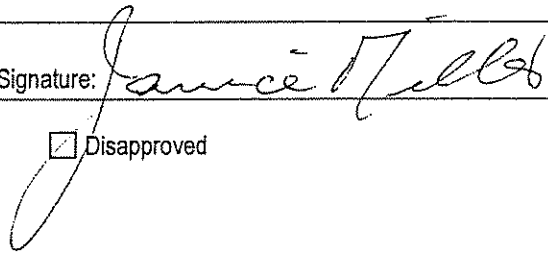


Polytechnic, Tempe, and West campuses

1.) DATE: <b>6/1/2009</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: <b>Core Areas: Select core area...</b> <b>Awareness Areas: Historical Awareness (H)</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 <b>HIS</b> 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

**HISTORICAL AWARENESS [H]**

**Rationale and Objectives**

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

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

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Course comps. 1-12 Syllabus weeks: 1-16 MacKenzie text: 1-22 Riha reader: 44-72, see syllabus Book Report requirement: see syllabus and handout
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Course comps.: 2,3,4,6,8,10,11,12 Syllabus weeks: 1-4, 6-8,10-16 MacKenzie text: 1-5, 10-12, 15-16, 19-22 Riha reader: 45, 47,49,55, 59, 61-62, 65,72 Book report requirement: see syllabus and handout
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Course comps. 1-12. Syllabus weeks: 1-16 MacKenzie text: 1-22 Riha reader: 44-77, see syllabus Book report requirement: see syllabus and handout
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Course comps.: 1-12 Syllabus weeks: 1-16 MacKenzie text: 2-4, 9-12,17-19, 20-22 Riha reader: 44-77, see syllabus Book report requirement: see syllabus and handout
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		<ul style="list-style-type: none"> <li>• Courses in which there is only chronological organization.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses whose subject areas merely occurred in the past.</li> </ul>	

Course Prefix	Number	Title	Designation
HIS	275	RUSSIA AND THE SOVIET UNION IN THE 20 <sup>TH</sup> CENTURY TO THE PRESENT	H

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. History is a major focus of the course.	This course focuses on the broad sweep of Russian history: from the beginning of the 20 <sup>th</sup> Century, through the Revolutionary period of 1917; the entire existence of the Soviet Union; its collapse and the transformation to a new Russian Republic. It provides students with an understanding and appreciation of events, and places them in a historical context both within Russia and globally.	Course comps.: 1-12 Syllabus weeks: 1-16 MacKenzie text: 1-22 Riha reader: 44-72, see syllabus for relevant essays. Book Report requirement: see syllabus and handout.
2. The course examines and explains human development as a sequence of events.	Through a study of the history of political, social, economic and institutional developments, students examine the impact of events in the past on the present. This examination helps students understand and objectively weigh the influence of personality, character, and human interaction in determining historical events	Course comps.: 2,3,4,6,8,10,11,12 Syllabus weeks: 1-4, 6-8, 10-16. MacKenzie text: 1-5, 10-12, 15-16, 19-22. Riha reader: 45,47,49,55,59,61-62,65,72 Book report requirement: see syllabus and handout

	<p>and outcomes, and the consequences of all of these factors on human history.</p>	
<p>3. There is a disciplined systematic examination of human institutions as they change over time</p>	<p>This course provides an exceptional example of how human institutions change over time depending on the historical personages involved and the choices made. This course takes students from Imperial Russia through the "experiment" of the first Communist regime, how it interacted with the rest of the world, and the world reacted to it. Then it covers the collapse and breakup of an empire, and the subsequent establishment of a dozen new nation-states from it, along with the new Russian Republic with its changes and challenges.</p>	<p>Course comps.: 1-12                  Syllabus weeks: 1-16                  MacKenzie text: 1-22                  Riha reader: 44-77, see syllabus.                  Book report requirement: see syllabus and handout.</p>
<p>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context</p>	<p>This course provides a comprehensive study and examination of the relationship between events and ideas (e.g. communism as it controls a nation-state and empire) within a broad canvas of social, political and economic events, on a domestic and global scale.</p>	<p>Course comps.: 1-12                  Syllabus weeks: 1-16                  MacKenzie text: 2-4, 9-12, 17-19, 20-22.                  Riha reader: 44-77, see syllabus.                  Book report requirement: see syllabus and handout.</p>

## HIS 275 – RATIONALE STATEMENT FOR HISTORICAL AWARENESS

**HIS275, Russia and the Soviet Union in the 20<sup>th</sup> Century to Present**, satisfies the criteria ASU has designated for courses that promote Historical awareness. This course carefully charts the history of Russia from the beginning of the 20th Century to the present time. It identifies and examines the political, economic, and social history of this turbulent time in Russian history and how it relates to European and world history during this period. It provides an overview of the historical situation of Imperial Russia at the beginning of the 20<sup>th</sup> Century, the defining events of World War I, Marxist ideology, the Communist Revolution and takeover in 1917. The course then provides critical analysis of the personalities and policies of Lenin, Stalin and Trotsky, and a detailed examination of the Stalin years and World War II. The course provides a comprehensive historical awareness for the students as it identifies and traces the course of the Cold War on a global scale, and how the Soviet regime impacted the lives of the Russian people. A key element of the course is to help students reach a historical perspective and cultural understanding of the dynamics of Russian history from Imperial Russia through the period of the Soviet Union, its collapse and its future, domestically and globally.

**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.

[Go to Competencies](#) [Go to Outline](#)

**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)

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

**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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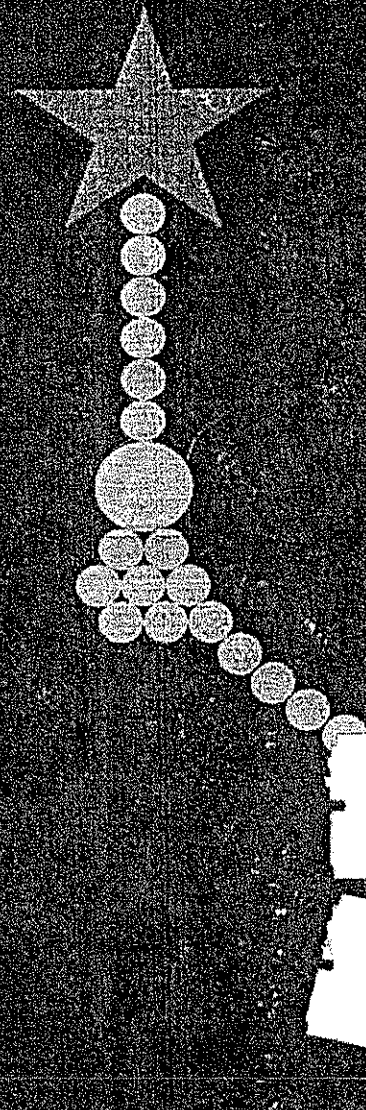
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Edited with introductory notes by Thomas Riha



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