

**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	<b>School of Historical, Philosophical and Religious Studies</b>
Prefix: <b>HST</b>	Number: <b>302</b>	Title: <b>Studies in History (The Communist Experience in the 20<sup>th</sup> Century)</b>	Units: <b>3</b>

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:** *Historical Awareness (H)* **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](mailto: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](mailto: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**

**HISTORICAL AWARENESS [H]**

**Rationale and Objectives**

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. 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 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 that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that 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 both the relationship between events and change over time. 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.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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.	Syllabus and TOC
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus and TOC
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus and TOC
<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.	Syllabus and TOC
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses that are merely organized chronologically.	
		• 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 Prefix	Number	Title	General Studies Designation
HST	302	The Communist Experience in the 20th Century	Historical Awareness (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 checklist)	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 the major focus of the course	This course examines the development of Communism in the 20th century in a global and comparative perspective, focusing on political, social, and cultural changes.	All course meetings offer a historical exploration of the changes and continuities that were embodied in political, social, and cultural aspects in the making of the communist world. This course discusses the rise and fall of communism. It will be organized chronologically and thematically.
2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	This course examines both domestic and external factors that contributed to the rise and fall of the communist world. Students will learn how communist and socialist theories were adapted to fit different countries from the late nineteenth to the twentieth centuries. This course also presents an integrated and comparative view of communist states in their global context.	Week 3 "The Origins of Communism" discusses social and political factors in the rise of communism. From Week 4 to Week 12, students will examine how people in Russia, Eastern Europe, China, Cuba, North Korea, and other countries constructed different communist ways of life. This course discusses how communist and socialist theories were adapted to fit these countries' realities. In Week 13 and Week 14, students will learn the reasons for the collapse of communism in the late twentieth century, and the contested memories and legacies of communism.
3. There is a disciplined systematic examination of human institutions as they change over time.	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, Cuba, and elsewhere) during the twentieth century. This course also discusses the legacies of communism in the contemporary world.	Week 2 "The Origins of Communism," explores the difference between communist thought and other dominant discourse. From Week 3 to Week 10, students will discuss how communism has crossed borders, classes, groups, and cultures, shaping the lives, politics, economies, and public and private spaces in Russia, Eastern Europe, China, and many other countries. Week 14 examines the memories and legacies of communism in the post-Cold War world.
4. The course examines the relationship among events, ideas, and artifacts and the broad social, political, and economic context.	The communist world witnessed conflict and confluence of different ideologies, political beliefs, and philosophical thoughts. This course also discusses the conflicts and collaborations between the communist world and non-socialist countries. Students will learn the communist world's involvements in WWII, the Cold War, and the age of globalization.	Week 4 "War and Communism" examines the Soviet Union's involvement in WWII and its impact on the post-war global order. Week 5 "The Sovietization of Eastern Europe and Central Asia," discusses how communism crossed borders and cultures, altering how various people construct their realities. Week 11 explores the relationship between the communist world and America during the Cold War. This course presents an integrated and comparative view of communist states in their global context.



# History 302

## The Communist Experience in the 20th Century

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### Course Information

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

**Instructor Contact**

Dr. Lei Duan

Email: [lei.duan@asu.edu](mailto: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 20<sup>th</sup> 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](http://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](http://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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