

**The Ohio State University**  
**Colleges of the Arts and Sciences New Course Request**

International Studies

Academic Unit

International Studies

Book 3 Listing (e.g., Portuguese)

530 Comparative Communism: China and Russia

Number	Title	UG	Credit Hours
530	Comp Communism	UG	5
18-Character Title Abbreviation		Level	Credit Hours

Summer Autumn Winter X Spring Year 2007

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information**

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*):

This course seeks to understand the different trajectories of the world's two great communist powers in the 20<sup>th</sup> century; China and Russia.

Quarter offered: AU,WI,SP Distribution of class time/contact hours: 2 1.5 hr. class

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Sophomore or higher, or permission of instructor

Exclusion or limiting clause: NA

Repeatable to a maximum of NA credit hours.

Cross-listed with: NA

Grade Option (Please check): Letter  S/U  Progress  What course is last in the series? \_\_\_\_\_

Honors Statement: Yes  No  GEC: Yes  No  Admission Condition  
 Off-Campus: Yes  No  EM: Yes  No  Course: Yes  No

Other General Course Information: NA

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

**B. General Information**

Subject Code 450901 Subsidy Level (V, G, T, B, M, D, or P) \_\_\_\_\_

If you have questions, please email Jed Dickhaut at [dickhaut.1@osu.edu](mailto:dickhaut.1@osu.edu).

1. Provide the rationale for proposing this course:  
 See attached rationale.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one):  Required on major(s)/minor(s) A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)  A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.  
Already offered under IS 501 Selected Topics.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes  No  List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: \_\_\_\_\_

6. Expected section size: 30 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes  No

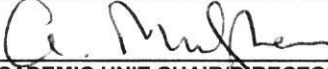
8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):  
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

  
1. Academic Unit Undergraduate Studies Committee Chair Anthony Mughan 11/9/06  
Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

  
3. ACADEMIC UNIT CHAIR/DIRECTOR Anthony Mughan 11/9/06  
Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17<sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu). The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE Printed Name Date

6. ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

**Rationale for  
International Studies 530  
Comparative Communism**

Perhaps the defining event for the international system in the late 20<sup>th</sup> century was the collapse of communism. Whether it took the form of the break-up of the Soviet Union or the Chinese embrace of capitalist economics within a totalitarian political framework, this collapse fundamentally re-ordered the international economic and political systems, making the United States, for example, the sole remaining superpower.

This course seeks to understand the different trajectories of the world's two great communist powers in the 20<sup>th</sup> century. What were their common ideological origins and what explains the different economic and political paths that they took, and with what eventual consequences for the communist regime in each of them. Most generally, does the break-up of the Soviet Union and the Chinese embrace of capitalism mean the end of communism in the contemporary international system?

## Ohio State University

### International Studies 530: IS COMMUNISM DEAD?

#### THE RUSSIAN AND CHINESE EXPERIENCES

Winter Quarter, 2007

Instructor: Dr. Alexandre Pantsov

Time: M W 5:30-7:18 p.m.

Office: 3081 Derby Hall

Office hours: 7:30-8:30 p.m. Mondays and Wednesdays and by appointment.

Phone: (614) 236-6288 (office); (614) 895-7289 (home); e-mail: [apantsov@capital.edu](mailto:apantsov@capital.edu);  
web page: <http://capital2.capital.edu/faculty/apantsov/index.html>

#### Scope

Perhaps the defining event for the international system in the late 20<sup>th</sup> century was the collapse of Communism. Whether it took the form of the break-up of the Soviet Union or the Chinese embrace of capitalist economics within a totalitarian political framework, this collapse fundamentally re-ordered the international economic and political systems, making the United States, for example, the sole remaining superpower.

This course seeks to understand the different trajectories of the world's two great communist powers in the twentieth century. What were their common ideological origins and what explains the different economic and political paths that they took, and with what eventual consequences for the communist regime in each of them. Most generally, does the break-up of the Soviet Union and the Chinese embrace of capitalism mean the end of Communism in the contemporary international system?

Hence this course will examine the development of two Communist societies – those of Russia and China. The emphasis will be upon a comparative analysis of social, cultural, and political history of Russian and Chinese Communism.

#### Class Schedule

##### Communism as a Phenomenon

1. 1/3 Introduction. Main tasks of the course. Marxism  
(Reading: Lerner, pp. 1-41)

##### Russia: The Bolshevik Revolution

2. 1/8 Marxism in Russia. Bolshevism  
(Reading: Lerner, pp. 78-94, 105-108; Rosenberg, pp. 6-10, 12-27)
3. 1/10 The Revolutionary Struggle Against Tsardom. The October 1917 Revolution  
(Reading: Lerner, pp. 94-105, 109-112; Rosenberg, pp. 27-38, 45-56)

4. 1/15 No classes

### **The Rise and Fall of Russian Communism**

5. 1/17 Lenin in Power

(Reading: Lerner, pp. 112-122, 125-132; Rosenberg, pp. 56-71)

6. 1/22 Stalinism

(Reading: Lerner, pp. 132-170; Rosenberg, pp. 125-135, 147-156, 159-166, 189-194)

7. 1/24 “ “

(Reading: Rosenberg, pp. 194-209, 210-215, 228-231)

8. 12/9 Khrushchev and Brezhnev

(Reading: Lerner, pp. 172-187, 223-225; Rosenberg, pp. 252-257, 283-290)

9. 1/31 Gorbachev and the Collapse of the Soviet Union. Mid-term exam questions assigned

(Reading: Lerner, pp. 227-245)

10. 2/5 Whither Russia? Economic and Political Reforms Under Yeltsin and Putin

(Reading: handout-1)

11. 2/7 MID-TERM EXAM

### **Chinese Communism**

12. 2/12 China on the Path to Modernization

(Reading: Rosenberg, pp. 72-85)

13. 2/14 Lenin, the Comintern and the Chinese Communists

(Reading: Rosenberg, pp. 86-95; Schram, chapter 1)

14. 2/19 Stalin, the Chinese Communists, and the United Front

(Reading: Rosenberg, pp. 96-100, 106-116; Schram, chapter 2)

15. 2/21 The Chinese Communists: Long Way to Power

(Reading: Lerner, pp. 189-192; Rosenberg, pp. 120-125, 135-145, 167-178; Schram, chapter 3)

16. 2/26 The October 1949 Revolution. From “New Democracy” to Maoism

(Reading: Lerner, pp. 192-196; Rosenberg, pp. 220-228, 231-238, 244-252, 263-267)

17. 2/28 “The Great Proletarian Cultural Revolution”. Final exam questions assigned

(Reading: Lerner, pp. 196-200; Rosenberg, pp. 274-283, 290-315)

18. 3/5 China After Mao. Deng Xiaoping’s Reforms and the Rise of the Democratic Movement

(Reading: Lerner, pp. 200-205; Rosenberg, pp. 296-315)

19. 3/7 Whither China? Economic and Political Reforms After Deng  
(Reading: handout-2)

20. 3/12 at 10:30 – 12:30 a.m. FINAL EXAMINATION

### TEXTBOOK

Lerner, Warren, *A History of Socialism and Communism in Modern Times: Theorists, Activists, and Humanists*, 2<sup>nd</sup> ed. (Englewood Cliffs, NJ: Prentice Hall, 1994).

Rosenberg, William G. and Marilyn B. Young, *Transforming Russia and China: Revolutionary Struggle in the Twentieth Century* (New York, Oxford: Oxford Univ. Press, 1982).

### COURSE REQUIREMENTS

You should have completed the reading assigned for each class meeting and be prepared to discuss the material in class. The course requirements include **two examinations**, which should demonstrate the scholarly ability of a student.

### EXAM

There will be two examinations during this quarter. They will be based on both reading and class lectures. The first exam will cover Marxism and Russia sections of the course (lectures 1-3, 5-10), the second exam will cover the China section (lectures 12-19.)

During an exam a student will be required to write an essay (no less than 3 pages; it constitutes 20% of your grade) and identify 20 essential names, words and dates, which construct the base of the course (4% for each).

### FINAL GRADE

The student's final grade will be determined by percentages accumulated on exams (each exam will constitute 50% of the final grade).

Letter grades will be converted according to the following scale:

A 93-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%
A- 90-92%	B 83-86%	C 73-76%	D 60-66%
	B- 80-82%	C- 70-72%	F 59% & below

### EXTRA GRADE

Students interested in an extra grade are welcome to write a review of any serious historical book that fits into the course. I would like students to show me the book in advance. In the event that a student writes the book review, it will count 5% of the final grade. The extra book review will be due on a certain day – March 5. Late papers will not be accepted. The review should be about five pages in length.

I want these reviews in your own words; do not quote an author too often unless it is absolutely necessary, and then only a sentence or two. Introduce the quotation by identifying the speaker in the text of your review. Do not copy directly from an author without using quotation marks and identifying the source. To use someone else's writing and to pass it on as your own is called plagiarism; it is illegal and may earn for a student a failing grade on the essay. See the attached *Guide to the Writing of Book Reviews* for specific instructions.

## **A GUIDE TO THE WRITING OF BOOK REVIEWS**

### **PURPOSE**

1. The essential purpose of writing a book review is, obviously, to enable a reader to summarize and evaluate what has been read.
2. The writing of book reviews also provides an opportunity for experiences in self-expression through writing. Reviews are graded on literary form as well as on substance.

### **LENGTH**

A book review should not be more than four pages in length.

### **STRUCTURE**

1. **Bibliographical Data**: At the head of each review indicate the name of the author (e.g., Solzhenitsyn, Alexander), the title (underlined), the place, the name of the Publishing House, date of publication, and whatever other information is necessary (e.g., the edition, a number of volumes, if the work is a translation, etc.).

Example: Solzhenitsyn, Alexander. One Day in the Life of Ivan Denisovich. Translated by Ralph Parker. 2d ed. New York: Signet, 1993.

2. **Introduction**: The introduction to a book review should indicate the general nature of the book, a description of its features (e.g., size, illustrations, etc.), its aims (to understand its aims read "Foreword", "Introduction", or "Critical Essay"), and the extent to which the author is qualified to write the book.
2. **Body of the Review**: The main part of a book review should consist of two sections. The first of these should take the form of a summary of the contents of the book. This is important. Moreover, the summary should be presented in such a way that you never lose sight of the author. Do not write an essay of your own on the subject

treated by the book — tell what the author has done. The second part of the main portion of a book review should consist of your own evaluation of the book — critical comments concerning the extent to which the writer has achieved his aim, his opinions, organization of materials, style of writing, etc. This should go far toward developing your ability as a critic in the best sense of the term. If you have never read a book review, the University Library has plenty of journals and newspapers which contain fine examples. Sample some of them.

3. **Conclusion:** The review should conclude with a final summary estimate of what you think of the author and his work concept and an expression of what you derived from reading the book. Do not repeat in your conclusion what you already said in your introduction or main body.

### PROCEDURE

Before you read a book, spend some time examining it carefully. Then make brief sketch notes as you read. After you have completed your reading, go back to the beginning and plan your review. Then you are ready to begin writing it.

*A rough English-language pronunciation of Russian, Mongolian, Korean, and Vietnamese names and words causes no difficulty. For a proper English-language pronunciation of Chinese names and words see*

### THE ROMANIZATION OF CHINESE

Chinese is not written with phonetic symbols but with characters, pronounced differently in different regional Chinese dialects. When we write about China in English, we have to represent Chinese names and words phonetically with Latin alphabet of letters; this is called "romanization" or "transliteration." The pronunciation normally used is "Mandarin," the standard and major northern Chinese language, which is based on the speech of Beijing (Peking) and which has been taught in Chinese schools since the 1920's. There are two different systems for romanizing Mandarin.

The one used in English-language books published in the West before the mid-1980's and still being published in Taiwan and Hong Kong; is called *Wade-Giles* named after its two 19th century British creators and is distinguished by its use of frequent peculiar apostrophes. A second system, adopted by the Chinese government in the 1950's for teaching a standard "Mandarin" in schools, and now used by the American press, is *pinyin* (meaning *to put sounds together*); it is recognized by its initial peculiar q-, x-, z-, and zh-'s. The following is a rough guide to the less obvious symbols in these two systems.

Pinyin	Wade-Giles	rough English equivalent
a	a	father
b	p	bat
c	ts'; tz'	<i>ts (hard or strong)</i>
d	t	dog
e	e; o	enter



f	f	<i>fit</i>
g-	k-	<i>get</i>
-g	-g	<i>song</i>
h	h	<i>hit</i>
-l (yi-)	l	<i>meet</i>
<b>[I after c, s, and z is not pronounced]</b>		
j	ch	<i>dz (soft)</i>
k	k'	<i>king</i>
l	l	<i>stool</i>
m	m	<i>man</i>
n	n	<i>nut</i>
o	o	<i>order</i>
p	p'	<i>pat</i>
q	ch'	<i>ts (soft)</i>
r-	j-	<i>vision</i>
-r	-rh	<i>error</i>
s	s	<i>sum</i>
t	t'	<i>top</i>
u	u	<i>moon</i>
<b>[u after tz', ss, and tz is not pronounced]</b>		
ü (u after j, q, x, y)	ü	<i>pursue</i>
w	w	<i>what</i>
x	hs	<i>sum</i>
y	y	<i>yellow</i>
z	ts; tz	<i>dz (hard or strong)</i>
ch	ch'	<i>chair</i>
zh	ch	<i>John</i>

### In pinyin:

letters “**j**”, “**q**”, and “**x**” can be used just before vowels “**I**” and “**u**”;

a vowel “**I**” must be written as “**yi**” in the beginning of a word;

in words cong, chong, dong, gong, hong, jiong, kong, long, nong, qiong, rong, song, tong, xiong, yong, zong, zhong “**o**” is pronounced as “**u**” (*moon*);

in words cuo, chuo, duo, guo, huo, kuo, luo, nuo, ruo, suo, shuo, tuo, zuo, zhuo “**u**” is not pronounced. **Just memorize:** only in words **bo**, **mo**, **po**, and **wo** a vowel “**o**” follows a consonant directly.

### In Wade-Giles:

a consonant combination **tz'** must be used only in a word **tz'u** (an equivalent of pinyin's “**ci**”);

a sound “**e**” must be written as “**o**” only in four cases:

as a single word;  
in a word “**ko**”;

in a word “**ho**”;  
in a word “**k’o**”;

consonant combinations “**ch**” and “**ch’**” in the position before letters “**I**” and “**ü**” must be pronounced as an equivalent of pinyin’s “**j**” and “**q**” correspondently (**an exclusion:** “**chih**” and “**ch’ih**” must be pronounced as pinyin’s “**zhi**” and “**chi**” correspondently);

a Wade-Giles’ word “**yü**” is an an equivalent of pinyin’s “**yu**”;

in words kuo, huo, k’uo, and shuo “**u**” is not pronounced;  
in words kuei and k’uei “**e**” is not pronounced;

a consonant combination “**hs**” can be used just before vowels “**I**” and “**ü**”;

a consonant combination “**ss**” can be used only in a word “**ssu**” (an equivalent of pinyin’s “**si**”);

a consonant combination “**tz**” can be used only in a word “**tzu**” (an equivalent of pinyin’s “**zi**”);

after vowel combinations “**ie**”, “**üe**” there must be put a letter “**h**” that is not pronounced. Thus, in words pieh, tieh, chieh, chüeh, lieh, lüeh, mieh, nieh, nüeh, p’ieh, ch’ieh, ch’üeh, t’ieh, hsieh, hstüeh, yüeh “**h**” is not pronounced; “**h**” is also unpronounced in words ch’ih, chih, erh, jih, shih, and yeh;

pinyin’s letter combinations “**ian**” and “**yan**” in Wade-Giles look like “**ien**” and “**yen**” correspondently;

pinyin’s word “**you**” in Wade-Giles looks like “**yu**”, but must be pronounced like “**you**”.

Place and names are often spelled according to the 19th-century Chinese postal system, which usually followed southern pronunciations. Here are some major examples, with the pinyin equivalents in parentheses: Peking (Beijing), Canton (Guangzhou), Tientsin (Tianjin), Chungking (Chongqing), Kiangsi (Jiangxi), Sian (Xi’an). As you can see from the last case, in some words where the consonant break is unclear, an apostrophe is used to aid in pronunciation: hence the cities of Xi’an and Yan’an (to distinguish them from xian or yanan).

Some personal names are written in southern or idiosyncratic romanizations: Sun Yat-sen, Chiang Kai-shek. Note that the surname (family name), almost always one syllable, comes first in Chinese. Thus Chiang Kai-shek is Generalissimo Chiang, his wife Mme. Chiang, and his son Chiang Ching-kuo.

### Academic Honesty

All University rules regarding plagiarism and academic dishonesty will be enforced. All cases will be referred to the Committee on Academic Misconduct (33 W. 11<sup>th</sup> Avenue, Room 107, 292-7262) for adjudication and enforcement. Please note the above are very serious offense and by contract, I must report all instances to the Committee on Academic Misconduct. The University Rules on academic misconduct can be found at

<http://acs.ohio-state.edu/offices/oaaprocedures/1.0.html>. The safest thing is to remember that if you take someone else's ideas, thoughts, opinion, etc. than you must cite them, i.e., give them credit. Always remember, better safe than sorry.

### Disability

Students with disabilities and requiring special assistance are responsible for making their needs known to the instructor as soon as possible. Arrangements for students needing such aid can be made. An alternative point of contact is the Office for Disability Services in 150 Pomerene Hall. Their phone number is 292-3307.