

The Rise and Fall of the Soviet Union

His 352-040

M 6:00-8:30

Instructor:	Dr. Randi Cox
Office:	Liberal Arts, room 356
Hours:	M 12:00-4:00, TR 10:30-12:00, 2:00-3:15, and by appointment
Phone:	468-2428
Email:	rcox@sfasu.edu (The best way to find me.)
Blackboard:	http://d2l.sfasu.edu/ (Also accessible through MySFA.)

COURSE DESCRIPTION

A general overview of the political, economic and social trends in Russia and the Soviet Union from the reign of Nicholas II to the fall of communism.

COURSE OBJECTIVES (STUDENT LEARNING OUTCOMES)

- Students will analyze key developments in the political history of the USSR, including the Revolution of 1917 and the establishment of the Soviet system, the rise of Stalinism, the USSR's status as a postwar superpower, and the collapse of the Soviet Union at the end of the Twentieth century.
- Students will analyze key economic institutions of the USSR, such as NEP, the command economy, the collective farm, and the reforms of Khrushchev and Gorbachev.
- Students will analyze key social and cultural developments in the Soviet Union, in order to explore the impact of communism on social mobility, gender roles, ethnic relations, education, the arts, etc.
- Students will debate scholarly literature and primary sources in a seminar setting.
- Students will demonstrate undergraduate-level mastery of the historical analysis and writing skills outlined in the History Department's Program Learning Objectives #2, #4 and #5.

TEXTS

Norman Lowe	<i>Mastering Twentieth Century Russian History</i> (optional)
Eduard Dune	<i>Notes of a Red Guard</i>
John Scott	<i>Behind the Urals</i>
Donald Raleigh	<i>Russia's Sputnik Generation</i>
Additional required materials (readings, films, links, etc) will be available on D2L.	

ASSIGNMENTS AND GRADES

Online quizzes	20%	Weekly. Thirteen total quizzes, drop lowest three.
In-class discussion	20%	
Online analysis of Dune	10%	Class project, graded individually. Aug. 27-Oct. 8
Online analysis of Scott	10%	Class project, graded individually. Oct. 8-Nov. 12
Raleigh paper	20%	Due <u>Wednesday</u> , December 5
Final exam	20%	Monday, December 10 at 6:00 p.m.

Online quizzes Twenty percent of your grade will come from weekly online quizzes, via the new D2L system. These quizzes will be available from Sunday morning to Monday afternoon; once you begin the quiz, you will have only a short time to complete it. (That is, it is not intended to be an open book quiz. You should be able to answer the questions without referring to your notes.) Each quiz will combine questions on the lecture from the previous week with questions on the reading for the upcoming week. The goal of the quizzes is to make sure that you understand the lecture material and that you are preparing for the reading discussions. There will be thirteen quizzes. I will drop your three lowest scores.

In-class discussion About half of each class session will consist of discussion of assigned readings. You must come to class having completed the readings and prepared to talk about them. I understand that students are often nervous about speaking in class, but discussion is absolutely required. If you are a naturally shy person, just try to say one or two things every week. Quality is more important than quantity. And if you are a naturally talkative person, please try to draw others into the conversation. The goal of this assignment is to use a seminar setting as an informal way to explore how historians construct historical arguments. That won't work if only one or two people participate.

Online memoir analyses As a class, we will analyze the memoirs by Dune and Scott using the discussion forum on D2L. This online forum will allow us to explore the memoirs in some unusual ways. In addition to writing more a traditional analysis of a primary source, you might also create an annotated Google map showing Dune's activities during the Russian Civil War. You might find modern photographs of the factory where Scott worked in the 1930s. Students will also have the opportunity to debate issues raised by the memoirs with one another. The goal of this assignment is to make the analysis of primary sources less mysterious and show how primary sources serve as evidence of the past.

Raleigh paper This paper will be one of the more traditional assignments in the class. Don Raleigh's collection of interviews with Soviet citizens who grew up in the 1950s-60s will serve as the basis of a mini research paper (5-7 pages). I will give you specific questions which ask you grapple with the issues raised by the book. The goal of this assignment is to implement what you have learned in earlier assignments about extracting evidence from primary sources, putting that evidence into historical context, and interpreting this information in order to create a historical argument.

Final exam This exam will include one long essay, plus several short and medium identifications. Although the identification sections will not be cumulative, the essay options will ask you to grapple with the idea of change and continuity in Soviet society over the long run. While previous assignments have focused on snapshots of particular moments in Soviet history, the goal of this assignment is to ask you to demonstrate an understanding of change over time, a key element of historical analysis.

BRIEF SCHEDULE

8/27	Week 1	Intro/Russia in 1913
9/10	Week 2	World War I and 1917
9/17	Week 3	Civil War
9/24	Week 4	NEP
10/1	Week 5	The First Five Year Plan and the Soviet administrative command system
10/8	Week 6	Revolutionary society and culture in the 1920s-1930s
10/15	Week 7	Social control and the Terror
10/22	Week 8	World War II
10/29	Week 9	Late Stalinism and the early Cold War
11/5	Week 10	Khrushchev
11/12	Week 11	Brezhnev
11/19	Week 12	Post-war society and culture
11/26	Week 13	Gorbachev
12/3	Week 14	1990s-2000s
12/10		Final exam

COURSE POLICIES

STUDENT RIGHTS AND RESPONSIBILITIES

Consultations I take my responsibilities as an instructor seriously. You are warmly invited to come to my office hours to discuss readings, lectures or anything else that you have concerns or questions about. You may also make an appointment, if my hours are not convenient.

Course responsibilities You should think of this course like joining a health club. As your personal trainer, it is my responsibility to show you how to do everything that is required of you. I give you my word that I will not deviate from the syllabus, except in case of an emergency. On the other hand, it is your responsibility to do the exercises and eat right—that is, to come to class, keep up with the reading, and prepare properly for assignments. The grade you earn is determined by the *quality* of your effort, not necessarily by the amount of time you spend.

Attendance Although attendance is not formally required in this class, poor attendance will make it difficult to perform well. Keep in mind that a significant portion of the grade is derived from in-class discussion. Furthermore, this class will have an online component; attendance also includes participation in required online activities. Students who fail to complete the course will receive a grade of QF, which may limit future eligibility for financial aid.

Professionalism Students are expected to be on time and to behave in a professional manner. Disruptive or distracting behavior will not be tolerated. Students reading non-course material or disrupting the class in any way will be asked to leave the room. See below for the university's policy on disruptive behavior.

Technology The use of computers, cell phones, tape recorders, and other technological devices in the classroom has become problematic. While some students prefer to take notes on a laptop, browsing Reddit or playing Angry Birds on your iPhone will hardly contribute to your mastery of the course material. As long as your use of technology remains professional, I have no problem with it. Should it become distracting or disrespectful, I will insist that you put it away.

HISTORY DEPARTMENT PROGRAM LEARNING OUTCOMES

The History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. The student will evaluate the role of the historian in society.
2. The student will assess the significance of historical events/phenomena and analyze their historical contexts.
3. The student will locate, identify and critically analyze primary and secondary sources appropriate for historical research.
4. The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.
5. The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the *Chicago Manual of Style*.

This section of this course will focus on PLOs #2, #4 and #5, with a lesser emphasis on PLO #3.

ACADEMIC INTEGRITY (SFA POLICY A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2)

the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

WITHHELD GRADES (SFA POLICY A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

DISABILITY POLICY (SFA POLICY F-33)

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>

STUDENT BEHAVIOR (SFA POLICY D-34.1)

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.