

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	Kingsborough
Course Number	HIS 53
Course Title	Russian History
Department(s)	History, Philosophy and Political Science
Discipline	History
Subject Area	A. World Cultures and Global Issues Enter one Subject Area from the attached list.
Credits	3
Contact Hours	3
Pre-requisites	None
Catalogue Description	This course is designed to acquaint the students with history of the multinational Russian Empire and the Soviet Union. Considerable attention will be paid to Russian expansion in Asia. The role of the non-Russian nationalities and ethnic groups in shaping Russian and Soviet politics, culture and society will be stressed. By utilizing the comparative approach, the course will help to sharpen the students' understanding of contemporary social, political and economic problems in the global age. It will also enhance the student's appreciation of tradition and custom in different cultures. The broad objective of the course is to expand the students' understanding of the role of continuity and change in world civilizations and to sharpen their analytical thinking by examining original sources.
Syllabus	Syllabus attached. Syllabus must be included with submission, 5 pages max

Waivers for 4-credit Math and Science Courses

All Common Core courses must be 3 credits and 3 hours.

Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.

If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Indicate the status of this course being nominated:

☐ current course
 ☐ revision of current course
 ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression </div> <div> <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </div> </div>
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Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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|--|---|
| | <ul style="list-style-type: none"> Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none"> Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none"> Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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|--|--|
| | <ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science. |
| | <ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
| | <ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
| | <ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
| | <ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column. For an explanation of the responses to the questions below see the attached syllabus.</p>	
Yes	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
Yes	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
Yes	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
Yes	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
Yes	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
Yes	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
Yes	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
Yes	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
No, unless the student is familiar with the languages of the former Soviet Union.	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
<p>B. U.S. Experience in its Diversity</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
<p>C. Creative Expression</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.
D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic,

	mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

KINGSBOROUGH COMMUNITY COLLEGE

Of The City University of New York

SYLLABUS

HISTORY 53

RUSSIAN HISTORY

INTRODUCTION

This course is designed to acquaint the students with modern history of the multi-national Russian Empire and the Soviet Union so that they will better understand the developments in the present post-Soviet era. While maintaining a clear chronology of basic events beginning with the era of great reforms in the nineteenth century and ending with the vicissitudes and uncertainties of the present, the course will attempt to balance political and economic history with explorations of cultural dynamics, intellectual strivings and social issues. Considerable attention will be paid to non-Russian nationalities and their role in the shaping of Russian politics, culture and society.

By utilizing the comparative approach, the course will help to sharpen the students' historical understanding of contemporary social, political and economic problems in our global era. The study of Russian history will also enhance the students' appreciation of tradition and customs in different cultures. The course is designed to sharpen the students' understanding of the role of continuity and change in world civilizations.

The broad objective of the course is to aid the students in the development of their intellectual skills by sharpening their analytical and creative thinking in order to prepare them for productive lives in tomorrow's world of continuing change. It is essential in the twenty first century that students appreciate the pace of this change, develop the intellectual skills to respond to that change, and maintain a value system that will enable them to better understand the world.

SPECIFIC LEARNING GOALS

- To instill in the student an appreciation of history through the study of the different paths of development in our multicultural world
- To make the students aware of recurring themes in society in different parts of the world
- To develop in the student an understanding of the historical, social and economic forces that shaped the modern world
- To develop in the student the ability to communicate and analyze information related to history
- To enable the student to recognize and value culturally-diverse historical perspectives
- To aid the student in acquiring a deeper insight and a balanced understanding of the global world
- To develop in the student the ability to articulate both in oral and written form the material under examination question
- To expose students to current events in magazines, newspapers and journals on topics related to different parts of the world
- To develop in the student confidence in handling issues previously considered as remote or alien
- To enable the student to communicate effectively, orally and in writing on questions related to historical topics
- To acquaint the student about the wealth of research resources on the internet
- To enable the student to develop an appreciation of the subject so that the student can pursue further study either as a vocation or as a serious avocation

LEARNING OUTCOMES

By taking this course, students will be able to:

- Recognize, understand and appreciate diverse cultural, intellectual, political and economic forces that make up modern societies
- Improve their analytical and critical thinking skills
- Learn to understand and appreciate writers, philosophers and political thinkers in different civilizations and at different periods in history
- Overcome media-induced platitudes relating to the outside world

MEASUREMENT

Strategies of measurement and assessment:

- Classroom discussion of major issues presented in reading assignments
- Critical analysis of primary source documents and critical evaluation of current events
- Written examinations and quizzes
- Research papers, book reports, museum reports and related projects
- Oral presentations
- Role playing assignments
- Debates over conflicting interpretations of historical issues

EVALUATION

The student, in doing the measurement activities, shows success through:

- Scores on examinations and quizzes
- Improvement in writing and analytical skills
- Improvement in oral skills
- Ability to interpret documents and relate them to historical issues and events both past and present
- Ability to compare and contrast knowledge of Western Civilization with civilizations of Asia and Africa
- An increased interest in world events reflected through class participation and research work

NUMBER OF WEEKLY CLASS HOURS

Three (3) weekly class hours

NUMBER OF CREDITS

Three (3) credits

PRE OR CO-REQUISITES; BASIC OR ADVANCED

No prerequisites; Basic course

METHOD OF TEACHING

A variety of techniques will be employed: lecture, discussion, and audio-visual presentations. Student presentations will be encouraged.

ASSIGNMENTS TO STUDENTS

Assignments will include readings from primary and secondary texts, class presentations on selected topics, essay writing and a brief research paper. The specific combination of assignments is left to the discretion of the individual instructor.

TEXTBOOKS

Walter G. Moss, *A History of Russia*, Vol. II.

TOPICS AND READING ASSIGNMENTS

INTRODUCTION: THE GEOPOLITICAL PERSONALITY OF THE RUSSIAN

EMPIRE, MOSS: 1-8

RIHA: *A JOURNEY FROM ST. PETERSBURG TO MOSCOW* (RADISHCHEV)

MUSCOVY AND ITS EXPANSION: MAJOR HISTORICAL DEVELOPMENTS

MOSS: 8-17

LATE IMPERIAL RUSSIA: REFORMS OF ALEXANDER II

MOSS: 23-32;

RIHA: *GOGOL'S INSPECTOR GENERAL* (BERTENSSON)

LETTER TO GOGOL (BELINSKY)

AUTOCRACY AND ITS OPPONENTS: THE RUSSIAN

REVOLUTIONARY TRADITION

MOSS: 32-29

RIHA: *THE DECEMBRISTS*,; *APOLOGY OF A MADMAN* (CHAADAEV)

YOUNG MOSCOW (HERZEN)

REACTIONARY POLITICS AND ECONOMIC MODERNIZATION

MOSS: 42-49

RIHA: *GOING TO THE PEOPLE* (BRESHKOVSKAIA)

KILLING AN EMPEROR (FOOTMAN)

RUSSIAN CONSERVATISM: ALEXANDER III AND NICHOLAS II

MOSS: 49-61

RIHA: *THE FALSEHOOD OF DEMOCRACY* (POBEDONOSTSEV)

RUSSIA IMPERIAL POLICY: RUSSIANS AND THE NATIONALITIES

MOSS: 64-79

RIHA: *A SLAVOPHILE STATEMENT* (AKSAKOV);

THE NATIONAL PROBLEM IN RUSSIA (PIPES)

RUSSIAN IMPERIAL FOREIGN POLICY

MOSS: 79-87

RIHA: *THE SLAV ROLE IN WORLD CIVILIZATION* (DANILEVSKY)

THE 1905 REVOLUTION: FROM BLOODY SUNDAY TO

OCTOBER MANIFESTO

MOSS: 89-99

RIHA: *RUSSIAN LIBERALS* (MILIUKOV)

FROM THE THIRD DUMA TO WORLD WAR I

MOSS: 99-110

RIHA: *MEMORANDUM TO NICHOLAS II* (DURNOVO)

ECONOMICS AND SOCIETY, 1855-1917

MOSS: 113-138

RIHA: *THE NATURE OF IMPERIAL RUSSIAN SOCIETY* (BLACK, SETON-WATSON)

RUSSIAN LITERATURE: 1855-1917

MOSS: 141-153

RIHA: *GOGOL'S INSPECTOR GENERAL* (BERTENSSON)

RELIGION AND CULTURE: 1855-1917

MOSS: 153-160

RIHA: *RUSSIA AND EUROPE* (SUMNER)

THE MARCH REVOLUTION AND THE FALL OF THE ROMANOVS

MOSS: 163-176

THE NOVEMBER REVOLUTION: THE BOLSHEVIKS COME TO POWER

MOSS: 176-184

ANTI-BOLSHEVISM AND THE CIVIL WAR

MOSS: 187-196

NATIONALITIES AND THE RUSSO-POLISH WAR OF 1920

MOSS: 196-203

FROM WAR COMMUNISM TO THE NEP

THE STRUGGLE FOR LENIN'S MANTLE

MOSS: 206-221

STALIN AND STALINISM: THE FIVE-YEAR PLAN AND THE FAMINE

MOSS: 222-229

STALIN AND THE PURGES

MOSS: 221-245

SOVIET FOREIGN POLICY

MOSS: 247-265

THE STALIN-HITLER PACT AND WORLD WAR II (1939-1945)

MOSS: 268-281

THE POST-WAR DEVELOPMENTS AND THE COLD WAR (1945-1953)

MOSS: 284-298

ECONOMIC AND SOCIAL TRANSFORMATION (1917-1953)

MOSS: 300-325

RELIGION AND CULTURE (1917-1953)

MOSS: 328-350

THE KHRUSHCHEV ERA: DOMESTIC POLICIES; DESTALINIZATION

MOSS: 353-366

THE KHRUSHCHEV YEARS: FOREIGN POLICY: COEXISTENCE AND
CONFRONTATION

MOSS: 366-379

FROM STABILITY TO STAGNATION, 1964-1985: THE BREZHNEV YEARS

MOSS: 380-405

GORBACHEV AND THE END OF THE USSR (1985-1991)

MOSS: 407-431

ECONOMIC AND SOCIAL LIFE (1953-1991)

MOSS: 433-456

RELIGION AND CULTURE (1953-1991)

MOSS: 459-482

POST SOVIET DEVELOPMENTS

MOSS: 485-503

FOREIGN POLICY AND THE SUCCESSOR STATES

MOSS: 503-512

SELECTED BIBLIOGRAPHY

General

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Hosking, Geoffrey. *Russia: People and Empire*. Cambridge, Massachusetts, 1997.

Kappeler, Andreas. *The Russian Empire: A Multiethnic History*. Harlow, U.K. 2001.

Lieven, Dominic. *Empire: The Russian Empire and its Rivals*. London, 2000.

Pipes, Richard. *Russia Under the Old Regime*. London, 1974.

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Wortman, Richard. *Scenarios of Power: Myth and Ceremony in Russian Monarchy*. 2 vols. Princeton, 1995-2000.

The Era of Great Reforms

Eklof, Ben; John Bushnell; and Larissa Zakharova, eds. *Russia's Great Reforms, 1855-1881*. Bloomington, Ind., 1994.

Emmons, Terence and Wayne S. Vucinich, eds. *The Zemstvo in Russia: An Experiment in Local Self-Government*. New York, 1982.

Kolchin, Peter. *Unfree Labor: American Slavery and Russian Serfdom*. Cambridge, Mass., 1987.

Lincoln, W. Bruce. *The Great Reforms: Autocracy, Bureaucracy and the Politics of Change in Imperial Russia*., 2000.

Politics, Culture and Society Before the Revolution

Ascher, Abraham, P.A. *Stolypin: The Search for Stability in Late Imperial Russia*. Stanford, 2001.

Berdiaev, Nikolai. *The Russian Idea*. New York, 1948.

Emmons, Terence. *The Formation of Political Parties and the First National Elections in Russia*. Cambridge, Mass., 1983.

Evtukhov, Catherine. *The Cross and the Sickle: Sergei Bulgakov and the Fate of Russian Religious Philosophy, 1890-1920*. Ithaca, 1997.

Galai, Shmuel. *The Liberation Movement in Russia, 1900-1905*. Cambridge, 1973.

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Morrissey, Susan. *Heralds of Revolution: Russian Students and the Mythologies of Radicalism*. Oxford. 1998.

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Shatz, Marshall and Judith Zimmerman, eds. and trans. *Vekhi-Landmarks: A Collection of Articles About the Russian Intelligentsia*. Armonk, N.Y. 1994.

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The Revolutions and the New Regime

Acton, Edward, et al. *Critical Companion to the Russian Revolution, 1917-1921*. Bloomington, Ind., 1997.

Brovkin, Vladimir. *Russia After Lenin: Politics, Culture, and Society, 1921-1921*. New York, 1998.

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Malia, Martin. *The Soviet Tragedy*. New York, 1994.