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.

WHAT YOU CAN EXPECT TO DO AND LEARN IN THIS CLASS (STUDENT LEARNING OUTCOMES)

• You 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.

• You will analyze key economic institutions of the USSR, such as NEP, the command economy, the collective farm, and the reforms of Khrushchev and Gorbachev.

• You 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.

• You will debate scholarly literature and primary sources, and you will practice the historical reasoning skills outlined in the History Department’s Program Learning Objectives.

TEXTS

Norman Lowe       Mastering Twentieth Century Russian History (optional)
Lydia Chukovskaya Sofia Petrovna
Donald Raleigh    Russia’s Sputnik Generation

Additional required material will be available through D2L.
ASSIGNMENTS AND GRADES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Date/Date Range</th>
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<tbody>
<tr>
<td>Chukovskaya essay</td>
<td>20%</td>
<td>Sunday, March 3</td>
</tr>
<tr>
<td>Raleigh essay</td>
<td>20%</td>
<td>Sunday, May 5</td>
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<tr>
<td>Reading quizzes/activities</td>
<td>15%</td>
<td>Most will be on D2L. A few may be in class.</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
<td>Thursday, March 14</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
<td>Thursday, May 16</td>
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<tr>
<td>Participation</td>
<td>5%</td>
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**Book Essays** You will write short essays on the books by Chukovskaya and Raleigh. These will not be formal book reviews. Instead I will give you specific questions or ask you grapple with the issues raised by each book. The goal of this assignment is to practice the methods that historians use to extract evidence from primary sources, put that evidence into historical context, and interpret this new information in order to create a historical argument.

**Exams** The exams will feature a mix of short and medium identifications, as well as a longer essay. Each will include material on both lectures and d2l materials. The final will be partially cumulative. Although the identification sections will focus only on the second half of the course, 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.

**TENTATIVE SCHEDULE**

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1/22-3/14</td>
<td>The Revolutions, 1894-1940; The fall of Nicholas II; Revolutionary groups; the Revolution of 1905-07; World War I; the February and October Revolutions; the Civil War; NEP; Stalin's revolution; the Stalinist economy and society; the Terror; WWII and the origins of the Cold War.</td>
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<tr>
<th>Date</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1/22-3/14</td>
<td>Lowe, chapters 1-6 (as needed)</td>
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<td></td>
<td>D2L items as assigned</td>
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<td></td>
<td>Chukovskaia (all)</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Chukovskaia paper</th>
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<td>March 3</td>
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<table>
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<th>Date</th>
<th>Midterm</th>
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<td>March 14</td>
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Topics:
Raleigh paper: Recovering from War and Stalinism, 1941-2000
Khrushchev's reforms; the Thaw; Brezhnev; dissidence, apathy and other forms of resistance; Gorbachev and the fall of the USSR; the rise of Yeltsin and Putin
Readings: Lowe, chapters 7-11 (as needed)
D2L material as assigned
Raleigh (all)
Raleigh paper: May 5
Final: May 16 at 10:30

STUDENT RIGHTS AND RESPONSIBILITIES

INTERNAL COURSE POLICIES

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.

Coursework: 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.

Professionalism: Students are expected to be on time and to behave in a professional manner. Disruptive behavior will not be tolerated. Professionalism also means keeping lines of communication open. I promise to give you timely feedback on your work, so that you know if you are on track. I also promise to let you know if something happens that prevents me from doing so. By the same token, I would ask that you keep me informed of any matters that might affect your performance in the course.

Attendance: Although attendance is not formally required in this class, it is built into your grade through your in-class contribution score. There will be no make-ups on in-class activities, and assignments build on skills developed in the classroom.

OFFICIAL UNIVERSITY POLICIES

Academic Integrity (SFA Policy 4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Academic dishonesty includes both cheating and plagiarism.

Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; 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 one's own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Disability Policy (SFA Policy 6.1)
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/policies/academic-accommodation-for-students-with-disabilities.pdf
Withheld Grades (SFA Policy 5.5)
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.

The SFA Way (SFA Policy 10.4)
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. 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. For information on the Student Code of Conduct, called The SFA Way, go to: http://www.sfasu.edu/policies/student-conduct-code.pdf

History Department Program Learning Outcomes
Upon completing the BA, the SFA history major can:
1. Interpret the past in context
2. Understand the complex nature of the historical record
3. Engage in historical inquiry, research, and analysis
4. Craft historical narrative and argument
5. Practice historical thinking as central to engaged citizenship

This course will offer practice in all five areas.

THE FIVE C’S OF HISTORICAL REASONING

What is historical reasoning? What do historians do when they reason about the past? We will use five main concepts to help you develop your historical reasoning skills.

1. Change and Continuity: Historians debate what has changed over time and what has remained the same. Change can be a dramatic pivot or a slow shift.

2. Causation: Historians debate the causes of historical events. Actually, it would be more accurate to say that we argue about causality, sometimes passionately. Few events have only one cause (monocausal), so we argue with one another about which cause should be considered the most important.

3. Context: Historians insist that the past must be understood on its own terms. Any historical event, person, idea must be placed in the context of its historical era to be interpreted. The historian’s goal is to discover how people in the past understood their own lives, which is often very different from how we might react to their situation.

4. Contingency and Connections: Historians are aware that events happen for a variety of reasons, which are often interconnected. Change one factor, and the event might not have happened at all. This idea helps us to remember that historical events are not inevitable.

5. Complexity: Historical reasoning is not about memorizing dates and names. It is about making sense of the messiness of the past, in all its complexity. That means recognizing that different historical groups experienced events in different ways.