

HIST645

Course Summary

Course : HIST645 **Title :** Russia and the Soviet Union

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course investigates the political, economic, diplomatic, and cultural history of Russia and the Soviet Union, including the decline of Imperial Russia, the Revolution of 1917, and the collapse of the Soviet Union up to the present. Special attention is given to the characteristics of Imperial Russia at the beginning of the twentieth century, the causes and course of the Russian Revolution, the Soviet system under Stalin; the Great Patriotic War, the post-Stalinist liberalization, the Cold War, the collapse of the USSR, the emergence of the post-Soviet republics, and developments in contemporary Russia.

Course Scope:

One cannot understand Russia by reason

And measure her by a common yardstick;

She has a peculiar nature,

One must simply believe in Russia (Fyodor Tiutchev, 1860)

The course will emphasize selected topics in social, religious, cultural, intellectual, institutional, and political history narrative. Students will strive to develop facility in analyzing some primary sources (in translation) and evaluating historical interpretations. Therefore, an underlying focus of the class will be an examination of the historian's craft through critical reading, discussion, and writing.

Objectives

After successfully completing this course, you will be able to

CO-1 Examine the importance of key individuals and political, social, and religious events in Russian history and general chronology and geography of Russian history;

CO-2 Analyze primary historical sources and reach conclusions based on that analysis;

CO-3 Appraise and present the findings of investigations on aspects of the national study and analyzing information from different types of sources;

CO-4 Compare & contrast alternatives of realization of this or that event and analyze the process on the basis of studying of all set of historic facts;

CO-5 Define the distinguishing political, social and economic characteristics of Czarist, Soviet and post-Soviet Russia;

CO-6 Evaluate how Russia's history affects its politics and culture in the present;

CO-7 Demonstrate skills of theoretical judgment of historic facts, interrelation and creative thinking

Outline

Week 1: Russia under the Czarism 1861-1917

Learning Objectives

- Alexander II and the Emancipation of the Serfs.
- Economics and Society: 1861 – 1917.
- Russian terrorism, Anarchism, Marxism, Communism, Leninism.
- The Reign of Alexander III, 1881-1894.
- The Reign of Nicholas II.
- The Revolution of 1905.
- “Constitutional Period”.
- Russian Foreign Policy – 1905 – 1914 Russia and the Great War.
- Russian Culture 1861 – 1914.

Required Readings

- [Alexander II, Emancipation Manifesto, 1861](#)
- [Andrei Bely - Despair](#)
- [The Home of the Last Tsar - Romanov and Russian History](#)
- [Lenin Internet Archive](#)
- [October Manifesto](#)
- [Peter Stolypin](#)
- [Prominent Russians: Grigory Rasputin](#)
- [Remarkable private pictures of the Russian royal family found in a remote Urals museum](#)
- [Romanov Family Albums](#)
- [A History of the Soviet Union from the Beginning to its Legacy, 3rd ed.](#)
 - Read Intro (pg 1-13). Hard Copy Text/VitalSource eBook. Purchase required for those not covered by the Book Grant.

Assignments

- Introductions
- Week 1 Discussion

Week 2: Russian Revolution to Civil War 1917 - 1928

Learning Objectives

- Causation of the February and October Revolutions.
- The February Revolution.
- Kerensky, Trotsky, Lenin, Stalin and other leaders.
- The October Revolution and the "vanguard of the proletariat".
- Civil War.

- War Communism.

Required Readings

- [ALEKSANDR BLOK TWELVE](#)
- [Death of Lenin](#)
- [February Revolution](#)
- [Modern History Sourcebook: Vladimir Illyich Lenin: Testament, 1922](#)
- [The New Economic Policy](#)
- [On The Death Of Lenin](#)
- [Red Guard into Army](#)
- [Women Soldiers in Russia's Great War](#)
- [A History of the Soviet Union from the Beginning to its Legacy, 3rd ed.](#)
 - Read Chapters 1-3 (pg 14-79). Hard Copy Text/VitalSource eBook. Purchase required for those not covered by the Book Grant.
- Week 2 Discussion
- Book for Book Review Due

Week 3: USSR (1928 - 1940)

Learning Objectives

- Socialism in One Country (USSR).
- Industrialization. Economic Debates.
- The Death of Lenin and "Lenin's Testament".
- Bukharin and the Left's Opposition.
- The Five-Year Plans, Collectivization, and Famine.
- Stalin cult of personality and the Great Terror.
- Kolyma, the Gulag system, an ideology of totalitarianism

Required Readings

- [Collectivization](#)
- [Cult of Personality](#)
- [Introduction: Stalins Gulag](#)
- [REPRESSION AND TERROR: STALIN IN CONTROL](#)
- [Socialist Realism](#)
- [Soviet Territorial Annexations](#)
- [We live, not sensing our own country beneath us](#)
- [A History of the Soviet Union from the Beginning to its Legacy, 3rd ed.](#)
 - Read Chapters 4-5 (pg 80-131). Hard Copy Text/VitalSource eBook. Purchase required for those not covered by the Book Grant.

Assignments

- Week 3 Discussion - Research Essay Topics
- Week 3 Discussion - The Death of Lenin and Stalin's "Revolution from Above"
- Research Paper Proposal Due

Week 4: USSR (1941 -1953)

Learning Objectives

- Mobilizing for War and Soviet Foreign Policy.
- The Nazi-Soviet Pact.
- The Great Patriotic War.

- Death of Stalin.
- Soviet occupation of Eastern Europe.
- The beginning of the Cold War.
- Post-war reconstruction.

Required Readings

- [Announcement of Stalins Death](#)
- [Articles about the Great Patriotic War 1941-1945](#)
- [The Great Patriotic War 1941 1945 Pictures from the Russian Archives](#)
- [The Night Witches](#)
- [Russian history: The Great Patriotic War](#)
- [The Whisperers - Orlando Figge](#)
- [1942-1945: Soviet women snipers](#)
- [A History of the Soviet Union from the Beginning to its Legacy, 3rd ed.](#)
 - Read Chapters 6-7 (pg 132-183). Hard Copy Text/VitalSource eBook. Purchase required for those not covered by the Book Grant.

Assignments

- Week 4 Discussion

Assignment(s) and Forums

Forum #6 Toward "Homo Sovieticus" and

Great Patriotic War

Initial post and 2 responses to classmates and respond to my follow-up

Week 5: USSR (1953-1982)

Learning Objectives

- The Cold War.
- Khrushchev Reforms Soviet Block.
- Caribbean Crisis.
- The Brezhnev Regime.
- Technological Progress.
- Life in the Soviet Union.
- Soviet Influence on Eastern Central Europe and the Third World.
- Soviet Space program.

Required Readings

- [The Bright Tomorrow: Growing Up in the Brezhnev Era; Red Century](#)
- [Cold War Studies at Harvard University](#)
- [Khrushchev's Secret Speech, 1956](#)
- [Revelations from the Russian Archives](#)
- [The Soviet War in Afghanistan, 1979 - 1989](#)
- [Yuri Gagarin: First Man in Space](#)
- [A History of the Soviet Union from the Beginning to its Legacy, 3rd ed.](#)
 - Read Chapters 8-9 (pg 184-242). Hard Copy Text/VitalSource eBook. Purchase required for those not covered by the Book Grant.

Assignments

- Week 5 Discussion

- Book Review Due

Week 6: From Brezhnev to Gorbachev: The Origins of the Second Russian Revolution

Learning Objectives

- Soviet Union's "Vietnam" – Afghanistan war.
- Chernobyl disaster.
- Glasnost: the policy of openness.
- Perestroika.
- Results of Gorbachev' reformation.
- Sparked unrest in satellite states and republics.
- Separation of Soviet republics.
- The Fall of the USSR.

Required Readings

- [Chernobyl Accident 1986](#)
- [The Collapse of the Soviet Union](#)
- [End of an Era: The August Coup and the Final Days of the Soviet Union](#)
- [Gorbachev and Nationalism](#)
- [Women in Soviet society](#)
- [A History of the Soviet Union from the Beginning to its Legacy, 3rd ed.](#)
 - Read Chapter 10 (pg 243-277). Hard Copy Text/VitalSource eBook. Purchase required for those not covered by the Book Grant.

Assignments

- Week 6 Discussion

Week 7: New Russia and Russian culture

Learning Objectives

- The collapse of the Soviet Union.
- Boris Yeltsin' reforms: "Shock therapy" Commonwealth of the Independent States and Russian Federation.
- Chechen Wars Economic and Social situation, 1993 Russian constitutional crisis, Rise of the oligarchs and mafia.
- Russian thought and Religion.
- Literature, Art, Media, and Cinema.
- Marriage, Gender, Education, Traditions: Social culture.
- Cuisine, Fashion and Holidays, Leisure Activities and the Performing Arts.
- Understanding of Russian culture.

Required Readings

- [Chechen Terrorism \(Russia, Chechnya, Separatist\)](#)
- [First Chechnya War - 1994-1996](#)
- [INSIDE THE HERMITAGE MUSEUM, ST PETERSBURG RUSSIA: A PHOTO TOUR](#)
- [The Role of the Russian Orthodox Church in Shaping the Political Culture of Russia](#)
- [Russian / American Cultural Contrasts](#)
- [Russian Culture](#)
- [Russian Military Politics and Russia's 2010 Defense Doctrine](#)
- [RUSSIAN TRADITIONS](#)
- [Russia aims to revive science after era of stagnation](#)
- [Is There Really a "Putin Generation?"](#)

- [A History of the Soviet Union from the Beginning to its Legacy, 3rd ed.](#)
 - Read Chapters 11-12 (pg 278-304). Hard Copy Text/VitalSource eBook. Purchase required for those not covered by the Book Grant.

Assignments

- Week 7 Discussion

Week 8: Modern Russia and Contemporary Politics

Learning Objectives

- "Oligarchism" and political and economic fallout of Yeltsin's government.
- Islamic terrorism: Moscow Theater and Beslan school hostage crises.
- The Second Chechen War.
- The economy of Modern Russia.
- The foreign policy of modern Russia.
- Vladimir Putin as Russian president and his policies.
- Prospects for Russian democracy.
- Russian relationship with the West.
- Future of Russia.

Required Readings

- [15 years of Vladimir Putin: 15 ways he has changed Russia and the world](#)
- [Major Religions in Russia](#)
- [POLITICAL PARTIES IN RUSSIA](#)
- [Russia - Statistics & Facts](#)
- [What Russia Will Be](#)
- [Russia and Eurasia Program](#)

Assignments

- Week 8 Discussion
 - Research Paper Due
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Evaluation

This course requires thoughtful reading and critical analysis, demonstrated through discussions, book review, and a research paper, as described below. Your work must demonstrate comprehension and mastery of the learning objectives. Your work must be original, academic, and grounded in scholarly evidence, not simply regurgitation of course readings. Your work should analyze, critique, and agree or disagree with the authors. Essential elements include academic integrity, correct use of sources and ideas, and effective writing skills. Faculty grade written assignments using the APUS writing rubrics appropriate for the course level. Rubrics provide institutional evaluation consistency and appropriate attention to each area of the assignment. Grading in this course will be based upon your performance in three areas: discussion participation, book review, and a final research paper.

Discussion Participation (60%)

Discussion assignments for this course are designed to promote interactivity among students and enhance the online learning process. The questions provide maximum flexibility because you do not have to be online at the same time as another person, and you can read what other students have written. The effectiveness of the learning experience is directly related to timely answers and responses from all students. You will receive a grade based on the scores from the requirements. You are responsible for a minimum of one initial post, and then 2 responses to your peers and required response to professor' follow-up question. Each week

we will have assigned readings from the sources. You have a week to complete one discussion. Students will respond to a designated set of questions. The initial post should be made by Friday, 11:59 pm (Eastern Standard Time). Responses to your peers and follow-up response should be completed in the **discussion** area by 11:59 pm (Eastern Standard Time) Sunday night of the week for that assigned reading. Do not wait until the last moment. You will gain more from the class if you are active in all discussions.

There are **no extensions** for discussions.

All discussions are worth 60% of your final course grade. This may seem high to some of you unaccustomed to on-line instruction, but it is my refer that in distance learning environments an emphasis on weekly contact is essential to producing quality experiences for both student & instructor. The introduction discussion 1 and discussion 4 for the research essay topic are not graded.

Book Review 15 %

In addition to the sources assigned to the class, you are required to write a critical review of one other book (you must find a book). Your choice must be approved by the end of week 2.

Critical book review IS NOT a summary of the book. In that review, you should look at the author's background, purpose for writing the book, the argument of the book, organization of the book (topical versus chronological), a brief summary of the book, sources and evidence, and critical analyze if the author(s) succeed in making the argument. The book review is due by the end of week 5.

My suggestion is to review one of the books used for your research paper. Your paper should be a Word document, in 12-point Times New Roman font, double-spaced, and structured according to Turabian or Chicago style rules. The maximum length of the paper is 2 pages.

Research Topic (5%)

The research paper proposal is due in week 3. The proposal should be around 250-300 words and should include the topic, a thesis statement, a general overview, proposed sources, the relationship to the course and readings, and how the proposed thesis makes a historiographical argument. The proposal will be worth 100 points. The proposal must be posted to the Assignments list as a Word document attachment for grading.

Research Paper (20%)

By the end of week 8, students should submit a final research paper of 15 pages minimum of length. The paper may cover any topic relevant to the course subject matter (see course objectives for broad thematic suggestions). A topic and thesis statement is due for instructor review by the end of week 3. Your paper should be a Word document, in 12-point Times New Roman font, double-spaced, and structured according to Turabian or Chicago style rules. All assertions and conclusions must be supported with reliable print and/or electronic resources. Papers will be evaluated for coherence, persuasiveness, the relevance of sources, style, content, and grammar. The paper should be uploaded in the appropriate assignment area. This paper will deal with one or more of the major course themes and objectives, and the topic(s) must be cleared with the instructor. A discussion area will be set aside for discussing possible topics with both classmates and instructor. As this is a history course, I expect to see not only multiple books and articles used, but also at **least 3 primary sources**. A primary source is a document that originates from the time period of your topic, not a source that serves as your main source.

Grading:

Name	Grade %
Discussions	60.00 %
Week 1: Russia on the Eve of 1917: A Society of Contrasts	7.50 %
Week 2: The Russian Revolution and Civil War	7.50 %

Week 3: The Death of Lenin and Stalin's Revolution From Above	7.50 %
Week 4: Toward Homo Sovieticus and Great Patriotic War	7.50 %
Week 5: Khrushchev and Destalinization and Soviet Union and Cold War	7.50 %
Week 6: Gorbachev and the Dream That Failed and Darkness of 1990s	7.50 %
Week 7: Understanding of Russian culture	7.50 %
Week 8: Russia - It's History and Place in the Modern World	7.50 %
Book review	15.00 %
Book review (week 5)	15.00 %
Research topic	5.00 %
Research Paper Proposal (week 3)	5.00 %
Research paper	20.00 %
Research paper (week 8)	20.00 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Book Title: A History of the Soviet Union from the Beginning to its Legacy, 3rd ed.

Author: Peter Kenez

Publication Info: Cambridge University Press

ISBN: 9781316506233

Optional Resources (Recommended)

- Marius, Richard. A Short Guide to Writing about History. NY: Longmans, 2014.
- The Chicago Manual of Style, 17th ed. Chicago: University of Chicago Press, 2017.
- Turabian, Kate L. Manual for Writers of Term Papers, 9th Edition. Chicago: University of Chicago Press, 2018. Purchase is highly recommended.
- [Turabian Citation Guide Online](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

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IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Websites: See Course Outline

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change

Course Guidelines

Writing Expectations: Within the class, are several documents that explain the expectation within the History Program. These documents are the "Forum Guidance and Requirements," "Written Assignment Guidance," and "Written Assignment Rubric."

Citation and Reference Style: History and Military History students should become familiar with the Chicago Manual of Style (CMS) format for citations and the bibliography. The CMS is the standard format for historians. As such, it is our responsibility to ensure that you use this format so that you become comfortable with it during your undergraduate years. Non-history majors can use APA or MLA as the citation and reference style used in written work submitted for this course.

Late Assignments

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments may not be accepted after the course end date. Submitting an assignment late may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum of 50% (5 days late). The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time, and may be more flexible if potential delays are communicated ahead of time.*

*Programs with specialty accreditation may have different late policies;

**Students with DSA accommodations may have different late policies applied.

Turnitin

It is required that assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a

professional, courteous tone.

- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.