GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.) COURSE PROPOSED: Prefix: HIS Number: 275 Title: Russia and the Soviet Union in the 20th Century to Present</td>
<td></td>
</tr>
<tr>
<td>Credits: 3</td>
<td>CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;</td>
</tr>
</tbody>
</table>

| Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; |

| 4.) 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.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
Core Areas: Select core area... Awareness Areas: Historical Awareness (H)

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

8.) 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: [Signature]

AGSC Action: Date action taken: ☑ Approved ☐ Disapproved

Effective Date:

Rev. 02/06, 4/05, 8/93, 1/94, 3/94, 9/94, 2/95, 1/96, 8/98, 6/00
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.

### ASU--[H] CRITERIA

**THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

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

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

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

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

### THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
### Course Information:

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS</td>
<td>275</td>
<td>RUSSIA AND THE SOVIET UNION IN THE 20TH CENTURY TO THE PRESENT</td>
<td>H</td>
</tr>
</tbody>
</table>

### Criteria and Evidence:

1. **Criteria (from checksheet):** History is a major focus of the course.

   **How course meets spirit:** This course focuses on the broad sweep of Russian history: from the beginning of the 20th 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.

   **Evidence:**
   - 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. **Criteria (from checksheet):** The course examines and explains human development as a sequence of events.

   **How course meets spirit:** 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.

   **Evidence:**
   - Course comps.: 2,3,4,6,8,10,11,12
   - Syllabus weeks: 1-4, 6-8, 10-16.
   - Riha reader: 45,47,49,55,59,61-62,65,72
   - Book report requirement: see syllabus and handout.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>and outcomes, and the consequences of all of these factors on human history.</td>
<td></td>
</tr>
</tbody>
</table>
| **3. There is a disciplined systematic examination of human institutions as they change over time** | 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. | 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. |
| **4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context** | 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. | Course comps.: 1-12  
Syllabus weeks: 1-16  
Riha reader: 44-77, see syllabus.  
Book report requirement: see syllabus and handout. |
HIS 275 – RATIONALE STATEMENT FOR HISTORICAL AWARENESS

HIS275, Russia and the Soviet Union in the 20th 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 20th 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.
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.

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)

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 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 - Dmitry Medvedev and the next Leaders of Russia
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:**
- 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.


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.
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
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. Consequently, 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 January 1937.

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 2009 was about 28 to the dollar.
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Soviet Culture Under Lenin and Stalin, 1917–1953</td>
<td>186</td>
</tr>
<tr>
<td></td>
<td>Initial Policies</td>
<td>186</td>
</tr>
<tr>
<td></td>
<td>Lunacharskii: The Politics of Culture</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td>Soviet Culture in the Making: Proletkult and Other Vanguard Groups</td>
<td>188</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>190</td>
</tr>
<tr>
<td></td>
<td>The Cinema</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>194</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>195</td>
</tr>
<tr>
<td></td>
<td>Stalinist Culture, 1929–1953</td>
<td>196</td>
</tr>
<tr>
<td></td>
<td>Partisanship in Literature</td>
<td>197</td>
</tr>
<tr>
<td></td>
<td>Anticommopolitanism and the Arts</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>Popular Culture</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>InfoTrac® College Edition Search Terms</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>Suggested Additional Reading</td>
<td>205</td>
</tr>
<tr>
<td>13</td>
<td>Soviet Foreign Relations to 1941</td>
<td>208</td>
</tr>
<tr>
<td></td>
<td>First Revolutionary Era, 1917–1921</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td>Accommodation, 1921–1927</td>
<td>212</td>
</tr>
<tr>
<td></td>
<td>Neoisolationism, 1928–1953</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td>Collective Security, 1934–1937</td>
<td>217</td>
</tr>
<tr>
<td></td>
<td>The Nazi-Soviet Pact, 1939–1941</td>
<td>219</td>
</tr>
<tr>
<td></td>
<td>Problem 7: The Nazi-Soviet Pact: Then and Now</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>InfoTrac® College Edition Search Terms</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>Suggested Additional Reading</td>
<td>226</td>
</tr>
<tr>
<td>14</td>
<td>War and Reconstruction, 1941–1953</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>Invasion</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>The 1942 Campaign: The Turning Point</td>
<td>231</td>
</tr>
<tr>
<td></td>
<td>Soviet Offensives and Allied Victory, 1943–1945</td>
<td>232</td>
</tr>
<tr>
<td></td>
<td>The USSR and the Far Eastern War</td>
<td>235</td>
</tr>
<tr>
<td></td>
<td>Postwar Stalinism</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>Problem 8: Did Stalin Plan to Attack Nazi Germany in July 1941?</td>
<td>242</td>
</tr>
<tr>
<td></td>
<td>InfoTrac® College Edition Search Terms</td>
<td>247</td>
</tr>
<tr>
<td></td>
<td>Suggested Additional Reading</td>
<td>247</td>
</tr>
<tr>
<td>15</td>
<td>The Khrushchev Era, 1953–1964</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>Politics Repudiating Stalinism</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>Economy: A Focus on Agriculture</td>
<td>255</td>
</tr>
<tr>
<td></td>
<td>Foreign Affairs: Crises in the Communist Bloc Countries</td>
<td>257</td>
</tr>
<tr>
<td></td>
<td>Khrushchev’s Fall</td>
<td>261</td>
</tr>
<tr>
<td></td>
<td>Problem 9: De-Stalinization: Stalin’s Role in the Purges and in World War II</td>
<td>262</td>
</tr>
<tr>
<td></td>
<td>InfoTrac® College Edition Search Terms</td>
<td>269</td>
</tr>
<tr>
<td></td>
<td>Suggested Additional Reading</td>
<td>269</td>
</tr>
<tr>
<td>16</td>
<td>The Brezhnev Era, 1964–1982</td>
<td>271</td>
</tr>
<tr>
<td></td>
<td>Politics: Brezhnev’s Rise</td>
<td>271</td>
</tr>
<tr>
<td></td>
<td>Nationalism and Dissent</td>
<td>275</td>
</tr>
<tr>
<td></td>
<td>Economy and Society</td>
<td>277</td>
</tr>
<tr>
<td></td>
<td>Popular Culture</td>
<td>283</td>
</tr>
<tr>
<td></td>
<td>Foreign Affairs and Armed Forces</td>
<td>283</td>
</tr>
<tr>
<td></td>
<td>InfoTrac® College Edition Search Terms</td>
<td>297</td>
</tr>
<tr>
<td></td>
<td>Suggested Additional Reading</td>
<td>297</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

2.1 Russian Imperial Government (1885–1905) 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 Stricture, 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
1.1 Vegetation Zones 6
1.2 Chief Ethnic Groups of Russia and the Commonwealth 7
1.3 Expansion of Russia, 1462–1815 12
2.1 Russia and the Balkans, 1876–1885 24
2.2 Central Asia, 1850–1914 25
2.3 Russia in the Far East to 1914 32
4.1 Russia and the Balkans, 1912–1914 68
6.1 Russia in World War I, 1914–1918 92
7.1 Petrograd, 1917 116
8.1 The Civil War, 1919–129
11.1 Industry and Agriculture to 1939 173
13.1 Soviet Russia and Europe, 1919–1938 213
13.2 Territorial Changes, 1939–1941 221
14.1 USSR in World War II 230
15.1 USSR and Eastern Europe, 1945–1989 259
16.1 The Soviet Political Crisis in 1970 276
16.2 Afghanistan at the Time of the Soviet Invasion 288
17.1 Confusion and Mistakes: Down KAL Flight 007 312
18.1 Soviet Union Republics, June 1990 326
18.2 The Southern Caucasus Region 328
21.1 Attempted Coup in Moscow, October 1993 393
21.2 Ethnic Trouble Spots in the Russian Federation 403
Civilization Readings in Russian

TABLE OF CONTENTS

I. THE ANTIQUITY OF RUSSIA

II. THE MEDIEVAL PERIOD

III. THE MODERN PERIOD

IV. THE SOVIET PERIOD

V. THE POST-SOVIET PERIOD

ABBREVIATIONS

INDEX
CONTENTS  VOLUME III

PREFACE TO THE SECOND EDITION  xi
PREFACE TO THE FIRST EDITION  xiii
ACKNOWLEDGMENTS  xv

44 *TESTIMONY ON THE FEBRUARY REVOLUTION  501
   General Sergei Kharalov

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  542
   Felix Eber

50 A DAY IN MAGNITOGORSK  567
   John Scott; Valentin Katayev

51 SOCIALIST GOLD  John Littlepage  589

52 THE SOVIET CONSTITUTION  600

* Items added in 2nd edition
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author</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 SOVJET 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 Tchechnavin</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>Grigorii Dzhugashvili</td>
<td>685</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 Zosninenko</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>Herman J. Muller</td>
<td>718</td>
</tr>
<tr>
<td>63</td>
<td>STALIN'S COFFIN</td>
<td></td>
<td>732</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. Bunkov and V. Shchelbin</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>*STANDARD BEARERS OF COMMUNIST LABOR</td>
<td></td>
<td>766</td>
</tr>
</tbody>
</table>
Contents

68 "SOVIET NATIONALITY POLICY"
Bodrozhan Cafurov; Richard Pipes

69 "SOVIET RELIGIOUS POLICY"
Liudmila Androchina and Margaret Shmeleva;
Harry Willetts

70 "ARE WE FLIRTING WITH CAPITALISM?"
Evsh Liberman

71 "ON THE EVENTS IN CHINA"

72 "WHITHER THE SOVIET UNION?"
Zygmund Brzezinski; Frederick Barghoorn

CHRONOLOGY

CORRELATION TABLES

INDEX