

General Studies Request Form

Please see the [General Studies Request Overview and FAQ](#) for information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Matthew Slaboch	matthew.slaboch@asu.edu	7085149590

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Civic & Economic Thought and Leadership (CCETL)

Submission Information

Type of submission:

New Request (Course or topic does not currently hold this designation)

Requested Effective Date

Spring 2024

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
CEL	394	4

Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) only carry designations for three consecutive semesters (excluding summer), *whether or not they are scheduled*. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title

Russian Political Thought from Peter I to Putin

Topic Description

The starting point for this class will be the decision of Peter the Great (1672-1725) to move Russia's capital from Moscow to a new city –St. Petersburg—that would serve as his country's "Window on the West." Peter's rule sparked a centuries-long debate about whether Russia's destiny is to be a part of or separate from Europe (and the Western world as a whole). In this course, we will study the works of Russian writers who looked upon Europe favorably, as well as authors who argued that Russia has a special role to play

as a counter to the West. Topics that we will cover include anarchism, communism, nationalism, and nihilism. The course will bring us to the present day and an examination of the key tenets of Eurasianism, an intellectual movement popularized by Alexander Dugin, who some observers have deemed "Putin's philosopher" and a neo-fascist. Throughout the semester we will also explore how philosophers and social critics in neighboring regions discussed Russia, alternatively idealizing or vilifying it.

If this topic exists on any other courses and the sections will be combined in the schedule, please list those courses here.

General Studies

Requested Designation

H - Historical Awareness

H: Historical Awareness

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions **and** how political, social, economic, and/or cultural conditions are affected by the field of study.

[Revised October 2015]

Note: The following are **not** acceptable submissions for the "H" designation:

1. Courses that are merely organized chronologically.
2. Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
3. Courses whose subject areas merely occurred in the past.

"H" Criteria 1

History is a major focus of the course.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

The author assigned for Week 2, Petr Chaadaev, offers a scathing indictment of nineteenth-century Russian society. His big call to action --the thing that will make Russia a country worthy of respect, in his view-- is the development of a "wholly new philosophy of history." Chaadaev's Philosophical Letters started an ongoing debate about history and change in Russia. Konstantin Aksakov, the author assigned for Week 3, argues that the solutions to Russia's woes could be found in the past, before Peter I led Russian society astray by introducing foreign ideas and practices and shifting Russia from its organic trajectory. Vissarion Belinsky, the author assigned for Week 4, argues instead that Russia should be forward-looking, and that little from its past is worth salvaging. Subsequent weeks provide nuance to this debate about whether Russia is or should be a part of Western culture, and in each, questions about Russia's past AND future are at the forefront.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Weeks 1-11 examine authors who lived and wrote during the 18th-19th centuries. These authors are connected to history not only in the sense that they are FROM an earlier era; each had an abiding interest in questions ABOUT historical change. In addition to the authors mentioned previously, we can consider, for instance, Sergei Nechayev (Week 6), who argues for violent, radical change as necessary to improve the wellbeing of ordinary Russians, where earlier authors had suggested merely piecemeal reforms.

When we reach the tail end of the course, we are in the contemporary period of the 20th and 21st centuries. But even then, we are still concerned with history as an/the overarching theme of the course. For instance, in the last week of the class, we will examine how the past figures into the present imagination of Russia's leaders (and society more broadly), by reading Vladimir Putin's thoughts on the "Historical Unity of Russians and Ukrainians."

"H" Criteria 2

The course examines and explains human development as a sequence of events influenced by a variety of factors.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

The course examines development by looking at theoreticians of change and individual actors and broader social forces responsible for bringing about (or retarding) such change. We look at the push and pull of forces within Russia, but we also look at how external pressures shape(d) internal debates.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

In Week 1, we will look at how Peter I's reign initiated changes in architecture, education, social norms, and political practices. In Weeks 3 and 4, we will look at authors who lived in the century following Peter's rule who debate whether the tsar's changes reforms were laudable or lamentable. In Weeks 12 and 13, we will explore the context of the revolutions that weakened the tsarist system, toppled that system, and ultimately ushered in communism. Weeks 14, 15, and 16 examine the major shortcomings of the Soviet experiment and then subsequent/current reflections on the pros and cons of the Soviet model. The course

is organized, in effect, to show a sequence, and how changes in one era paved the way for debates and challenges in future periods.

"H" Criteria 3

There is a disciplined systematic examination of human institutions as they change over time.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

The theme of the course is the development of Russian social and political THOUGHT. But such thought cannot be divorced from the conditions that shaped them, including the formal and informal institutions that structure society. So, while we will be talking primarily about ideas, we will not neglect discussion of institutions.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

The course proceeds chronologically from the imperial Russia of the tsars, to the Soviet system, to the Putin era of so-called "illiberal democracy." As we shift from one regime type to another, we will consider how the rhetoric justifying each system matched with the reality. For instance, in Week 1, students will read Minister S.S. Uvarov's justification of "Orthodoxy, Autocracy, Nationality," and we will discuss what each of these things meant in practice. In Weeks 12 and 13, we will read Vladimir Lenin and Joseph Stalin's plans for the Soviet Union, and in class we will watch a documentary (Stalin: Despot) that shows how the Soviet system actually worked.

"H" Criteria 4

The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

The title of the course "Russian Social and Political Thought" alone points to the focus on the "ideas" part of "events, ideas, and artifacts" and the "social" and "political" parts of "social, political, and economic context." We also look at events, from the mundane to the monumental, largely through the use of primary sources, to discuss economics (the nature of the tsarist system, the goals and achievements of Soviet economic organization, and the post-Soviet search for an alternative to communism and to Western-style capitalism).

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

The readings for each and every week are devoted to matters social, political, and economic. Readings are from individual actors at the top of their respective systems, such as tsars or presidents (Weeks 1, 12, 13, 14, and 16). Other pieces are by activists or agitators looking to disrupt the status quo (Weeks 2, 3, 4, 6, 10, and 15). Such pieces discuss the role of individuals in effecting social change, but they also highlight the role of groups, whether ethnic/national (Week 3, Week 5, Week 8, Week 10, Week 15, Week 16) or economic/class (Week 4, Week 6, Week 11, Week 12, Week 13, and Week 14).

Attach a sample syllabus for this course or topic, including the list of any required readings.

[RussianPoliticalThoughtDraftSyllabusForSpring2024.docx](#)

Attach the table of contents from any required textbook(s).

No Response

Attach any other materials that would be relevant or helpful in the review of this request.

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Matthew Slaboch - February 27, 2023 at 9:56 AM (America/Phoenix)

Department Approval

Approved

Adam Seagrave - March 17, 2023 at 2:56 PM (America/Phoenix)

Provost's Office Review

Sent Back

April Randall

Joni Lochtefeld - March 20, 2023 at 8:33 AM (America/Phoenix)

The topic title currently listed within this General Studies Request form is not found under topics for CEL 394, however, topic title "Russian Political Thought from Peter I to Putin" is under CEL 394. Did you mean this topic title or will you be submitting a proposal for a new topic to be added to CEL 394?

Form Submission - Proposer

Submitted for Approval | Proposer

Matthew Slaboch - March 20, 2023 at 11:19 AM (America/Phoenix)

Department Approval

Approved

Adam Seagrave - March 20, 2023 at 11:44 AM (America/Phoenix)

Provost's Office Review

Approved

April Randall - March 31, 2023 at 1:38 PM (America/Phoenix)

Joni Lochtefeld

Historical Awareness Committee Review

Acknowledgement Requested

David Corlett

Matt Simonton - April 26, 2023 at 10:14 AM (America/Phoenix)

There is not currently anything in the course objectives or assignments that tests students' historical knowledge. This course is largely one about debates within political thought, and it's not clear from the syllabus and the list of readings if students are going to learn about the historical context of Russian politics and society while reading the texts. If there were some attempt to historicize the course content (i.e., how do these texts relate to Russian history/society? what were historical events that prompted the writers to propose the political measures they did?), we think the course would have a better shot at the H designation. As it stands the course objectives lean too heavily in the direction of asking abstract questions of political philosophy rather than analyzing Russian history. Revise and resubmit, showing in the course objectives and assignments how students will be tested on historical awareness.

Evan Berry - April 21, 2023 at 11:14 AM (America/Phoenix)

General Studies Council Meeting

Waiting for Approval

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Matthew Slaboch

Topic Notification

Notification

Leticia Mayer

Peggy Boivin
