

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

Summer Autumn X Winter Spring Year 2008

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 20th century, China and Russia.

Quarter offered: AU Distribution of class time/contact hours: 2 2-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) _____ P _____

If you have questions, please email Jed Dickhaut at 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 X List:

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

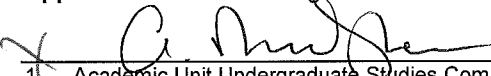
6. Expected section size: 30 Proposed number of sections per year: 1

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


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 X

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.

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

X  Anthony Mughan 3/5/08
1 Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

X  Anthony Mughan 3/5/08
3. ACADEMIC UNIT CHAIR/DIRECTOR 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 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to 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: China and Russia**

Perhaps the defining event for the international system in the late 20th 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 20th 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
COMPARATIVE COMMUNISM: CHINA AND RUSSIA**

Autumn Quarter, 2008

Instructor: Prof. Alexandre Pantsov

Time: T R 5:30-7:18 p.m.

Office: 33 Townshend Hall

Office hours: 4:00-5:00 p.m. Tuesdays and Thursdays and by appointment.

Phone: (614) 236-6288 (office); (614) 895-7289 (home); e-mail: 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 20th 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.

TEXTBOOKS

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

David Marples, *The Collapse of the Soviet Union, 1985-1991* (London etc.: Longman, 2004).

Linda Benson, *China Since 1949* (London etc.: Longman, 2002).

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 and a Research Paper, which should demonstrate the scholarly ability of a student.

EXAMINATIONS

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 exam grade) and respond to 20 short answer questions that will cover 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 two exams (each exam will constitute 30% of the final grade), and the Research Paper discussed below (40% 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%	E	59% & below

RESEARCH PAPER

Students will write a research paper on a topic that fits within the purview of this course. A minimum of three scholarly books must form the backbone from which the student will explore an issue, social or cultural problem or major historical event. The student is to have the topic of the research paper and the three foundational sources approved by the professor. The research paper is to be eight to ten pages in length. It will be due on Monday December 1. Late papers will not be accepted.

I want this research paper to be in your own words; do not quote an author too often unless it is absolutely necessary, and then only a sentence or two. Introduce any quotations by identifying the speaker in the text of your paper. 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 research paper. See the attached Guide to the Writing of Research Papers for specific instructions.

GUIDE TO THE WRITING OF RESEARCH PAPERS

PURPOSE

1. The essential purpose of writing a research paper is, obviously, to enable a reader to summarize and evaluate a social or cultural issue or historical event. Ideally, the student will come to an understanding as to HOW and WHY a particular phenomenon has come about.
2. The writing of a research paper also provides an opportunity for experiences in self-expression through writing. Papers will be graded on literary form as well as on substance.

STRUCTURE

Introduction: The introduction to a research paper review should discuss the phenomenon that you wish to explore. The three main sources you intend to use in the paper should be introduced to the reader, and the qualifications of the author to comment upon the subject of study. (For instance, the author may have been a participant in the event you are researching, or may be an important historian or scholar. Many groups and organizations can be found on the internet with their own agendas and interpretations of historical events. Do not use these kinds of sources.)

Body of the Research Paper: The main part of a research paper should consist of two sections. The first of these should take the form of summaries of your three sources as they explain HOW and WHY the phenomenon under study occurred. This is important. Do not write an essay of your own on the subject treated by the book -- tell what the authors have done and how they have explained the HOW and WHY of your topic.

The second part of the main portion of the research paper should consist of your own evaluation of the sources and events being researched. Stive to make critical comments concerning the extent to which the authors have achieved their aims. Where are agreements and disagreements among your sources? Which source(s) presents a "better" explanation? What has led you to these conclusions? This should go far toward developing your ability as a critic in the best sense of the term. If you have never written a research paper, the University Library has plenty of journals and newspapers which contain fine examples. Sample some of them.

Conclusion: The research paper should conclude with a final summary analysis of the HOW and WHY of the phenomenon you have studied. This is your opportunity to construct your own explanation of what you have researched. Do not repeat in your conclusion what you already said in your introduction or main body.

Bibliographical Data: At the end of your research paper indicate the name of the your authors (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.

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 how you will utilize the text as you explain the HOW and WHY of your research topic. Then you are ready to begin writing.

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://studentaffairs.osu.edu/info_for_students/csc.asp).

DISABILITY SERVICES

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/>.

CLASS SCHEDULE

Communism as a Phenomenon

9/25 Introduction. Main tasks of the course. Communism and Marxism
(Reading: handout-1)

Russia: The Bolshevik Revolution

2. 9/30 Marxism in Europe and Russia. Bolshevism
(Reading: Rosenberg, pp. 6-10, 12-27; handout-2)

3. 10/2 The Revolutionary Struggle Against Tsardom. The October 1917 Revolution
(Reading: Rosenberg, pp. 27-38, 45-56)
The Rise and Fall of Russian Communism

4. 10/7 Lenin in Power
(Reading: Rosenberg, pp. 56-71)

5. 10/9 Stalinism
(Reading: Rosenberg, pp. 125-135, 147-156, 159-166, 189-194)

6. 10/14 “ “
(Reading: Rosenberg, pp. 194-209, 210-215, 228-231)

7. 10/16 Khrushchev and Brezhnev
(Reading: Rosenberg, pp. 252-257, 283-290; Marples, pp. 113-114)

8. 10/21 Gorbachev and the Collapse of the Soviet Union. Mid-term exam questions assigned
(Reading: Marples, pp. 9-81, 114-130)

9. 10/23 Economic and Political Reforms Under Yeltsin
(Reading: Marples, pp. 82-110, 137)

10. 10/28 Whither Russia? Economic and Political Reforms Under Putin

(Reading: handout-3)

11. 10/30 MID-TERM EXAM

Chinese Communism

12. 11/4 China on the Path to Modernization

(Reading: Rosenberg, pp. 72-85)

13. 11/6 Lenin, the Comintern and the Chinese Communists

(Reading: Rosenberg, pp. 86-95)

11/11 No Class

14. 11/13 Stalin, the Chinese Communists, and the United Front

(Reading: Rosenberg, pp. 96-100, 106-116)

15. 11/18 The Chinese Communists: Long Way to Power

(Reading: Rosenberg, pp. 120-125, 135-145, 167-178)

16. 11/20 The October 1949 Revolution. From “New Democracy” to Maoism

(Reading: Rosenberg, pp. 220-228, 231-238, 244-252, 263-267; Benson, pp. 19-36, 93-102)

17. 11/25 “The Great Proletarian Cultural Revolution”

(Reading: Rosenberg, pp. 274-283, 290-315; Benson, 36-45, 103-108)

18. 11/25 China After Mao. Deng Xiaoping’s Reforms and the Rise of the Democratic Movement

(Reading: Rosenberg, pp. 296-315; Benson, pp. 46-66; 108-112)

11/27 No classes

19. 12/2 Movie: To Live. Final exam questions assigned

20. 12/4 Whither China? Economic and Political Reforms After Deng

(Reading: Benson, pp. 67-89; 112-117)

21. FINAL EXAMINATION

For a proper English-language pronunciation of Russian names and words see

THE ROMANIZATION OF RUSSIAN

Unlike Chinese, Russian is written with phonetic symbols but its letters are different from Latin ones. Russian alphabet is Greek in origin – albeit only slightly modified. It was spread in Russia in the second half of the ninth century AD by two Bulgarian monks, St. Cyril and St. Methodius, the apostles to the Slavs. Hence its name, the Cyrillic alphabet. Later on it was reformed twice. First, in the early eighteenth century by the Russian emperor Peter the Great and, second, in the early twentieth century by the Russian Bolsheviks.

“Romanization” or “transliteration” of Russian is much easier than that of Chinese and it has taken its final shape more or less spontaneously. The most characteristic case is a letter “a”, which must be pronounced like a sound “a” in a word “father”.

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'	ts (hard or strong)
d	t	dog
e	e; o	enter
f	f	fit
g-	k-	get
-g	-g	song
h	h	hit
-I (yi-)	I	meet
[I after c, s, and z is not pronounced]		
j	ch	dz (soft)
k	k'	king
l	l	stool
m	m	man
n	n	nut
o	o	order
p	p'	pat
q	ch'	ts (soft)
r-	j-	vision
-r	-rh	error
s	s	sum

t	t'	top
u	u	moon
[u after tz', ss, and tz is not pronounced]		
ü (u after j, q, x, y)	ü	pursue
w	w	what
x	hs	sum
y	y	yellow
z	ts; tz	dz (hard or strong)
ch	ch'	chair
zh	ch	John

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 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, hsüeh, 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.