



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
BARRY ICKES	I04	Liberal Arts (LA)	Not Available
CATHERINE WANNER	cew10	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **ECON**

Number: **472**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

This proposal is for prerequisite enforcement.

Message for Reviewers:

Course Designation

(ECON 472N) Russian Economic History

Course Information

Cross-Listed Courses:

HIST 402N(LA)

Prerequisites:

ECON 102 AND ECON 104

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Russ Econ Hist

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

- Arts (GA)
 Humanities (GH)
 Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
 International Cultures (IL)
 United States Cultures (US)
 Honors Course
 Common course number - x94, x95, x96, x97, x99
 Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

- Common Course

GE Learning Objectives

- GenEd Learning Objective: Effective Communication
 GenEd Learning Objective: Creative Thinking
 GenEd Learning Objective: Crit & Analytical Think
 GenEd Learning Objective: Global Learning
 GenEd Learning Objective: Integrative Thinking
 GenEd Learning Objective: Key Literacies
 GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	Economics (UPLA_ECON)
Effective Semester:	After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.
Travel Component:	NO

Course Outline**A brief outline or overview of the course content:**

Early Russian economic development
 The abolition of serfdom
 Russian Economic Development before World War 1
 War Communism
 Stalin, Collectivization, and the first two five year plans
 Postwar Soviet Developments
 Collapse of Communism

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Early Russian economic development – 1 week
 The abolition of serfdom – 1 week
 Russian Economic Development before World War 1 – 1 week
 War Communism – 2 weeks

Stalin, Collectivization, and the first two five year plans – 3 weeks
Postwar Soviet Developments – 4 weeks
Collapse of Communism – 3 weeks

Course Description:

Russia is the largest country on earth. It has had a major influence on world events, especially during the Soviet period. The Soviet period represents the greatest economic experiment ever undertaken. Russia has had a vast imperial experience, and its economy has proven capable of producing nuclear weapons and space exploration. Yet, its economy remains dependent on natural resources. Russia is a literary, nuclear and geopolitical superpower but not an economic superpower. This juxtaposition is unique. The aim of the course is to provide a review of Russian economic history together with main concepts explaining the peculiarities of economic and institutional development of the country. The course combines historical narrative with formal economic analyses. We will utilize both an economics and a history perspective. We will explore the development of the Russian economy in the Tsarist period, the abolition of serfdom and Russian industrialization before the Russian Revolution, and we will explore the economic history of the Soviet period. We will also explore the interaction of economic history with social history. The course will conclude by examining the myriad economic and social difficulties encountered in transitioning from a socialist to capitalist economy.

The name(s) of the faculty member(s) responsible for the development of the course:

- Name: BARRY ICKES (I04)
Title:
Phone:
Address:
Campus: UP
City:
Fax:
- Name: CATHERINE WANNER (cew10)
Title:
Phone:
Address:
Campus: UP
City:
Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

This course will advance student's understanding of economic developments and historical understanding. Russian economic history is complex and the combination of an economics and historical focus will provide students with the foundations to understand this history. Students will be able to apply economic analysis to understand the history of the Russian economy. Further, students will learn how a historian analyzes historical events and places them in social context. The course integrates historical and economic analysis. Students will learn how to apply economic analysis to historical events and how to apply the methods of social history to the study of economic events.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

There will be two midterms and a final exam. An additional paper assignment will be optional. These assessment methods will test both the understanding of economic analysis applied to historical events, and the use of social history. Interpretation of historical events will be evaluated by both methods, requiring students to display their knowledge of how to apply economic analysis to the study of Russian history, and social history to the study of economic events.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This is an interdomain course (N) between Economics (GS) and History (GH).

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

Fulfills history major and minor requirements.

Can be used as an elective in the Economics major or minor.
 Fulfills General Education Humanities and Social Sciences requirements.
 Fulfills IL requirement.

A description of any special facilities:

None

Frequency of Offering and Enrollment:

Every other year, 75 students.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

The department wishes to change the course from a general Economics course on transition economies to a more focused study of the Russian economy. The Russian economy went through many transitions, and we can teach economics within a historical context, cross-listing this course with history, and creating an interdomain course.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Students will utilize critical thinking while performing economic analysis of Russian History. They will develop key literacies in undertaking analysis of historical studies. They will develop global learning in studying Russia. Integrative thinking will be highlighted by the interaction of economic and historical approaches to studying Russian past.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students will be assessed with analytical writing assignments that critically engage readings and expand points raised in class discussions and debates. These writing assignments will test student knowledge on key literacies and global learning. Namely, the students will be asked to show key literacies and prove knowledge on important events, people, economic concepts, and show global learning by relating these literacies to the country of Russia versus other countries at the time. Students will learn how Russia influenced and interacted with the rest of the world.

These assignments will also assess critical and analytical thinking as well as integrative thinking. Namely, students will be asked to

show critical and analytical thinking by making comparisons of Russia before and after the war, and during and after communism. Students can compare Russia to similar countries using numerical data, and use this comparison to hypothesize about the effect of Russia's policies in an economic discussion. Integrative thinking will be used when students do this economic analysis within the historical context of Russia during the time before and after World War I. Students will be able to hypothesize various "what if" scenarios about different economic policies and historical events.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

By considering how the dynamics of an alternative economic system influence other aspects of social life, students will explore the forces that shape social relations and the cultural logics that emerge in a particular society in response to economic constraints and possibilities. The historical aspect of the course will illustrate the kinds of social and political situations that favor an embrace of socialist economic principles using, what was at the time, one of the least favored contenders for a communist revolution, the Russian Empire. We will trace what it meant to disassemble a semi-feudal capitalist economic order and put in place entirely new relationships of dependence and obligation under a socialist economic system. We will compare attempts across the former Soviet Union to reinstate capitalist economic relations and what this implies for the making of new social institutions and norms of behavior.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Students will use the tools and theory in economics to study Russian history. Students will study the economic and historical significance of communism as an economic system in Soviet Russia. Students will view the comparison of communism and capitalism in historical models and data to view and address world problems. The historical, cultural, political, and economic implications of communism and Soviet leadership will be examined.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The course will be taught by an economist and by a historian. The economist will teach using the methodologies of economic analysis which is in the GS domain. The historian will teach using the methodologies of history which is in the GH domain. Therefore, both domains will be explicitly addressed by practitioners from each domain. Students will thus learn both economic analysis and history, so they will practice both domains.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Students will focus on both history and economics in this course and try to see how both disciplines contribute to our understanding of the past. The two departments will work jointly on course material, each providing half of the content. Content will come from historical evidence, writings, and economic data. History will be covered in half of the course, detailing people, events, and consequences. Economics will be covered in half the course, examining growth, production, incentives, quality of life, income distribution, and the comparison of various economic systems in the history of Russia. History and economics will both be analyzed in regards to pre-war / post-war as well as a communism / post-communism.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The course is taught within the College of the Liberal Arts by the Economic Department and the History Department. The course will alternate between a history faculty member and an economics faculty member teaching the course for the whole semester.

The economics department will provide a faculty member with knowledge of how the events affected the Russian economy. This includes topics such as growth, production, and the incentives of the people, firms, and government of Russia.

The history department will provide a faculty member with knowledge of the historical events that led up to the large changes, including the transformation away from communism, its long-term historical effects, and some of the key people involved in these events.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

I had never heard of integrative thinking before. I looked it up and found the definition:

"the process of integrating intuition, reason and imagination in a human mind with a view to developing a holistic continuum of strategy, tactics, action, review and evaluation for addressing a problem in any field."

I also found this. The Rotman School of Management defines integrative thinking as:

"...the ability to constructively face the tensions of opposing models, and instead of choosing one at the expense of the other, generating a creative resolution of the tension in the form of a new model that contains elements of the individual models, but is superior to each."

If this is what integrative thinking is supposed to be, this class will not foster it, and we will not assess it. It seems like mindless gobbledeygook and is the opposite of what we want our class to foster in students. This seems like the opposite of what we want to teach in any of our courses at Penn State.

Our goal is for students to develop the facility to apply economic and historical methods when facing the subject of Russian economic history. We will assess this by posing exam questions that require both types of methods and knowledge.

General Education Designation Requirements

Intercultural Requirements:

By examining the Russian historical experience from an economic point of view, students will see how particular cultural values, traditions and institutions affected economic innovation. Economic relations over time informed social identities in a variety of ways. By analyzing the dynamics that spurred change, especially from an economic point of view, students will gain appreciation for the varieties of experience and human conditions over time.

Campuses That Have Offered (ECON 472) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Curricular Information

Blue Sheet Item #: 47-01-062

Review Date: 9/28/2018 12:00:00 AM

SCRID Numbers

(ECON 472N): 47-01-062

(HIST 402N): 47-01-062

UPLOADED DOCUMENTS:

Context Type: Syllabus

File Description: Russian Econ Hist Syllabus

File Name: Russian Economic History Syllabus.pdf

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