

# **History 335 I**

## **IMPERIAL RUSSIA**

**Fall 2017**

**Monday and Wednesday, 12:30 – 1:50 pm**

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**Phone:** 678-839-6048

**Office hours:** in my office--MW 11:00 am to 12:00 pm, 3:30 to 4:00 pm, or by appointment  
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**PLEASE NOTE: MY PREFERRED EMAIL ADDRESS IS**  
[emclarn@westga.edu](mailto:emclarn@westga.edu). **DO NOT USE COURSE DEN EMAIL TO**  
**CONTACT ME. EMAIL ME AT MY WESTGA.EDU ADDRESS—**  
[emclarn@westga.edu](mailto:emclarn@westga.edu)

### **Goals and Learning Outcomes:**

The aim of this course is to introduce students to the history, geography, and society of Imperial Russia from the reign of Peter the Great to the Revolutions of 1917, and to the methodology of studying Russian history. Our focus is on the political, economic, social, and cultural dimensions of Russia's historical development after 1682, particularly its imperial expansion and entry into European affairs. Students will examine themes of change and continuity over time and learn to differentiate between fact and interpretation in the analysis of Russian history. Topics will include the rise of the state of Muscovy and its evolution into an absolutist monarchy under the rule of “tsars” (the Russian word for “Caesar”); the Westernizing “revolution” of Peter the Great; the evolution of Russian serfdom and of Russia's social classes; Russia’s Orthodox Christian tradition; Russia's cultural awakening and subsequent contributions to world literature, art, music; the pursuit of empire (some have labeled this “self-colonization”); emancipation of the serfs; the rise of the intelligentsia and of radical revolutionary movements; economic modernization; and the role of individual rulers in promoting both reform and reaction in Russian history.

1. Display a basic understanding of the chronology of major political, social, cultural and literary events in Russian history from 1682 until 1917.

2. Explain the historical significance of individual rulers in Russia whose reigns marked major turning points or whose policies had a major impact on Russian historical development.
3. Identify and explain the major Russian literary movements of the 19<sup>th</sup> and early 20<sup>th</sup> centuries, along with representative writers and their points of view.
4. Identify and evaluate the major factors, including geography and climate, Russian Orthodoxy, autocracy, and serfdom, that shaped the history of Imperial Russia and its development as a multi-ethnic empire.
5. Identify, analyze, and evaluate the major factors that contributed to the revolutions of 1905 and 1917.
6. Identify and analyze a variety of historical sources in the construction of narratives and written assessments of key questions in the history of Imperial Russia.

### **Required Texts:**

The following texts are required for the course:

All books for the course may be ordered through the University of West Georgia Bookstore: <http://www.bookstore.westga.edu/>

Barbara Alpern Engel and Janet Martin, *Russia in World History* (Oxford University Press, 2015). ISBN# 978-0199947898

Isabel de Madariaga, *Catherine the Great: A Short History*. 2<sup>nd</sup> Edition (Yale University Press, 2002), ISBN 978-0300097221

PDF of Nikolai Gogol, *The Inspector General. A Comedy in Five Acts*. A play originally published in 1837, available in Course Den and on the web through Project Gutenberg at

<https://www.gutenberg.org/files/3735/3735-h/3735-h.htm>

Ivan Turgenev, *Fathers and Sons*, transl. Rosemary Edmonds (Penguin Classics, 1965) ISBN# 978-0140441475

Maxim Gorky, *Mother*, transl. by Hugh Aplin (Alma Classics, Reprint Edition), ISBN# 978-1847495648

### **Format:**

Each class will consist of lecture and discussion of the assigned readings. You are expected to come to class prepared to discuss the readings, ask questions, and provide commentary. Lecture will be necessary to provide background in Russian history, but I want class to be more like a seminar discussion than a one-person monologue. There are several on-line components to the course which will require you to have access to the internet and to Course Den, which you should check regularly.

### **Grading:**

Grades will be determined on the basis of the following components: two examinations—a take home mid-term and in-class final; a research project; quizzes and primary source analysis papers based on readings; and class participation activities that include online assignments and

engagement in class discussion/debates and/or a class presentation of scenes from *The Inspector General*.

At the beginning of the semester, you will be given a blank map. You will be responsible for knowing the places we discuss and read about in this course. It is important to know the geography of the country you are studying. The instructor will provide lists of place names for which you are responsible. Both exams will have map questions.

Midterm	20%
Final	30%
Research Essay Project	25%
Readings Quizzes/ /Primary Source Analysis Papers	15%
Class Participation/ Online Assignments	10%

### 1). Examinations:

The exams will include identification (define and give the significance of concepts, figures, events, etc., one to two paragraphs), short answer, document analysis, map location, and essay questions and will be drawn from the lectures, textbook, assigned readings, films, video documentaries, and other presentations. The midterm will be a take home exam and the final exam will be done in class on the date designated for the exam, which is Monday, December 4 from 11 am to 1:00 pm.

### 2). Research Essay Project:

Each student will carry out a research project which will result in a minimum 1500-2000-word analytical essay. See the last pages of the syllabus for guidelines.

You must turn in a topic by **September 6**; you must turn in a thesis statement and a bibliography of sources no later than **October 4**. This should be an **annotated bibliography, which means that you provide a brief summary of the book's thesis and the reason why you are using it for your research.**

The required rough draft is due **November 10; it is to be turned into Course Den by 6 pm on November 10. You will receive feedback and suggested revisions within one week.**

**The final draft of the essay is due in Course Den by 6 pm on Thursday, November 30.**

The final grade will be enhanced by your having submitted a first draft and having made revisions. Failure to do any of the required preliminary assignments will result in a loss of points or a loss of a letter grade.

During the last class period, on the last day of class, each student will present to the class a brief overview (five minutes) of your research project and what you found through your research that is most significant for a deeper understanding of Russian history. Points for this overview will be included in the final evaluation of your project.

**3). Readings Quizzes:** For each of the assigned supplemental books (*Catherine the Great: A Short History, The Inspector General, Fathers and Sons, Mother*), you may expect a quiz/writing assignment on the day that the reading is assigned either in class or online through Course Den. You will answer a series of questions designed to check your reading comprehension and to test your ability to relate the work to larger questions in Russian history.

### **Primary source analysis papers**

Students must complete five primary source analysis papers through the course of the semester. These papers are to be typed and should be at least 300 words in length; they are to be turned in at the beginning of class on the day the source or sources are assigned. **NO LATE PAPERS WILL BE ACCEPTED.** These papers should respond to the questions given in the syllabus for designated primary source reading assignments. Primary sources that you may analyze for one of these five papers are marked with three asterisks in the syllabus (\*\*\*) Papers that do not address the given questions will not receive a passing mark. These papers will be graded on a pass/fail basis, and at the end of the semester the grade for the document analysis papers will be as follows:

5 passes = A

4 passes = B

3 passes = C

2 pass = D

1 or 0 = F

### **4) Class Participation-- Online Class Writing Assignments**

On three designated dates in the syllabus (August 21, September 20, and October 25) , you have online assignments rather than a face to face class; these assignments require you to provide written responses to questions based on readings and assigned documentaries. They are explained in the syllabus. Your written responses will be submitted to Course Den. I may ask you from time to time to bring to class at least two written questions based on the readings, and you will turn these in for class participation points.

Class Participation is important! During the semester there will be in class activities and online assignments. You are expected to participate in these.

Take part in class discussions and debates, and keep up with your readings—if it seems that you are not doing the readings, then you may expect quizzes and writing assignments. This component of your grade can make the difference in borderline grading situations.

### **Reading and Writing Assignments:**

Students are expected to have completed the assigned readings prior to each session and to be able to discuss them. Remember--Class participation not only enhances your learning experience but it counts as part of your final grade. Some of the readings are lengthy, so plan ahead and budget your time accordingly. Try not to fall behind! All written assignments are

due on the specified date; unexcused late work will lower the grade by one grade level for each late weekday.

### **Cheating Policy and Plagiarism:**

Anyone caught cheating or helping someone to cheat will be asked to leave the class and will receive a course grade of "F." Plagiarism, or claiming someone else's work as your own, will result in failure. This rule is in effect for all assignments, examinations, quizzes, and extra credit work.

### **Attendance:**

Make every effort to be in class and on time. You are responsible for all materials and announcements presented in class. If you must be absent, be sure to get the notes from a classmate. More than two unexcused absences will lower your final grade. More than four may lead to a W/F. Absences due to illness or school business will be excused only if you bring me a written note. Being late to class or leaving class early will also lower your grade. Two tardies will count as one unexcused absence, and the same for leaving early. If you are tardy, it is your responsibility to inform me of your presence at the end of class. Regular attendance and punctuality will enhance your learning experience and can work in your favor in borderline grading situations (or against you, if not maintained).

**Note:** Please show courtesy to your fellow students. Disruptive behavior (read: sleeping, eating and drinking, smoking, carrying on conversations, reading the newspaper, etc.) will not be tolerated and will count as an **unexcused absence**.

### **Student Rights and Responsibilities:**

All Students Please Note! For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common\\_language\\_for\\_course\\_syllabi\\_v2.pdf](https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf)

Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

### **DISABILITY SERVICES AND ADA (Americans with Disabilities Act):**

The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me at my West Georgia email address by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

**How to do well in this course** 1.Attend class consistently—be a regular!

If you miss a class, do not ask the professor for her notes!!!! Get the notes from a fellow classmate. It is important to identify that person early in the semester (the first week for example).

2. Keep up with the reading assignments!

In my experience, if students keep up with the readings and thereby have a basic understanding of the daily topics, they do well in the course.

3. Find a group with whom to study! Work together and keep each other motivated!

We will be dealing with a part of the world completely foreign to most of you. Some of the names will be difficult to remember. Move out of your comfort zone and try to master the spelling of Russian words and names!!!

### **Please Note: Russians typically use three names:**

- a) a first name similar to our first names, such as Alexandria, Mikhail, Feodor
- b) a second name known as the **patronymic**, the name of their father with a suffix added to the end, such as Mikhail Sergeievich--Mikhail, son of Sergei; Alexandria Feodorovna--Alexandria, daughter of Feodor
- c) a family name, similar to our last names, such as Mikhail Sergeievich Gorbachev; Alexandria Feodorovna Herzen

**ADDITIONAL POINT: I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME DURING THE COURSE OF THE TERM, PARTICULARLY REGARDING THE COURSE READINGS, ASSIGNMENT, AND EXAM SCHEDULES. IF I NEED TO MAKE MAJOR CHANGES THEN I WILL ISSUE A NEW OR REVISED SYLLABUS.**

## **Course Schedule and Reading Assignments**

**Wednesday August 9:** Introduction to Imperial Russia/ Geography, Culture, People  
**Required Readings:** *Russia in World History*, Chapter One

**Mon August 14:** Medieval Russia  
**Required Readings:** *Russia in World History*, Chapter One

**Wed August 16:** The Rise of Moscow

**Required Readings:**

1) *Russia in World History*, Chapter Two

2) Introduction to Carolyn Pouncy, editor and translator, *The Domostroi: Rules for Russian Households in the Time of Ivan the Terrible*, pp. 1-24, accessible at <https://books.google.com/books?id=wyaAYcOneOwC&printsec=frontcover&hl=en#v=onepage&q&f=false> and in Course Den (see Module "Course Den Readings")

**Mon August 21: No Face to Face Class**

**Online Reading and Writing Assignment on Ivan the Terrible and the Time of Troubles**

Ivan IV, or Ivan the Terrible as he is most often referred to in the West, has long been viewed in Russia more positively than elsewhere. In recent years, attempts have been made in several Russian cities to construct memorial statues to him. Complete the following assignment exploring the controversies surrounding this historical figure, the first Russian tsar.

**A. You are to complete the assigned readings below:**

- 1) *Russia in World History*, Chapter Three
- 2) Read about Ivan the Terrible at the website “awesomestories.com”; go to the link given and read the section “Ivan the Terrible,” Preface and Chapters 1-10, at <https://www.awesomestories.com/asset/view/Ivan-the-Terrible> (the link can also be accessed in Course Den in module “Course Den Readings and Links for Online Class August 21)
- 3) Russian Military Historical Society, “Russia Never Used to Erect Monuments to Ivan the Terrible , But Now it Has Two,” accessed at [https://meduza.io/en/shapito/2017/07/26/russia-never-used-to-erect-monuments-to-ivan-the-terrible-but-now-it-has-two?utm\\_source=email&utm\\_medium=briefly&utm\\_campaign=2017-07-26&utm\\_source=Russian+Life&utm\\_campaign=a3dc2add7c-Russia\\_File&utm\\_medium=email&utm\\_term=0\\_2e99ba62b2-a3dc2add7c-191201449&goal=0\\_2e99ba62b2-a3dc2add7c-191201449&mc\\_cid=a3dc2add7c&mc\\_eid=9704230824](https://meduza.io/en/shapito/2017/07/26/russia-never-used-to-erect-monuments-to-ivan-the-terrible-but-now-it-has-two?utm_source=email&utm_medium=briefly&utm_campaign=2017-07-26&utm_source=Russian+Life&utm_campaign=a3dc2add7c-Russia_File&utm_medium=email&utm_term=0_2e99ba62b2-a3dc2add7c-191201449&goal=0_2e99ba62b2-a3dc2add7c-191201449&mc_cid=a3dc2add7c&mc_eid=9704230824) and in Course Den (see Module “Course Den Readings for Online Class August 21)

**B. Watch the documentary: *Ivan the Terrible*, accessible on Youtube at [https://www.youtube.com/watch?v=qSn\\_0tBD\\_IE&t=142s](https://www.youtube.com/watch?v=qSn_0tBD_IE&t=142s) (from the documentary and your readings be able to explain the meaning of the term “oprichnina,” “oprichniki” and “boyars.”**

**C. Then Respond to the questions below. Minimum of 300 words per question is required. Your responses are due in the Course Den Assignment Folder (Online Class Writing Assignment August 21) no later than 12:00 pm on Wednesday, August 23.**

- 1) Examine images (paintings, drawings, statues, etc.) of Ivan the Terrible, and consider how he is presented—what features of Ivan’s life or personality are accentuated? Identify and describe the image that you view portrays him the most negatively, and the one that you view as presenting him in the most positive light. Who were the creators of these images? What do you think the creators were trying to accentuate or convey about Ivan? Give the link for each image.
- 2) What insights into the reign of Ivan the Terrible does the study of architecture provide, as brought out in the documentary? What purpose did the building of churches seem to have for Ivan?
- 3) Do you believe that Ivan the Terrible is an historical figure worthy of memorializing in statues or monuments? Why or why not? Why do some Russians want to memorialize him? Why is he referred to as Ivan the Terrible by many in the West? How can you reconcile his intense religiosity with his penchant for cruelty?

**Deadline for Writing Assignment: 12:00 pm on Wednesday, August 23.**

**Wed August 23: The “Revolution” of Peter the Great**

**Required Readings:**

- 1) *Russia in World History*, Chapter Four

**\*\*\*Primary Source Readings:**

- 2) Modern History Sourcebook: *Peter the Great and the Rise of Russia, 1682-1725* Accessible through <http://www.fordham.edu/Halsall/mod/petergreat.asp> and in Course Den (“Primary Source Readings”);

3) "How Russians Celebrated the Year 1700: Proclamation on the Introduction of the New Calendar, December 20, 1699"; you may access this document on the website *Documents in Russian History. An On-Line Sourcebook* at

[http://academic.shu.edu/russianhistory/index.php/Proclamation\\_on\\_the\\_Introduction\\_of\\_the\\_New\\_Calendar%2C\\_1700](http://academic.shu.edu/russianhistory/index.php/Proclamation_on_the_Introduction_of_the_New_Calendar%2C_1700) and in Course Den ("Primary Source Readings")

**\*\*\*Focused analysis questions for Primary Sources (answer these questions in your primary source analysis paper):** What do these sources reveal to us about Peter the Great's goals as a ruler? Do you consider the changes described in these sources as revolutionary? Why or why not? Address specific changes depicted in these sources in your response.

**Mon August 28:** The Great Northern War/St. Petersburg and its Legacy

**Required Readings:**

- 1) James Cracraft, "Military and Naval Revolutions," in James Cracraft, *The Revolution of Peter the Great* (Harvard University Press, 2003), 29-53, available in Course Den (see Module "Course Den Readings")
- 2) James Cracraft, "St. Petersburg," in James Cracraft, *The Revolution of Peter the Great* (Harvard University Press, 2003), 135-156, available in Course Den (see Module "Course Den Readings")

**Wed August 30:** Peter's Successors: A Century of Female Rule

**Required readings:**

- 1) *Russia in World History*, Chapter Five

**\*\*\*Primary Source Reading:**

"The "Conditions" of Anna Ivanovna's Accession to the Throne, 1730," you may access this document on the website *Documents in Russian History. An On-Line Sourcebook*.

[http://academic.shu.edu/russianhistory/index.php/The\\_%22Conditions%22\\_of\\_Anna\\_Ivanovna%27s\\_Accession\\_to\\_the\\_Throne%2C\\_1730](http://academic.shu.edu/russianhistory/index.php/The_%22Conditions%22_of_Anna_Ivanovna%27s_Accession_to_the_Throne%2C_1730)

**\*\*\*Focused analysis questions for Primary Source analysis paper):**

What were the "conditions" for Empress Anna to take the throne? What specific limits would have been put upon the power of the Russian monarch were these to be implemented? Do you believe this could have become the basis for constitutionalism? What happened to these "conditions"?

**Mon September 4:** Labor Day No Class!!!

**BE ADVISED— YOU SHOULD BE READING THE BIOGRAPHY OF CATHERINE THE GREAT!!!**

**\*\*\*Research Essay Topic Must Be Submitted and Approved by Wed September 6**

**Wed September 6:** Catherine the Great and The Enlightenment

**Required readings:**

- 1) Isabel de Mariaga, *Catherine the Great: A Short History*, chapters 1-10

**\*\*\*Primary Source Readings:**

"The Instructions of Catherine II to the Legislative Commission of 1767", First five points and Chapters I through IX, article 158; you may access this document on the website *Documents in Russian History. An On-Line Sourcebook* at

[http://academic.shu.edu/russianhistory/index.php/Catherine\\_the\\_Great%27s\\_Instructions\\_to\\_the\\_Legislative\\_Commission,\\_1767](http://academic.shu.edu/russianhistory/index.php/Catherine_the_Great%27s_Instructions_to_the_Legislative_Commission,_1767)

**\*\*\*Focused analysis questions for Primary Source analysis paper:** Why were these “instructions” issued? What do these instructions tell us about Catherine’s views on the powers of the monarchy in Russia? She is considered to be an “Enlightened Absolutist” by some historians, including de Madariaga. Do you see any evidence of enlightenment principles in these instructions? Give specific examples.

**Mon September 11:** Catherine the Great as Ruler: Gender, Power and Imperial Expansion

**Required Readings:**

de Madariaga, *Catherine the Great: A Short History*, Chapters 11-16

**Wed September 13:** Class Discussion—How “Great” were Peter I and Catherine II? How are we to evaluate their historical legacies as Russian rulers?

**Required Readings:**

1) “James Cracraft, “Revolution and Resistance,” in in James Cracraft, *The Revolution of Peter the Great* (Harvard University Press, 2003), 114-134, available in Course Den (see Module “Course Den Readings”)

2) Isabel de Madariaga’s biography of Catherine the Great

**Mon September 18:** Russia under Paul and Alexander

**Required Readings:** *Russia in World History*, Chapter Five

**\*\*\*Primary Source Readings:** Documents related to Paul I

“Paul’s Coronation”; “Formalities at Paul’s Court”; “The Assassination of Paul,” from Alexander V. Riasonovsky and William E. Watson, eds., *Readings in Russian History*, Volume II, pp. 67-73, available in Course Den (“Primary Source Readings”)

**\*\*\*Focused analysis questions for Primary Source analysis paper:** Prince Adam Czatoryski reports on a new elaborate ritual devised for the nobles by Paul. Some commentators ascribe this to mental instability. Do you think there was a method to his madness? What insights do these sources provide into Paul as a ruler? Do they help you to understand his ultimate fate?

**Wed September 20: No Face to Face Class**

**Online Writing Assignment on the Emergence of the Russian Intelligentsia**

**Instructions:**

**A. You are to complete the assigned readings below:**

1) Background reading on Alexander Radishchev, considered to be the “father” of the Russian intelligentsia: “A Russian Aristocrat’s Youth,” from Allen McConnell, *A Russian Philosopher Alexander Radishchev 1749-1802* (Martinus Nijhoff, 1964), pp. 1-16, available in Course Den (see Module “Readings for Online Class September 20)

2) Alexander Radishchev, *A Journey from St. Petersburg to Moscow, 1790*,” you may access this document on the website *Documents in Russian History. An On-Line Sourcebook*, at

[http://academic.shu.edu/russianhistory/index.php/Alexander\\_Radishchev%2C\\_Journey\\_from\\_St.\\_Petersburg\\_to\\_Moscow](http://academic.shu.edu/russianhistory/index.php/Alexander_Radishchev%2C_Journey_from_St._Petersburg_to_Moscow)

3) "The Decembrists: Extracts from Documents," from Thomas Riha, ed., *Readings in Russian Civilization*, Vol. II: Imperial Russia, 1700-1917, pp. 295-302, available in Course Den (see Module "Readings for Online Class September 20)

**B. Respond to the questions below on the rise of the critically-minded intelligentsia and the Decembrist revolt, viewed as the first emergence in Russia of conscious revolutionary opposition. Minimum of 300 words per question is required. Your responses are due in the Course Den Assignment Folder (Online Class Writing Assignment September 20) no later than 6:00 pm on Sunday, September 24.**

1. Explain what is meant by the rise of a critical "intelligentsia" in Russia in the 18th century. What is the significance of Alexander Radishchev for this development according to your reading?
2. How do you think Radishchev would respond to de Madariaga's assessment of Catherine II and her "tolerance" and "enlightenment" as a ruler?
3. Who were the Decembrists, and what were their main goals? What political changes did they propose? What was the fate of the Decembrists?

**Mon September 25: Official Nationality: The Iron Rule of Nicholas I**

**Required Readings:** David L. Ransel, "Pre-Reform Russia: 1801-1855," in Gregory L. Freeze, ed., *Russia: A History*. Third Edition (Oxford University Press, 1997), pp. 168-198, available in Course Den (see Module "Course Den Readings")

**Wed September 27: Russian Culture from Peter to Nicholas I**

**Required Readings:**

- 1) Selections from the chapter "Oral Traditions and Popular Culture," in Daniel H. Kaiser and Gary Marker, eds., *Reinterpreting Russian History: Readings, 860-1860s* (Oxford University Press, 1994), pp. 386-399, available in Course Den (see Module "Course Den Readings")
- 2) Alexander Pushkin, *The Bronze Horseman*, available in Course Den and on the web at <http://www.tyutchev.org.uk/Download/Bronze%20Horseman.pdf>

**Mon October 2: Satirizing Russian Provincial Life: Nikolai Gogol's *The Inspector General***

**Required Readings:** Gogol, *The Inspector General*, all

**\*\*\*THESIS STATEMENT AND ANNOTATED BIBLIOGRAPHY DUE BY BEGINNING OF CLASS ON WED OCTOBER 4**

**Wed October 4: Serfdom and Society on the Eve of Emancipation**

**Required Readings:**

"Society: The Lower and Middling Estates of Imperial Russia," in Daniel H. Kaiser and Gary Marker, eds., *Reinterpreting Russian History: Readings, 860-1860s* (Oxford University Press, 1994), pp.290-318, available in Course Den (see Module "Course Den Readings")

**TAKE HOME MIDTERM WILL BE DISTRIBUTED AT THE END OF CLASS ON WED OCTOBER 4**

**Monday October 9: NO FACE TO FACE CLASS/WORK ON THE MIDTERM EXAM**  
**\*\*\*MIDTERM EXAM IS DUE IN COURSE DEN BY 11:30 PM TUESDAY OCTOBER 10**

**Wed October 11: Intellectual Currents Under Nicholas I: Slavophile vs Westernizers and the Search for Russia's Future**

**Required Readings:** "The Lost Generation 1825-1855," in Phillip Pomper, *The Russian Revolutionary Intelligentsia* (Thomas V. Crowell, 1970), 31-58, available in Course Den (see Module "Course Den Readings").

**Mon Oct 16: The Tsar Liberator: Alexander II and the Great Reforms**

**Required Readings:** *Russia in World History*, Chapter Six

**\*\*\*Primary Source Readings:**

1) "Alexander II. The Abolition of Serfdom in Russia. Manifesto of February 19, 1861"; you may access this document on the website *Documents in Russian History. An On-Line Sourcebook*;

[http://academic.shu.edu/russianhistory/index.php/Alexander\\_II,\\_Emancipation\\_Manifesto,\\_1861](http://academic.shu.edu/russianhistory/index.php/Alexander_II,_Emancipation_Manifesto,_1861)

2) "Alexander Nikitenko responds to the Emancipation of the Serfs, 1861"; you may access this document on the website *Documents in Russian History. An On-Line Sourcebook at*

[http://academic.shu.edu/russianhistory/index.php/Alexander\\_Nikitenko\\_Responds\\_to\\_the\\_Emancipation\\_Manifesto](http://academic.shu.edu/russianhistory/index.php/Alexander_Nikitenko_Responds_to_the_Emancipation_Manifesto)

**\*\*\*Focused analysis questions for Primary Source analysis paper:** What were the principal conditions of the Emancipation Manifesto? How was the relationship between landlord and peasant altered? What rights did the peasants receive? What limits still existed? If you were a serf, how do you think you would have reacted to these conditions? How did Alexander Nikitenko respond?

**Wed October 18: Revolutionary Responses to Reform: Nihilism, Populism, and Marxism**

**\*\*\*Primary Source Readings:** Selections from Thomas Riha, *Readings in Russian Civilization*, Volume II, Imperial Russia 1700-1917, available in Course Den ("Primary Source Readings")

1) Katerina Breshkovskaia, "Going to the People," 344-357

2) Gleb Uspenskii, "From a Village Diary," 358-367

3) David Footman, "Killing an Emperor," 368-377

**\*\*\*Focused analysis questions for Primary Source analysis paper:** All of these primary sources are describing variants of Russian Populism. What were the main goals of Populists? What did the participants in the Going to the People Movement seek to accomplish? What problems with the Going to the People movement do these sources reveal? Why did the People's Will Party decide to kill Tsar Alexander II, who had freed the serfs? What did they hope to accomplish through this action?

**Mon October 23:** A Portrait of Post-Emancipation Russia: Ivan Turgenev's *Fathers and Sons*

**Required Readings:** Turgenev, *Fathers and Sons*, all

**Wed October 25: NO FACE TO FACE CLASS:  
ONLINE WRITING ASSIGNMENT**

The Politics of Reaction: Alexander III and Nicholas II

**Required Readings:**

1) Gregory L. Freeze, "Reform and Counter-Reform," in Gregory L. Freeze, ed., *Russia: A History*. Third Edition (Oxford University Press, 1997), 199-233, available in Course Den (see Module "Readings and Links for Online Class Writing Assignment for October 25").

**Online Writing Assignment:**

**A. Complete the required reading above, then Watch the documentary *Pre-Revolutionary Russia & Nicholas' Reign*, accessible on Youtube at <https://www.youtube.com/watch?v=yINWbLyeOS0> and in Course Den (see module "Readings and Links for Online Class October 25)**

**B. Explore the website The Alexander Palace Time Machine, at <http://www.alexanderpalace.org/palace/lievan1.html>**

**Click on and read the following sections:**

Dominic Lievan on Nicholas and Alexandria. Excerpt from *Nicholas II*, by Dominic Lievan, at <http://www.alexanderpalace.org/palace/lievan1.html>  
1904 USA Article on the Romanovs. From *Bay View Magazine*, Vol. 12, no. 1, October 1904, at <http://www.alexanderpalace.org/palace/bayview.html>

**C. Respond to the questions below. Your responses are due in the Course Den Assignment Folder (Online Class Writing Assignment October 25) no later than 6 pm Sunday October 29.**

1. You have multiple sources here evaluating the reigns of Alexander III and Nicholas II. What do you learn about Russia under the last two Russian czars from these sources? What were three main issues or developments that emerged between 1881 and 1900? How did these two czars respond to the problems facing Russia, especially the challenge of modernization?

2. What personal insights into Nicholas II and his wife Alexandria come from the account of Dominic Lievan and the article in the *Bay View Magazine*? What were the main interests and concerns of Nicholas and Alexandria?

3. What was court life like in Russia at the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> century? What insight might you draw from these sources into the social tensions emerging in Russia in the early 20<sup>th</sup> century?

**Your responses are due in the Course Den Assignment Folder (Online Class Writing Assignment October 25) no later than 6 pm Sunday October 29.**

**Mon October 30:** Russia as Empire

**Required Readings:**

1) Nathaniel Knight, "Science, Empire, and Nationality: Ethnography in the Russian Geographical Society, 1845-1855," in Jane Burbank and David L. Ransel, eds., *Imperial Russia: New Histories for the Empire*

(Indiana University Press, 1998), 108-141, available in Course Den (see Module “Course Den Readings”).

2) Thomas M. Barrett, “Lines of Uncertainty: The Frontiers of the Northern Caucasus,” in Jane Burbank and David L. Ransel, eds., *Imperial Russia: New Histories for the Empire* (Indiana University Press, 1998), 148-173, available in Course Den (see Module “Course Den Readings”).

### **Wed November 1: Late Imperial Cultural, Social and Economic Trends**

#### **Required Readings:**

James H. Billington, “New Perspectives of the Waning Century,” from James H. Billington, *The Icon and the Axe: An Interpretive History of Russian Culture* (Vintage Books, 1966), 434-472, available in Course Den (see Module “Course Den Readings”).

**\*\*\*Primary Source Audio Recordings:** Listen to recordings of music by at least three of the following and analyze the music and its significance: Petr Tchaikovsky, Modest Mussorgsky, Nikolai Rimsky-Korsakov, Alexander Borodin. There are links in Course Den for Youtube recordings for each.

**\*\*\*Focused analysis questions for Primary Source analysis paper: Can you identify any elements distinctively “Russian” about these pieces of music? How do they differ from the work of other European composers? Why do you think Americans have embraced to such an extent Tchaikovsky’s *The Nutcracker*? Do you like this style of music? Why or why not?**

### **Monday November 6: The Revolution of 1905**

#### **Required Readings:**

1) Reginald Zelnik, “Revolutionary Russia: 1890-1914,” in Gregory L. Freeze, ed., *Russia: A History*. Third Edition (Oxford University Press, 1997), 234-268, available in Course Den (see Module “Course Den Readings”).

#### **\*\*\*Primary Source Readings:**

1) Petition Prepared for Presentation to Nicholas II January 9, 1905 (Bloody Sunday); you may access this document on the website *Documents in Russian History*, at

[http://academic.shu.edu/russianhistory/index.php/Workers%27\\_Petition,\\_January\\_9th,\\_1905\\_\(Bloody\\_Sunday\)](http://academic.shu.edu/russianhistory/index.php/Workers%27_Petition,_January_9th,_1905_(Bloody_Sunday))

2) “Manifesto of October 17th, 1905”; you may access this document on the website *Documents in Russian History*, at [http://academic.shu.edu/russianhistory/index.php/Manifesto\\_of\\_October\\_17th,\\_1905](http://academic.shu.edu/russianhistory/index.php/Manifesto_of_October_17th,_1905)

**\*\*\*Focused analysis questions for Primary Source analysis paper: What were the demands made by the workers’ petition? Do they seem radical to you? Do any of the demands surprise you? What accounts for the response of the tsarist regime? What does the October Manifesto reveal to us about the impact of the 1905 Revolution? Is this a truly transformative moment for the tsarist government? How does it change the nature of Russian autocracy?**

**Wed November 8: NO FACE TO FACE CLASS—work on your rough draft of your research essay ROUGH DRAFT OF RESEARCH PROJECT IS DUE BY 6 PM FRIDAY NOVEMBER 10 IN COURSE DEN**

**YOU SHOULD ALSO BE READING GORKY'S MOTHER—THIS WILL BE DUE MONDAY NOVEMBER 13**

**Mon November 13:** Writing the Revolution: Maxim Gorky's *Mother*

**Required Readings:** Maxim Gorky, *Mother*, all

**Wed November 15:** Constitutionalism and World War 1905-1917

**Required Readings:** *Russia in World History*, Chapter Seven

**\*\*\*Primary Source Readings:**

1) Nicholas II, "Speech from the Throne," and "Reply of the State Duma," in Thomas Riha, *Readings in Russian Civilization*, Volume II, Imperial Russia 1700-1917, 445-449, available in Course Den ("Primary Source Readings")

2) "The Government's Declaration to the First Duma," in Thomas Riha, *Readings in Russian Civilization*, Volume II, Imperial Russia 1700-1917, 450-455, available in Course Den ("Primary Source Readings")

**\*\*\*Focused analysis questions for Primary Source analysis paper:**

What do these sources reveal about the commitment of Nicholas II and his government to the principles of constitutional rule? What problems emerged with the First Duma? How would you characterize the relationship between Nicholas II and the First Duma, based on these sources? What did the First Duma seek to accomplish, and what was the response of the Russian monarch?

**Nov 20 – Nov 24: THANKSGIVING BREAK      NO CLASSES!!!!**

**Mon November 27:** Revolutions of 1917

**Required Readings:**

1) "St. Petersburg: The Russian Revolution and the Making of the Twentieth Century (1890-1918)" in Elaine and Aran MacKinnon, eds., *Places of Encounter*. Westview Press, 2012. Chapter 11 (PDF file) available in Course Den

**\*\*\*Primary Source Readings:** Read the Primary sources at the end of "St. Petersburg: The Russian Revolution and the Making of the Twentieth Century (1890-1918)"

**\*\*\*Focused analysis questions for Primary Source analysis paper: In your paper, respond to the questions given** at the end of "St. Petersburg: The Russian Revolution and the Making of the Twentieth Century (1890-1918)" for each of the documents

**Wed November 29:** Paper Presentations and Class Discussion: Debating the End of Imperial Russia--Who or What is to Blame for the Fall of the Romanov Dynasty?

**Required Viewing Assignment:** Watch the documentary *The Romanovs: Glory and Fall of the Czars*, accessible in Youtube at

<https://www.youtube.com/watch?v=DdvOIWX2OvE> (and in Course Den)

**FINAL DRAFT OF RESEARCH PROJECT ESSAY IS DUE IN COURSE DEN NO LATER THAN THURSDAY NOVEMBER 30 at 6:00 pm**

**FINAL EXAM: MONDAY DECEMBER 4-- 11:00 TO 1:00 PM**

## History 3351: Imperial Russia

### Guidelines for Research Essay Projects

For your project, you may choose from the following list of suggestions. If you have an idea not listed here, then consult with me. All projects must be presented in written form, no less than six pages, exclusive of endnotes and bibliography.

The projects must be typed and doublespaced, with one-inch margins and a font size of either ten or twelve points. For your sources, you must use at least **four scholarly books, or three scholarly books and one article from a scholarly journal**. Examples of scholarly journals include *Russian Review*, *Slavic Review*, *Europe-Asia Studies*, *Journal of Modern History*; you should be able to find many options through the library's journal collection online as well as through J-Stor and Project Muse. **The textbook for the course and any of the assigned readings may be used for the project, but you cannot count them as one of the required four books or required three books and one journal article. Nor can you count encyclopedias or dictionaries, nor electronic or on-line sources unless approved by the instructor.**

You are also required to incorporate analysis of at least **two primary sources** into your paper. These can be written or visual, but remember that they must originate in the time period that you are studying to be considered primary. Try to go beyond the minimum expectation—it will make your paper stronger to have more primary sources. **I EXPECT YOU TO FIND PRIMARY SOURCES OTHER THAN THE ONES ASSIGNED FOR THIS CLASS. SPEAK WITH ME IF YOU ARE HAVING PROBLEMS LOCATING PRIMARY DOCUMENTS.**

The standard guide of the history department is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 5th edition, available in the reference section of the bookstore and of the library, or *The Chicago Manual of Style*.

### Schedule of Project Deadlines:

You must turn in a topic by **September 6**; you must turn in a thesis statement and a bibliography of sources no later than **October 4**. This should be an **annotated bibliography, which means that you provide a brief summary of the book's thesis and the reason why you are using it for your research.**

I may periodically collect notes and progress reports.

You are required to turn in a rough draft of the project essay. The rough draft is due **November 10; it is to be turned into Course Den by 6 pm on November 10. You will receive feedback and suggested revisions within one week.**

**The final draft of the essay is due in Course Den no later than 6pm on Thursday, November 30.**

You will be graded for both content and style. Factual material should be clearly presented and relative to the theme of the paper. Do not pour out everything you have gathered; select the facts which best explain, illustrate, or substantiate your points. Credit direct quotations of ideas or data of others in endnotes at the back of the paper (or in footnotes at the bottom of the page). Errors in logic or fact, errors in mechanics (grammar, spelling, and punctuation) and general messiness will lower your grade. Avoid slang, sloppy constructions, and texting language. **Do not use contractions in formal writing, particularly in this paper.** Learning how to express your thoughts in a clear and logical manner is an invaluable skill.

**Do not fill up your essay with direct quotations.** I am interested in your own thought and analysis. When you have quotations in your paper, they should be illustrating or substantiating your main points, and you must explain how these quotations relate to your argument.

Be sure to identify your sources where appropriate; if your facts are not common knowledge, or your thoughts are not your own, then you must give credit to the scholar whose hard work produced them originally.

The final grade will be based on both the grade from the first draft and the grade from the re-written draft. You will be graded as well on the extent to which you make suggested revisions and whether or not you met all of the required deadlines for the preliminary steps.

**Start Early! Be sure to keep a copy for your files.**

**PLEASE NOTE:** Computer glitches do not excuse you from the established deadlines.

## **Below are the three options for the Research Project.**

**OPTION 1:** Research and write an analytical essay on one of the following themes. If you wish to do one of these questions, sign up with the instructor ASAP because there will be a limit put upon how many students can do a particular question (library resources are limited).

The essay should have a clear introduction, body, and conclusion. You must have a concise thesis statement which you will explain and substantiate in the body. You should have a main analytical point to make, and which you should be structuring your paper around this point; you explain the point and then provide the evidence in your paper to back up your point of argument. Your essay should be more analytical than descriptive, and it should seek to prove a single, concrete point, such as "Peter the Great is best considered a modernizing reformer than a revolutionary because he did not in the end make any changes to the power of the tsarist state or alter the basic serf economy of Russia."

For every statement that you make, you must provide proof of its validity--refer to specific facts, examples, events, or historical sources that substantiate it. It is not enough to simply state, for example, that Peter the Great had a major impact on Russian history. You must show specific reasons why you can make this statement. What did Peter do which substantially altered Russian history? Remember that part of the fun of being historians is digging up the evidence which enables us to say what a particular period of time was like or what a particular person did to shape historical development.

A. Evaluate the reforms of Peter the Great in light of subsequent developments in Russian history. What positive and/or negative consequences resulted from Peter's military, economic, political, and social policies? Was Peter a reformer or a revolutionary? Did his reign mark a turning point in Russian history, and if so, why? How does Peter's reign continue to influence Russian society and culture in the 19<sup>th</sup> century?

B. Trace major developments in Russian military history through Russia's experience in the following wars: The Great Northern War, the war against Napoleon, particularly the response to the 1812 invasion, the Crimean War, the Russo-Japanese War, and World War I. What were the major achievements of the Russian military between 1700 and 1917; what were the major failures? What was the relationship in Russian history between military defeat and political change (namely reform and/or revolution)?

C. What were Imperial Russia's major cultural contributions either to European culture or world culture? Which art form, or which artists, writers, composers, etc. had the greatest impact internationally?

D. Identify and analyze the political, social, economic, and personal factors that contributed to the outbreak of revolution in February 1917. Did World War I bring about the collapse of tsarism, or was revolution inevitable? Explain fully the reasons for your answer and provide specific

examples and facts to substantiate your argument. Include in your answer a discussion of the Russian revolutionary movement.

**OPTION 2: Research and write an analytical essay comparing and contrasting the significance of two historical figures.**

This is not purely a biographical exercise. Your purpose is to analyze and explain the importance of these figures for Russian history, how each shaped and in turn were affected by the Russian historical context. The purpose in this assignment is to compare the lives and experiences of two individuals, and through this comparison shed light on key moments and factors in Russian history. You will need to briefly summarize the lives of the two figures and the experiences that link them together, but the main part of the essay should be a comparative analysis of their roles in Russian history. Consider whether one of the figures listed had a greater impact than the other, or if you consider the impact of each to be different or similar in nature. Choose from the pairs listed below or check with me if you wish to propose two individuals not included below:

Peter the Great and Catherine the Great  
Nicholas I and Nicholas II  
Empresses Elizabeth and Catherine the Great  
Sergei Witte and Peter Stolypin  
Leo Tolstoy and Feodor Dostoevsky  
Peter the Great and Alexander II  
Stenka Razin and Emilian Pugachev  
Mikhail Kutuzov and Alexander Suvurov  
Alexander Radishchev and Peter Chaadaev  
Alexander Radishchev and Pavel Pestel  
Mikhail Speransky and Constantine Pobedonotsev  
Mikhail Lomonotsev and Ivan Pavlov  
Alexander Pushkin and Peter Tchaikovsky  
Vissarion Belinsky and Nikolai Chernyshevsky  
Mikhail Bakunin and Peter Lavrov  
Feodor Dostoevsky and Ivan Turgenev

Alexander III and Nicholas II  
Grigory Potemkin and Rasputin  
Catherine the Great/Grigorii Potemkin  
Alexander Pushkin/Nikolai Gogol  
Alexander Herzen/Nikolai Chernyshevsky  
Alexander Kerensky and Vladimir Lenin  
Vera Figner and Sofia Perovskaia  
Mikhail Bakunin and Peter Kropotkin  
Vladimir Lenin and Leon Trotsky  
Vera Figner and Vera Zaslulich  
Peter Tkachev and Sergei Nechaev  
Peter Tkachev and Vladimir Lenin  
Alexander Herzen and Vissarion Belinsky  
Leo Tolstoy and Ivan Turgenev  
Leo Tolstoy and Feodor Dostoevsky  
Anton Chekhov and Maxim Gorky

**OPTION 3: Research and write an autobiographical account of life in Imperial Russia.**

Engage in role playing. Assume the role of **one** of the following figures. Trace the life of this figure, with his or her birth taking place during the designated time period. You are to do this in the form of an autobiography. You are to write this as a personal account, but with the objective of illuminating the historical context in which the individual lived. You are to include references to at least three specific historical events during the time period chosen, and clearly relate your character to these events. Exercise your creative powers, but you must base your fictionalized depiction on solid historical research and facts, which you must cite in the paper just as for an analytical essay. Describe activities you would engage in, events you would have witnessed, personal reactions to developments in Russian society and government, etc. Provide through your

autobiography a picture of what life in Russia was like during this momentous period in history, refer to specific facts and events, and evaluate Russian historical development through the eyes of this person. You must use at least four books or three books and one scholarly journal article as sources.

A noble landowner during the Petrine Age, forced to move to St. Petersburg and adopt new ways  
A peasant during the Petrine Period forced to help build St. Petersburg and endure many hardships

An officer who takes part in the Decembrist Movement

A student taking part in the "Going to the People" movement of the 1870s

A radical student who joins terrorist groups seeking the assassination of the tsar and other public officials, 1855-1905

A peasant during the period 1861-1905 who moves to the city to work in a factory for part of the year

A worker (sailor, peasant, middle-class doctor or lawyer) who participates in the Revolution of 1905

A woman who seeks an education and gets involved in the revolutionary movement, 1855-1917

a worker in the Putilov machine factory in Petrograd (find out when this factory was built) during the Revolutions of 1917

a landowner who works in the zemstvo and becomes a member of the Cadet Party, 1870-1917

a university student who joins a revolutionary party (Socialist Revolutionaries, Mensheviks, Bolsheviks)

a Russian soldier during World War I

a soldier who joins the Bolshevik Party and is active in 1917

a writer, poet, or artist who is working during Russia's Silver Age, 1895-1917