

History 132/Imperial Russia, 1692-1917

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Office Hours: Tuesdays Thursdays, 12:30 – 2:00 pm

DATE	TOPIC	READINGS
PETER'S REIGN AND THE SECOND SERVICE CLASS REVOLUTION		
Th, 1/16	Intro to course / Lecture on Muscovy	
T, 1/21	Lecture: Towards Westernization / Discussion of Kliuchevsky	Freeze, 86-99, Kliuchevsky on e-reserve
Th, 1/23	Lecture: Peter and his reforms	Freeze, 99-131 ("The Petrine Era and After")
T, 1/28	Discussion: Peter and his reforms	Riha, John Perry and Lomonosov, 233-251; Kaiser, 228-229 "The Table of Ranks of All Grades")
Th, 1/30	Discussion: The Russian estate/caste system (<i>soslovie</i>). Lecture: Russia from Peter's death to Catherine the Great's accession	Kaiser, 232-241 (Bennett and Freeze).
EIGHTEENTH CENTURY RUSSIA: EMPOWERING THE GENTRY, EXPLOITING THE SERFS		
T, 2/4	Lecture: Catherine's Reign	
Th, 2/6	Discussion: Catherine the Great, enlightened despot	Freeze, 138-161; Riha, 252-260 (readings on Legislative Commission), Kaiser, 379-385 (Meehan-Waters on Catherine the Great). Other Kaiser readings TBA.
T, 2/11	Discussion: Connecting to the World Economy / Burden on the Serfs	Arcadius Kahan, "The Costs of 'Westernization'" in Russia in JSTOR (do search for "Arcadius Kahan" under "Author", limiting search to "Articles"; Mironov in Kaiser, 280-285; Wirschafter in Kaiser, 285-289, Hellie on e-reserve
Th, 2/13	Discussion: Peasant Society, Noble Control, Peasant Resistance	Documents, essays in Kaiser, 291-311. Pugachev Rebellion documents at http://academic.shu.edu/russianhistory/index.php/The_Pugachev_Rebellion . Peasant tales in Kaiser, 388-394.
T, 2/18	Lecture: Women, Merchants, Urbanites	FIRST DRAFT OF FIRST PAPER DUE

ENLIGHTENMENT, WAR AND REACTION: THE REIGNS OF ALEXANDER I AND NICHOLAS I (1801-1856)		
Th, 2/20	Disc: Enlightenment attack on serfdom. Begin lecture on Alexander I	Freeze, 161-166; Riha, 261-270 (Radishshev);
T, 2/25	Lecture: Alexander I	Freeze, 168-182 (up to, not including Decembrist Rebellion). FINAL DRAFT OF FIRST PAPER DUE.
Th, 2/27	Discussion: Speranskii vs. Karamzin.	Documents authored by Alexander I and Speransky on electronic reserve; Karamzin's "Memoir" in Riha, 280-295. Kaiser, 246-250 (Raef).
T, 3 / 4	The Decembrists/Lecture on Nicholas I's reign	Decembrist readings in Riha, 295-302; Freeze, 182-189 (up to, not including "Intellectual and Cultural Life").
Th, 3/6	Lecture: Origins of the Intelligentsia/ Discussion: Westernizers vs. Slavophiles	Freeze, 190-197; "Apology of a Madman" in Riha, 303-314. Lavrin on Khomiakov in JSTOR – "Khomiakov and the Slavs"; Belinskii, "Letter to Gogol," in Riha, 315-320.
EMANCIPATION, REFORM, AND REACTION (1861-1894)		
T, 3/18	Discussion: Turgenev	Read Turgenev
Th, 3/20	Lecture: Alexander II and the Great Reforms	Freeze, 199-224
T, 3/25	MID-TERM EXAM	
Th, 3/27	Disc: Radicals in the 1870s.	Freeze, 224-228. Breshkovskaia, "Going to the People", in Riha, 344-357 and Iartsev proclamation at http://academic.shu.edu/russianhistory/index.php/A._V._Iartsev%2C_Proclamation_of_a_Populist_Activist%2C_1874 . "Killing an Emperor" in Riha, 368-377.
T, 4/1	Lecture: Reign of Alexander III.	Freeze, 228-232
Th, 4/3	Discussion: The Reactionaries React	Riha, 378-401 (Pobedonostsev, Aksakov, Danilevsky)
MODERNIZATION AND REVOLUTION (1894-1917)		
T, 4/8	Lecture: Nicholas II to 1905	Freeze, 234-256.
Th, 4/10	Discussion: Industrialization	Witte in Riha, 416-429. Factory inspector reports in Riha, 409-415.
T, 4/15	Disc: New political positions. Liberalism and Marxism.	Miliukov in Riha, 402-408. Marx, "On Social Relations in Russia" (1874) at http://www.marxists.org/archive/marx/works/1874/refugee-literature/ch05.htm , and Part I of <i>Communist Manifesto</i> .
Th, 4/17	Lecture: Russia Unbound, 1905-1914. Discussion of First Duma documents.	Freeze, 256-268. First Duma documents, including Tsar's address, in Riha, 445-455.
T, 4/22	FILM DAY!	SECOND PAPER DUE

Th, 4/24	Lecture and Discussion: WWI: Destabilizing the Empire	Freeze, 268-272; Riha, 465-478 (Durnovo memorandum), Joshua Sanborn, "Unsettling the Empire", in JSTOR.
T, 4/29	Evaluations and Final Business	
FINAL EXAM TBA		

Books Required:

Gregory Freeze. *Russia: A History*. Oxford: Oxford University Press, 2009.

Daniel Kaiser and Gary Marker, editors. *Reinterpreting Russian History: Readings, 860-1860*. Oxford: Oxford University Press, 1994.

Thomas Riha, editor. *Readings in Russian Civilization, Vol. 2: Imperial Russia, 1700-1917*. Chicago: University of Chicago Press, 2009.

Turgenev, Ivan. *Fathers and Sons*. Empire Books, or any edition.

Grading and Assignments

Assignments	Percent of Final Grade
Two 5-7 page papers	18% each
Mid-term and Final Exams	18% each
Reading Response Papers (to all readings besides Freeze, beginning 2/20/14)	18%
Class Participation	10%

I expect students to complete **all** readings on the class day they are assigned (the day they are listed on the syllabus) and be prepared to discuss them. This includes days when I am lecturing. There are at least three reasons for this. First, it enables intelligent and active class discussion, which contributes to learning. Second it prepares you to participate in discussion and participation is part of your grade. Third, students who actively participate in discussion generally get higher grades, apart from their participation grade. In other words, participation in discussion correlates with higher paper and exam grades.

I **strongly** recommend that you take careful notes during my lectures and in class discussion (in the latter case, when an important point seems to be being made). This prepares you for the exams. I also insist that you read Freeze. Apart from my lectures, the exams will include material from Freeze.

I *strongly* recommend that you attend class. My experience is that students who do not do so simply get poorer grades. This is not because I keep attendance and include that in your grades. I do not. It is because I do not waste time in class and when you don't attend, you miss key material.

I DO NOT TOLERATE CHEATING OR PLAGIARISM (PRESENTING SOMEONE ELSE'S SCHOLARLY WORK AS YOUR OWN). I WILL PURSUE THE UNIVERSITY DISCIPLINARY PROCESS AGAINST STUDENTS WHO PLAGIARIZE OTHERS' WORK. AT A MINIMUM, STUDENTS WHO PLAGIARIZE WILL RECEIVE A "0" ON THE ASSIGNMENT IN QUESTION. ALL STUDENTS HAVE BEEN INFORMED OF THE UNIVERSITY'S ACADEMIC HONESTY POLICIES IN DETAIL AND I WILL NOT ACCEPT "I DID NOT UNDERSTAND WHAT 'PLAGIARISM' OR 'CHEATING' ARE" AS AN EXCUSE. IF YOU HAVE QUESTIONS, ASK ME AND/OR REVIEW UNIVERSITY POLICY.

Students with disabilities relevant to class work can talk directly to me (Lenoe) A summary of University resources available to students with disabilities, with contact phone numbers, is available at <http://www.rochester.edu/college/osp/regguide/faq.html>.

Lenoe Criteria for Grading Papers:

In general I look for the following when I grade papers. This list is not exhaustive and is *not* in order of priority.

1. Original insights into documents read (issues not discussed in readings or class).
2. Clear presentation of insights into documents (whether or not they are original). Another way of putting this is clear organization (one paragraph per discrete idea, logical links between each idea).
3. Clear statement of thesis or theses in the first paragraph, with follow-through in the rest of the paper. You need to tell me right away what your point or points are, and do so in your own words: IMPORTANT NOTE: "Topic X is interesting" or "Topic Y is important," or "Many people have different views about topic Z" are not adequate thesis statements. They are so general as to be meaningless.
4. Relatively simple, but not childish, writing style. I would like you to use words you already know clearly to express ideas as concisely as possible. You do not need to use long "academic" words or sentence structures to earn a good grade. Of course there is a happy medium here. I also don't want you to write like a first-grader ("Charlemagne was king. He had a lot of power. He conquered many lands.") A hint: use active voice verbs in your writing whenever possible.
5. Correct grammar. Most common errors seem to be:
 - a. Incomplete sentences. Every sentence must contain at a minimum, a subject or verb.
 - b. Pronoun does not agree in number or gender with the noun it is standing in for.
 - c. Improper capitalization of nouns. In modern English, only proper nouns (names of places, people, months, days of the week, etc.) are capitalized. Words like "fate," "revolution," (unless you're talking about a specific revolution) are not.

- d. Confused apostrophes. The plural form in English contains NO APOSTROPHES.
 - e. Special case of confused apostrophes: “its” and it’s”. “Its” is the possessive form, similar to “his,” “hers,” “mine,” and like other possessive pronouns, contains NO APOSTROPHE. “It’s” is the contraction of “It is,” and does contain an apostrophe. Just remember possessive form always equals NO APOSTROPHE.
6. Logical connections between ideas, evidence, etc. Make sure that you don’t argue one thing in one paragraph, and the exact opposite in the next. The evidence you use should back up the claims you make.
 7. Factual accuracy. You need to have the facts right and to show that you understand the historical context (social structures, religious beliefs, political systems, etc.) of the time when particular primary sources were written. This includes, very importantly, getting the chronological (time) order of events right.

A paper that has all of these qualities will likely earn an A or an A+. A paper missing one may be an A- or an A. A paper missing two of these qualities will probably be a “B.” A paper lacking three or four will likely be a “C.” And so on.

I will never reduce your grade more than one step (for example B to B-) for grammar errors alone. I won’t reduce your grade at all for one or two grammar errors.

Number values of letter grades.

A+ = 100 %

A = 95 %

A- = 92 %

B+ = 88 %

B = 85 % etc.

Calculating final grade averages:

92.5 and up = A.

90-92.5= A-

87.5-90 = B+

85-87.5 = B

82.5-85 = B-