

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

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

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Course comps.: 2,3,4,6,8,10-12 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 type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Course comps.: 2,3,4,6,7,8,9-12. Syllabus weeks: 1-4,6-8,10-16. MacKenzie text: 1,3,5,7,8,9,11,12,15,16,18,19,22. Riha reader: 45,49,54,55,59,61-62,65,66,69. Book report: see syllabus and handout.
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	

ASU - [HU] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. Deepen awareness of the analysis of literature and the development of literary traditions.</p>	<p>Course comps.: 1,3,4,7,8,10-12. Syllabus weeks: 1-4,6-8,10-16. MacKenzie text: 1,2,3,5,7,9,11,12,15,17,18,19,21,22. Riha reader: 45,55,59,60,61,69,72. Book report: see syllabus and handout.</p>
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u> 	
		<ul style="list-style-type: none"> • Courses which emphasize the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	Designation
HIS	275	RUSSIA AND THE SOVIET UNION IN THE 20 TH CENTURY TO THE PRESENT	HUMANITIES AND FINE ARTS (HU)

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. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience	This course provides an understanding of Russian history from the beginning of the 20 th Century to the present, using texts, articles, internet, movies, music and television. 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 impact their own lives, their choices and their challenges.	Course comps.: 2,3,4,6,8,10-12. 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.
4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	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. It explores how philosophical and political events interact with and influence the development of an empire, its people, and its role in the world.	Course comps.: 2, 3, 4, 6, 7, 8, 9-12. Syllabus weeks: 1-4,6-8,10-16. MacKenzie text: 1,3,5,7,8,9,11,12,15,16,18,19,22. Riha reader: 45,49,54,55,59,61-62,65,66,69. Book report requirement: see syllabus and handout.
4b. Deepen awareness of the analysis of literature and the development of literary traditions	This course views Russian history wherever possible through the lens of its great literary tradition. It encourages students to use texts, movies and television to understand the past and relate it to the present. Through the book report requirement, students	Course comps.: 1,3,4,7,8,10-12. Syllabus weeks: 1-4,6-8,10-16. MacKenzie text: 1,2,3,5,7,9,11,12,15,17,18,19,21,22. Riha reader: 45,55,59,60,61,69,72. Book report requirement: see syllabus and handout.

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	explore the past through literature, relate it to other forms of literature used and/or covered in the course, and encourages them to make literary comparisons in historical context.	
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HIS 275 – RATIONALE STATEMENT FOR HUMANITIES AND FINE ARTS (HU)
DESIGNATION

HIS275, Russia and the Soviet Union in the 20th Century to Present, satisfies the criteria ASU has designated for courses in Humanities. The course covers the history of Russia from the beginning of the 20th Century to the present time. 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. It provides insight into the lives of the Russian people, studies Marxist ideology, the Communist Revolution and the development of the Soviet Union “experiment.” The course examines the personalities and character of Russian leaders, from Lenin through Stalin and Trotsky, Khrushchev to Putin. The course provides students with a comprehensive understanding how the Soviet regime impacted the lives of the Russian people, and traces the course of the Cold War on a global scale. A key element of the course is to help students reach an understanding of the historical and cultural 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
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)

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.

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.

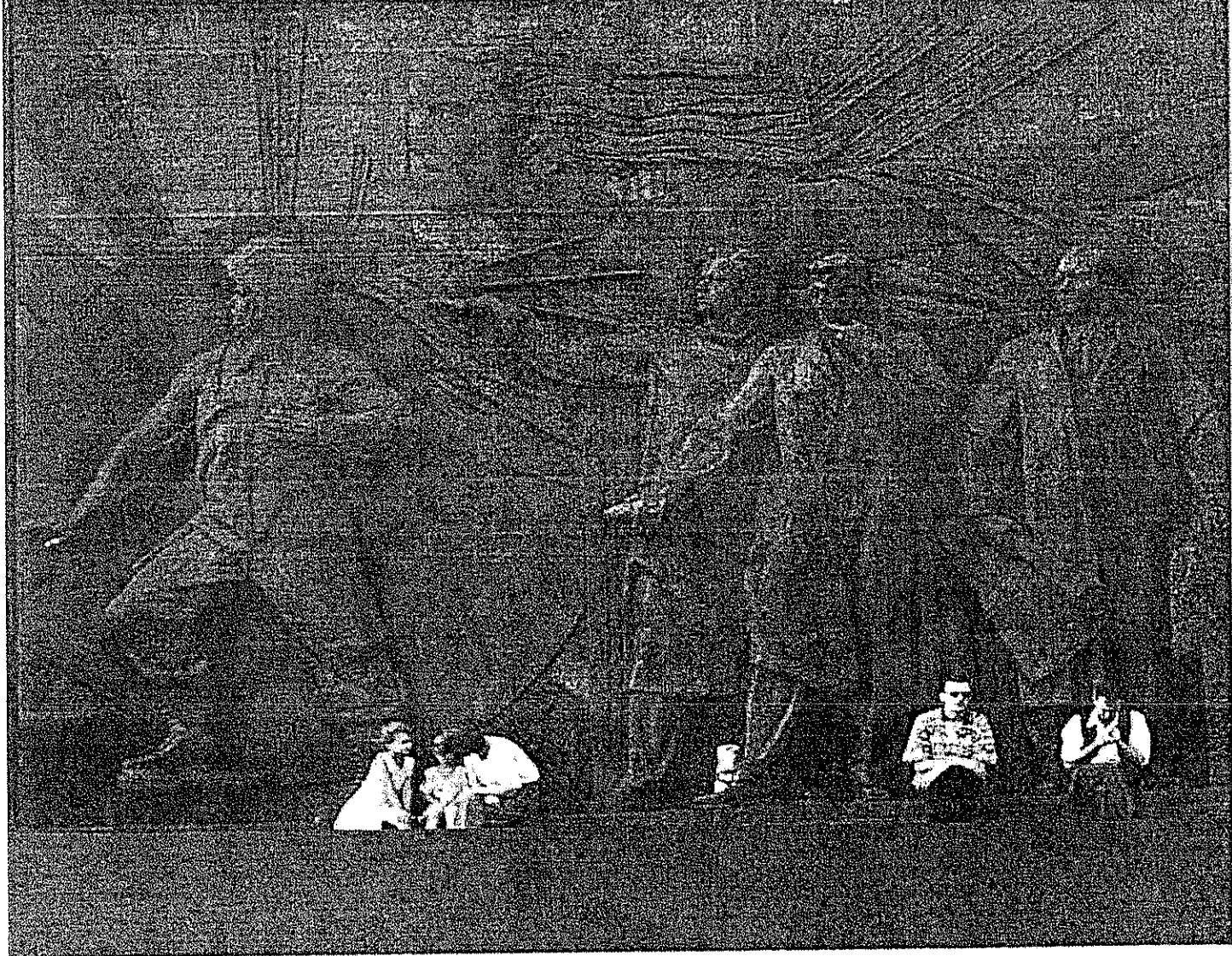
Format

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.

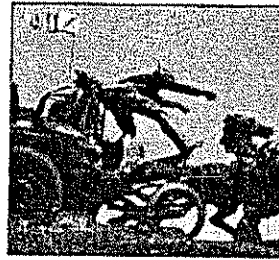
David Mackenzie
Michael W. Curran

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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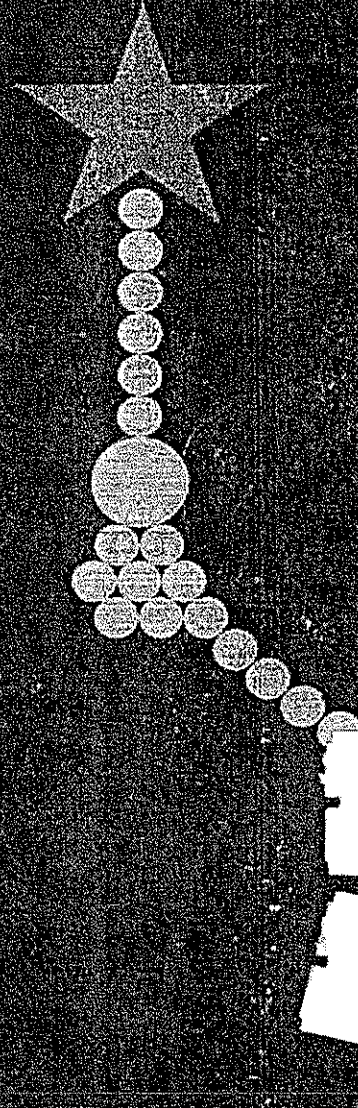
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