

## Term Information

Effective Term Spring 2025  
*Previous Value* Autumn 2022

## Course Change Information

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

Changing from Foundation to GEN Theme TCT

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

Part of the department's ongoing GE conversion efforts

**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)?

N/A

**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	Soviet Union Hist
<i>Previous Value</i>	<i>Hist Soviet Union</i>
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, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
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, Wooster

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## **Prerequisites and Exclusions**

### **Prerequisites/Corequisites**

#### ***Previous Value***

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

### **Exclusions**

#### **Electronically Enforced**

Yes

## **Cross-Listings**

### **Cross-Listings**

## **Subject/CIP Code**

### **Subject/CIP Code**

54.0101

### **Subsidy Level**

Baccalaureate Course

### **Intended Rank**

Sophomore, Junior, Senior

## **Requirement/Elective Designation**

### **General Education course:**

Historical Study; Global Studies (International Issues successors); Traditions, Cultures, and Transformations

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; Global Studies (International Issues successors); Historical and Cultural Studies*

*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**

- Students will gain an understanding of the entire Soviet period, from the 1917 Revolution to the demise of the Soviet Union in 1991.
- Students will explore and gain knowledge of the Civil War, New Economic Policy, industrialization, Soviet culture, delineation of gender roles, WWII, the Cold War, Stalinism, collapse of Communism, and prospects for Russian democracy.

**COURSE CHANGE REQUEST**  
3282 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/25/2024

**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

**Sought Concurrence**

No

**Attachments**

- 3282 Cover Letter.docx: Cover Letter  
*(Cover Letter. Owner: Getson, Jennifer L.)*
- 3282 GE Form 11.25.2024.pdf: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- 3282 Syllabus Teague Revised 11.25.2024.docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

- Please see feedback email sent to department 10-24-2024 RLS *(by Steele, Rachel Lea on 11/01/2024 04:41 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	09/06/2024 09:36 AM	Submitted for Approval
Approved	Reed, Christopher Alexander	09/06/2024 09:38 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2024 11:20 AM	College Approval
Revision Requested	Steele, Rachel Lea	11/01/2024 04:41 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	11/25/2024 02:40 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	11/25/2024 02:54 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/25/2024 03:56 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/25/2024 03:56 PM	ASCCAO Approval



November 25, 2024

Hello,

Thank you for the feedback for History 3282:

- **Contingency:** The reviewing faculty found the proposal to be a rich, important course with very good organization and direct applicability to the present. Rather than rely on the familiar pattern of reading/lecturing/assessing, the menu of student engagements—which offers simulations, fiction, primary sources, and more—turns student learning into a broad media experience. However, the reviewing faculty would like to see additional information within the GE submission form, specifically for ELOs 3.1, 3.2, 3.3, 3.4, 4.1, and 4.2, on how the course assignments and assessments will be utilized to meet the ELOs of the Theme category. While they recognize that the responses utilize the phrase “discussions and readings” to describe which assessments will fulfill the ELOs, they would like more specificity, especially given the rich assessment opportunities throughout the course.
  - More details about how students will fulfill the ELOs in the research assignment has been added on page 10.
- **Contingency:** The reviewing faculty would like to see more explanation and instances in the course syllabus that highlight the advanced nature of the course, as required by ELO 1.2. They are currently unsure where the course has been redesigned to be advanced from its previous foundational nature.
  - The major assignment is longer, more complex, and will include multiple scholarly works.
- **Contingency:** The reviewing faculty request that a cover letter be submitted that details all changes made as a result of their feedback.
- **Recommendation:** The reviewing faculty recommend including the GEL Goals, ELOs, and explanatory paragraph for the GEL Diversity – Global Studies category, as this course is approved for this GEL category. As a reminder, the GEL Goals and ELOs can be found on the [ASC Curriculum and Assessment Services website](#).
  - This has been added to the syllabus (page 2).

## **History 3282 History of the Soviet Union**

Autumn 2022  
Scott Lab N054  
TR 12:45-2:05  
hoffmann.218@osu.edu

Prof. Hoffmann  
Dulles Hall 212  
T 2:30-3:30  
Tel. 614-292-5576

### Course Overview

This course provides a survey of the history of the Soviet Union from the October Revolution in 1917 and its collapse in 1991. The periods immediately prior to and succeeding it will also be examined to provide critical context for the main content of the class but also to illuminate the impact of the USSR's collapse. The course will combine both a traditional "top down" narrative that highlights politics and the economy with newer "bottom up" approaches that highlight the power and impact of social and cultural forces in history.

The heart of this class is an examination of the contrast between the ideologies and realities of Marxism-Leninism throughout Soviet history, and its impact on the lived realities of the various diverse peoples living in this region. The adoption of an explicit state ideology provides a unique opportunity to see how theory and ideas translate to reality. Students will examine how this ideology, which rarely, if ever, touched upon subjects like gender and sexuality, was used as a justification for various, often conflicting policies over the course of the Soviet Union's existence. Ultimately, throughout the course, students will be constantly asked to question whether or not Marxism-Leninism was truly an ideology adopted by the USSR, simply a vessel for various politicians to adopt their own goals into as part of various political debates, or something in-between.

Special attention will be paid to interactions between dominant and subdominant cultures, especially with an eye towards contemporary issues. The Russia-Ukraine War has become one of the most important events in the world, and many of the underlying beginnings of the war can be examined through Soviet history. For example, throughout the USSR's existence, Russian citizens exercised their power as the dominant cultural bloc within the nation at the expense of Ukrainians. Events like the various Ukrainian famines were exacerbated by anti-Ukrainian bias with the Soviet government, including purges of "disloyal" Ukrainians. The course will end with an examination of the root causes of the ongoing war, and the course will be structured throughout to help explain this major, contemporary event by grounding its causes in Soviet history when appropriate. Other ethnic differences between Russians and various Central Asian Soviet groups like the Kazaks will also emphasize how the unwillingness of the dominant ethnic and social group to adapt and modify its goals to work with minority groups within the nation eventually contributed to its internal divisions and eventual dissolution.

### **General Education (GE)**

#### Legacy GE: Historical Studies

Goal: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

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.

How This Course Meets the Legacy GE: Historical Studies ELOs

Through a careful study of the history of the Soviet Union, its creation, and its dissolution, students will examine the complex internal and external factors that shaped what was recently the world's second most powerful nation. Students will see how economic factors, social unrest, culture, political instability, ideology, war, and many other factors influenced the development and collapse of the USSR. The class will also touch upon what happened after the dissolution of the Soviet Union and examine the rise of Vladimir Putin and Russia's imperial efforts in its war with Ukraine. Students will leave the class better understanding one of the most important and bloody wars of the 21<sup>st</sup> Century. To help achieve these goals, the course will utilize primary sources from the Soviets to let students examine them in their own words and be informed by leading scholars in the field of general contours of Soviet history.

Legacy GE: Diversity

Goal: 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 (ELOs):

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.

How This Course Meets the Legacy GE: Diversity ELOs

This course provides an overview of what was once the second most powerful nation in the world, the USSR. Students will learn about how this nation, which was once America's main rival, viewed the world and tackled many of the same issues that America did. Students will see the Soviet perspective on many of the major events of the 20<sup>th</sup> Century, including World War II, the Cold War, the Cuban Missile Crisis, and others to gain a better understanding of how a nation with different political and cultural values approached these various events. Students will also see how the Soviet Union tackled (or refused to tackle) various issues like gender equality and the subjugation of racial/ethnic minorities and how that helped lay the foundation for the current Russian Federation, the war with Ukraine, and other aspects of contemporary life.

New GE: Themes, Cultures, and Transformations

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than

in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]

2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.

1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.

3.3. Examine the interactions among dominant and sub-cultures.

3.4. Explore changes and continuities over time within a culture or society.

4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

### How this Course meets the Traditions, Cultures, and Transformations ELOs

This course will introduce students to various aspects of Soviet history and society to provide a broad, in depth view of what was once the second most powerful nation in the world. Throughout the course, and

especially with the book review assignment, students will engage with both primary and secondary sources to evaluate both how and why history unfolded in the Soviet Union the way it did but also synthesize and formulate their own beliefs about a complicated topic. Students will also be asked to reflect upon the readings regularly throughout the course to prepare for in class discussion and to help guide the instructor through the various classroom discussions.

Students will analyze the impact of Marxism-Leninism in creating a major and long-lasting change in this geographic region. Students will examine how this ideology, which rarely, if ever, touched upon subjects like gender and sexuality, was used as a justification for various, often conflicting policies over the course of the Soviet Union's existence. Students will also analyze interactions between the dominant Russian culture and the many subcultures living within the boundaries of the USSR, and how the unwillingness of the dominant ethnic and social group to adapt and modify its goals to work with minority groups within the nation eventually contributed to the Soviet Union's internal divisions and eventual dissolution.

Required books: Peter Kenez, *A History of the Soviet Union: From the Beginning to its Legacy*, 3<sup>rd</sup> edition.  
Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*.

The books are available at Barnes & Noble – The OSU Bookstore at Gateway/15<sup>th</sup> & High or online at <https://ohiostate.bncollege.com/shop/ohiostate/page/find-textbooks> and they are also on reserve in the Main Library. In addition, there are approximately 20 readings posted on Carmen.

### **Grading:**

The basic grades for this course will be distributed as follows:

In-class discussion and reflection papers: 25%

8-10 page paper: 25%

Midterm: 25%

Final: 25%

Students are expected to attend class by default. If a student is going to miss class, they should contact the instructor prior to class starting if at all possible. Students will receive their participation grade through contributing to in-class discussions about the topic of the day. Additionally, students will need to write 5 one page reflection papers throughout the semester based on discussion questions posted on Carmen prior to the start of the associated class. These response papers will help inform the instructor of what types of thoughts and questions students have about a particular topic and will help set the stage for in-class discussion. This will also help students connect class material to the overall themes of the class, particularly with ongoing discussions about the role and reality of Marxism-Leninism in the Soviet Union.

A 8-10 page academic book review providing an in depth critique of two scholarly works will constitute the major paper for the class. **Details can be found at the end of the syllabus, after the course schedule.**

Finally, there will be a midterm and a final. These assignments will test a student's ability to synthesize the various sources of information found throughout the semester to answer open ended questions about Soviet history. Ultimately, to get a good grade, students must comprehend and synthesize the various themes and foundations of the course.



### **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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

### **Disability Services**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities.

Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### **Class Schedule**

## **Ideology, Revolution and the Creation of the USSR**

- What are the main principles of Marxism-Leninism?
- How did the ideology of Marxism-Leninism impact the creation of the Soviet Union?

*These first few weeks will examine background information on the formation of the Soviet Union, the October Revolution, and the Russian Civil War. Their overarching goal is to provide student will a clear understanding of how the October Revolution developed, what influenced its leaders, and the impact it immediately had on major world events like World War I.*

#### WEEK 1

- |         |  |
|---------|--|
| Aug. 23 | Introduction   |
| Aug. 25 | Russian empire; tsarist autocracy; origins of the 1917 Revolution; February Revolution.<br>Film excerpt: "Rasputin."<br>[Kenez, chapter 1] |

*Weeks 2-3 provides students with an in-depth examination of the many of the most important promises made by Lenin and the Bolsheviks and how they impacted the initial revolution. Special emphasis will be paid, however, on the experiences of everyday citizens of Russia who lived through the Revolution and what change, if any, it had on their lives. Students will also examine scholarly narratives of the period to see how historians craft their arguments and how methodological choices can impact both what someone analyzes and how they analyze it. Marxism-Leninism will also be introduced as a philosophy along with the role it played amongst the Bolsheviks.*

#### WEEK 2

- |                  |   |
|------------------|---|
| Aug. 30- Sept. 1 | Provisional Government; Bolshevik Party; October Revolution; Constituent Assembly; Decree on Land; Treaty of Brest-Litovsk.<br>Film excerpt: "The Russian Revolution."<br>[Kenez, chapter 2]<br>Discussion: Excerpts from <i>Eyewitnesses to the Russian Revolution</i> (posted on Carmen). |
|------------------|---|

### **Stalin's Soviet Union**

- How did the theoretical principles of Marxism-Leninism differ from how Stalin employed these ideologies in the Soviet government at this time?
- How did the lived realities of the people during this time compare to the promises of Marxism-Leninism as a reality?
- How would you describe the relationship between the dominant Russian culture and other cultural groups living within Soviet borders at this time?

#### WEEK 3

- |           |  |
|-----------|--|
| Sept. 6-8 | Civil War; War Communism; Comintern; New Economic Policy; Avant-garde culture.<br>Film excerpt: "The Russian Revolution."<br>[Kenez, chapter 3]<br>Discussion: Excerpts from <i>In the Shadow of</i> |
|-----------|--|

*Revolution* (posted on Carmen).

*Weeks 4-6 provide an overview of the creation and operation of the Stalinist dictatorship. Although students will learn the basic political history of the period, attention will be specifically focused on the various lived experiences during this era. For example, the famine in Ukraine and how the region was targeted in various purges will not only exemplify the Stalinist approach to agricultural and purges, but also help highlight the general Russian attitude towards Ukraine and how that informs the ongoing Russia-Ukraine War. This examination will culminate in students discussing Alexander Solzhenitsyn's One Day in the Life of Ivan Denisovich, a classic Soviet era novel that describes experiences in the gulag system. How Stalin adopted Marxism-Leninism to suit his own political goals will also be examined.*

WEEK 4

Sept. 13-15

Leadership struggles; Stalin; Collectivization; Famine; Anti-religious propaganda; Nationality policies.  
Film excerpt: "Harvest of Despair."  
[Kenez, chapter 4]  
Discussion: Maurice Hindus, "Red Bread" (posted on Carmen).

WEEK 5

Sept. 20-22

Industrialization; Urbanization; Gender roles in Soviet society; Cultural revolution; New elite.  
Film excerpt: Documentary footage of industrialization.  
Discussion: Excerpt from John Scott, *Behind the Urals* (posted on Carmen).

WEEK 6

Sept. 27-29

Great Purges; Mass operations; National operations; Soviet modernity in comparative perspective.  
Film excerpt: "Marshall Blucher."  
[Kenez, chapter 5]  
Discussion: Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

*Week 7 will examine the Soviet Union's role in World War II. It will highlight the various external factors that led the Soviet Union to initially make a pact with Nazi Germany and invade Poland, but how serious miscalculations led the Soviets to not be prepared for the eventual war with the Nazis. Special emphasis will be paid to the industrial power of the Soviet Union and how the various industrial plans pushed by Stalin contributed to the USSR's victory over the Nazis by giving the Soviets a framework for quick construction of industrial sites away from major battlefields as well as the realities of individual citizens during the war.*

WEEK 7

Oct. 4-6

Foreign Policy; World War II; Battle of Moscow; Siege of Leningrad.  
Film excerpt: Documentary footage of World War II  
[Kenez, chapter 6]

Discussion: Excerpts from *Writing the Siege of Leningrad* (Posted on Carmen)

## **The Cold War**

- How did Marxism-Leninism change from the governments of Stalin to Khrushchev?
- How would you describe the relationship between the dominant Russian culture and other cultural groups living within Soviet borders at this time?

### WEEK 8

Oct. 11

**MIDTERM EXAM**

Oct. 13

FALL BREAK -- No class

*Weeks 9-11 will cover the early Cold War and Khrushchev eras. Students will learn about the external factors that influenced the Soviet Union's responses during the early Cold War and led to a quick deterioration between the USSR and their wartime allies. The death of Stalin and transition to Khrushchev will also be examined to provide a clear overview of how the Soviet system wanted to transition out of Stalinism after the death of its namesake. The Cuban Missile Crisis will be examined in detail to see how a key combination of internal and external factors led to the most dangerous moment of the Cold War. Students will see previously top secret documents from both the Soviet and American perspective to see how the event unfolded from various perspectives. Students will then partake in an in-class simulation to see how different actors in the USSR, US, and Cuba acted due to their varied goals and pressures.*

### WEEK 9

Oct. 18-20

Postwar reconstruction; Gender roles;  
Soviet control of Eastern Europe; Cold War;  
Deportation of national minorities.  
Film excerpt: "Stalin: The Power of Fear."  
[Kenez, chapter 7]  
Discussion: Natalia Baranskaya, "A Week Like Any Other" (Posted on Carmen).

### WEEK 10

Oct. 25-27

Khrushchev Era; De-Stalinization; Cultural thaw; Space race; Virgin lands program.  
Film excerpt: Documentary footage of Khrushchev  
[Kenez, chapter 8]  
Discussion: Excerpt from Vasily Grossman, *Forever Flowing* (Posted on Carmen).

### WEEK 11

Nov. 1

Film: "The Cuban Missile Crisis, 1962"

Reading: Documents on Cuban Missile Crisis  
(Posted on Carmen).

Nov. 3

Cuban Missile Crisis Simulation

## **The End of the USSR and Russia Today**

- What is the legacy of Leninism-Marxism after the breakup of the Soviet Union?
- How did the history of conflicts between the dominant Russian culture and subcultures within Soviet borders lead to continued tensions in the post-Soviet world?

*Weeks 12 and 13 will examine the last few decades of the USSR, specifically focusing on the failure of the social and economic conditions within the country to adapt and keep up with competing capitalist countries. Lagging scientific achievements also compounded into a spiraling need for defense spending at the expense of addressing the growing social discontent foaming in Soviet society. Gorbachev's reforms will be examined to show attempts at addressing these and other major issues in Soviet society and how they failed to fix the numerous issues that eventually lead to the breakup of the USSR and the ending of the Cold War. Of particular note will be the debate amongst various actors of how to actually implement Marxism-Leninism in the wake of various challenges the USSR faced during this period.*

### WEEK 12

Nov. 8-10

Brezhnev era; Prague Spring; Détente;  
Leadership transition; Gorbachev; End of Cold War.  
Film excerpt: Documentary footage of Brezhnev.  
[Kenez, chapter 9]  
Discussion: Excerpt from *Russia's Sputnik Generation* (Posted on Carmen)

### WEEK 13

Nov. 15-17

Perestroika; Failed coup of August 1991;  
Breakup of the Soviet Union; Yeltsin era;  
Privatization; Social stratification.  
Film excerpt: "Return of the Czar"  
[Kenez, chapters 10-11]  
Discussion: Excerpts from *Soviet Communism from Reform to Collapse* (Posted on Carmen)

### THANKSGIVING BREAK

Nov. 22-24

No class

*Week 14 will end the class by giving an overview of post-Soviet Russia and how the promise of democracy devolved into yet another dictatorship, this time led by Vladimir Putin. Particular focus will be paid to the relationship between Russia, Ukraine, and other former Soviet states and how events during the Soviet era laid the foundation for the contemporary conflict.*

### WEEK 14

Nov. 29-Dec. 1	Putin; Illiberal democracy; Ukrainian Revolution of Dignity; U.S.-Russian relations; Russian Invasion of Ukraine. Film excerpt: Putin speech following annexation of Crimea Discussion: Putin Speech just prior to Invasion of Ukraine (Posted on Carmen) [Kenez, chapters 12-13]
Dec. 6	No class <b>PAPERS DUE</b> – submit electronically via Carmen “Assignments” page by 6:00 pm.
FINAL WEEK	
Dec. 13	<b>FINAL EXAM 2:00-3:45</b> (exam time is different than class time)

### **Paper Assignment:**

Write a 8-10 page book review of two scholarly monographs on some topic in Soviet history. Choose two books from below that cover a topic that interests you. Consult the list below or ask the professor for suggestions. Your review should do more than simply summarize the two works and their arguments. This is not a simple book review or short summary of the works. To get a high grade, students must engage in high level analysis, synthesis, and critique of the works they select. They will need to draw upon the knowledge they’ve gained in the course to provide a clear analysis of both works and how they come together to help illuminate some aspect of Soviet history. Students should also engage in examining how/if their theses differ from each other and if they can be reconciled. If they are compatible, students should synthesize the arguments of the two works to examine what their combined evidence and arguments teach us about their topic(s). If their arguments do conflict, students should evaluate which thesis is stronger and explain why. The goal of the assignment is not simply to have students learn more about a preferred topic, but to develop critical skills related to analysis and synthesis to further their overall skillset.

The following are some questions you may choose to discuss in your paper:

1. Do you know anything about the author? (Read the book jacket, the acknowledgements, and the dedication. Note the publisher and year of publication.) Does the author have any clear biases or agendas that influence the book?
2. Does the book have a clear thesis? Does the author prove the thesis? Is the thesis a significant contribution to our understanding of Russian history?
3. What type of history is the focus of the book? (Political, social, cultural, religious, intellectual, biographical, psychological, administrative, military, or economic history.) What other types of history might be applied to this topic?
4. How does the author explain historical events and trends? What does s/he state or assume to be the causal forces in history?
5. What sources (treaties, speeches, decrees, government records, memoirs, statistics, etc.) does the author rely upon? Is the research well documented? Is the use of sources convincing? Do other sources contradict the thesis of the book?

Papers will be graded on their writing style as well as their content. Be sure to formulate clear arguments about the books. Support your arguments with examples from the books (but avoid overly-long quotations), and provide the page number in parentheses. Organize your paper carefully and include

an introduction and conclusion. Papers must be typed, double-spaced, with one-inch margins on all sides. Include a title page with your name, the title of your paper, and the course number.

Extensions on the paper are granted at the discretion of the professor only to those students presenting valid and verifiable excuses. Students who are unable to complete the assignment for familial, legal, or medical reasons must contact the professor no later than the due date. Work turned in late without a valid excuse will be penalized by one letter grade per day late. Likewise, students who miss an exam due to familial, legal, or medical reasons must contact the professor prior to the exam date. They must subsequently provide written evidence to verify their excuse. The professor will report all instances of alleged academic misconduct, including plagiarism, to the Committee on Academic Misconduct. For additional information, see the Code of Student Conduct: [http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)

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 Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

Recommended books for paper:

- Laura Engelstein, *Russia in Flames: War, Revolution, and Civil War, 1914-1921* (Oxford, 2017).
- Francesco Benvenuti, *The Bolsheviks and the Red Army, 1918-1922* (Cambridge, 1988).
- Frederick Corney, *Telling October: Memory and the Making of the Bolshevik Revolution* (Ithaca, 2004).
- Orlando Figes, *Peasant Russia, Civil War* (Oxford, 1989).
- Sheila Fitzpatrick, *The Russian Revolution* (Oxford, 1994).
- S. A. Smith, *Russia in Revolution* (Oxford, 2017).
- Lynn Mally, *The Culture of the Future: The Proletkult Movement in Revolutionary Russia* (Berkeley, 1990).
- Alexander Rabinowitch, *The Bolsheviks Come to Power* (New York, 1976).
- Donald Raleigh, *Revolution on the Volga* (Ithaca, 1986).
- Allan Wildman, *The End of the Russian Imperial Army: The Road to Soviet Power and Peace* (Princeton, 1987).
- Evan Mawdsley, *The Russian Civil War* (London, 1987).
- Lewis Siegelbaum, *Soviet State and Society between Revolutions, 1918-1929* (Cambridge, 1992).
- Moshe Lewin, *Russian Peasants and Soviet Power* (London, 1968).
- Lynne Viola, *The Unknown Gulag* (New York: Oxford University Press, 2006).
- Sheila Fitzpatrick, *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s* (New York: Oxford University Press, 1999).
- Sarah Davies, *Popular Opinion in Stalin's Russia: Terror, Propaganda and Dissent, 1934-1941* (New York, 1997).
- Jochen Hellbeck, *Revolution on My Mind: Writing a Diary Under Stalin* (Cambridge, Mass.: Harvard University Press, 2006).
- Sheila Fitzpatrick, *Stalin's Peasants: Resistance and Survival in the Russian Village after Collectivization* (New York, 1994).
- Lynne Viola, *Peasant Rebels Under Stalin: Collectivization and the Culture of Peasant Resistance* (New York, 1996).
- Robert Conquest, *The Great Terror: A Reassessment* (New York, 1990).
- J. Arch Getty, *Origins of the Great Purges: The Soviet Communist Party Reconsidered, 1933-1938* (New York, 1985).
- Nicolas Werth, *Cannibal Island: Death in a Siberian Gulag* (Princeton, 2007).
- Oleg V. Khlevniuk, *Stalin: New Biography of a Dictator* (New Haven, 2017).
- Stephen Kotkin, *Magnetic Mountain: Stalinism as a Civilization* (Berkeley, 1995).
- Hiroaki Kuromiya, *Freedom and Terror in the Donbass: A Ukrainian-Russian Borderland, 1870s-1990s* (New York, 1998).
- Peter H. Solomon, Jr., *Soviet Criminal Justice Under Stalin* (New York, 1996).
- Robert Thurston, *Life and Terror in Stalin's Russia, 1934-1941* (New Haven, 1995).
- Hiroaki Kuromiya, *Stalin's Industrial Revolution* (New York, 1988).
- Lewis H. Siegelbaum, *Stakhanovism and the Politics of Productivity in the USSR, 1935-1941* (New York, 1988).
- John D. Barber and Mark Harrison, *The Soviet Home Front 1941-1945: A Social and Economic History of the USSR in World War II* (London, 1991).
- Catherine Merridale, *Ivan's War: Life and Death in the Red Army, 1939-1945* (London, 2007).
- John Erickson, *The Road to Stalingrad* (London, 1975).
- John Erickson, *The Road to Berlin* (London, 1983).
- Anna Krylova, *Soviet Women in Combat: A History of Violence on the Eastern Front* (Cambridge, 2010).
- William O. McCagg, *Stalin Embattled, 1943-1948* (Detroit, 1978).
- William Moskoff, *The Bread of Affliction: The Food Supply in the USSR during World War II* (New



York, 1990).

Alexander Werth, *Russia at War, 1941-1945* (New York, 1964).

Amir Weiner, *Making Sense of War: The Second World War and the Fate of the Bolshevik Revolution* (Princeton, 2001).

Elena Zubkova, *Russia after the War: Hopes, Illusions, and Disappointments, 1945-1957* (New York, 1998).

R. Craig Nation, *Black Earth, Red Star: A History of Soviet Security Policy* (Ithaca, 1992).

Kate Brown, *Plutopia: The Great Soviet and American Plutonium Disasters* (Oxford, 2013).

William Taubman, *Khrushchev* (New York, 2003).

Miriam Dobson, *Khrushchev's Cold Summer* (Ithaca, 2009).

Roy and Zhores Medvedev, *Khrushchev: The Years in Power* (Oxford, 1977).

Geoffrey Hosking, *The Awakening of the Soviet Union* (London, 1991).

Richard Sakwa, *Gorbachev and his Reforms, 1985-1990* (New York, 1991).

Stephen White, *Gorbachev in Power* (New York, 1990).

Stephen Kotkin, *Armageddon Averted: The Soviet Collapse 1970-2000* (Oxford, 2001).

William Taubman, *Gorbachev: His Life and Times* (New York, 2017).

Tim McDaniel, *The Agony of the Russian Idea* (Princeton, 1996).

Lynne Attwood, *Creating the New Soviet Woman: Women's Magazines as Engineers of Female Identity, 1922-1953* (New York, 1999).

Choi Chatterjee, *Celebrating Women: Gender, Festival Culture, and Bolshevik Ideology, 1910-1939* (Pittsburgh, 2002).

Wendy Z. Goldman, *Women, the State and Revolution: Soviet Family Policy and Social Life, 1917-1936* (New York, 1993).

Melanie Ilic, *Women Workers in the Soviet Interwar Economy: From 'Protection' to 'Equality'* (New York, 1999).

Elizabeth A. Wood, *The Baba and the Comrade: Gender and Politics in Revolutionary Russia* (Bloomington, 1997).

Gail Warshofsky Lapidus, *Women in Soviet Society: Equality, Development, and Social Change* (Berkeley, 1978).

Dan Healey, *Homosexual Desire in Revolutionary Russia: The Regulation of Sexual and Gender Dissent* (Chicago, 2001).

Dan Healey, *Russian Homophobia from Stalin to Sochi* (London, 2018).

Francine Hirsch, *Empire of Nations* (Ithaca, 2005).

Adeeb Khalid, *Making Uzbekistan: Nation, Empire and Revolution in the Early USSR* (Ithaca, 2015).

Terry Martin, *The Affirmative Action Empire: Nations and Nationalism in the Soviet Union, 1923-1939* (Ithaca, 2001).

Ronald Suny, *The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union* (Stanford, 1993).

Serhii Plokhy, *Chernobyl: The History of a Nuclear Catastrophe* (New York, 2018).

Serhy Yekelchuk, *Ukraine: What Everyone Needs to Know* (New York, 2020).

# GE Theme course submission worksheet: Traditions, Cultures, & Transformations

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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## Goals and ELOs unique to Traditions, Cultures, & Transformations

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
<b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
<b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.	
<b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.	
<b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
<b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	