

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of Historical, Philosophical and Religious Studies
Prefix: HST	Number: 302	Title: Studies in History (The Communist Experience in the 20th Century)	Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Global Awareness (G)* **Mandatory Review: Yes**

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 7/31/2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

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

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

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

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

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus

Course Prefix	Number	Title	Designation
HST	302	The Communist Experience in the 20th Century	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from 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)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	This course examines the development of Communism in the 20th century in a global and comparative perspective. Taking a global approach, this course extends beyond Russia, Eastern Europe, and China to examine the living experiences in Korea, Vietnam, Cambodia, Africa, and elsewhere.	From Week 3 to Week 12, students will learn how different countries were influenced by communism. This course examines how non-U.S. countries responded to communism differently. Week 13 & 15 discusses the legacy of communism in the contemporary world.
2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture groups. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world	One major theme of this course is how communist and socialist theories were adapted to fit different countries' realities from the late 19th to the 20 th centuries. This course will examine the individual countries and their cultural and political changes.	Week 3 to Week 5 shows how Russia and Eastern Europe were influenced by communism, altering politics and culture. From Week 6 to Week 8, students will learn how communism impacted Chinese culture and society during the 20th century. Week 9, 10, and 12 show how people in North Korea, Cuba, and other countries constructed communist ways of life.
2c: The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	This course takes a global and comparative approach to discuss different countries' varied attitudes towards communism and globalization.	Week 3 to 5 examines the rise of communism in Russia and the Sovietization of Eastern Europe and Central Asia. Week 6 to 8 discusses the formation of communist China from 1949. Week 9 shows everyday life under communism in North Korea. Week 10 discusses the fate of communism in Southeast Asia. Week 12 focuses on communist movements in Cuba and Africa. Week 11 discusses how communism was perceived by the capitalist world.

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<p>2d The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.</p>	<p>This course presents an integrated and comparative view of communist states in their global context. It focuses on their involvements in WWII, the Cold War, and the age of globalization. Students will learn how communism has crossed borders, classes, groups, and cultures, shaping the lives, economies, and public and private space in non-U.S. countries. And also, this course discusses the interactions between the communist world and the capitalist world during the Cold War.</p>	<p>Week 3, 4, and 5 discuss how communism was perceived in Russia, Eastern Europe, and Central Asia. Week 6, 7, and 8 examines the communist revolution and aftermath in China. Week 9 focuses on communism in North Korea and ordinary people's experiences. Week 10 shows the fate of communism in Southeast Asia. Week 11 places the communist world in a global context, focusing on their interactions with America. Week 12 shows communism in Cuba and Africa. Students will learn how different countries responded to communism differently.</p>
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History 302

The Communist Experience in the 20th Century



Course Information

Course Number: HST 302 **Credits:** 3 Credit Hours

Instructor Contact

Dr. Lei Duan

Email: lei.duan@asu.edu

Office: 4589 Coor Hall

Office Hours: TBD

Course Description and Overview

This course examines the development of Communism in the twentieth century in a global and comparative perspective. Before globalization became such a buzzword, communism was one of the dominant ideologies in shaping the world from the beginning of the twentieth century. Communism has been one of the most influential forms of modernity for over a billion people in the communist world (Russia, Eastern Europe, China, North Korea, Vietnam, Cuba, and elsewhere). Since its introduction, communism has crossed borders and groups, shaping the politics, cultures, economies, and people's lives. How did various people in the communist world construct their realities and view the world? Why did some communist experiments ultimately fail? What kind of legacies did communism leave in the former communist world? Taking a global approach, this course extends beyond Russia, Eastern Europe, and China to examine the living experiences in Korea, Vietnam, Cambodia, Africa, and elsewhere. The course has three major themes. First, it offers an understanding of the changes and continuities that were embodied in political, social, cultural, and intellectual aspects in the making of communist states. By reading a number of monographs and primary documents, this course examines how communist and socialist theories were adapted to fit different countries' realities. Second, this course presents an integrated and comparative view of communist states in their global context. We will focus on their involvements in WWII, the Cold War, and the age of globalization. Third, besides the political and cultural transformations, attention will also be given to how revolutions were experienced by those who lived through them. Using memoirs, witness accounts, private writings, documentaries, and other primary sources, students will grasp how historical changes affected the lives of ordinary people.

Course Learning Outcomes

The objectives of this course are fourfold. First, this course will equip students with the knowledge and skills needed to comprehend the historical transformation of the communist world. It will make students well-prepared for their future in-depth study of the histories of examined countries. Second, through a systematic study of major issues and themes in communist history, students will be able to think critically and historically about how these societies operate today. Third, students will have an overview of the recent scholarship on the major conceptual themes. Finally, this course will also improve students' writing, research, and critical thinking skills. Through reading primary sources, writing essay assignments, and class discussions, students will develop skills in historical analysis and critical writing.

Course Readings

The following book has been ordered and are also available at the ASU bookstore. You may also purchase the book from any online bookstore.

[Textbook] Archie Brown, *The Rise and Fall of Communism* (New York: HarperCollins Publishers, 2010).

Elena Gorokhova, *A Mountain of Crumbs: A Memoir* (New York: Simon & Schuster, 2011).

Yuan-Tsung Chen, *The Dragon's Village: An Autobiographical Novel of Revolutionary China* (New York: Penguin Books, 1981).

Ye Weili, *Growing Up in the People's Republic: Conversations between Two Daughters of China's Revolution* (New York: Palgrave Macmillan, 2005).

Barbara Demick, *Nothing to Envy: Ordinary Lives in North Korea* (New York: Spiegel & Grau, 2005).

Other required and optional readings can be found in electronic format on Canvas under the "Files" tab.

Course Requirements

- **Reading:** The readings will consist mainly of secondary materials, with some primary documents. You are expected to read all assigned works carefully before the class in order to discuss them thoughtfully and in detail. In preparation for each class, please take notes and formulate questions and critiques of the readings.
- **Attendance and Participation.** The format of the class will be a mixture of lecture and discussion. **Attendance is mandatory.** If you have to miss class for any reason, you must notify the professor in advance by email. Unexcused absences will adversely affect your final grade. Note: More than three unexcused absences will result in one letter grade deduction. More than six absences will prevent you from passing the class. You are required to prepare a package of 3×5 index cards. At the end of each class, write your name on a card, then give the card to the professor. You are encouraged to add questions or ideas on the cards. I may not be able to address most of what you write, but what you write will help me know what areas need additional explanation. Another purpose of the cards is to check your attendance. Turn in only your own card. In order to gain maximum benefit from the class, you are expected to read all assigned works carefully before the class.

In addition to lectures, discussions are a significant component of the course. You are expected to participate in classroom discussions to assure a strong grade. Along with your active participation in the discussion, you will be introducing the assigned readings for a given week. This includes providing a five-minute introduction of the reading at the start of the class. The introduction should include the main arguments from the reading as well as connect these to the course in general. You may earn bonus credits by actively participating in discussions and presenting critical insight.

- **Two Assignments.** You are to complete two take-home assignments. The take-home exams will test your knowledge of the course materials through short essay questions and one long essay. Topics and questions to be answered will be posted on Canvas at least two weeks prior to the due date. The purpose of the long essay is to work on how to analyze a primary source critically and thoroughly. The take home exams should be written individually; you are not allowed to collaborate or consult each other, and you are not allowed to seek outside help. Please refer to the section on academic integrity for more on ASU policies.

- **Quiz.** Multiple choice quizzes on the lectures and readings will be held in lecture throughout the course. You should be able to get a good score by taking lecture notes and reading the assigned readings.

- **Final paper:** The type of final paper you write depends on the nature of your interests. In consultation with the instructor, it is up to you to decide what type of paper you will write. For example, you may want to write either a research paper based on primary sources or a historiographical paper focusing on any topic of your choice related to the overall theme of the course. In addition to the instructor's feedback, you will read, comment, and offer suggestions on the research of your peers. In the final week, you should present your research in the Student Symposium. Instruction on the symposium and review process will be provided in week 8. Your final paper should demonstrate scholarly precision in the reasoning, citation of evidence, and language. The paper should be double-spaced, with standard font sizes and one-inch margins.

- **Extra Credit.** Students can earn extra credit up to a maximum of 3% of the final grade by watching selected documentaries or movies provided by professor, and submitting a brief reflective one-page report, each counting for 1%. Please consult with the professor in advance.

Grade Breakdown:

Attendance and Participation	30%
Quiz	10%
Two Assignments	30% (15% each)
Final Project	30%

• **Grading Procedure**

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within one week of the due date in the Gradebook.

• **Scale:**

- A+ 97-100; A 93-96.9; A- 90-92.9
- B+ 87-89.9; B 83-86.9; B- 80-82.9
- C+ 77-79.9; C 70-76.9
- D (Not accepted by department) 60-69.9
- E (Failure-no credit) Less than 60

Course Schedule:

Week 1: Welcome and Course Introduction

1. Introduction to the Course Structure, Requirements, and Readings.

Read:

- Course Syllabus

2. The Rise and Fall of World Communism in the 20th Century: An Overview

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 1.
- Stephen Smith, "Introduction: Towards a Global History of Communism."

Week 2: The Origins of Communism

3. Introduction to Marxist Thought

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 2.
- Karl Marx: *Communist Manifesto*

4. The Marxist Theory of History, Class, and State

Read:

- Paresh Chattopadhyay, "Karl Marx and Friedrich Engels on Communism."
- Karl Marx: "Marx on the History of His Opinions;" "Classes;" "The Principles of Communism;" "Demands of the Communist Party in Germany."
- Friedrich Engels, "Letters on Historical Materialism;" "The Origin of Family, Private Property, and the State," excerpts.
- Kevin Anderson, *Marx at the Margins: On Nationalism, Ethnicity, and Non-Western Societies*, excerpts.

Week 3: The Communist Revolution in Russia

5. Launching a Revolution in Russia

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 2-3.
- Steve Philips, *Lenin and the Russian Revolution*, 1-34.
- Vladimir Lenin, "Lenin's Concept of the Revolutionary Party (What Is To Be Done?);" "The Urgent Tasks of our Movement."
- Joshua A. Sanborn, "Unsettling the Empire: Violent Migrations and Social Disaster in Russia During WWI," *Journal of Modern History* (2005).
- Examine primary documents from "1917" on soviethistory.org.

6. The Bolshevik Experiment in Russia

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 4-6.
- Jochen Hellbeck, "Fashioning the Stalinist Soul: The Diary of Stepan Podlubnyi, 1931-1939," *Stalinism: New Directions*, 77-116.
- Terry Martin, "Origins of Soviet Ethnic Cleansing," *Journal of Modern History* (1998).
- David Engerman, "Modernization from the Other Shore: American Observers and the Costs of Soviet Economic Development," *American Historical Review* (2000).

Week 4: War and Communism

7. Soviet Union at WWII

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 7-8.
- Alexander Hill, *The Great Patriotic War of the Soviet Union*, Chapter 3.
- Vasily Grossman, *A Writer at War: A Soviet Journalist with the Red Army, 1941-1945*, excerpts.

8. The Establishment of the Communist Bloc in Postwar Soviet Union

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 9-10.
- Rosa Luxemburg, *The Russian Revolution and Leninism or Marxism?* excerpts.
- Readings from *Seventeen Moments in Soviet History*.
- Start Elena Gorokhova, *A Mountain of Crumbs: A Memoir*.

Week 5: Soviet Union and the Sovietization of Eastern Europe and Central Asia

9. Surviving without Stalin

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 13, 19, 20.
- Gale Stokes, *From Stalinism to Pluralism: A Documentary History of Eastern Europe Since 1945*, excerpts.
- Complete Elena Gorokhova, *A Mountain of Crumbs: A Memoir*.

10. The Sovietization of Eastern Europe and Central Asia

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 13, 19, 20.
- Douglas J. Macdonald, "Communist Bloc Expansion in the Early Cold War: Challenging Realism, Refuting Revisionism," *International Security* (1996).
- Douglas Northrop, *Veiled Empire: Gender and Power in Stalinist Central Asia*, excerpts.
- Gale Stokes, *From Stalinism to Pluralism: A Documentary History of Eastern Europe Since 1945*, excerpts.

Week 6: Communist Revolution in China

11. The Rise of Communism in Modern China

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 11.
- Liu Shaoqi, "How to Become a Good Communist."
- Edgar Snow, *Red Star Over China*, excerpts.
- Rebecca Karl, *Mao Zedong and China in the Twentieth-Century World*, excerpts.

12. Communist Revolution and the Birth of the People's Republic of China

Read:

- Chen Jian, *Mao's China and the Cold War*, excerpts.
- Chang-Tai Hung, *Mao's New World: Political Culture in the Early People's Republic*, excerpts.
- Start Yuan-Tsung Chen, *The Dragon's Village*.

Week 7: The Making of a Communist State in China

13. Book Discussion: The Dragon's Village and Rural Transformation

Read:

- Julia Strauss, "Morality, Coercion and State Building by Campaign in the Early PRC: Regime Consolidation and After, 1949-1956," in *The History of the PRC*, (2007).
- Complete Yuan-Tsung Chen, *The Dragon's Village*.
- Frederic Wakeman, "'Cleanup:' the new order in Shanghai," in *Dilemmas of Victory*, (2010).

14. Capturing the Utopian Possibilities: The Great Leap Forward and Great Famine

Read:

- Andrew Walder, *China under Mao*, excerpts.
- Judith Shapiro, *Mao's War Against Nature: Politics and the Environment in Revolutionary China*, excerpts.
- Xun Zhou, *Forgotten Voices of Mao's Great Famine, 1958-1962: An Oral History*, excerpts.

Week 8: The Great Proletarian Cultural Revolution

15. Cultural Revolution: Politics and Ideology

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 17.
- Andrew Walder, *China under Mao*, excerpts.
- *Quotations from Chairman Mao Zedong (Little Red Book)*.
- Start reading Ye Weili, *Growing Up in the People's Republic*.

16. Cultural Revolution: Youth, Culture, and Gender

Read:

- Dahpon David Ho, "To Protect and Preserve: Resisting the Destroy the Four Olds Campaign," in *The Chinese Cultural Revolution as History*, (2006).
- Sigrid Schmalzer, "Youth and the 'Great Revolutionary Movement' of Scientific Experiment in 1960s-70s Rural China," *Maoism at the Grassroots*, (2015).
- Complete: Ye Weili, *Growing Up in the People's Republic*.

Week 9: Everyday Life under Communism in North Korea

17. The Korean War and Rise of Communism in North Korea

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 18.
- Selection from Bruce Cumings, *The Origins of the Korean War*.
- Alzo David-West, "Marxism, Stalinism, and the Juche Speech of 1955: On the Theoretical De-Stalinization of North Korea," *The Review of Korean Studies* (2007).
- Start Barbara Demick, *Nothing to Envy: Ordinary Lives in North Korea*.

18. Everyday Life in North Korea

Read:

- Cheehyung Harrison Kim, "North Korea's Vinalon City: Industrialism as Socialist Everyday Life," *Positions: Asia Critique* (2014).
- Complete Barbara Demick, *Nothing to Envy: Ordinary Lives in North Korea*.

Week 10: Communism and Anti-Communism in Southeast Asia

19. The Spread of Marxism and Maoism to Southeast Asia

Read:

- Selection from Hue-Tam Ho Tai, *Radicalism and the Origins of the Vietnamese Revolution*.
- Danney Wong Tze Ken, “View from the other side: the early Cold War in Malaysia from memoirs and writings of former MCP members,” in *Southeast Asia and the Cold War*, (2012).
- Shawn Frederick MiHale, *Print and Power: Confucianism, Communism, and Buddhism in the Making of Modern Vietnam*, Chapter 4.

20. Anti-Communism and Anti-Chinese Sentiment in Southeast Asia

Read:

- Selection from Wen-Qing Ngoei, *Arc of Containment: Britain, The United States, and Anticommunism in Southeast Asia*.
- “Committee for Defense of National Interests, Political Cartoons.”
- Tuong Vu, “To Be Patriotic is to Build Socialism”: Communist Ideology in Vietnam’s Civil War,” in *Dynamics of the Cold War in Asia: Ideology, Identity, and Culture*, (2009).

Week 11: Communism in a Capitalist World

21. American Communism and Anticommunism in the Cold War Era

Read:

- Theodore Draper, “American Communism Revisited,” *New York Review of Books* (1985).
- Ellen Schrecker, *Many are the Crimes: McCarthyism in America*, excerpts.
- Alan M. Wald, *The New York Intellectuals: The Rise and Decline of the Anti-Stalinist Left from the 1930s to the 1980s*, excerpts.

22. America and the Communist World

Read:

- John Earl Haynes, “An Essay on Historical Writing on Domestic Communism,” *The Journal of Cold War Studies* (2000)
- Taj Frazier, *The East is Black: Cold War China in the Black Radical Imagination*, excerpts.
- Robin Kelley and Betsy Esch, “Black Like Mao: Red China and Black Revolution,” *Souls: A Critical Journal of Black Politics, Society, and Culture* (1999).
- Alexander C. Cook “Introduction: The Spiritual Atom Bomb and Its Global Fallout,” in *Mao's Little Red Book: A Global History* (2014).

Week 12: Communism in the Caribbean and Africa

23. Cuba: A Caribbean Communist State

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 16.
- Carolee Bengelsdorf, *The Problem of Democracy in Cuba*, excerpt.
- Smith and Padula, *Sex and the Revolution: Women in Socialist Cuba*, excerpt.
- Fredy Ilanga, Che Guevara's Swahili Translator, dir. Katrin Hansing (2009).

24. Communism in Africa

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 18.
- Allison Drew, "Communism in Africa," in *The Oxford Handbook of the History of Communism*, (2008).
- Piero Gleijeses, "The View from Havana: Lessons from Cuba's African Journey, 1959-1976," in *In From the Cold*, (2008).
- Priya Lal, "Maoism in Tanzania: Material Connections and Shared Imaginaries," in *Mao's Little Red Book: A Global History*, (2014).

Week 13: The Fall of the Communism

25. The Collapse of Communism and the Revolutions of 1989

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 20, 24-25.
- Mikhail Gorbachev, "Perestroika," from *Sources of the Western Tradition* (1999).
- Alexei Yurhca, *Everything was Forever Until it was No More*, excerpt.
- "Graffiti from the Romanian Streets, December 1989-January 1990"

26. Reform and Reaction in Post-Mao China

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 21-23.
- Huang Yasheng. *Capitalism with Chinese Characteristics: Entrepreneurship and the State* "Chapter 2: The Entrepreneurial Decade."
- Louisa Lim, *The People's Republic of Amnesia: Tiananmen*, "Chapter 1: Soldier," "Chapter 4: Student," "Chapter 7: Official."

Week 14: The Memory and Legacy of Communism

27. Reckoning with Communism's Pasts

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 26-27.
- Jerry Hough and Merle Fainsod, *How the Soviet Union is Governed*, excerpts.
- Thomas Rawski, "Reforming China's Economy," *The China Journal*, 41 (1999).
- Sarah Biddulph, *The Stability Imperative: Human Rights and Law in China*, excerpts.

28. What's Left of Communist?

Read:

- [Textbook]: Archie Brown, *The Rise and Fall of Communism*, Chapter 28-30.
- Robert Jervis, "Legacies of the Cold War," *Brown Journal of World Affairs* 2:2 (Summer 1995)
- Stephen F. Cohen, *Soviet Fates and Lost Alternatives: From Stalinism to the New Cold War*, excerpts.
- Yuen Yuen Ang, *How China Escaped the Poverty Trap*, excerpts.

Week 15: Course Wrap-up

29. Student Symposium

- Final Project Presentation and Feedback

30. Student Symposium

- Final Project Presentation and Feedback

Supports available to you

Writing Center

Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Students who use the writing center for help with their papers tend to earn higher grades than those who do not. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>[Links to an external site.](#).

Students with Disabilities:

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc[Links to an external site.](#).

Academic Integrity Policy and Plagiarism:

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>[Links to an external site.](#)

ASU's Policy on Threatening Behavior:

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

ASU's Title IX Policy

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>[Links to an external site.](#) As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Classroom Etiquette

Laptop use is allowed only for note-taking during lecture. Cell phones and other electronic devices may not be used during this class. Cell phones should be silenced or, better yet, put into airplane mode or powered down.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

The Rise and Fall of Communism

ARCHIE BROWN

 HarperCollins e-books

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