HIS 424

Please email this form to dshafer@wcupa.edu after all signatures have been obtained.

Application for Proposed Diverse Communities Courses
Cover Sheet

To propose a diversity course, please include the following information and supporting materials in the application package. Use this sheet as the first page of the package, checking off documentation on the list.

1) Narrative:

- ☒ Explanation of which historically marginalized groups (based on gender, race, class, ethnicity, religion, disability, sexuality, etc.) are substantively studied in the course.
- ☒ Explanation of how the theoretical framework of the course provides an analysis of structural inequalities.
- ☒ Explanation of how the course fosters an informed and reasoned openness to, and understanding of difference.
- ☒ Explanation of how the course furthers the university's goal of graduating students who are committed to creating a just and equitable society.

2) Syllabus and Course Outline:

- ☒ Required readings reflect the approaches listed above.
- ☒ Course objectives reflect the approaches listed above.
- ☒ Course organization reflects the approaches listed above.
- ☒ Assignments reflect the approaches listed above.

3) Bibliography:

- ☒ Reflects the instructor's preparation to teach a diverse communities course.

4) Accompanying Forms:

- ☒ General Education Cover Sheet (green)
- ☒ Completed and signed Course Approval or Modification form (yellow)

N. B. *A course being considered as a diverse communities requirement must already exist in the academic data base as a course.*

The complete packet should be sent to the Associate Vice President of Academic Affairs at 143 Bull Center for distribution. For further information, please contact the Associate Vice President for Academic Affairs office (x3551).

Date of Committee review

☑ Approved ☐ Further development requested ☐ Not approved

Signature of Committee Chair: Rodney Mader /ds

8/2006

Please email this form to dshafer@wcupa.edu after all signatures have been obtained.

West Chester University
Course Approval or Modification Form

This form is to be completed for course approvals or for modification of existing courses. Processing procedures are given on the following pages.

CAPC encourages faculty members to take into consideration in their syllabus design the new scholarship on race and gender. It is also appropriate that they adjust pedagogical techniques to respect religious diversity and to accommodate any physical or learning disabilities in their students.

Academic Unit:
Department:
Division: ☒ Undergraduate ☐ Graduate
Nature of Action:
- ☐ Addition of Course
- ☐ Deletion of Course
- ☐ Credit Increase
- ☐ Credit Decrease
- ☐ Credit Decrease
- ☐ Title Change
- ☐ Number Change
- ☐ Abbreviation Change
- ☐ Prerequisite Change
- ☐ Interdisciplinary Approval
- ☒ Diverse Communities
- ☐ Culture Cluster Approval
- ☐ Other:

Proposed Starting Date (See Instructions): 08 / 25 / 2008
Purpose of Course:
- ☒ General Requirement
- ☐ Major Program Requirement
- ☒ Major Program Elective
- ☐ Minor Program Elective
- ☐ New Program/Concentration Requirement

Present
Course Title: World Communism
Course Abbrev. & No.: HIS 424
Student Credits: 3
Faculty Contact Credit: 3

If not equivalent to student credits please check: ☐

Proposed
Course Title:
Course Abbrev. & No.:
Student Credits:
Faculty Contact Credit:

Rationale for Change: Seeking diverse communities designation

Course Description for insertion in University Catalog.

Attach course syllabus and bibliography to this form.

May this course be taken again for credit?
☐ Yes ☒ No

How often will this course be offered?

Resources: Are the following resources adequate? If not, attach a statement explaining how your department will address the inadequacy.

FACULTY	☒ yes	☐ no
FACILITIES	☒ yes	☐ no
LIBRARY	☒ yes	☐ no
INSTRUCTIONAL RESOURCES	☒ yes	☐ no

Is a similar course offered in the University? If so, what is it?
NO

If a similar course is offered, why is this one necessary?

Course title for Master Schedule:

FOR ASSOCIATE VICE PRESIDENT OF ACADEMIC AFFAIRS OFFICE USE ONLY:
Course CIP code (6 digits)

GO TO THE NEXT PAGE FOR SIGNATURES

Date of Receipt of Form by Associate Vice President for Academic Affairs 1/9/08

Recommendations

Preparer Lisa A. Kirschenbaum Date: 3 January 2008

Department Chairperson Date: Yes ☐ No ☐

Academic Dean Lori Vermeulen Date: January 7, 2008 Yes ☒ No ☐

Graduate Dean (if applicable) Date: Yes ☐ No ☐

Council of Professional Education Facilitator (if applicable) Date: Yes ☐ No ☐

Unit Head Date: Yes ☐ No ☐

Final Approval: Associate Vice President for Academic Affairs

Signature:

Date: Yes ☐ No ☐

INSTRUCTIONS

PREPARER SHOULD BE ALERTED THAT THE FORM WILL BE RETURNED IF IT IS NOT FILLED OUT CORRECTLY!

1. The signatures on this form certify that the proposed courses or course revisions have been processed in accordance with departmental, faculty, University administration and SSHE procedures.

2. The following modifications to courses that are required for a program (major, minor, concentrations, etc.) need not be accompanied by a Program Revision form and can be processed through the monthly circulation procedures:

   a) Course title
   b) Course abbreviation
   c) Catalog description
   d) Prerequisite change **(unless it increases the number of required credits for the program)**
   e) Number change **(unless it changes a lower division (100 or 200) course to an upper division (300 or 400) course)**

3. The following modifications to courses required for a program (major, minor, concentrations, etc.) must be accompanied by a Program Revision form and supportive documentation:

   a) Additions or deletions of courses
   b) Credit increase or decrease
   c) Number change
   d) Prerequisite change **(if it increases the number of required credits for the program)**
   e) Number change **(if it changes a lower division (100 or 200) course to an upper division (300 or 400) course)**

   Note: Departments which require prerequisites for their own courses which are also utilized by other programs must contact the respective units to inform them of such changes. Approval by the other departments, however, is not required.

4. Elective courses do not require an accompanying program revision form and can be processed through the monthly circulation procedures.

Please email this form to dshafer@wcupa.edu after all signatures have been obtained.

Cover Sheets for Proposal for General Education Courses

To propose a course to meet a general education requirement, please show that the course meets general education goals in a substantive way. Include a syllabus that must contain a statement of how the course fits into the general education program. Also attach a narrative explaining: 1) which three general education goals the course meets and how they are met; and 2) a brief bibliography that suggests your approach to the course and background materials you have used.

Goals:

Students will be able to:

1. Communicate effectively. ☒
2. Employ quantitative analysis and mathematical methods. ☐
3. Think critically and analytically. ☒
4. Demonstrate the sensibilities, understandings, and perspectives Of a person education in the liberal arts tradition. ☐
5. Make value decisions and ethical choices. ☐
6. Respond thoughtfully to diversity. ☒
7. Lead productive, contributing lives. ☐

N.B. Attached please find further detail regarding the definition of each goal.

***I have included*:**

Course Action Form ☒

Syllabus ☒

Narrative ☒

Bibliography ☒

You may find it helpful to consult with the Chair of the CAPC General Education Committee as you prepare the proposal.

8/2008

World Communism
HIS 424

Course Meets:
Course Location:

Instructor: Lisa A. Kirschenbaum
Office address: 502 Main Hall
Office phone: 610-436-2997 (on campus x2997)
Email: lkirschenb@wcupa.edu
Office hours:

Course description

This course examines the history of communism, the twentieth century's most influential analysis of -- and proposed remedy for -- structural inequality. Building on Karl Marx's analysis of the material basis of the exploitation of the working class under industrial capitalism, later Marxists aimed not only to understand the world but to change it. The course traces the origins and development of Marxist theories of inequality as well as the sometimes tragic efforts to put Marxist theory into practice in, among other places, Russia, China, and Cuba. We will pay particular attention to the choices and commitments of individual communists. What visions of a new world motivated communists? What solutions to class, gender, and racial inequalities did they propose? Why was their idealism so often twisted into carnage?

The course also considers critiques of Marxism from the point of view of other approaches to the understanding and elimination of structural inequality, notably feminism and post-colonial theory. It invites students to consider the legacy and lessons of communism for the project of creating a just and equitable society.

Objectives

The course fulfills **general education** and department of history goals by:

- **Developing effective communication**: The course provides opportunities for students to communicate their knowledge of history in reasoned arguments supported by historical evidence and an appreciation of multiple causes, effects, and perspectives, in both oral and written presentations Students will be encouraged to become active participants in the class.
- **Developing critical thinking skills**: Reading and writing assignments as well as oral presentations provide opportunities for students to develop critical thinking skills as they use both primary and secondary sources to construct historical arguments.
- **Responding thoughtfully to diversity**: By focusing both on historical multiple perspectives and historically marginalized groups, the course provides techniques for responding thoughtfully to diversity in a heterogeneous, global society.

The course fulfills the **diverse communities** ("J") requirement by:

- **Studying historically marginalized groups** -- workers, women, and ethnic, national, and racial minorities -- as they worked to create a more just and equitable world.
- **Providing a framework for the analysis of structural inequalities** by exploring variants of Marxism's analysis of such inequalities as well as critiques of the Marxist approach.
- **Fostering an informed and reasoned openness to, and understanding of, difference** by exposing students to a political tradition at odds with (and ostensibly defeated by) the American system and examining how Marxism's critique of capitalism can allow us to see familiar problems of inequality in new ways.
- **Furthering the university's goal of graduating students committed to creating a just and equitable society** by providing opportunities for students to connect the historical investigation of difference and opposition to inequality to current issues and concerns.

The course fulfills **information literacy goals** by providing opportunities to distinguish different sorts of sources and to evaluate the reliability of sources.

This course encourages the open exchange of controversial ideas while maintaining a respect for persons of any gender, sexual orientation, age, religion, and ethnicity.

Course Website: Blackboard at WCU, http://www.wcupa.edu/blackboard
The course website contains updated information about assignments and exams, access to course readings, and study guides. We will be using the "Discussion Board" section to share notes and responses to the readings. The Blackboard homepage provides detailed instructions for logging on for the first time. If you have problems with the site, please contact the help desk at 1-866-384-9107. Blackboard works best with Internet Explorer.

Students may access their course grades via the Blackboard grade book. If you have any questions about the posted grades, you must contact the instructor before the last day of classes. **Grades will stand as posted on the last day of classes.**

Communication
Email: The professor and all students in the class can be contacted via the "Communication" section of Blackboard. If you would like to receive course-related emails at an address other than your wcupa.edu address, you must change the email address listed in the "Personal Information" section. I respond to all emails as quickly as possible. If you do not get a response or acknowledgement, please double check the spelling (lkirschenb@wcupa.edu) and resend. Email works well for short, informative messages. Please remember to sign your email and to identify yourself in the subject line if you are using an off-campus email address.

Office hours are listed at the top of the syllabus. I encourage students to stop by during office hours to discuss questions related to the course or more general questions. Please

stop by if you are having any difficulties with the class; my goal is to help every student succeed. No appointment is necessary for office hours.

Attendance and Participation

The discipline of history is grounded in discussion and debate. It is therefore expected that you will come to class prepared to participate in meaningful ways in the discussion of the assigned material. Because you cannot participate if you are not in class, attendance is part of your participation grade. You may excuse yourself from class twice during the semester without penalty; no note or excuse is required. **Each additional absence over the two permitted will result in the deduction of 5 points** from your participation grade.

In addition to attendance, your participation grade reflects your contributions in class. Students should aim to participate meaningfully at least once per class period. Participation should reflect engagement with assigned reading and may take the form of: 1) responding to questions during large-group discussions, 2) contributing to small-group discussions, 3) acting as spokesperson for a small group, 4) asking a question about the course material, 5) responding thoughtfully to contributions made by peers. Students are encouraged to ask questions about the material in class.

Deadlines listed on the syllabus are firm. Assignments must be turned in on or before class time on the date listed. I do not accept late assignments. **If you miss a roundtable, you will not be able to earn points for it.** If there is an emergency that prevents you from making turning in an assignment, please contact me as soon as possible. In the case of a prolonged illness or emergency, please bring a letter from either the Director of Judicial Affairs or the Dean of Students

Special Needs

We at West Chester University wish to make accommodations for persons with disabilities. Please make your needs known by contacting me and/or the Office of Services for Students with Disabilities at 610-436-3217. Sufficient notice is needed in order to make the accommodations possible. The University desires to comply with the ADA of 1990.

Academic Honesty

As defined in the WCU undergraduate catalog, "Academic dishonesty is prohibited and violations may result in discipline up to and including expulsion from the University." Please see Blackboard and the catalog for additional details. **Academic dishonesty results in, at minimum, failure in the course.**

Required readings

Marx, Karl et al. *Manifesto: Three Classic Essays on How to Change the World.* New York: Ocean, 2005.

Scott, John. *Behind the Urals: An American Worker in Russia's City of Steel.* Bloomington: Indiana University Press, 1989.

Service, Robert. *Comrades! A History of World Communism.* Cambridge, MA: Harvard University Press, 2007.

Yue, Daiyun and Carolyn Wakeman. *To the Storm: The Odyssey of a Revolutionary Chinese Woman.* Berkeley: University of California Press, 1985.

Other readings are available via Blackboard.

Major Assignments and Grading

Assignment	Description	Date Due	Points available
Response Papers and Roundtables	Five short papers (about 250-350 words) responding to the reading must be posted on Blackboard in advance of our class meeting. **Late posts are not accepted.** See rubric on Blackboard.		Total: 125 (Lowest grade is dropped)
	1. Marx and Structural Inequality	Week 2	20
	Roundtable contribution	Week 2	5
	2. Marx and Russia	Week 3	20
	Roundtable contribution	Week 3	5
	3. Building socialism	Week 4	20
	Roundtable contribution	Week 4	5
	4. High Tide of Communism	Week 8	20
	Roundtable contribution	Week 8	5
	5. Che and Cuba	Week 10	20
	Roundtable contribution	Week 10	5
	6. Passing of an Illusion	Week 14	20
	Roundtable contribution	Week 14	5
Essay on interwar communism	The midterm consists of a take-home 3-5 page essay that allows you connect earlier readings and responses to Scott, *Behind the Urals.* Essay rubric posted on Blackboard.	Week 7	75
Class participation	See *Attendance and participation* above. Preparing notes to share is vital to effective participation.		20
Essay on postwar communism	This is a 3-5 page essay that allows you connect earlier readings and responses to Yue, *To the Storm.* Essay rubric posted on Blackboard.	Week 12	75
Group presentations	(How) can Marxism be applied to current struggles for class, gender, and/or racial equity? Is Marxism passé?	Week 15 & Final	30
Total Points			325

University Grading Scale

A: 93-100%; A-: 90-92%; B+: 87-89%; B: 83-86%; B-: 80-82%; C+: 77-79%; C: 73-6%; C-: 70-72%; D+: 67-69%; D: 63-66%; D-: 60-62%; F: 59% and below

Reading and Discussion Schedule

Response papers are due at the end of each topic and give you an opportunity to respond to the readings, answer the crucial questions for each topic, and connect readings to current concerns and issues. Rubric for response papers is posted on Blackboard.

I. Marx and the Origins of "Scientific Socialism"

This section of the class addresses the historical origins of Marx's analysis of structural inequality, the reception of his ideas among workers and intellectuals, and early challenges to and elaborations of his ideas. We will pay particular attention to Marxist understandings of the connections between inequalities of class, gender, and ethnicity or race. Does the Marxist approach help you to see inequality in a new way?

Weeks 1 and 2 Readings:

Service, "Marx and Engels," in *Comrades!*
Engels, "Working Class Manchester"
Marx and Engels, "Manifesto of the Communist Party" in *Manifesto*
Marx, "On Imperialism in India"
Marx and Engels, "Europocentric World Revolution"
Engels, "The Origin of the Family, Private Property, and the State"

Response Paper #1 due end of Week 2.

II. Marxism and the Russian Revolution

This unit addresses the adaptation of Marxism to imperial Russia, with an emphasis on Lenin's approach to issues of workers' revolution, gender equality, and what in Russia was called the "nationalities question." The section also examines contemporary critiques of Lenin's variant of Marxism. Why was it difficult to adapt Marxism to Russian conditions? Did Lenin fundamentally rework Marx's ideas? Was authoritarianism an integral part of Lenin's approach to creating a more equitable world?

Week 3 Readings:

Service, "Russian Variations" and "The October Revolution" in *Comrades!*
Marx, "On Social Relations in Russia"
Lenin, "Women and Capitalist Production"
Lenin, "What Is To Be Done?"
Lenin, "Imperialism, the Highest Stage of Capitalism"
Lenin, "The State and Revolution"
Rosa Luxemburg, "Reform or Revolution" in *Manifesto*

Response paper #2 due at the end of Week 3.

III. Building socialism in Russia, Exporting World Revolution

This unit examines the Bolsheviks' initial efforts to build a new world based on equality for workers, women, and national minorities as well the difficulties -- both ideological and material -- of doing so in the midst of the civil wars that followed the Bolshevik takeover (1918-21). For many Bolsheviks, the task was precisely to build a new *world,* not simply a new state. Thus we also consider the founding of the Communist International and early attempts to spark revolutions both in more "developed" parts of Europe and in the colonized "east."

Week 4 Readings:

Service, "European Revolutions" and "The Communist International"
Francine Hirsch, "Transforming 'The Peoples of the USSR': Ethnographic Exhibits and the Evolutionary Timeline" in *Empire of Nations.*
Dave Renton, "Mayakovsky, Kollontai, Lunacharsky, Serge: Questioning the Soviet Path" in *Dissident Marxism*
Aleksandra Kollontai, "Communism and the Family"
Clara Zetkin, "Dialogue with Lenin"
Lenin, " Theses on the National and Colonial Questions"
"Theses on the Conditions for Admission" to the Comintern
Kate Weigland, "Building Unity amidst Diversity: Ethnicity, Race, and Gender in the Early Years of American Communism" in *Red Feminism*

Response paper # 3 due at end of Week 4.

IV. Idealists and executioners: Stalinism and World Communism

This section looks at the development of Stalinism in the Soviet Union and the effects of the Stalinist "revolution form above" on communists throughout the world. We will pay particular attention to the question of why, despite the crimes and tragedies associated with the collectivization of agriculture and the purges, the Soviet model remained attractive to so many throughout the 1930s. The central reading for this section is John Scott's account of the new steel city of Magnitogorsk. Soviet intervention in the Spanish Civil War provides an important case study of the overlap of idealism and brutality in Soviet communism.

Weeks 5-7 Readings:

*Scott, *Behind the Urals.*
Service, "The USSR in Torment," "World Strategy" and "Inside the Parties"
Lev Kopelev, "The Last Grain Collections" in *Education of a True Believer*
Evgeniia Ginzburg, "The Whole of the Comintern" in *Journey into the Whirlwind*
William Chase, "Fear, Obedience, Belief, and Repression" in *Enemies Within the Gates?*
Yates, James, "Leaving for Spain" in *Mississippi to Madrid*
Excerpt from Harry Haywood, *Black Bolshevik*
Peter Carroll, "The Origins of a Crusade" in *The Odyssey of the Abraham Lincoln Brigade*

The **midterm essay** is due at the end of week 7. It allows you to connect Scott's account of building socialism in the Soviet Union to other readings and responses. You should assess Scott's view of the Soviet project. What does Scott's account tell us about communism in the 1930s? Questions to consider as you formulate your response: Did Scott's attitude toward the Soviet Union change over time? Was he ever a "true believer"? Is the Soviet Union describes a just and equitable society -- or on its way to becoming just and equitable? How are women, workers, and national minorities treated? Are his motivations similar to those of Americans who went to Spain? Are his conclusions similar? Did the Soviet Union fulfill or betray Marx's ideals? Lenin's? How do you explain the failures of communism described by Scott? How did he explain them?

V. High Tide of Communism: World War II and Revolution in China

This section examines the Soviet Union's greatest triumph --victory over Nazi Germany -- and how the victory in what the Soviets called the Great Fatherland War transformed Soviet and world communism. In the immediate postwar period, the ranks of communist states grew substantially, as a result of the creation of a Soviet empire in Eastern Europe and the communist victory in China. We will explore to what extent these new communist states succeeded in establishing just and equitable societies and assess the reasons for successes and failures. Were these new communist states true to the ideals of Marx? Of Lenin? What other models of communism existed in the postwar world?

Week 8 Readings:

Service, "Communism in the World War," "The Cold War and the Soviet Bloc," "The Yugoslav Road," and "The Chinese Revolution," "Against and For Reform"

Sarah Farmer, "The Communist Resistance in the Haute-Vienne"

Mao, Excerpt from *On Guerrilla Warfare*

Andrea McElderry, "Woman Revolutionary: Xiang Jingyu"

"National Minorities in China -- Tibet"

"Manifesto of the Vietnam Lao Dong Party"

Robert Levy, "In Power" in *Ana Pauker*

Kovály, Excerpt from *Under a Cruel Star* on communism in Czechoslovakia

Response paper #4 is due at the end of Week 8.

VI. Varieties of Communism: De-Stalinization, Cultural Revolution

The central reading for these weeks is Yue Daiyun's account of the cultural revolution in China. In the wake of Stalin's death (1953), Soviet leaders experimented with reform, which in turn stimulated reform efforts in the eastern bloc that went further than Moscow was prepared to allow. Chinese communists, by contrast, never disavowed Stalinism and in the late 1950s began a radical "Great Leap Forward" and in the 1960s a "Cultural Revolution" designed to eradicate the "Four Olds" -- old ideas, old culture, old customs, and old habits. Yue, who in 1957 was a loyal communist, describes the harrowing effects of this radical turn. Was Chinese communism fundamentally different from communism elsewhere? What role did communist theory of how to construct a just and equitable society have in the programs of the Great Leap and the Cultural Revolution? Do you agree with Service that "Maoism was a variant of Marxism-Leninism"?

Weeks 10-12 Readings:

Service, "Détente and Expansion," "China Convulsed," "Revolutionary Cuba," "Europe East and West," "Last of the Communist Revolutions"

Gabriel Ronay, "Hungary Calling: A Student's Appeal to the Conscience of the World"

Excerpt from Kovály, *Under a Cruel Star* on Prague Spring

*Yue, *To the Storm*

Excerpt from Fidel Castro, *Fidel Castro Speaks on Marxism-Leninism*

Che Guevara, "Socialism and Humanity" in *Manifesto*

Jorge Castañeda, "Death and Resurrection" in *Compañero*

Marc Lacey, "A Revolutionary Icon, and Now, a Bikini," *New York Times,* 9 October 2007.

Response paper #4 on the Cuban revolution readings is due at the **end of week 10**. (How) did the Cuban revolution address class, gender, and racial inequality? What accounts for the continuing appeal of the image and myth of Che Guevara? How do his ideas connect to other communist visions and communist states, to non-Marxist efforts to create a more just world?

Your 3-5 page essay on postwar communism, focusing on the radical turn in China, is **due at the end of week 12**. This essay is your opportunity to assess the linkages between Maoism in China, the Marxist vision of a just and equitable society, and developments in other communist states. Why did communism take the form that it did in China? What role did the Soviet example play? Is a tendency toward violence inherent in Marxism's approach to creating a new world? What was the status of women and ethnic minorities in communist China? How did developments in China compare with developments in eastern and western Europe, in Cuba? How do you account for the differences? Was "communism with a human face" possible, desirable?

Begin preparing for final presentations: How does Marxism connect to current efforts to create a just and equitable society? Choose a specific example from anywhere in the world.

VII. The Passing of an Illusion? Communism after the Cold War

This section looks at the reforms that eventually undermined the Soviet Union and that transformed China into a "communist" country with a capitalist economy. We will look at the causes of the end of the Soviet Union, economic -- but not political -- reform in China, and the post-Soviet fate of Cuba. What do these transformations mean for communism's vision of an equitable world? What are the lessons and legacies of the twentieth-century's communist revolutions and revolutionaries?

Weeks 13-15 Readings:

Service, "Roads from Communism," "China's Capitalist Communism," "Perestroika," "The Comrades Depart"

Stephen Kotkin, "The Drama of Reform" in *Armageddon Averted*

Benjamin Yang, "The Making of a Pragmatic Communist: The Early Life of Deng Xiaoping, 1904-49"

Franç ois Furet, "The Revolutionary Passion" in *The Passing of an Illusion*

Juliana Barbassa, "The New Cuban Capitalist" and Olga Rodríguez, "True Believers" in Chávez, ed., *Capitalism, God, and a Good Cigar*

Daryl Glaser, "Marxist Theory, Marxist Practice," in *Twentieth Century Marxism*

The **response paper** responding to the questions above is due at the end of week 14.

Final presentations: In the last week of classes and during the exam period, students will present final projects that assess the connections of Marxism and current struggles to create a just and equitable world.

Select bibliography of works in English

Adam, Heribert. "Eastern Europe and South African Socialism -- Engaging Joe Slovo." *South Africa International* 21, no. 1 (1990): 27-35.

Adereth, M. "Sartre and Communism." *Journal of European Studies* 17, no. 1 (1987): 1-48.

Alba, Víctor and Stephen Schwarz. *Spanish Marxism versus Soviet Communism: A History of the POUM.* New Brunswick, NJ: Transaction Books, 1988.

Bannerji, Himani. *Thinking Through: Essays on Feminism, Marxism and Anti-racism.* Toronto: Women's Press, 1995.

Barett, Michèle. *Women's Oppression Today: The Marxist/Feminist Encounter.* London: Verso, 1988.

Baxandall, Rosalyn Fraad. *Words on Fire: The Life and Writing of Elizabeth Gurley Flynn.* New Brunswick, NJ: Rutgers University Press, 1987.

Bebel, August. *Woman under Socialism.* Translated by Daniel De Leon. New York: Source Book Press, 1970.

Bernal, Martin. "The Nghe-Tinh Soviet Movement, 1930-1931." *Past & Present* 92 (1981): 148-168.

Byron, Kristine. "Writing the Female Revolutionary Self: Dolores Ibárruri and the Spanish Civil War." *Journal of Modern Literature* 28 (Fall 2004): 138-57.

Carroll, Peter. *The Odyssey of the Abraham Lincoln Brigade: Americans in the Spanish Civil War.* Stanford, CA: Stanford University Press, 1994.

Castañeda, Jorge. *Compañero: The Life and Death of Che Guevara.* New York: Vintage, 1998.

Chang, Jung and John Halliday. *Mao: The Unknown Story.* New York: Anchor, 2006.

Chávez, Lydia, ed. *Capitalism, God, and a Good Cigar: Cuba Enters the Twenty-first Century.* Durham, NC: Duke University Press, 2005.

Cheng, Yinghong. "Beyond Moscow-Centric Interpretation: An Examination of the China Connection in Eastern Europe and North Vietnam during the Era of De-Stalinization." *Journal of World History* 15, no. 4 (2004): 487-518.

Chase, William. *Enemies within the Gates? The Comintern and the Stalinist Repression, 1934-1939.* New Haven, CT: Yale University Press, 2001.

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Clements, Barbara Evans. *Bolshevik Women.* New York: Cambridge University Press, 1997.

Collum, Danny Duncan, ed. *African Americans in the Spanish Civil War: This Ain't Ethiopia, but It'll Do.* New York, 1992.

Courtois, Stéphane, et al., eds. *The Black Book of Communism: Crimes, Terror, Repression.* Translated by Jonathan Murphy and Mark Kramer. Cambridge, MA: Harvard University Press, 1999.

Cowling, Mark and Paul Reynolds, eds. *Marxism, the Millennium and Beyond.* New York: Palgrave, 2000.

Croll, Elizabeth J. "Women in Rural Production and Reproduction in the Soviet Union, China, Cuba, and Tanzania: Socialist Development Experiences." *Signs* 7, no. 2 (1981): 361-374.

Daniels, Robert. *A Documentary History of Communism and the World: From Revolution to Collapse.* Hanover, NH: University of Vermont Press, 1994.

Davies, Carole Boyce. *Left of Karl Marx: The Political Life of Black Communist Claudia Jones.* Durham, NC: Duke University Press, 2007.

Davis, Angela. *Women, Race, and Class.* New York: Vintage, 1983.

Davis, Darién "Nationalism and Civil Rights in Cuba: A Comparative Perspective, 1930-1960" *Journal of Negro History* 1 (1998): 35-51.

DeGrazia, Victoria. "Women and Communism in Advanced Capitalist Societies: Readings and Resources." *Radical History Review* 23 (1980): 80-101.

Djilas, Milovan. *Fall of the New Class: A History of Communism's Self-destruction.* Translated by John Loud. New York : A. A. Knopf, 1998.

Drake, Richard. "Italian Communism and Soviet Terror." *Journal of Cold War Studies* 6, no. 2 (2004): 57-63.

Draper, Theodore. *American Communism and Soviet Russia.* New Brunswick, NJ: Transaction Publishers, 2003.

Drew, Allison. "Profile of the South African Communist Party." *Journal of Communist Studies* [Great Britain] 8, no. 2 (1992): 160-165.

Dunayevskaya, Raya. *Rosa Luxemburg, Women's Liberation, and Marx's Philosophy of Revolution.* Urbana: University of Illinois Press, 1991.

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Narrative: Application for Courses Proposed for General Education

Course: HIS 424: World Communism

This course meets the following general education goals:

Communicate effectively (goal 1)
Think critically and analytically (goal 3)
Respond thoughtfully to diversity (goal 6)

Communicate Effectively
The course provides opportunities for students to communicate their knowledge of history in reasoned arguments supported by historical evidence and an appreciation of multiple causes, effects, and perspectives, in both oral and written presentations.

In five informal papers, students have an opportunity to develop responses to readings. Two formal essays allow students to construct polished historical arguments by connecting substantial primary sources to a diversity of secondary readings.

In-class roundtables provide students the opportunity to present their historical arguments to their peers, to ask questions of one another, and to respond to questions and criticisms. This process, building on informal writing assignments, allows students to see communicating effectively as a process that integrates oral and written work. The roundtables in particular encourage students to become active participants in the class.

Formal group presentations allow students to present research and to explore how best to work as a group to present new information and interpretations to their peers. Unlike the roundtables, which focus on a single set of common readings, the presentations allow students to refine their skills in presenting original research in engaging and accessible ways.

Think critically and analytically
Reading and writing assignments as well as oral presentations provide opportunities for students to develop critical thinking skills as they use both primary and secondary sources to construct historical arguments.

Informal papers allow students to construct arguments-in-process. They ask students to find and articulate connections between different sorts of sources and multiple points of view, a task central to historical analysis. Sharing these responses illustrates and reinforces the interpretive nature of history. Students have a chance to see how their peers put sources together in different ways, emphasized different factors, and sometimes reached substantially different conclusions.

The formal papers allow students the opportunity to use what they've learned in informal assignments and class discussions to produce a polished historical analysis that integrates secondary sources with substantial interpretation of primary sources. The emphasis here is building viable historical interpretations, focusing especially on the

multiple points of views of both historical subjects and of historians. The final project allows students to apply their critical thinking skills to the task of locating and assessing relevant primary and secondary sources and integrating research into a persuasive historical interpretation.

Respond thoughtfully to diversity
By focusing both on historical multiple perspectives and historically marginalized groups, the course provides techniques for responding thoughtfully to diversity in a heterogeneous, global society.

The course places both historically marginalized groups and a profoundly influential and controversial analysis of structural inequality -- Marxism -- at its center. Through the historical study of and critique of various Marxist class analyses, students learn to ask how political, cultural, and economic systems may work to maintain and reproduce inequality. This structural approach allows them to perceive inequality and difference in new ways. By studying the stories of women, national, ethnic, and racial minorities, and workers who took active roles in trying to create a more just and equitable world, students can learn to see diverse groups -- particularly historically marginalized groups -- not as victims of history, but as agents of history.

The final assignment of the semester asks students to develop and critique a Marxist analysis of a current problem of inequality or injustice. This assignment allows students to see directly how historical information and approaches can open up new ways to understand and respond to diversity of class, gender, and race.