

Term Information

Effective Term Spring 2014
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	2280
Course Title	Introduction to Russian History
Transcript Abbreviation	Intro Russian Hist
Course Description	Selected topics introducing students to the history of Russian politics, society, and culture.
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, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx.

Exclusions

Not open to students with credit for 336.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0103

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

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 336: Introduction to Russian Civilization.

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

- Historical origins of the Russian state
- Geographies
- Nationalities
- Religions
- Social groups of the Russian Empire
- The evolution of Russian society from the imperial period to the present
- The Russian Revolution of 1917
- The history of Russian literature
- Art
- Music
- Film
- Kievan Rus
- Muscovy
- Peter the Great
- Stalin

Attachments

- History 2280 Introduction to Russian History Mollie Cavender with rationale.docx
(Syllabus. Owner: Roth,Randolph Anthony)
- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	02/28/2013 10:49 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	02/28/2013 10:56 PM	Unit Approval
Approved	Heysel,Garett Robert	03/22/2013 03:21 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	03/22/2013 03:21 PM	ASCCAO Approval

History 2280: Introduction to Russian History (The Soviet Union)

Winter 2013

Professor M.W. Cavender

T and Th, 12:30 – 1:50pm

Office: Ovalwood 247

Office Hours: T and Th, 11am to noon, and by appointment

Phone: 755-4318

Email: cavender.13@osu.edu

Please notify me as soon as possible if you are a graduating senior this semester.

The professor reserves the right to alter this syllabus as necessary throughout the term.

You may not record me with any device without my permission. All electronic devices must be turned **OFF** during class. If you have an emergency situation involving family members, etc., you may keep the device on vibrate. However, during exams, **ANY** use of any electronic device for any reason is forbidden. If you need to use the cell phone, for example, you will be required to turn in your materials.

Course Description and Requirements

The aim of this course is to introduce students to the study of Russian history, concentrating on the Soviet period. We will, however, discuss late imperial Russia in order to understand the background of the revolutionary period. Topics will include the Russian Revolution, the 1920s and the New Economic Policy, the consolidation of power by Stalin, collectivization, the Five Year Plans, World War II, Khrushchev and the Thaw, Brezhnev and *zastoi* (stagnation), Gorbachev, *glasnost'* and *perestroika*, and the fall of the Soviet Union. We will also address post-Soviet Russia, including the Chechen wars. Throughout, we will study not only political and economic changes, but also social and artistic shifts. By approaching the period through primary sources as well as through secondary works, this course will outline the major issues in Russian and Soviet history. Students will both learn the history of the area and develop the analytical skills common to any historical enterprise.

In order to accomplish the above goals, students will be expected to attend all class meetings and to participate actively in the classroom. This will help to ensure that you are not dropping behind, as well as making the class more interesting for you! Preparation for class will also help you to follow the lectures, which **will assume prior completion of reading assignments**, and to participate actively in discussions. Two examinations will test your knowledge and understanding of the material and issues covered in the course. In-class writing assignments will develop your historical writing skills through analysis. Writing assignments will also assist in organizing your thoughts for class discussion. You will complete four in-class writing assignments on primary sources and four in-class worksheets on films.

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. Students will use theories of history and discuss historical methodologies in every part of the course (a history course). These are especially energetic debates, given the controversial nature of Communism, the USSR's role in the Cold War, etc.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. Again, this is a history course and is designed to engage with historical debates and contemporary debates about history in every facet of the course. The specific regions and time periods are those included in the territory of the USSR during the period of the existence of the Soviet state, as well as its role on the global stage.
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 goal of the course is to examine these movements in the global context. Primary sources are specifically assigned (via Carmen and the films shown in class), and the textbook is a secondary historical examination of the period.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Students will write a number of papers and final essays on the midterm and final examinations. These

essays require discussion of primary and secondary sources in the context of the historical narrative and debates developed in the class.

Diversity – Global Studies (General Education Goals and Outcomes)

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:

Global Studies

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:

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. This course concentrates on the history of Russia, a great power that was neither capitalist nor interested in overseas empires. It provides a crucial comparative case for testing our historical assumptions, which are often based on either first- or third-world situations.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. My concentration in this course on the USSR includes a focus both on the diversity within the Russian empire and the Soviet Union (my choice of Ronald Suny's book as the textbook assures this inclusion: he is one of the foremost researchers of non-Russian history in the Soviet Union). The class also includes much discussion of Soviet culture and the intertwining of culture, economics and politics. Students will discuss these interrelationships in writing assignments and on exams. The course also examines the Soviet influence on world-wide communist movements (which was substantial).
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. Films, readings and primary sources all include this kind of analysis, in tandem with the politically motivated aspects of the Soviet state. For example, study of World War II includes a comparison of the internationalist impulses of the Communist Party as well as the nationalist focus developed by Stalin to motivate the populace to resist Nazi Germany.
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 paper and in their exam essays, 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. All readings, lectures and discussions will expand students' understanding of the structure of the USSR, the culture of its peoples, and the motivations of its elite on the world stage. This allows students the basic tools to understand the Cold War and the post-Cold-War world (which has been so dependent on Cold War developments).
6. Students will understand the roots and structures of today's globalized world. This course introduces students to the second world, the history of which forms the basic pre-cursor to today's globalized world.

Grades will be determined as follows:

Midterm	25%
Writing Assignments (Primary Sources)	25%
Film Worksheets	20%
Final examination	30%

Note: Since the University does not record D- grades, any student earning below 62% will earn an E in the course. Please note that the University also does not record grades of A+.

Grading Scale:

All grades throughout the course will be given initially in numerical form. At the end of the course, these will be converted to letter grades according to the following official OSU Standard Scale. Notice that this Scale does not allow grades to be rounded off; rather, Carmen will convert the numerical grades according to the following scale. Again, please notice this grading scale, which could be different from those used in other classes (either with me or with other teachers); this means, for example, that if you get a grade of 89.99 you will get a grade of B+.

A: 93-100; A-: 90-92.99; B+: 87-89.99; B: 83-86.99; B-: 80-82.99; C+: 77-79.99; C: 73-76.99; C-: 70-72.99; D+: 67-69.99; D: 60-66.99; E: 0-59.99

A = superior

B = very good

C = average

D = average with a few significant misunderstandings

E = poor (or failure to focus on assignment)

My policy is to give a 0 (not an E which is equivalent to 59%) for missed discussions and all work which is not turned in. Therefore, it is necessary to turn in all papers and take all the exams in order to pass this course.

I will discuss the exams in more detail in class. You will be allowed to bring in a one-sided 8.5" x 11" sheet of paper as a study sheet, **provided that it is in your own handwriting**. You will be required to turn this in with your exam, and it will not be returned to you.

Both plagiarism and cheating are cases of serious academic misconduct, and Ohio State University policy requires that they be reported to its Committee on Academic Misconduct for an investigation. Please do your own work!

***In order to avoid persistent problems with make-ups and to avoid students seeking doctor's notes for mild illness, each student will be allowed to drop one primary source writing assignment grade, no questions asked. Please note that this drop should be used for ILLNESS (or other good reason), not in addition to days missed for illness. If you miss class, therefore, do not expect to take a make-up for a writing assignment.**

***Film worksheets must be completed in class – you will not be permitted to take them home until after they are graded.**

***I do not generally give make-up exams. In order to take a make-up due to illness you MUST CONTACT ME PRIOR TO THE EXAM (or quiz), even if it is only leaving a message on my office voicemail. You must also provide acceptable evidence of having seen a doctor. Even if you bring a doctor's note later, you must have either phoned or emailed me prior to the exam. I will not schedule make-ups if I am not informed until after the exam or quiz. NOTE: Sleeping through an exam is NOT an acceptable reason for taking a make-up.**

Drop/Withdrawal Statement

It is the **student's responsibility** to know the deadlines for dropping a course or withdrawing from the University. **Term drop & withdrawal deadlines can be found at:** <http://registrar.osu.edu/> (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). **If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule.** If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.

Retention

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact the Student Life and Retention area for information or an appointment at 419-755-4317.

Student Conduct

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions

(http://studentaffairs.osu.edu/resource_csc.asp). Students who violate faculty expectations may be subject to the code of conduct.

Discrimination and Sexual Misconduct

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination of any type. To file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Chief Student Life and Retention Officer; or Human Resources at 419-755-4047 and ask for an appointment with the Chief Human Resources Officer, who serve as the campus Title IX Coordinators.

Required Text: (For sale in the bookstore).

Suny, Ronald. *The Soviet Experiment*. Oxford: Oxford University Press, 2011.

Additional readings are available through E-Reserves on Carmen. These are marked in the schedule below. **Students will need to create a username and password, and provide their email addresses, in order to access the primary sources (click “Register” on the top right).**

Class, Reading and Assignment Schedule

- January 8 Introduction
Register now for *Seventeen Moments!* Computer problems will not be an acceptable reason for failure to complete primary source reading assignments.
- January 10 Imperial Russia
Suny, Chapter 1
- Jan. 15 Revolution
Suny, Chapter 2
Seventeen Moments in Soviet History (links on Carmen): 1917 Sources
- Jan. 17 Socialism and Civil War
Suny, Ch. 3
Writing Assignment (on 1917 Sources)
- Jan. 22 *Battleship Potemkin* (worksheet)
Suny, Ch. 4
- Jan. 24 *Battleship Potemkin* (worksheet)
- Jan. 29 The Evolution of Dictatorship
Suny, Ch. 5
17 Moments: 1921 Sources
- Jan. 31 **Writing Assignment (on 1921 Sources)**

- Feb. 5 Socialism in One Country
Suny, Ch. 6
- Feb. 7 The 1920s
Suny, Ch. 7 & 8
17 Moments: 1924 Sources
- Feb. 12 Stalinism
Suny, Ch. 9
Writing Assignment (on 1924 Sources)
- Feb. 14 Stalinism
Suny, Ch. 10
- Feb. 19 Review

Thurs. Feb. 21 MIDTERM

- Feb. 26 *Burnt by the Sun (worksheet)*
- Feb. 28 *Burnt by the Sun (worksheet)*
- March 5 Stalinism
Chs. 11 & 12
- March 7 The Coming of WW II
Ch. 13

SPRING BREAK

- March 19 The Great Fatherland War
Ch. 14
17 Moments: 1943 Sources
- March 21 The Cold War and Late Stalinism
Chs. 15 & 16
Writing Assignment (on 1943 Sources)
- March 26 Khrushchev
Ch. 17
- March 28 *The Cold Summer of 1953 (worksheet)*
- April 2 *The Cold Summer of 1953 (worksheet)*
- April 4 Brezhnev

Ch. 18

- April 9 Gorbachev and Reform
 Chs. 19 & 20
- April 11 *A Prisoner of the Mountains* (worksheet)
- April 16 *A Prisoner of the Mountains* (worksheet)
- April 18 Review

The Final Exam is currently scheduled for Thursday, 25 April, at 1pm. You must arrive on time in order to take the final exam.

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).

What is plagiarism?

See http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

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

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

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.