

## Term Information

Effective Term Autumn 2013  
*Previous Value* Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Addition of Global Studies GE requirement.

**What is the rationale for the proposed change(s)?**

Please see attached syllabus.

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes.

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3282
Course Title	History of the Soviet Union
Transcript Abbreviation	Hist Soviet Union
Course Description	History of the Soviet Union from the Russian Revolution of 1917 to the collapse of communism in 1991.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

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## Prerequisites and Exclusions

### Prerequisites/Corequisites

Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.

### *Previous Value*

*Prereq or concur: Any 2000-level History course, and English 1110.xx; or permission of instructor.*

### Exclusions

Not open to students with credit for 538.

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

54.0101

### Subsidy Level

Baccalaureate Course

### Intended Rank

Sophomore, Junior, Senior

## Quarters to Semesters

### Quarters to Semesters

Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)

### List the number and title of current course being converted

History 538: History of the Soviet Union.

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

*Required for this unit's degrees, majors, and/or minors*

*General Education course:*

*Historical Study*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

**Content Topic List**

- The October Revolution
- The Russian Civil War
- The New Economic Policy
- Stalinist collectivization and industrialization
- Gender roles in Soviet society
- The Second World War and its legacy
- The Cold War
- De-Stalinization
- Nationality unrest
- The collapse of communism
- Prospects for Russian democracy

**Attachments**

- Concurrences from Russian & Slavic.docx  
*(Concurrence. Owner: Roth, Randolph Anthony)*
- History Assessment plan.doc  
*(GEC Course Assessment Plan. Owner: Roth, Randolph Anthony)*
- History 3282 History of Soviet Union with rationale.docx  
*(Syllabus. Owner: Roth, Randolph Anthony)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Roth, Randolph Anthony	12/14/2012 05:37 PM	Submitted for Approval
Approved	Roth, Randolph Anthony	12/14/2012 05:46 PM	Unit Approval
Approved	Heyssel, Garrett Robert	12/18/2012 02:30 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	12/18/2012 02:30 PM	ASCCAO Approval

## History of the Soviet Union: History 3282

Professor: Dr. Gleb Tsipursky                      Contact: [tsipursky.1@osu.edu](mailto:tsipursky.1@osu.edu), 740-755-7806  
Class meeting place: .....                      Office location: LeFevre Hall 287  
Meeting time: T/Th 12:45-2:05,                      Office hours: Tuesdays 3:50-4:40, before and after  
and special events                                              class, and by appointment

### Course Content

*Privet vsem!* That is Russian for “hello, all!” I am excited to welcome you to History 3282, an advanced course that surveys the Soviet Union and post-Soviet Russia, spanning from 1917 to the present. After taking this class, you should be able to identify the central political, economic, social, and cultural phenomena in the history of the USSR and post-Soviet Russia, and relate them to broader historical themes. We will pay particular attention to two crucial historical issues: first, the relationship between government and society; second, the nature of social hierarchies and subordinated social groups. Thus, our two broad “Course Questions” shall be:

1. What was the relationship between the Soviet and post-Soviet Russian government and society? How did this relationship evolve over the period from 1917 to the present? What similarities and differences do you see to the relationship between state and society in today’s world?
2. What role did social hierarchies and subordinated social groups (such as lower social classes, women, youth and children, minority faith groups, ethnic minorities) play in the USSR and post-Soviet Russia? How did this role evolve over this period? What parallels do you see to social hierarchies and subordinated social groups in today’s world?

### Historical Study

**Goals:** Students recognize how past events are studied and how they influence today’s society and the human condition.

#### **Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

*Rationale for fulfilling the GE Learning Outcomes for Historical Study:*

*Goals of the course that fulfill the GE Learning Outcomes in Historical Study:* History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies. **Theories of history:** The course is grounded in students developing their own individual historical interpretations and on learning to use historical methods, namely analyzing primary sources, first-hand accounts of historical events created by direct observers, as well as secondary sources. We will focus on the nature of social hierarchies and the experiences of disenfranchised groups in the Soviet Union and we will examine the relationship between governing structures and society as a whole. The course will span the history of the Soviet Union and post-Soviet Russia from 1917 to the present. **Historical methods:** The course combines a topically inclusive Russia-wide vision with the ability to focus in depth on selected empirical cases that illustrate the importance of mastering political history, cultural history, and social history.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course will study debates over the causes of the Bolshevik uprising, Soviet industrialization and collectivization, the experience of World War II, the post-Stalin transition, the Cold War, and mature socialism. **Contemporary debates:** The course concludes with a final unit on critical problems of the present and foreseeable future in Russia, ranging from terrorism to consumerism to technology; it will also link to the meaning of socialism, a relevant issue in contemporary discourse.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context. The course presents students with a variety of primary and secondary sources, and asks them to analyze how the sources of different types illustrate the themes of the course. The course has been designed to take a "whole history" approach, including politics, economics, society, and culture. The two themes and the contemporary emphasis take in most of the issues mentioned here. The ethnic/racial/national movements in particular will be dealt with in light of the ethnic/racial/national diversity in the USSR itself.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Both the required papers, including the final one, and the exam questions address these points explicitly.

## **Diversity / Global Studies**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

***Rationale for fulfilling the GE Learning Outcomes for Global Studies:***

*Goals of the course that fulfill the GE Learning Outcomes in Global Studies:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World. With its grounding in historical analysis methods, its two clear themes, and readings and films from all periods of Soviet and post-Soviet history, and through the Soviet Union's powerful post-World War II influence on the rest of the world, the course combines a topically inclusive vision with the ability to focus in depth on selected empirical cases that illustrate broader points. The two themes of the course cohere around the question of how people around the World, and especially in the Soviet Union, relate to various social groups in society and to their collective governing structures. We also consider thoroughly links to experience of those outside the Soviet Union as well.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The two themes of the course, grounded in social science and humanities perspectives, provide criteria for comparison and selectivity, precisely for the purpose of comparing similarities and differences of the experience of different ethnic/racial/national groups within the Soviet Union.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. All the materials in the course were selected to do this, especially the ones dealing with the theme of subordinated social groups; we also closely consider the experience of different ethnic/racial/national groups within the Soviet Union.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today. In their papers and in their exams, the students analyze specific moments or issues in terms of their local and their global significance.

5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments. From debates over Soviet nationalism and Soviet socialism to the Cold War conflict and Soviet interactions with the outside world, the course addresses this criterion in multiple ways. The readings and films include works from and about different ethnic/racial/national groups within the Soviet Union; they also include readings about the Soviet impact abroad, so powerful in the post-1945 world.
6. Students will understand the roots and structures of today's globalized world. Today's globalized world, and the place of Russia within this world, is the primary subject of the latter sections of this course, and is pursued throughout the earlier parts of the class.

### Course Objectives

- 1) **How do we know what we know about history?** This basic question faces all of you as novice historians. The answer to this question is not a simple one. We know certain things relatively well, such as many key facts, names, and dates. There is less agreement on more complex and ultimately more important issues, such as the causes and outcomes of historical events and processes, and the nature of relationships within and between societies. The latter represents the focus of attention within the historical discipline, including in this course.
- 2) **Historical Analysis.** In these conceptual matters, the interpretation of individual historians plays the determining role. As in this class you are all novice historians, we will focus attention on developing your own individual interpretation of historical developments, especially in relation to the significance of various phenomena for the broader course of history. At the same time, this course will strengthen your use of historical methods and techniques, meaning the best practices developed by historians for understanding the past.
  - Firstly, this means that we will do a lot of **primary source analysis**. Primary sources, meaning records of historical events created by direct participants and observers, are the key pieces of evidence used by historians in trying to figure out the past. As a result, you will have the opportunity to engage with, learn from, and analyze a wide variety of past human experience, in the same ways as professional historians.
  - Secondly, since this is an advanced class, we will explore **secondary sources**, the interpretive texts created by historians who applied historical methods and techniques to historical evidence, meaning primary sources, in order to create analytical historical narratives. These secondary sources express the individual viewpoints of historians on the appropriate interpretation and meaning of historical events. It is through evidence-based discussions and debates among historians with varying interpretations that we progressively get closer to understanding the full scope of the past. By engaging with the viewpoints in these secondary sources, you will develop your own interpretations of the significance and meaning of the past. Doing so will also assist you in gaining a deeper and more comprehensive understanding of what is happening in today's society, while helping strengthen evidence-based, analytically-justifiable positions on contentious contemporary issues. You will therefore join a broad conversation on the nature of the past and present human experience.

- 3) **Thinking and Reasoning Abilities.** Through undertaking such analysis of the past, you will strengthen your fundamental thinking and reasoning abilities. These abilities include: active reading; effective communication; critical, creative, and independent thinking; teamwork; global awareness; finally, lifelong learning. These abilities will facilitate your success in all spheres of life, professional, public, and private.<sup>1</sup> Thus, this class will thus help you:
- a) **Develop your ability to read actively.** For secondary sources, this means identifying an author's main points and arguments, and determining how well they are supported. For primary sources, you will learn to identify the framework in which the document was made, reflect on how this influenced the text's perspective, consider what it tells us about the historical setting, and place this source in the broader historical context of its time.
  - b) **Develop your ability to think critically, creatively, and independently about what you read.** This pertains to critically evaluating the arguments of secondary sources, and the perspectives in primary sources. In doing so, you will compare these sources to other historical contexts and formulate an independent interpretation of historical issues.
  - c) **Develop your ability to communicate effectively, in written and oral form.** This means marshaling appropriate historical evidence to make coherent and logical interpretations of past events. At the same time, this refers to considering the perspectives of your audience, and addressing its needs in your communication.
  - d) **Develop your teamwork ability.** This refers to helping create a collegial, collaborative, and team-oriented learning community, one conducive to developing skills in negotiation, compromise, agreeing to disagree, and presenting team conclusions to a broad audience.
  - e) **Develop your global awareness.** This involves thoughtfully examining the different viewpoints of historical figures in a range of times and places. Through doing so, you will gain a deeper appreciation of the varied ways of understanding and evaluating reality by people in today's world, whether around the globe or within your own community.
  - f) **Develop your lifelong learning ability.** This means the ability to compare continually one's own beliefs with daily reality and the perspectives of others, being open to new influences and ways of thinking, and to change one's mind and viewpoint to reflect transforming circumstances, new data, and innovative ideas. Doing so is crucial for success in one's professional career, where innovation and flexibility are rewarded; it is just as important for your civic and private life, where the ability to adapt and grow will ensure that you thrive, and help your friends, family, and community to thrive.

## **Methods**

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<sup>1</sup> As historians, we should provide evidence for our claims. Here is what Norman Augustine, the former chairman and CEO of Lockheed Martin, wrote about history in a 09/21/2011 op-ed in the *Wall Street Journal*: "...subjects like history impart: critical thinking, research skills, and the ability to communicate clearly and cogently. Such skills are certainly important for those at the top, but in today's economy they are fundamental to performance at nearly every level. A failing grade in history suggests that students are not only failing to comprehend our nation's story and that of our world, but also failing to develop skills that are crucial to employment across sectors."



My Teaching Philosophy: I seek to create an educational community that uses team-based learning strategies to encourage students both to take responsibility for their own learning and to assist the learning of their peers. Thus, our class meetings will feature active learning, meaning a combination of team activities, class discussions, and in-class writing exercises, with little or no lecturing. Learning assessment includes course notes and test question assignments, a few short papers, evaluations of class participation, two online team projects, a Midterm Exam and a Final Exam. I fully believe in the ability of everyone who puts in the required effort to succeed in this course and am dedicated to helping you do so.

Typical Class Schedule: **Please make sure to do all of the readings and assignments for the upcoming week before coming to the first weekly class session.** Most Tuesdays, you will begin by sharing your course notes and test questions on the assigned materials with your team. Then, we will have a brief discussion of the readings and do a set of team exercises. Most Thursdays, we will do a source analysis and a set of team exercises. A typical set of exercises involves an individual writing component, a team discussion followed by a class discussion, and a team project that you will present to the class, all evaluated as part of your participation grade.

Time Commitment: The course **requires 60-75 pages of reading per week on average**, sometimes more. It also requires **1200-1500 words of writing per week on average**, less in the first half of the semester and more in the second. If you accept that at the beginning and follow the strategies I outline in the guides in the “Other Course Guidelines” sheet, you should be fine keeping pace. Make sure to dedicate at least an **hour and a half per weekday on average (7.5 hours a week)** outside of class time itself to doing the readings and writing the assignments, and leave time to prepare for exams, and you should be on track to get the grade you desire and to gain the knowledge and skills that will serve you well in your college and post-collegiate career.

### Assignments

<b>Course Notes and Test Questions:</b>	<b>340 points</b>
<b>Primary Source mini-papers (2):</b>	<b>100 points</b>
<b>Secondary Source mini-papers (2):</b>	<b>120 points</b>
<b>Historical Thinking mini-paper:</b>	<b>40 points</b>
<b>“Battleship Potemkin” mini-paper:</b>	<b>70 points</b>
<b>Cuban Missile Crisis mini-paper:</b>	<b>70 points</b>
<b>Lecture and Film mini-paper:</b>	<b>70 points</b>
<b>Position paper:</b>	<b>100 points</b>
<b>Bibliography team project:</b>	<b>200 points</b>
<b>Website team project:</b>	<b>250 points</b>
<b>Class Participation:</b>	<b>240 points</b>
<b>Midterm Exam:</b>	<b>160 points</b>
<b>Final Exam:</b>	<b>240 points</b>
<b>TOTAL:</b>	<b>2000 points</b>

For the grading rubrics, see the “Evaluation Guidelines” sheet. For other information, see the “Other Course Guidelines” sheet.

### Readings

**Textbook (Required):** Nicholas V. Riasanovsky and Mark Steinberg, *A History of Russia: Combined Volume*, 8<sup>th</sup> Edition (2010). This is the only acceptable edition. Please make sure that you have the textbook in your hands by the end of the first week of classes, as you will have a reading assignment from the book for the third week. Consider ordering it online, as there are some good deals there, and used copies are available. A further benefit is that this book provides the pre-history of Russia before 1917 for those interested in a broader sweep of Russian history. Furthermore, I will use this same textbook in my Imperial Russia History class, so those of you who wish to take that class will be able to use the same textbook.

**Primary Source Readings:** I have located and posted required readings online on the course website in order to save you the \$80 it would cost to buy a book of primary source readings.

**History Writing and Methods Guide:** In order to save you the \$30 it would cost to buy a book providing guidance on historical thinking, methods, and writing, I have located and posted guidance on these issues on the course website. Please follow these closely in your analysis of historical evidence and your writing of class assignments.

### **Class and Readings Schedule**

This schedule is subject to change based on unforeseen events and developments. As far as I am able, I will discuss any changes with the class in advance and secure consensus on the best course of action.

#### **Week 1: Introduction; Historical Methods; Russia before 1917**

##### Readings:

- Please do these before our first class session on January 8:
- Carmen: “Syllabus”; “Evaluation Guidelines”; “Other Course Guidelines”; “It’s Not Hard; It’s Just Work”; “Norm Augustine, The Education Our Economy Needs”; and “Dr. Gleb Tsipursky’s List of Useful Apps for Education”
- Please do these before our second class session on January 10:
- Carmen: “Ahmed Afzaal, Grading and Its Discontents”; “Paul Edwards, How to Read a Book”; “The Three Parts of a History Paper”; “Thomas Andrews and Flannery Burke, What Does It Mean to Think Historically”; “Writing for College History Classes”
- <http://en.wikipedia.org/wiki/Russia> (read everything in the geography section and in the history section before the Soviet period)

January 8: No assignment due

January 10: **Write a three-sentence summary of the core ideas for each article on Carmen and a list of five bullet points on the main trends in Russia before 1917** (evaluated as part of your class participation)

#### **Week 2: Soviet Union: The Beginning**

Readings (from now on, always do all of the readings before the start of the week):

- Textbook: pg. 464-86 (treat this as two chapters for the purpose of course notes)
- [soviethistory.org](http://soviethistory.org), 1917, “The Empire Falls,” “State Security,” “Workers Organization”
- Carmen: Primary source, “Conditions and Discipline of Soldiers”

January 15: **Course notes and test questions due**

January 17: No assignments due. Start of your digital team project

### **Week 3: Civil War and the New Economic Policy**

#### Readings

- Textbook: pg. 487-510
- [soviethistory.org](http://soviethistory.org), 1924, “Union Treaty” and “Socialist Cinema”
- Carmen: Primary source, “What a communist ought to be like” & “12 Sexual Com.”
- Carmen: Secondary source, selections from *The Red Rockets’ Glare*, by Asif Siddiqi

January 22: **No class today. Instead, watch the film “Battleship Potemkin” online. Also, post your course notes and test questions in the “Week 3” Discussion Forum on Carmen.**

- First, read this background on the movie:  
[http://en.wikipedia.org/wiki/Battleship\\_Potemkin](http://en.wikipedia.org/wiki/Battleship_Potemkin)
- Then, watch the actual film itself:  
<http://www.youtube.com/watch?v=CKgH-VzQbis&feature=related>
- Then, write the “Battleship Potemkin” paper based on the movie

January 24: **No class today. Instead, meet with your team to work on your digital project**

### **Week 4: The Stalinist System**

#### Readings

- Textbook: pg. 511-29
- [soviethistory.org](http://soviethistory.org): 1929, “Making Central Asia Soviet”; 1934, “Physical Culture”; “Socialist Realism”; 1936, “Year of the Stakhanovite”
- <http://www.glebsipursky.com/teaching/website-project>: “Soviet History: Gulag under Stalin”
- Carmen: Primary source, “Nine Girls”
- Carmen: Secondary source, “Was There a ‘Great Retreat’ from Soviet Socialism?” by David Hoffman

January 29: **Course notes and test questions due. “Battleship Potemkin” paper due**

January 31: No assignments due

### **Week 5: Soviet Interwar Foreign Policy and World War II**

#### Readings

- Textbook: pg. 529-46
- [soviethistory.org](http://soviethistory.org), 1921, “Comintern”; 1943, “900 Days”; “The Strange Alliance”; “Holocaust”
- Carmen: Primary source, “Mainline of Attack”
- Carmen: Secondary source, “The Icebreaker Controversy,” by Teddy Uldricks

February 5: **Course notes and test questions due**

February 7: **Primary source analysis paper due**

### **Week 6: Postwar Stalin Years; Digital Project Presentation**

#### Readings

- Textbook: pg. 547-58
- [soviethistory.org](http://soviethistory.org), 1947, “Zhdanov”; “Cold War”
- Carmen: Primary source: “Muradeli’s Opera, ‘The Great Friendship’”
- Carmen: Secondary source, “Real Men go to the Bania,” by Ethan Pollock

**February 12: Course notes and test questions due. Launch your digital project by 8 PM**

**February 14: Secondary source analysis paper due. Digital Project Presentation**

### **Week 7: Midterm Exam; Class Evaluation & Party**

#### Readings

- **No readings**

**February 19: Midterm Exam; Team Peer Evaluation**

**February 21: Midterm Class Evaluation and Class Party.** Please bring treats/drinks to share, and make them Slavic to the extent that you can. I will bring plates, cups, napkins, and forks.

### **Week 8: “Thaw” and “Stagnation,” Part 1**

#### Readings

- Textbook: pg. 559-78 (treat this as half a chapter for notes, so 225-275 words)
- [soviethistory.org](http://soviethistory.org), 1956, “International Youth Festival” ; 1961, “Bratsk”; “Thaw Poets”; 1973, “Rock Goes Russian”
- <http://www.glebsipursky.com/teaching/website-project>: ““Soviet History: The KGB”; “Soviet History: Thaw-Era Films”

**February 26: Course notes and test questions due.** Division into new groups. Start-up of next digital project.

**February 28: No class today. Instead, meet with your team to work on your digital project**

### **Week 9: “Thaw” and “Stagnation,” Part 2**

#### Readings

- Carmen: Primary source, “Russia’s Sputnik Generation”
- Carmen: Secondary Source, *Having Fun in the Thaw*, by Gleb Tsipursky
- Read ahead for Week 11, as there is a significant amount of reading material there

**March 5: No course notes and test questions today. Primary source analysis paper due.**

**March 7: Secondary source analysis paper due**

### **Week 10: Spring Break**

#### Readings

- Read ahead for Week 11, as there is a significant amount of reading material there

**March 12: Spring Break**

**March 14: Spring Break**

### **Week 11: The Soviet Union and the Cold War**

#### Readings

- Textbook: pg. 578-87 (treat this as half a chapter for notes, so 225-275 words)
- [soviethistory.org](http://soviethistory.org), 1947, “Cold War”; 1954, “Hydrogen Bomb”; 1956, “Hungarian Crisis”; 1968, “Third World Friendships” & “Crisis in Czechoslovakia”; 1980, “Invasion of Afghanistan”; “Solidarity in Poland”
- Carmen: Read closely the 2 secondary sources and scan the 4 primary sources

**March 19: Course notes and test questions due.**

**March 21: Cuban Missile Crisis simulation**

## **Week 12: Soviet Society and Culture**

### Readings

- Textbook: pg. 588-616
- [soviethistory.org](http://soviethistory.org), 1924, “Worker’s Clubs”; 1934, “Soviet Champagne”; 1956, “Launch of Sputnik”; 1961, “First Cosmonaut”; 1973, “Soviet Consumerism”; 1980, “Underground Economy”
- <http://www.glebsipursky.com/teaching/website-project>: “Soviet History: Space Propaganda”
- Carmen: Secondary source, selections from *Soviet Baby Boomers*, by Donald Raleigh

**March 26: Course notes and test questions due. Paper on Cuban Missile Crisis due**

**March 28: No class today. Instead, meet with your team to work on your digital project**

## **Week 13: Perestroika and the Soviet Demise**

### Readings

- Textbook: pg. 617-640
- [soviethistory.org](http://soviethistory.org), 1985, “Gorbachev and Nationalism,” “Cooperatives,” “Female Sexuality”; 1991, “March Referendum”; “The August Coup”; “Nine Plus One”
- Carmen: Secondary source, “Forum on ‘Was the Soviet System Reformable?’” Part 1-4

**April 2: Course notes and test questions due.**

**April 4: Position paper due.**

## **Week 14: Post-Soviet Russia; Digital Project Presentation**

### Readings

- Textbook: pg. 641-710 (note that this is two chapters)
- I will announce another source closer to the date, to be based on current events

**April 9: Course notes and test questions due. Launch your digital project by 8 PM.**

**April 11: Digital Project Presentation (during regular class session)**

**April 11: 5-8 PM, Ben Nathans Lecture and Film. This is an obligatory special event**

## **Week 15: Final Exam; Class Overview, Evaluation, and Party**

### Readings

- **No assignment**

**April 16: Final Exam (cumulative). “Lecture and Film” paper due. All late and bonus assignments due**

**April 18: Class Overview, Evaluation, and Party. Bring treats/drinks to share, and make them Slavic to the extent that you can. I will bring paper plates, cups, napkins, and forks.**

**Grading Policy:** A 100–point scale is used, 10 points for each letter grade. An **A** indicates excellence of the highest quality. A **B** indicates above average work, meeting more than the minimum. A **C** indicates that the student minimally does the requirements of the course. In grading papers, I give a grade in the “B” range to papers I judge basically successful, and a grade in the “C” range to papers I judge basically unsuccessful. A paper will have to impress me strongly, one way or the other, to get a higher or lower grade. An “A” paper therefore will be a paper that is not merely good, but genuinely outstanding.

*Academic Misconduct:* It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf)).

**Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu)**

## MEMORANDUM

**TO: Arts and Sciences Committee on Curriculum and Instruction**

**FROM: Randolph Roth, Chair, Undergraduate Teaching Committee, Department of History**

**RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social Diversity in the U.S., and Diversity: International Issues**

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### **Assessment Goals and Objectives**

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

#### **Historical Study GE Requirements:**

##### **Goals:**

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

##### **Expected Learning Outcomes:**

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

##### *Goals of the courses that fulfill the GE Learning Outcomes:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

**Social Diversity GE Requirements:**

**Goals:**

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

**Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

**International Issues GE Requirements:**

**Goals:**

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

**Expected Learning Outcomes:**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the



relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

## **II. Methods**

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

### **Summary of Data:**

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.