### General Studies Course Proposal Cover Form

**Date:** 6/4/2009  
**Community College:** Maricopa Co. Comm. College District

**Course Proposed:**  
**Prefix:** HIS  
**Number:** 275  
**Title:** Russia and the Soviet Union in the 20th Century to Present  
**Credits:** 3

**Cross Listed With:**
- **Prefix:** Number: ;  
- **Prefix:** Number: ;  
- **Prefix:** Number: ;

**Community College Initiator:** Dr. Janice Miller  
**Phone:** 480-423-6205  
**Fax:** 480-423-6298

**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.

**Please Select Either a Core Area or an Awareness Area:**
- **Core Areas:** Select core area...  
- **Awareness Areas:** Global Awareness (G)

**Documentation Required:**
- Course Description  
- Course Syllabus  
- Criteria Checklist for the area  
- Table of Contents from the textbook required and/or list or required readings/books  
- Description of how course meets criteria as stated in Item 6.

**This Course Currently Transfers to ASU as:**
- DEC HIS prefix  
- Elective

Effective date: **2010 Spring**  
Course Equivalency Guide

- Is this a multi-section course? ☑ yes ☐ no
- Is it governed by a common syllabus? ☑ yes, governed by district-wide common course competencies and outline ☐ no

**Chair/Director:** JANICE J. MILLER, SCC  
**Chair/Director Signature:**

**AGSC Action:**

- Date action taken: ☐ Approved ☐ Disapproved

**Effective Date:**
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.

### ASU-[G] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<td>2. Course must be one or more of following types (check all which may apply):</td>
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<td>a. 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.</td>
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<td>b. Contemporary non-English language courses that have a significant cultural component.</td>
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<td>c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<td>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. Most, i.e., more than half, of the material must be devoted to non-U.S.</td>
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</tbody>
</table>

|   | 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. |
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>This course provides an understanding of Russian history from the beginning of the 20th 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</td>
<td>Course comps.: 1-12. Syllabus weeks: 1-16. MacKenzie text: 1 - 22. Riha readings: 44-47, 49-50, 54-56, 59-60, 65, 67-68, 72. Book report requirement: see syllabus and handout.</td>
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<td>impact their own nation as well as the rest of the world.</td>
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<td>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.</td>
<td>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.</td>
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<tr>
<td>2c. Comparative cultural studies in which most, i.e. more than half, of the material is devoted to non-U.S. areas.</td>
<td>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.</td>
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<tr>
<td>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</td>
<td>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</td>
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</table>
|   | 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 |
|   | 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.  
Book report requirement: see syllabus and handout |
|   | 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.
HIS275, *Russia and the Soviet Union in the 20th 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 20th 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 20th 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: MCCCDD 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.

Go to Competencies Go to Outline

MCCCD 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)

Go to Description Go to top of Competencies

MCCCD 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 on 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
Course Time: MW 1:30 – 2:45 p.m.  
Room: SB.182  
e-mail: 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


PART I Foundations and Roots through the Revolutions of 1917

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

1st 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

2nd 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

3rd Exam on Part III – about November 9

PART IV Gorbachev 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.
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).

Grading:

<table>
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<tbody>
<tr>
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<td>Final Exam</td>
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<td>Book Report</td>
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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.


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.
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.

Translating 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 25 to the dollar.
Contents

List of Figures  xiv
List of Tables  xix
List of Maps  xx

CHAPTER 1
BACKGROUND AND EARLY HISTORY  1
Challenge and Response  3
Geography  4
The Peoples  7
Summary of Russian History to 1855  8
Suggested Additional Reading  15

CHAPTER 2
REFORM AND REACTION, 1855–1904  18
The Great Reforms  18
Foreign Affairs, 1815–1881  22
Domestic Affairs, 1881–1904  25
Foreign Affairs, 1881–1904  31

CHAPTER 3
THE REVOLUTIONARY MOVEMENT TO 1904  41
Revolutionary Populism  44
The Development of Marxism  46
From Populism to the Socialist Revolutionaries  51
On the Eve  52
Suggested Additional Reading  52

CHAPTER 4
REVOLUTION, REACTION, AND REFORM, 1905–1914  54
The Revolution of 1905  54
Creation of the Duma: Monarchy, 1905–1906  58
Political Development, 1907–1914  61
Economic and Social Development  63
CHAPTER 5
Cultural Developments, 1855–1917 70

CHAPTER 6
War and Revolution, 1914–1917 87

CHAPTER 7
From March to November 1917 105

CHAPTER 8
Civil War and War Communism, 1917–1921 123

CHAPTER 9
The New Economic Policy and PoW Struggle, 1921–1927 135

CHAPTER 10
The Politics of Stalinism, 1928–1941 155

CHAPTER 11
The Great Transformation 168
LIST OF FIGURES
2.1 Russian Imperial Government (1855–1905) 20
4.1 Russian Imperial Government (1906–1917) 59
10.2 Soviet Power Centers under Stalin 159
16.1 Soviet Economic Growth under Brezhnev: Planned versus Actual 279
17.1 Top Soviet Power Centers, 1980s 301
18.1 Soviet Political Structure, June 1990 322
18.2 The Gorbachev Economic Balance Sheet, 1985–1990 332
21.1 Going Private 400
22.1 Putin’s Russia 417
22.2 Aftermath of the Russian Parliamentary Elections 418

LIST OF TABLES
4.1 Russian Parties and Programs, 1905–1917 60
11.1 Agricultural Output during Collectivization 172
11.2 First and Second Plan Results 177
11.3 Selected Statistical Indicators, 1928–1940 178
16.1 Ethnic Groups as a Percentage of Total Population 275
16.2 Collective and State Farms  280
16.3 Selected Consumer Goods per Thousand  281
18.1 Membership in Politburo of the Party Central Committee, 1989  318
20.1 Recent Russian Elections, President and Legislature  369
21.1 Russian Duma Election, December 12, 1993  395
21.2 Russian Duma Election, December 17, 1995  398
21.3 Russian Presidential Election, June 16 and July 3, 1996  399

**LIST OF MAPS**

<table>
<thead>
<tr>
<th>Map</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Vegetation Zones</td>
<td>6</td>
</tr>
<tr>
<td>1.2</td>
<td>Chief Ethnic Groups of Russia and the Commonwealth</td>
<td>7</td>
</tr>
<tr>
<td>1.3</td>
<td>Expansion of Russia, 1462-1815</td>
<td>12</td>
</tr>
<tr>
<td>2.1</td>
<td>Russia and the Balkans, 1876-1885</td>
<td>24</td>
</tr>
<tr>
<td>2.2</td>
<td>Central Asia, 1850-1914</td>
<td>25</td>
</tr>
<tr>
<td>2.3</td>
<td>Russia in the Far East to 1914</td>
<td>32</td>
</tr>
<tr>
<td>4.1</td>
<td>Russia and the Balkans, 1912-1914</td>
<td>68</td>
</tr>
<tr>
<td>6.1</td>
<td>Russia in World War I, 1914-1918</td>
<td>92</td>
</tr>
<tr>
<td>7.1</td>
<td>Petrograd, 1917</td>
<td>116</td>
</tr>
<tr>
<td>8.1</td>
<td>The Civil War, 1919</td>
<td>129</td>
</tr>
<tr>
<td>11.1</td>
<td>Industry and Agriculture to 1939</td>
<td>173</td>
</tr>
<tr>
<td>11.2</td>
<td>Soviet Russia and Europe, 1919-1938</td>
<td>213</td>
</tr>
<tr>
<td>13.2</td>
<td>Territorial Changes, 1939-1941</td>
<td>221</td>
</tr>
<tr>
<td>14.1</td>
<td>USSR in World War II</td>
<td>230</td>
</tr>
<tr>
<td>15.1</td>
<td>USSR and Eastern Europe, 1945-1989</td>
<td>259</td>
</tr>
<tr>
<td>16.1</td>
<td>The Soviet Political Units in 1970</td>
<td>276</td>
</tr>
<tr>
<td>16.2</td>
<td>Afghanistan at the Time of the Soviet Invasion</td>
<td>288</td>
</tr>
<tr>
<td>17.1</td>
<td>Confrontation and Mistakes Doom KAL Flight 007</td>
<td>312</td>
</tr>
<tr>
<td>18.1</td>
<td>Soviet Union Republics, June 1990</td>
<td>326</td>
</tr>
<tr>
<td>18.2</td>
<td>The Southern Caucasus Region</td>
<td>328</td>
</tr>
<tr>
<td>21.1</td>
<td>Attempted Coup in Moscow, October 1993</td>
<td>393</td>
</tr>
<tr>
<td>21.2</td>
<td>Ethnic Trouble Spots in the Russian Federation</td>
<td>403</td>
</tr>
</tbody>
</table>
Readings in Russian Civilization

VOLUME III: SOVIET RUSSIA, 1917-1963
Edited with introductory notes by Thomas Riha
Readings in Russian Civilization

SOVIET RUSSIA, 1917-PRESENT

VOLUME III

EDITED WITH INTRODUCTORY NOTES BY

THOMAS RHIA

SECOND EDITION, REVISED

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO AND LONDON
CONTENTS  VOLUME III

PREFACE TO THE SECOND EDITION xi
PREFACE TO THE FIRST EDITION xiii
ACKNOWLEDGEMENTS xv.

44 'TESTIMONY ON THE FEBRUARY REVOLUTION
   General Sergei Khabalov 501

45 'THE RUSSIAN VILLAGE, SUMMER 1917 507

46 RUSSIA'S ONE-DAY PARLIAMENT Victor Chernov 513

47 DAYS WITH LENIN Maxim Gorky 517

48 *DOWN WITH FACTIONALISM! Nikolai Bukharin 534

49 THE HISTORY OF A SOVIET COLLECTIVE FARM
   Fedor Belov 542

50 A DAY IN MAGNITOGORSK
   John Scott; Valentin Katayev 567

51 SOCIALIST COLD John Littlepage 589

52 THE SOVIET CONSTITUTION 600

*Items added in 2d edition.
<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>ON THE CONSTITUTION</td>
<td>Joseph Stalin</td>
<td>615</td>
</tr>
<tr>
<td>54</td>
<td>THE SOVIET SYSTEM OF GOVERNMENT</td>
<td>John Hazard</td>
<td>624</td>
</tr>
<tr>
<td>55</td>
<td>I SPEAK FOR THE SILENT</td>
<td>Vladimir Tshernavin</td>
<td>646</td>
</tr>
<tr>
<td>56</td>
<td>THE PURGE TRIALS</td>
<td></td>
<td>663</td>
</tr>
<tr>
<td>57</td>
<td>THE BLOCKADE OF LENINGRAD</td>
<td>Dmitri Pavlov</td>
<td>674</td>
</tr>
<tr>
<td>58</td>
<td>THE SECOND WORLD WAR</td>
<td>Grigori Deborin</td>
<td>683</td>
</tr>
<tr>
<td>59</td>
<td>THE PARTY AND THE ARTS</td>
<td>Andrei Zhdanov; Nikita Khrushchev</td>
<td>693</td>
</tr>
<tr>
<td>60</td>
<td>THE ADVENTURES OF AN APE</td>
<td>Mikhail Zoshchenko</td>
<td>709</td>
</tr>
<tr>
<td>61</td>
<td>MY WORTHLESS AND VICIOUS FILM</td>
<td>Sergei Eisenstein</td>
<td>715</td>
</tr>
<tr>
<td>62</td>
<td>THE DESTRUCTION OF SOVIET GENETICS</td>
<td>Heirman J. Muller</td>
<td>718</td>
</tr>
<tr>
<td>63</td>
<td>STALIN’S COFFIN</td>
<td></td>
<td>722</td>
</tr>
<tr>
<td>64</td>
<td>&quot;PILFERING THE PEOPLE’S WEALTH&quot;</td>
<td></td>
<td>736</td>
</tr>
<tr>
<td>65</td>
<td>FROM NEW YORK TO LOS ANGELES</td>
<td>G. Burkov and V. Shchetinin</td>
<td>742</td>
</tr>
<tr>
<td>66</td>
<td>IS THE SOVIET UNION A WELFARE STATE?</td>
<td>Alec Nove</td>
<td>756</td>
</tr>
<tr>
<td>67</td>
<td>&quot;STANDARD BEARERS OF COMMUNIST LABOR&quot;</td>
<td></td>
<td>766</td>
</tr>
</tbody>
</table>
Contents

68 *SOVIET NATIONALITY POLICY
  Boris Aronov; Richard Pipes
  774

69 *SOVIET RELIGIOUS POLICY
  Liudmila Anokhina and Margarita Smeleva;
  Harry Willetts
  788

70 *ARE WE FLIRTING WITH CAPITALISM?
  Evsei Liberman
  803

71 *ON THE EVENTS IN CHINA
  811

72 *WHITHER THE SOVIET UNION?
  Zbigniew Brzezinski; Frederick Barghoorn
  821

CHRONOLOGY
  xvii

CORRELATION TABLES
  xviii

INDEX
  xix