

HIST 3351
Imperial Russia
Thursday 3:30 – 6:00 pm Pafford 208
Fall 2008

Professor: Dr. Elaine MacKinnon
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Office hours: T/Th 11:00 to 2:00, or by appointment

Course Description

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 evolution of Russian culture, the impact of Russian Orthodoxy, Westernization, the evolution and functioning of the autocratic Russian state, the development of Russia's social classes, Russia's cultural awakening, the pursuit of empire (self-colonization), emancipation of the serfs, the rise of the intelligentsia and the revolutionary movement, economic modernization and the tensions this creates within the Russian state, and the role of individual rulers (entitled "czars" or "tsars") in promoting both reform and reaction in Russian history.

Required Texts:

John Thompson. *Russia and the Soviet Union. An Historical Introduction*, Sixth Edition. Westview Press (abbreviated in syllabus as Text).

James Cracraft. *The Revolution of Peter the Great*. Harvard University Press, 2003.

Nikolai Gogol. (Andrew R. MacAndrew, translator) *Dead Souls*. New American Library, 1961 (you may use other editions or translations).

Olga Semyonova Tian-Shanskaia (David L. Ransel, editor). *Village Life in Late Tsarist Russia*. Indiana University Press, 1993

Additional required readings have been placed on reserve at the Ingram Library or can be accessed on-line through the internet. Reserve and on-line document readings are marked in the syllabus by an asterisk (*). I advise you to make copies of the reserve materials, preferably in advance.

Study Questions:

[Study Questions for *The Revolution of Peter the Great*](#)
[Study Questions for *Dead Souls*](#)

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 closer to a seminar discussion than a one-person monologue.

Grading:

Grades will be determined on the basis of the following components: two examinations—a take-home mid-term and final; an analytical research essay; analysis/response papers and in-class writing assignments based on the supplemental readings and/or films; participation in class activities, oral presentations on assigned readings, quizzes and other various oral and written assignments.

Midterm	25%
Final	30%
Research Essay	25%
Supplemental Readings Quizzes/Assignments	15%
Class Participation, Oral Presentations, In-class Assignments	5%

1). The exams may include identification (define and give the significance of concepts, figures, events, etc., one to two paragraphs), short answer, map location, and essay questions and will be drawn from the lectures, textbook, assigned readings, films, video documentaries, and other presentations. The midterm and the final will be take-home exams with one-week to complete them.

2). Each student will carry out a research project which will result in a 7 to 8 page analytical essay. See the last pages of the syllabus for guidelines. The first draft of the essay is due **November 13; every student is required to turn in a draft on this date. Failure to do so will result in the loss of at least one letter grade (if not more) from your final grade.** I will turn back to you one week later my evaluation of this draft and you will have an opportunity to rewrite the essay in response to my commentary. You will turn in this first draft along with your final version of the project on **December 4**. The final grade will be based on both the grade from the first draft and the grade from the re-written draft.

You must choose your topic by **September 11**; you must turn in a thesis statement and an annotated bibliography of sources no later than **October 2**. **An annotated bibliography means that you provide a brief summary of the book's thesis and the reason why you are using it for your research.** Failure to do any of the required preliminary assignments will result in a loss of points or a loss of a letter grade.

3). For the three assigned supplemental readings, you will have an in-class quiz/writing assignment on the dates indicated in the syllabus, based on questions that will be posted to the on-line syllabus. For the novel *Dead Souls*, the questions will also encompass your assigned document reading for October 2, V.G. Belinskii's response to Gogol's later writings, which shocked Belinskii and others who had come to believe Gogol was a liberal champion of the people based upon his novel *Dead Souls* and his play, *The Inspector General*. There will be no make-ups given for these in-class quizzes unless I am notified in advance and it is for a documented medical reason or official school business.

4). Throughout the semester there will be in-class activities. Students are expected to participate in these. Students will also be divided into groups and will lead class discussions of the document and reserve readings. You will need to answer the following questions about the documents and articles:

For a primary source document:

Who is the author of the document? Who was the intended audience?

What is the purpose of the document? What does the document say?

Why is this document significant for students of Imperial Russia? How would historians use this document?

For a secondary reserve reading article:

What topic is being covered? What issue or period of Russian history does this article seek to illuminate?

What is the main argument of the reading? What evidence does the author present to make his argument? How does this article enhance or deepen our understanding of Imperial Russia?

Sign-up sheets for these will be distributed.

Class participation is important! 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.

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:

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. Plagiarism, or claiming someone else's work as your own, will result in failure. This rule is in effect for all assignments. Egregious or repeated academic dishonesty will result in failing the course and could incur additional penalties from the university. 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**.

Office Hours:

My office is Room 3222 in the Technology Learning Center and the hours are Tuesdays and Thursdays, 11:00 am to 2:00 pm, and by appointment. My office phone number is 678-839-6048; my e-mail address is emclarn@westga.edu.

Course Schedule and Tentative Reading Assignments

August 21: Introduction to Imperial Russia/Kievan Rus, the Mongol Yoke, and the Rise of Muscovy
Text: Chapters 1-4 (skim for background information)

August 28: 17th Century Russia and Peter's Rise to the Throne of Muscovy
Text: Chapters 5-6

*****On-Line Document Reading:** "Samuel Collins on the Court of Aleksei Mikhailovich (1670)"; you may access this document on the website *Documents in Russian History. An On-Line Sourcebook. Seton Hall University Russian East-European Studies Program*, <http://artsci.shu.edu/reesp/documents/collins.html>

September 4: Peter the Great and the Turn to the West

Cracraft, *The Revolution of Peter the Great*, Chapters 1-3

*****On-Line Document Reading:** "Proclamation on the Introduction of a New Calendar, December 20, 1699;" you may access this document on the website *Documents in Russian History. An On-Line Sourcebook. Seton Hall University Russian East-European Studies Program*, <http://artsci.shu.edu/reesp/documents/new%20year-1700.htm>

Sept 11: Legacy and Impact of Peter I/Russia after Peter

Cracraft, *The Revolution of Peter the Great*, Chapters 4-6, pp. 75-165

*****In-class writing assignment/quiz**

*****By the end of today's class, you are to have selected a research paper topic and had it approved by me**

Sept 18: Imperial Russia in the 18th Century/Catherine the Great: Enlightened Autocrat?

Text: Chapter 7, pp. 125-144

*****Reserve Readings:**

- 1) Michael Khodarkovsky, "Ignoble Savages and Unfaithful Subjects": Constructing Non-Christian Identities in Early Modern Russia," in Daniel R. Brower and Edward Lazzarini, eds., *Russia's Orient: Imperial Borderlands and Peoples, 1700-1917*, pp. 9-26
- 2) Catherine the Great's "Instructions": Excerpts, in Thomas Riha, *Readings in Russian Civilization*, Vol. II, pp. 252-255

*****On-line Document Reading:** Alexander Radishchev, "A Journey from St. Petersburg to Moscow," you may access this document on the website *Documents in Russian History. An On-Line Sourcebook. Seton Hall University Russian East-European Studies Program*, <http://artsci.shu.edu/reesp/documents/radishchev.htm>

Sept 25: Russia from Paul to Nicholas I, 1796-1855

Text: Ch. 7, pp. 144-147; Chapter 8, all

*****Reserve Reading:** "The Decembrists: Extracts from Documents," in Riha, *Readings in Russian Civilization*, Vol. II, pp. 295-302

October 2: Russian Society and Culture, 1796-1855

Gogol, *Dead Souls*, all

*****On-Line Document Reading:** "V.G. Belinskii, "Letter to N.V. Gogol"; you may access this document on the website *Documents in Russian History. An On-Line Sourcebook. Seton Hall University Russian East-European Studies Program*, <http://artsci.shu.edu/reesp/documents/Belinskii.htm>

*****In-class writing assignment on *Dead Souls* and the Belinskii letter to Gogol**

****Thesis statement and annotated bibliography due: No credit will be given unless the bibliography is ANNOTATED**

Please Note: Take-home midterm exam will be given out at the end of class on October 2; it is due October 16

Oct 9: NO CLASS—FALL BREAK!!!

Oct 16: TAKE-HOME MIDTERM DUE/Crimean War--Causes and Consequences

Oct 23: Emancipation of the Serfs and the Reforms of Alexander II, 1861-1881

Text: Ch. 9, pp. 169-184

*****On-Line Document 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. Seton Hall University Russian East-European Studies Program*; <http://artsci.shu.edu/reesp/documents/emancipation%20manifesto.htm>
- 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. Seton Hall University Russian East-European Studies Program*, <http://artsci.shu.edu/reesp/documents/nikitenko.htm>

Oct 30: From Theoretical Debates to Action: The Russian Intelligentsia and the Revolutionary Movement—Nihilism, Populism, Marxism and Anarchism

Text: Ch. 9, pp. 184-191

*****Reserve Readings: "Going to the People" and "Killing an Emperor"**

*****On-Line Document Reading: "Proclamation by A.V. Iartsev (October, 1873)";** you may access this document on the website *Documents in Russian History. An On-Line Sourcebook. Seton Hall University Russian East-European Studies Program*, <http://artsci.shu.edu/reesp/documents/Iartsev.htm>

November 6: Reaction, Modernization, and the Expansion of Empire, 1881-1904

Text: Ch. 9

*****Reserve Reading:** Daniel Brower, "Islam and Ethnicity: Russian Colonial Policy in Turkestan," in **Daniel R. Brower and Edward Lazzerini, eds., *Russia's Orient: Imperial Borderlands and Peoples, 1700-1917*, pp. 115-135**

Nov 13: War and Revolution: Russo-Japanese War, 1905 and World War I

Text: Ch. 10

*****On-line Document Readings:**

- 1) Vladimir Illich Lenin: "What is to Be Done? (1902)"; you may access this document on the website *Documents in Russian History. An On-Line Sourcebook. Seton Hall University Russian East-European Studies Program*, <http://artsci.shu.edu/reesp/documents/Lenin--chto%20delat.htm>
- 2) "Petition Prepared for Presentation to Nicholas II on "Bloody Sunday" (January 9, 1905)"; you may access this document on the website *Documents in Russian History. An On-Line Sourcebook. Seton Hall University Russian East-European Studies Program*, <http://artsci.shu.edu/reesp/documents/bloodysunday.htm>
- 3) "Manifesto of October 17, 1905"; you may access this document on the website *Documents in Russian History. An On-Line Sourcebook. Seton Hall University Russian East-European Studies Program*, <http://artsci.shu.edu/reesp/documents/october%20manifesto.htm>

*****First Draft of Research Essay Due**

Nov 20: Society and Culture in Late Imperial Russia

Olga Semyonova Tian-Shanskaia, *Village Life in Late Tsarist Russia*, all

*****In-class writing assignment/quiz**

Nov 27: NO CLASS!!! HAPPY THANKSGIVING!!!

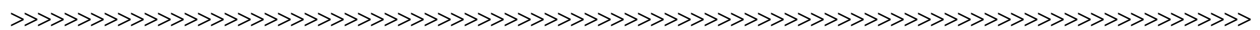
December 4: The Revolutions of 1917/Roundtable on the Inevitability of Revolution in Russia

Text: Ch. 11, pp. 215-227

*****Reserve Reading:** Mark D. Steinberg, "Liberty, Desire, and Frustration: The First Months of the Revolution," from Mark D. Steinberg, *Voices of Revolution*, Documents translated by Marian Schwartz, Yale University Press, 2001.

*****Final Draft of Research Essay Due/Turn in your marked first draft with the final draft**

Thursday: December 11: Take Home Final Exam Due by 6:00 pm



History 3351: Imperial Russia

Guidelines for Research Essays

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 essays must be presented in written form, no less than seven pages, **EXCLUSIVE** of endnotes and bibliography (works cited) page.

The projects must be typed and doublespaced, with one-inch margins and a font size of either ten or twelve points. You must use at least four secondary sources (books and scholarly journal articles) and three primary sources (memoirs, newspaper stories, government reports etc.). Your essay must consider how different historians have debated these issues.

The required sources may not include the textbook or the supplemental readings, though you may use these in addition to the four required sources.

Encyclopedias, dictionaries, Wikipedia, or internet sources do not count as your required four secondary sources. These must be books or articles in scholarly journals. You may use internet sites, but only as additional sources, and if you use them, **CITE THEM**, and you must provide information as to the qualifications of the author of the internet site. **Do not use Wikipedia for the paper except as background information.** You may use an e-book, if it is not abridged, and with the permission of the instructor. You may use internet sites to locate primary documents; however, you must confirm the validity of the site with the instructor. I will provide a handout listing important sites for finding such resources on Russian history.

Examples of scholarly journals carried by the Ingram Library at West Georgia include *Russian Review*, *Slavic Review*, *Journal of Modern History*, and more are available through J-Stor, Project Muse, and the internet.

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*.

You will be graded for both content and style. Learning how to express your thoughts in a clear and logical manner is an invaluable skill. Have a specific argument to make. State clearly in your introduction the point or thesis of your paper.

Factual material should be clearly presented and relative to the theme of the paper. Your paper should represent an answer to an historical question based upon evidence—specific facts and examples and

citations. 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.

Use the past tense when discussing events or documents in the past. Use the present tense only to discuss the arguments of historians about what happened in the past.

Write in a formal tone. Avoid slang or sloppy constructions.

Do not use contractions in formal writing, particularly in this paper.

Do not fill up your essay with direct quotations. I am interested in your own thought and analysis. But 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.

List primary and secondary sources separately in your bibliography.

The first draft of your essay is due **November 13**. Every student is required to turn in this draft. Failure to do so will lead to the loss of at least one letter grade (and possibly more) for your final paper. I will grade this draft and turn it back to you with comments, corrections, and suggestions. You will be given an opportunity to re-write the draft. The final draft of the essay is due **December 4**; you must turn in the first draft with my comments along with the final draft. The final grade will be based on both the grade from the first draft and the grade from the re-written draft.

You must choose your topic by **September 11**; you must turn in an annotated bibliography of sources no later than **October 2**. I may periodically collect progress reports.

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

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

SELECT ONE OF THE FOLLOWING TYPES OF RESEARCH ESSAYS (research question, biographical comparison, historical analysis of literature) and THEN SELECT A SPECIFIC THEME

I. Essay based on a research question:

Research and write an analytical essay on one of the following questions or themes. 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. For every statement that you make, you must provide proof of its validity--refer to specific facts, examples, events, or historical sources. 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? Which specific historians have argued that Peter had a major impact, and how do they back up their conclusions? 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. Was Peter the Great a reformer or a revolutionary? Did his reign mark a turning point in Russian history, and if so, why? If his reign was revolutionary, then how did Peter's reign continue to influence Russian society and culture in the 19th century? What positive and/or negative consequences resulted from Peter's military, economic, political, and social policies?

B. What role did Russia play in European wars and politics during the 18th century? How did Russia's empire grow during this period?

C. Was Catherine the Great an enlightened autocrat, or simply an autocrat bent on increasing the power and extent of the Russian state? Is it useful or not to consider Catherine as part of the larger movement of the Enlightenment or of Enlightened Absolutism?

D. Discuss the expansion of the Russian empire during the period from 1800 to 1905. What are the major factors fueling Russia's expansion? In what specific ways does Russia become involved in European issues and events? To what extent does Russia look eastward to Asia for its "manifest destiny"? What challenges are posed by Russia's imperial expansion and how does the tsarist state handle them?

E. Analyze the impact of Alexander II's reforms on Russia, and to what extent the ensuing processes of modernization, industrialization and social change contributed to the outbreak of revolution in the 20th century.

F. What were the origins of Russia's revolutionary intelligentsia? Trace the emergence of the intelligentsia from its roots in the 18th century through the Decembrist Movement and the Slavophile/Westernizing debates of the 1840s. Was this intelligentsia unique to Russia, or does it bear comparison to similar elites in other European countries?

G. Compare and contrast the following groups in the Russian revolutionary movement: Liberals, Populists, and Marxists. Trace their origins, their social composition, and their differing solutions to the problems of Imperial Russia. Which political parties did these three groups form in the 20th century and what were their fates?

H. How did Russian society change over the course of the 19th century? If you were a time traveler and went back first to Russia in 1800, visiting Moscow and then going eastward to Siberia, then you repeated the journey in 1900, what changes would you see? How would society be different? How would it be the same?

I. 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.

J. What is the relationship between war, reform, and reaction in the history of Imperial Russia? To answer this you will need to select at least three concrete examples to illustrate the relationship between these forces.

II. Biographical comparison/analysis

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 Russian history, and how each in turn were affected by Russia's historical context. This project will enable you to use your comparison of the lives and experiences of two individuals to shed light on key moments and factors in Russian history.

In the paper's introduction you must briefly summarize the lives of the two figures and the experiences that link them together, but the main body 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:

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	Alexander III and Nicholas II
Nicholas I and Nicholas II	Grigory Potemkin and Rasputin
Elizabeth and Catherine the Great	Sergei Witte and Peter Stolypin
Alexander Pushkin/Nikolai Gogol	Leo Tolstoy and Ivan Turgenev
Leo Tolstoy and Feodor Dostoevsky	Alexander Herzen and Nikolai Chernyshevsky
Peter the Great and Alexander II	Alexander Kerensky and Vladimir Lenin
Alexander I and Alexander II	Pavel Pestel and Lenin
Stenka Razin and Emilian Pugachev	Vera Figner and Sofia Perovskaia
Mikhail Kutuzov and Alexander Suvurov	Mikhail Bakunin and Peter Kropotkin
Alexander Radishchev and Peter Chaadaev	Vladimir Lenin and Leon Trotsky
Alexander Radishchev and Pavel Pestel	Vera Figner and Vera Zasulich
Mikhail Speransky and Constantine Pobedonotsev	Peter Tkachev and Sergei Nechaev
Mikhail Lomonotsev and Ivan Pavlov	Peter Tkachev and Vladimir Lenin
Pyotr Tchaikovsky and Igor Stravinsky	Vissarion Belinsky and Nikolai Chernyshevsky

III. Analyzing history through literature

A standard adage in the study of Russia is that you must read its literature in order to understand its history. Russian writers have always been considered the true historians of Russia. Explore this theme by reading three works of classical Russian literature of the 19th or 20th centuries. Write an analytical paper comparing/contrasting them as historical sources. The point of the paper would be to examine each of the three as windows into Russian society during particular periods of time, and evaluate their usefulness as sources. This is not meant to be a literary analysis, although some mention can be made of their intrinsic worth as works of art. But the purpose is to assess the three works as sources for understanding Russia's history. You must get approval for the three you choose, one of which may not be Gogol's *Dead Souls*. You can read no more than two works by the same author. You will need to consult at least four outside book sources for background information on the authors and on the time periods in which their words are set, discussion of which must be included in the paper. All of these sources, plus the three books analyzed, must be included in your bibliography.

Possible books to consider include the works of Alexander Pushkin (*Eugene Onegin*); Mikhail Lermontov (*A Hero of Our Time*); Nikolai Gogol (*Diary of a Madman*, *The Inspector General*); Ivan Turgenev (*Fathers and Sons*, *On the Eve*, *Virgin Soil*, *Smoke*); Leo Tolstoy (*Anna Karenina*, *War and Peace*, *Resurrection*); Nikolai Chernyshevsky (*What is to be Done?*); Feodor Dostoevsky (*Crime and Punishment*, *The Idiot*, *The Possessed*, *The Brothers Karamazov*); Saltykov-Shchedrin (*The Golovlyov Family*); Maxim Gorky (*Mother*, *My Childhood*); Anton Chekhov (*The Cherry Orchard*, *The Three Sisters*, *Uncle Vania*); Karolina Pavlova (*A Double Life*); Evdokiia Nagrodskaiia (*Wrath of Dionysus*); Anastasiia Verbitskaia (*The Keys to Happiness*); V.F. Odoevsky (*Russian Nights*); Andrei Beli (*St. Petersburg*); Boris Pasternak (*Doctor Zhivago*). You may also consider reading and comparing memoirs by leading writers and intellectuals, such as Sergei Aksakov (*A Russian Schoolboy*, *A Russian Gentleman*); Alexander Herzen (*Childhood, Youth, and Exile*, *My Past and Thoughts*); Maxim Gorky (*My Childhood*, *My Apprenticeship*, *My Universities*); Nikolai Bukharin (*How It All Began*).