson, pp.202-210, pp.237-256.

February 20: The Second Revolution (Part One): Collectivization

READING: Thompson, 256-266; from *Shadow of Revolution*: Belskaia, AArina=s Children,@ pp.219-234; Solovieva, ASent by the Komsomol,@ pp.235-240.

February 25: Mid-Term Examination

February 27: The Second Revolution (Part Two): Industrialization

READING: Thompson, pp.266-271; from *Shadow of Revolution*: Kiparenko, ABuilding the City of Youth@, pp.277-281; speech by Stalin on industrialization (1928) on the web at: www.fordham.edu/halsall/mod/1928stalin.html

March 3: Everyday life in the 1930's: The AGreat Retreat@?

READING: Thompson, pp.273-304; AHymn to Stalin,@ on the web at: www.fordham.edu/halsall/mod/stalin-worship.html

March 5: Stalinist Terror and the Great Purges

READING: Thompson, pp.304-320; from *Shadow of Revolution*: Shikheeva-Gaister, AA Family Chronicle@ and Treivas, AWe were Fighting for an Idea!,@ pp.324-330, 367-390; ALetter to the Central Executive Committee of the Communist Party from Prisoners, 1926.@ on the web at: lcweb.loc.gov/exhibits/archives/d2presid.html

March 17: Soviet Armageddon? World War II

READING: Thompson, pp.323-342

FIRST PAPER DUE: 6-8 page paper

topic: of the memoirs that we read from *In the Shadow of Revolution*, pick the one that reveals the most about Soviet society and explain why you chose this particular memoir over all the other memoirs we've read from the volume. Use quotes from the memoir you've selected and the memoirs you have not selected to support your argument. Discuss each and every one of the 11 memoirs/letters we've read. Do not summarize the memoirs, rather explain why your selection is more representative of the Soviet experiment. Mention the content of the memoirs only in so far as they relate to your thesis.

Match 19: The Meaning of the Great Patriotic War

READING: Thompson, pp.342-360.

March 24: The Cold War and High Stalinism

READING: Thompson, pp.360-371; begin Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

IN CLASS: Map Quiz of 15 post-war republics in USSR plus 5 neighboring countries based on map on page 529 of Thompson

March 26: Khrushchev and Destalinization

READING: Thompson, pp.373-417; Khrushchev, "The Secret Speech-On the cult of Personality, 1956" on the web at: [*CHANGE WEB ADDRESS www.fordham.edu/halsall/mod/krushchev-secret.html](http://www.fordham.edu/halsall/mod/krushchev-secret.html); Evtushenko memoir excerpt [handout]; Finish Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

March 31: Stagnation Under Brezhnev

READING: Thompson, pp.419-437; begin Erofeev, *Moscow to the End of the Line*

April 2: The Soviet Economy

READING: Thompson, 437-441; finish Erofeev, *Moscow to the End of the Line*

DURING PART OF CLASS: Reenactment of Soviet Economy

DURING PART OF CLASS: Showing of the beginning of the 1980 Russian film *Moscow Does Not Believe in Tears*

April 7: Daily Life in Post-War Russia

DURING CLASS: Continuation of *Moscow Does Not Believe in Tears*

April 9: Social Mobility and Success in Post-War Russia

DURING PART OF CLASS: Conclusion of *Moscow Does Not Believe in Tears*

April 14: The First Stirring of Domestic Dissent

READING: Thompson, pp.441-464; Solzhenitsyn speech at Harvard commencement (1978) on the web at:
www.columbia.edu/cu/augustine/arch/solzhenitsyn/harvard1978.html

DURING PART OF CLASS: The music of Vladimir Vysotskii

April 16: Gorbachev: Perestroika and Glastnost=

READING: Thompson, pp.467-494

DURING PART OF CLASS: Russian rock protest songs

April 21: The End of the Soviet Union

READING: Thompson, pp.494-515

April 23: Economic Reform in Post-Soviet Russia

READING: Thompson, pp.515-556

April 28: Putin and Nationalism in Present Day Russia

FINAL EXAM: Wednesday, May 7, 4:40-6:30

A Vision Unfulfilled

Russia and the Soviet Union in the Twentieth Century

JOHN M. THOMPSON

With Historiographic Essays by

WILLIAM GLEASON

Doane College

D. C. Heath and Company
Lexington, Massachusetts Toronto

University; Joseph Wieczynski, Virginia Polytechnic Institute; John Windhausen, Saint Anselm College.

James Miller, senior acquisitions editor for history at D. C. Heath, saw the need for a new text with a post-Soviet perspective and asked me to write such a book. His advice and support improved the work at every stage. I am also deeply grateful to Lauren Johnson, developmental editor, who patiently coordinated reviewers' and her own comments and made many valuable suggestions. In addition, her careful editing greatly enhanced the clarity and readability of the text. Finally, she played a key role in selecting illustrations; recommending tables, charts, and maps; and preparing the reference aids. Many thanks as well to Margaret Roll, permissions editor at Heath; Andrea Cava, production editor; Alwyn Velásquez, designer; and Mark Corsey, photo researcher. I wish also to express my gratitude to the reference and circulation librarians of Bowdoin College, who assisted me cheerfully in finding the books and articles that I needed. Most important, I want to thank my wife, Anne, for her constant encouragement and support.

J.M.T.

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