


Polytechnic, Tempe, and West campuses

1.) DATE: <b>6/4/2009</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>HIS</b> Number: <b>275</b> Title: <b>Russia and the Soviet Union in the 20<sup>th</sup> Century to Present</b> Credits: <b>3</b> CROSS LISTED WITH: Prefix:            Number:    ;    Prefix:            Number:    ;    Prefix:            Number:    ;  Prefix:            Number:    ;    Prefix:            Number:    ;    Prefix:            Number:    ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>Dr. Janice Miller</b> PHONE: <b>480-423-6205</b> FAX: <b>480-423-6298</b>	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.	
MANDATORY REVIEW:  The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: <u>Core Areas:</u> <b>Select core area...</b> <u>Awareness Areas:</u> <b>Global Awareness (G)</b>	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DEC HIS prefix <input checked="" type="checkbox"/> Elective  Effective date: <b>2010 Spring</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes, governed by district-wide common course competencies and outline <input type="checkbox"/> no	
Chair/Director: <b>JANICE J. MILLER, SCC</b>	Chair/Director Signature: 

AGSC Action:            Date action taken:                       Approved             Disapproved

Effective Date:

Arizona State University Criteria Checklist for

**GLOBAL AWARENESS [G]**

**Rationale and Objectives**

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

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

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>Course comps.: 1-12 Syllabus weeks: 1-16 MacKenzie text: 1-22. Riha reading: 44-47, 49-50, 54-56, 58-60, 65, 67-68, 72. Book report requirement: see syllabus and handout.</p>
		<p><b>2.</b> Course must be <b>one or more</b> of following types (check all which may apply):</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>a.</b> In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b></p>	<p>Course comps.: 3,4,6,7,8,10-12. Syllabus weeks: 1-4, 6-8, 10-12. MacKenzie text: 2, 3, 5, 7, 9, 11, 12, 16, 19, 22. Riha reader: 45, 49, 55, 60-61, 65, 69, 72. Book report requirement: see syllabus and handout</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p><b>b.</b> Contemporary non-English language courses that have a significant cultural component.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>c.</b> Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	<p>Course comps.: 2, 3, 4, 6, 8, 10-12. Syllabus weeks: 1-4, 6-8, 10-12. MacKenzie text: 1, 2, 3, 4, 5, 9, 11, 12, 15-16, 18-19, 22. Riha reader: 45, 49, 55, 59-61, 65, 69, 72. Book report requirement: see syllabus and handout.</p>

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. <b>Most, i.e., more than half, of the material must be devoted to non-U.S.</b></p>	<p>Course comps: 2, 3, 4, 7, 8, 9, 10-12. Syllabus weeks: 1-16. MacKenzie text: 2, 4, 6, 7, 9, 12, 13, 14, 15-22. Riha reader: 47, 54, 58, 70-72. Book report requirement: see syllabus and handout.</p>
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Course Prefix	Number	Title	Designation
HIS	275	RUSSIA AND THE SOVIET UNION IN THE 20 <sup>TH</sup> CENTURY TO THE PRESENT	GLOBAL AWARENESS (G)

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 checklist)	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. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	This course provides an understanding of Russian history from the beginning of the 20 <sup>th</sup> Century to the present, using lectures, discussions, texts, articles, internet, movies, music and television. The course covers the many diverse ethnicities and nationalities, their cultures and traditions, that have typically comprised the Russian empire from imperial times to the present. The course gives students an appreciation of events and human interactions during this period, from historical, cultural and social areas, interwoven with global aspects that informed and affected the Soviet Union during its decades of existence. The course encompasses all of these factors in order to encourage students' understanding of the dynamic forces driving peoples and nations, and how these forces	Course comps.: 1-12. Syllabus weeks: 1-16. MacKenzie text: 1 - 22. Riha readings: 44-47, 49-50, 54-56, 58-60, 65, 67-68, 72. Book report requirement: see syllabus and handout.

	impact their own nation as well as the rest of the world.	
2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	This course covers aspects of the Russian nation's development with emphasis on the areas of cultural diversity, religious interaction and religious repression, affecting the lives of the Russian people, and those they ruled over.	Course comps.: 3, 4, 6, 7, 8, 10-12. Syllabus weeks: 1-4, 6-8, 10-12. MacKenzie text: 2, 3, 5, 7, 9, 11, 12, 16, 19, 22. Riha reader: 45, 49, 55, 60-61, 65, 69, 72. Book report requirement: see syllabus and handout
2c. Comparative cultural studies in which most, i.e. more than half, of the material is devoted to non-U.S. areas.	The course very effectively explores the differences in the ethnicities and nationalities within the Russian empire, from Imperial times through the Soviet Union to the present time. It compares the culture, religion, and traditions of these myriad elements. It explores how philosophical and cultural events interact with and influence the development of an empire, its people, and its role in the world.	Course comps.: 2, 3, 4, 6, 8, 10-12. Syllabus weeks: 1-4, 6-8, 10-12. MacKenzie text: 1, 2, 3, 4, 5, 9, 11, 12, 15-16, 18-19, 22. Riha reader: 45, 49, 55, 59-61, 65, 69, 72. Book report requirement: see syllabus and handout.
2d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e. more than half, of the material must	The course views Russian history through its interrelationships with the rest of the world. Using multi-media of texts, Internet, movies, and television, students are encouraged to explore this interrelationship particularly in the areas of nuclear peril during the Cold War, and global	Course comps: 2, 3, 4, 7, 8, 9, 10-12. Syllabus weeks: 1-16. MacKenzie text: 2, 4, 6, 7, 9, 12, 13, 14, 15-22. Riha reader: 47, 54, 58, 70-72. Book report requirement: see syllabus and handout.

be devoted to non-U.S.	challenges since the collapse of the Soviet Union.	
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## HIS 275 – RATIONALE FOR GLOBAL AWARENESS (G) DESIGNATION

**HIS275, Russia and the Soviet Union in the 20<sup>th</sup> Century to Present**, satisfies the criteria ASU has designated for courses in Global Awareness. The course provides a comprehensive study of the history of Russia from the Imperial Russian empire at the beginning of the 20<sup>th</sup> Century, through revolution and the seven decades of the USSR, to its collapse into many new nation-states and the Russian Republic. It identifies and examines the political, social, cultural, and economic history of this turbulent time in Russian history, and how these experiences relate to European and world history during this period. The course provides insight into the lives of the Russian people, studies Marxist ideology and its global influences, the development of the Soviet Union, and the personalities and characters of all the Russian leaders during the 20<sup>th</sup> Century. The course provides students with a comprehensive understanding of how the Soviet Union interacted with the rest of the world, and the global reaction to it, particularly with the West during the Cold War period. A key element of the course is to help students reach an understanding of the historical and cultural dynamics of Russian history and how it has impacted, influenced and interacted with the global situation, through world wars, peacetime, and cold war. The course balances a global approach with the unique character and development of Russia itself, and particularly the diverse ethnicities and nationalities within the Russian empire, from Imperial times to the present.



**Official Course Description: MCCCCD Approval: 06/24/08**

**HIS275 20092-99999**

LEC 3 Credit(s) 3 Period(s)

**Russia and the Soviet Union in the 20th Century to Present**

Survey of the principal political, military, economic, social, and cultural developments in the Soviet Union from the Communist seizure of power in 1917 to the present. Includes a brief review of the geography, politics, and culture of pre-1917 Russia as a background.

**Prerequisites:** None.

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**MCCCCD Official Course Competencies:**

**HIS275 20092-99999 Russia and the Soviet Union in the 20th Century to Present**

1. Identify and locate on a map the principal geographic features of the Soviet Union. (I)
2. Describe, in general terms, the history of czarist Russia in the last decades of the 19th century. (II)
3. Compare and contrast the variants of Marxism, with specific reference to Germany and Russia before World War I. (II)
4. List and explain the forces which led to the revolutions of 1905 and 1917. (II)
5. List the reasons which led to the creation of the New Economic Policy (NEP). (III)
6. Compare and contrast the personalities and policies of Stalin and Trotsky, with specific reference to the political climate of the early 1920s. (III)
7. Describe Stalin's industrialization policy in the late 1920s and early 1930s, with specific reference to the party and military purges. (III)
8. List the salient characteristics that made up Stalin's cultural and foreign policy prior to World War II. (III)
9. Describe the major forces in World War II that contributed to Stalin's post WWII domestic and foreign policy. (IV)
10. Compare and contrast the Khrushchev and Brezhnev eras. (V)
11. List and explain the forces that led to the rise of Gorbachev and the subsequent coup. (V)
12. List and explain the forces that led to the rise and fall of Yeltsin, 1991-1999. (V)

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**MCCCCD Official Course Outline:**

**HIS275 20092-99999 Russia and the Soviet Union in the 20th Century to Present**

- I. Geography of the Russian Federation
  - A. Political boundaries
    1. With other countries
    2. The former republics
  - B. Political boundaries pre 1917
  - C. Physical geography
    1. Climate
    2. Soil and natural resources
- II. Czarist Russia (pre 1917)

- A. The autocracy
  - B. Slavophilism and the intelligentsia
  - C. Marxism
  - D. The revolution of 1905
  - E. Stolypin
  - F. Rasputin's influence, 1905-1916
  - G. World War I's impact H The 1917 revolutions
- III. The Soviet Union between the world wars
- A. The Civil War
  - B. NEP
  - C. The death of Lenin
  - D. Stalin, Trotsky and struggle for leadership
  - E. Industrialization
  - F. The purges
  - G. Cultural and foreign policy
  - H. Collectivization and famines
- IV. World War II
- A. Hitler-Stalin pact
  - B. War strategy
  - C. Yalta-Potsdam-Teheran conferences
- V. Post World War II
- A. Warsaw Pact
  - B. Khrushchev era
  - C. Brezhnev era
  - D. The rise of Gorbachev
  - E. The coup and Yeltsin
  - F. Putin
    - 1. Remilitarization
    - 2. Rising fuel wealth
    - 3. Renewed state control of key industries
    - 4. Increased hostility with the West
  - G. Term Limits - Dimitry Medvedev and the next Leaders of Russia

[Go to Description](#)   [Go to top of Competencies](#)   [Go to top of Outline](#)

Course Time: MW 1:30 – 2:45 p.m.  
Room: SB.182  
e-mail: [janice.miller@sccmail.maricopa.edu](mailto:janice.miller@sccmail.maricopa.edu)  
Telephone: 423-6205 or 423-6206

Instructor: Dr. Janice J. Miller  
Office: SB.129  
Office Hours: MW 8:00 – 9:00 a.m.  
& 2:45 – 3:30 pm; FRI 10 - noon  
TR 8:00 – 9:00 am; 2:45 – 3:30 pm  
or by appointment

**REQUIRED TEXTS:** David MacKenzie & Michael W. Curran, *Russia and the USSR in the Twentieth Century*, Fourth Edition. (Wadsworth).  
Thomas Riha, ed. *Readings in Russian Civilization, Volume III: Soviet Russia*. (Univ. of Chicago Press)

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PART I Foundations and Roots through the Revolutions of 1917

Reading: Chapters 1 – 6 – MacKenzie  
Essays 44, 45, 46 - Riha

1<sup>st</sup> Exam on Part I – about September 14

PART II Lenin's Soviet Russia, Stalin's triumph, Industrialism

Reading: Chapters 7 - 12 – MacKenzie  
Essays 47, 49, 50, 54, 55, 56 - Riha

2<sup>nd</sup> Exam on Part II – October 12

PART III World War II, Cold War, Khrushchev and Brezhnev Eras

Reading: Chapters 13 - 17 – MacKenzie  
Essays 58, 59, 60, 65, 67 - Riha

3<sup>rd</sup> Exam on Part III – about November 9

PART IV Gorbuchev Revolution, Collapse, Yeltsin/Putin/Medvedev

Reading: Chapters 18 – 22 - MacKenzie  
Essays 68, 72 –Riha

Final Exam on Part IV, Monday, December 14, 1:30 – 3:20 p.m.

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**Examinations:** All exam dates, except for the final exam, are tentative and may be changed depending on the time taken to cover material in each section. Sufficient notice (at least one week) on any change will be given to the students. Exam formats will vary; they will be essays, short answer questions, and identifications - a combination of two in each exam. All exam questions will be taken from the texts, handouts, video material, class lectures, and class discussions. The format of each exam will be discussed in class at least one week before the exam.

**Additional Graded/Required Work:** **Book Report.** (See attached handout, and details of this will be discussed in class).

<b><u>Grading:</u></b>	Exam 1	20%
	Exam 2	20%
	Exam 3	20%
	Final Exam	20%
	Book Report	20%

**Extra Credit:** Extra credit points may be earned by an additional Book Report. This will be explained in class accompanied by a handout.

**Make-up Policy:** If a student misses ONE of the scheduled exams for a valid and verifiable reason, an essay examination will be given. The grade for this essay examination will be substituted for the missing exam

Students who do not attend class regularly will be withdrawn from the course. But the responsibility remains with the student to withdraw him/herself from the class, if they have made that decision. Students who need to leave class early for a valid reason must inform the instructor ahead of time. Otherwise, students who leave class early will be counted as absent for that day. The instructor reserves the right to make changes in the above material, if necessary.

## Book Report

***Due: In Last Regular Class Meeting Before Exam Week (Latest time accepted:  
Noon, Friday, December 11)***

**Late Submissions will not be Accepted**

**Book Report is Required and comprises 20% of Course grade**

### Purpose

Student will select a book, generally non-fiction although there may be some exceptions, covering the period of Russian history 1900 to the present. **The book must be approved by the instructor ahead of time.** Select a topic (i.e. person, event or period) that particularly interests you. If you use this approach, this project should be fun, interesting, and enlightening..

Be sure to give full citation to the selected book at the beginning of the report, e.g.

Taubman, William, *Khrushchev: The Man and His Era*. (New York: W. W. Norton & Company, 2003).

When quoting directly from the book, use quotation marks and page numbers at the end of the quotation, e.g. "In the past Khrushchev had rattled rockets to get out of tight spots. But his atomic bluster had always been bluff, and now that bluff had been called. " (567)

### Organization

Your book report should be organized into three parts.

#### I *Introduction*

The introduction should introduce the book you have chosen and why you have selected your subject. Why is this particular person, event or period significant, and why does he/she/it particularly interest you?

#### II *Content Review*

This is the main body of the report. In your own words, using author's quotes where appropriate, write a synopsis of the book, giving the major points (preferably in chronological order) which, according to your author, have brought your person, event or period to historical prominence.

#### III *Conclusion*

Draw together the elements of the book, and explain their significance to the life of the individual or the event covered, and its historical importance. Then express YOUR opinion of the book and the subject covered in the book.

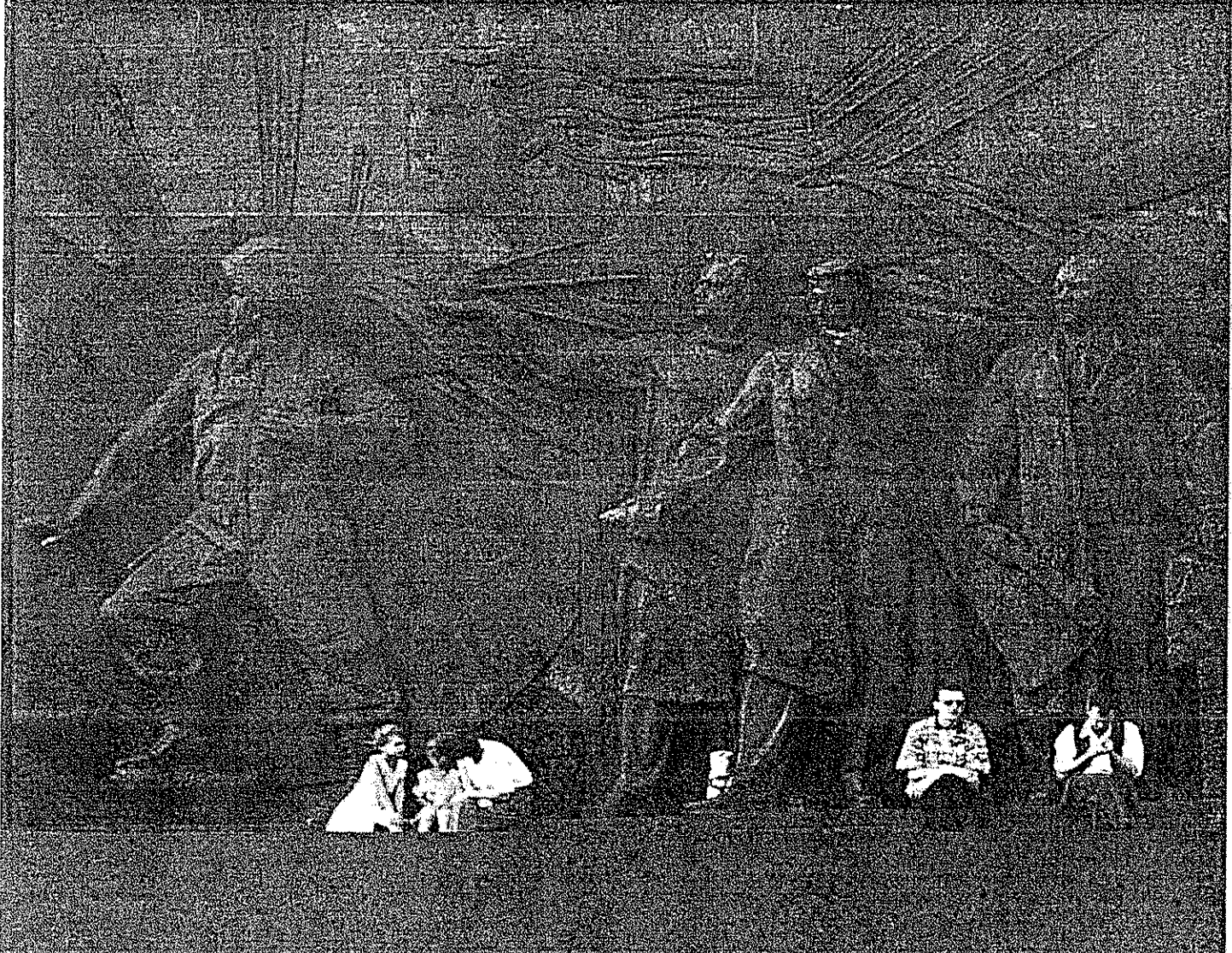
## Format

The book report must be typed (word processor or PC) double-spaced, and be between a minimum of 3 and a maximum of 5 pages. It should be in prose form with complete sentences and paragraphs. Correct and appropriate grammar and structure should be used throughout the report. Sources other than the specific book you are reading are not required, but if you do use, or quote, another source, full citation must be given.

David MacKenzie  
Michael W. Curran

# **RUSSIA AND THE USSR IN THE TWENTIETH CENTURY**

**FOURTH EDITION**



Russia  
and the USSR  
in the Twentieth  
Century



Fourth Edition

David MacKenzie  
The University of North Carolina at Greensboro

Michael W. Curran  
The Ohio State University

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## A Note on Russian Dates, Names, Measures, and Money

DATING RUSSIAN EVENTS has been complicated by the use in Russia until 1918 of "Old Style" dates of the Julian calendar, which in the 18th century were 11 days behind those of the Gregorian calendar employed in the West. In the 19th century the lag was 12 days, and in the 20th, 13 days. Early in 1918 the Soviet regime adopted the "New Style" Gregorian calendar. Generally, dates have been rendered here according to the calendar used in Russia at the time, except that we have shifted to "New Style" dates beginning with 1917.

Transliterating Russian names into English likewise presents some peculiar problems. We

have adhered largely to the Library of Congress system, but have omitted diacritical marks for the sake of simplicity. Most Russian first names have been replaced with English equivalents, such as Peter, Alexander, and Catherine, but not John and Basil instead of Ivan and Vasili.

Russian weights, measures, and distances have been rendered in their English equivalents for the convenience of English-speaking readers. However, Russian rubles have been retained with indications of their dollar value. The ruble, containing 100 kopeks, was worth about 50 cents in 1914. The official value of the Russian Ruble in 2000 was about 28 to the dollar.



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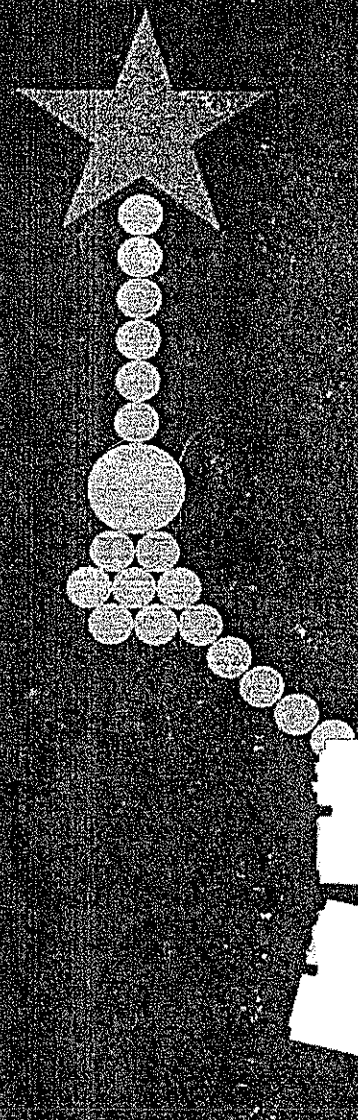
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Edited with introductory notes by Thomas Riha



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