History 3351
IMPERIAL RUSSIA
Fall 2013
Monday and Wednesday, 12:30 – 1:50 pm

Dr. Elaine MacKinnon
Office: TLC 3222
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
Online office hours (conducted via email or Google groups)—TTh 11:00 am to 1:00 pm (hours for the online office hours may vary from week to week—check D2L weekly to see if the hours are different), or by appointment

E-mail: emcclarn@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 19th and early 20th 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/](http://www.bookstore.westga.edu/)

Douglas Smith, *The Pearl: A True Tale of Forbidden Love in Catherine the Great’s Russia* (Yale University Press, 2008)
Nikolai Gogol, Editor Susanne Fusso Translator, Bernard Guilbert Guerney, *Dead Souls* (Yale University Press, 1996)

**Additional Readings** have been assigned that are accessible either through the internet or through D2L

**Student Rights and Responsibilities:**

Students, please carefully review the following information at this link: [http://tinyurl.com/UWGSyllabusPolicies](http://tinyurl.com/UWGSyllabusPolicies)

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

**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 D2L, which you should check regularly.

**Grading:**

Grades will be determined on the basis of the following components: two examinations—an in-class mid-term and take home final; an analytical research essay; in-class quizzes and activities based on the supplemental required books; map quizzes; and class participation activities that include document summaries, online assignments, debates, simulations, quizzes and other various oral and written responses.

At the beginning of the semester, you will each be given a map. You will be responsible for knowing the places we discuss and read about in this course. Know the geography of
the country you are studying. The instructor will provide lists of place names for which you are responsible.

Midterm 25%
Final 30%
Research Essay 20%
Supplemental Readings Quizzes/Class assignments 15%
Class Participation 10%

1). Examinations:
The exams will 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 will be an in-class exam and the final will be a take-home exam with one-week to complete it. The final will be due no later than 4pm on Wednesday, December 11.

2). Research Essay:
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 9; you must turn in a thesis statement and a bibliography of sources no later than October 2. 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 recommended first draft of the essay is due November 11; every student is encouraged to turn in a draft on this date. 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 do better on the paper if you turn in a rough draft (extra points will be awarded).

The final version of the project is due on Monday, December 2. 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, your argument, 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). Supplemental Book Readings Quizzes/writing assignments
For each of the assigned supplemental books (The Pearl, Dead Souls, Nihilist Girl, A Radical Worker in Tsarist Russia), you will complete an in-class quiz/writing assignment on the day that the reading is assigned. 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. You will also have in-class assignments and activities centered around each of the readings.

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

As part of your class participation grade, for at least **FOUR** of the On-line Document Readings or D2L Reading assignments listed in the syllabus, you are required to submit, on the day the sources are assigned, a brief typed one-to-two-paragraph summary of the source and an explanation of how it is connected with the specific theme or time period covered in the given class period. These will be graded on a pass/fail basis.

**For primary document readings, be sure to answer the following questions:**
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?
What are the specific historical themes or problems illuminated or treated in this document? What do you learn from it that connects with your other assigned readings?

If the reading is a fictional piece (if by Pushkin, Lermontov, Turgenev, Gorky, Chekhov), then answer the following questions in your summary:
Who is the author, and when was this piece written (you may need to look this up on the internet)?
What is the basic storyline, and the central theme being explored? What point do you think the author was trying to make? Is this story or poem “political” in any way?
What do you learn from this about Russian social and cultural life and history?
How would you relate the story to the central issues we are studying in Russian history?

These are due at the beginning of class on the day the source is assigned. No late papers will be accepted. Summaries of the assigned Supplemental books (The Pearl, Dead Souls, Nihilist Girl, A Radical Worker in Tsarist Russia) do not count for this assignment. You are responsible for keeping up with your submissions –make sure that you turn in four of these summaries in the course of the semester. Do not expect reminders.

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:**
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.

**Office Hours:**
My office is Room 3222 in the Technology Learning Center and the hours are Mondays and Wednesdays, 11:00 am to 12:00 pm, 3:30 to 4:00 pm, and by appointment. On Tuesdays and Thursdays I will be available for online consultation from 11 am until 1 pm (changes from week to week will be noted in D2L). My office phone number is 678-839-6048; my e-mail address is emclarn@westga.edu.

**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!!!

**Point to Note: Russians have typically 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 Sergei-ievich—Mikhail, son of Sergei; Alexandria Feodorovna—Alexandria, daughter of Feodor

c) a family name, similar to our last names, such as Mikhail Sergei-ievich Gorbachev; Alexandria Feodorovna Herzen

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

a) The Office of Disability Services will help you understand your rights and responsibilities under

b) 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 using the course email system 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).

**Course Schedule and Tentative Reading Assignments**

**Mon August 26:** Introduction to Imperial Russia/ Geography, Culture, People

**Required readings:** Moss, *A History of Russia*, “A Note to Students” and Chapter 1

**Wed August 28:** Kievan Rus, Mongol Invasion, and the Rise of Moscow: 900 to 1500 CE

**Required readings:** Skim Moss, Chapters 2-6

***A WORD TO THE WISE: BEGIN READING THE PEARL NOW!!!***

**Mon Sept 2:** LABOR DAY NO CLASS!!!

**Wed Sept 4:** The Muscovite State and the Founding of the Romanov dynasty (1613)

**Required readings:** Skim Moss, Chapters 8-10

**TOPIC FOR RESEARCH ESSAY IS DUE BY SEPTEMBER 9**

**Mon Sept 9:** Muscovite society: The World young Tsarevich Peter was born into

**Required readings:** Moss, Chapters 11-12

***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*
Wed Sept 11: Peter the Great: Reformer or Revolutionary? How much change resulted from his policies, and how should these changes be evaluated?

Required readings: Moss, Chapter 13

Mon Sept 16: Peter’s Successors: A Century of Female Rule

Required readings: Moss, Chapter 14
***On-Line Document 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

Wed Sept 18: The “Enlightened Despotism” of Catherine the Great

Required readings: Moss, Chapter 15
***On-Line Document 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%2C_1767

Mon Sept 23: 18th Russian Society

Required readings: Moss, Chapters 16 and 17

Wed Sept 25: Russia under Paul and Alexander

Required reading: Moss, Chapter 18

Mon Sept 30: Gender, Class, and Russian Serfdom: The Remarkable Life and Fate of “the Pearl”

Required reading: Smith, The Pearl, all
In-class quiz/writing assignment
***A WORD TO THE WISE: BEGIN READING DEAD SOULS NOW!!!

THESIS AND PRELIMINARY BIBLIOGRAPHY DUE OCTOBER 2
Wed Oct 2: The Decembrist Revolt/Nicholas I and Reactionary Nationalism
**Required reading:** Moss, Chapter 19

Mon Oct 7: 19th Century Russian Social and Economic Trends
**Required readings:** Moss, Chapters 20 and 21

Wed Oct 9: The Fruits of Peter and Catherine’s Westernization: Russian Literature of the 19th Century
**Required Readings:**
Mikhail Lermontov, “A Song of Czar Ivan Vassilievich the Terrible, of his young bodyguard, and of Kalashnicov The Bold Trading Man,” available through D2L or at the course webpage

Mon Oct 14: Russia and Serfdom Through the Comic Lens of Nikolai Gogol
**Required reading:** Gogol, *Dead Souls*, all
**In-class Quiz/writing assignment**

Wed Oct 16: MIDTERM EXAMINATION

***A WORD TO THE WISE: BEGIN READING NIHILIST GIRL NOW!!!

Mon Oct 21: The Reforms of Alexander II
**Required readings:** Moss, Chapter 22, pp. 422-431
“Yermolai and the Miller’s Wife,” by Ivan Turgenev, from Ivan Turgenev, *A Sportsman’s Sketches*, available online at [http://ebooks.adelaide.edu.au/t/turgenev/ivan/t93s/chapter2.html#chapter2](http://ebooks.adelaide.edu.au/t/turgenev/ivan/t93s/chapter2.html#chapter2)

***On-Line Document Reading:***

**Required readings:** Moss, Chapter 22, pp. 431-439
Mon Oct 28: Russian Radicalism and The “Woman Question”
Required reading: Kovalevskaya, Nihilist Girl
In-class Quiz/writing assignment

***A WORD TO THE WISE: BEGIN READING A RADICAL WORKER IN LATE TSARIST RUSSIA NOW!!!

Wed Oct 30: The Politics of Reaction and Radical Responses: Alexander III and Nicholas II
Required readings: Moss, Chapter 23

***On-line Document Reading: “Alexander III: Manifesto of April 29, 1881;” you may access this document on the website Documents in Russian History,
http://academic.shu.edu/russianhistory/index.php/Alexander_III%2C_Proclamation_of_April_29%2C_1881

***On-line Document Reading: “The Bolsheviks. The Social Democratic Party Program, 1 August 1903,” accessible through the Modern History Sourcebook at
http://www.dur.ac.uk/a.k.harrington/sdprog.html

Mon Nov 4: Russian Foreign Policy in the Late Imperial Period
No Face to Face Class: Do the Required readings: Moss, Chapter 24, respond in one to two paragraphs to the questions given below, submit your response through the Dropbox in D2L

Dropbox Assignment (Due no later than Friday, November 8): After reading the chapter on Russian foreign policy, discuss the following two questions: What do you think were the three major goals or concerns of Russian foreign policy in the late imperial period? How would you compare the foreign policy of Imperial Russia to the foreign policy of Russia today-- Have Russia’s goals changed? To answer the latter, you will need to consult recent news sources on Russia and its foreign relations. I recommend the following:
Current Russian official statement of Russian Foreign Policy, 2013:

For analyses of current Russian foreign policy, look up sites connected with the BBC; Council on Foreign Relations, Carnegie Endowment for International Peace; Woodrow Wilson Center, Foreign Policy Association, the Valdai Club; the Brookings Institute; or look through recent issues of national US news magazines or newspapers such as the New York Times and the Washington Post
**Wed Nov 6:** Revolution, Unfulfilled Promises, and World War, 1905 and 1914  
**Required readings:** Moss, Chapter 25  
**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. [http://artsci.shu.edu/reesp/documents/Lenin-%20delat](http://artsci.shu.edu/reesp/documents/Lenin-%20delat)  
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, [http://artsci.shu.edu/reesp/documents/bloody(sunday)](http://artsci.shu.edu/reesp/documents/bloody(sunday))  
3) “Manifesto of October 17, 1905”; you may access this document on the website Documents in Russian History. An On-Line Sourcebook, [http://artsci.shu.edu/reesp/documents/october%20manifesto](http://artsci.shu.edu/reesp/documents/october%20manifesto)  

**Mon Nov 11:** Late Imperial Social and Economic Trends  
**Required reading:** Moss, Chapter 26 and 27  

**ROUGH DRAFT OF RESEARCH ESSAY IS DUE BY THE BEGINNING OF CLASS ON MONDAY NOVEMBER 11**

**Wed Nov 13:** Culture of Late Imperial Russia  
**Required readings:**  
***Anton Chekhov, “Name-Day Celebration,” in Paula P. Ross, ed. And transl. Anton Chekhov: Stories of Women, 45-78, available through D2L or the course webpage  
***Online Reading: Maxim Gorky, “Twenty-Six and One,” available online at the University of Adelaide E-books website, [http://ebooks.adelaide.edu.au/g/gorky/maksim/g66tw/chapter1.html](http://ebooks.adelaide.edu.au/g/gorky/maksim/g66tw/chapter1.html)  

**Mon Nov 18:** The Life of a Radical Worker in Late Tsarist Russia  
**Required reading:** A Radical Worker in Tsarist Russia: The Autobiography of Semen Ivanovich Kanatchikov, all  
**In-class Quiz/writing assignment**

**Wed Nov 20:** The February Revolution  
**Required Reading:** Walter G. Moss, “1917,” 167-187, available through D2L and the course web page  
**On-line Document Readings:**  
“Abdication of Nikolai II, March 15, 1917,” accessible through Fordham University at [http://www.dur.ac.uk/a.k.harrington/abdicatn.html](http://www.dur.ac.uk/a.k.harrington/abdicatn.html)  
“Proclamation of the First Provisional Government,” accessible through the Modern History Sourcebook at [http://www.dur.ac.uk/a.k.harrington/provgov1.html](http://www.dur.ac.uk/a.k.harrington/provgov1.html)

**Nov 25 – Nov 29:** THANKSGIVING BREAK NO CLASSES!!!
MONDAY DEC 2: FINAL DRAFT OF RESEARCH ESSAY DUE (YOU MUST TURN IN YOUR ROUGH DRAFT THAT WAS RETURNED TO YOU WITH MY EVALUATION)

Mon Dec 2: Debates over the October Revolution: Was Bolshevik Victory Inevitable? Was this a genuine revolution or a coup d’etat?
***On-line Document Readings:
“Vladimir Ilyich Lenin. The Tasks of the Proletariat in the Present Revolution [a.k.a. The April Theses],” accessible through the Lenin Internet Archive at http://marxists.org/archive/lenin/works/1917/apr/04.htm

Wed Dec 4: Legacy of Imperial Russia
Oral Presentation of Research Projects
Distribution of final examination (take home)

Wed December 11: FINAL EXAMINATION DUE BY 4:00 PM
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 required books do not include the textbook or the supplemental readings, nor can they be 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; please consult with me if you have problems identifying or finding primary sources. Try to go beyond the minimum expectation—it will make your paper stronger to have more primary sources.

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 must turn in a topic by September 9; you must turn in a thesis statement and a bibliography of sources no later than October 2. 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 rough draft of the essay is due November 11 and will be returned to you one week later with suggested revisions. **The final draft of the essay is due Monday, December 2.** Before November 11, I may periodically collect notes and progress reports.

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. 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.

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.

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

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

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. 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. 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 19th century?

B. For the period 1700-1850, identify and analyze major social, economic, and cultural developments in Russian society. How does the relationship between state and society evolve? What are the main social groupings within society and by what criteria are they defined? What new social groups are emerging in the early 19th century? In your essay be sure to discuss such topics as serfdom, the role of Russian Orthodoxy, growth of the intelligentsia, rise of industry and manufacturing, and the impact of Westernization on Russian culture.

C. Discuss the expansion of the Russian empire and the growing involvement of Russia in the West during the period from 1700 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?

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.

E. What was the relationship between the Revolution of 1905 and the revolutions in 1917? Was 1905, as Lenin is thought to have said, the “dress rehearsal” for 1917? Why did 1905 not lead to the collapse of the Romanov dynasty, while the February events did? How did the politics of the Russian Empire change as a result of the reforms brought about by the Revolution of 1905?

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/Grigorie 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 Zasulich
Peter Tkachev and Sergey 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 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
A peasant soldier in the army of Alexander I during the Napoleonic Wars and Invasion
A serf during the period 1825-1881
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 peasant who continues to work the land, 1861-1917
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
An owner of a Moscow textile factory, 1881-1917
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 Russian peasant who moves into Central Asia after 1860
A Russian official who goes to become a governor in Central Asia after 1860
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
OPTION 4: Research and write an analysis of three classic works of Russian literature as a prism into Russian social, cultural, political and economic development.

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 at least 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 purely 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 books as sources for understanding Russia’s history. You must get approval for the three works you choose, one of which may be Gogol’s Dead Souls. You can read no more than two works by the same author. You will need to consult at least three outside sources for background information on the authors, which must be included in the paper. You are required to find a journal article on one or more of your authors, and use this for background 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 (Dead Souls, The Inspector General); Ivan Turgenev (Fathers and Sons, On the Eve, Virgin Soil, Smoke); Alexander Herzen (Who is to Blame?); 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); Maxim Gorky (Mother, My Childhood); Anton Chekhov (The Cherry Orchard, The Three Sisters, Uncle Vania); Karolina Pavlova (A Double Life); Evdokia Nagrodskaia (Wrath of Dionysus); Anastasiia Verbitskaia (The Keys to Happiness); V.F. Odoevsky (Russian Nights); Andrei Bely (St. Petersburg). You can consult with me on further choices for this option.