

History of Imperial Russia, 1692-1914 (History 132)

Spring 2021

University of Rochester

Bausch and Lomb 269

MW 10:25-11:40

Matthew Lenoe

matthew.lenoe@rochester.edu

Office Hours (all by Zoom): M 11:30-13:30. T 15:00 – 16:00 or by appointment.

Zoom links for class meetings and office hours are on Blackboard course home page.

M Feb. 1	Introduction – Muscovy to 1682	Lecture
PETER THE GREAT AND WESTERNIZATION, 1692-1725		
W Feb. 3	Lecture: Pre-Petrine Westernization and Peter I	Freeze, 74-101 (from “Western Influence and Church Schism” up to “Cultural Revolution and Europeanizing Reforms”). 27 pages.
M Feb. 8	Discussion:	Perry and Lomonosov (Riha, 233-251) 18 pages.
W Feb. 10	Lecture: Peter’s Reforms	Freeze, 101-113. 12 pages.
M Feb. 15	Discussion: Ranks and Caste	Kaiser, “Table of Ranks” (228-229); Bennett (232-237); Freeze in Riha (“The <i>Soslovie</i> Paradigm”), 237-241. 11 pages.
EIGHTEENTH CENTURY RUSSIA: EMPOWERING THE GENTRY, EXPLOITING THE SERFS, 1725-1801		
W Feb. 17	Lecture: Politics, Noble Privilege and Catherine II	Freeze, 114-129. 15 pages.
M Feb. 22	Discussion: Institutional Reform Under Catherine	Solovev, “The Legislative Commission of 1767” in Riha, 256-260. “Charter to the Nobility” in Kaiser, 244-246; “Charter to the Towns” in Kaiser, 321-324.

W Feb. 24	Lecture: Society and Economy in the 18th Century	Freeze, 130-142.
M March 1	Discussion: Serfdom, Economy and Pugachev Rebellion.	Kahan in Kaiser, 273-280; “Landlords’ Instructions on Estate Administration” in Kaiser, (292-294). Pugachev Rebellion documents. 11 pages
ENLIGHTENMENT, WAR AND REACTION (1801-1856)		
M March 8	Lecture: Reign of Alexander I	Freeze, 142-155. 13 pages. PAPER ONE DUE.
W March 10	Discussion: Debate over Alexander I’s Reforms	“Alexander I/Speranskii” on Blackboard electronic reserve; Karamzin’s “Memoir” in Riha, 280-295. Kaiser, 246-250 (Raeff). 24 pages
M March 15	Discussion: Family/Gender in the Early 19th Century	Peter Czap, “A Large Family: The Peasants Greatest Wealth” in Kaiser, 356-362; Memoirs of Labzina in Kaiser, 370-376; “The Cavalry Maiden,” in Kaiser, 376-379. 15 pages.
W March 17	Lecture: Nicholas I and Origins of the Russian Intelligentsia	Freeze, 155-169. Look at Gogol “Select Correspondence” excerpts in class. 14 pages.
M March 22	Discussion: The Restive Intelligentsia	“Apology of a Madman” in Riha, 303-314. Belinskii, “Letter to Gogol,” in Riha, 315-320. Gogol, “The Nose”... (ignore virus warning). 36 pages total
W March 24	Discussion: Peasant Life in the First Half of the 1800s	Steven Hoch, “The Peasant Commune”, Kaiser, 297-303; Peter Kolchin, “Peasant Patterns of Resistance”, Kaiser, 303-311. Intro to culture documents, Kaiser 388. Kaiser 391-394, “The Blacksmith and the Devil.” 17 pages.
EMANCIPATION, REFORM, AND REACTION (1856-1894)		
M March 29	Discussion: Turgenev	Turgenev, <i>Sketches</i> , “Khor and Kalinych”, “Yermolai and the Miller’s Wife”, “Raspberry Water,” “My Neighbor Radilov”, “Bailiff”.
W March 31	Lecture: Alexander II / Emancipation and Reform	Freeze, 170-193 (23 pages)

M April 5	Discussion: Radicals in the 1870s	Breshkovskaia, “Going to the People”, in Riha, 344-357; “Killing an Emperor” in Riha, 368-377. and Iartsev proclamation . 23 pages.
W April 7	Lecture/ Alex III and Modernization	Freeze, 193-199 (6 pages). PAPER TWO DUE.
M April 12	Discussion: Conservatives React	“A Slavophile Statement” in Riha, 378-382. “The Falsehood of Democracy” in Riha, 390-401. 16 pages.
MODERNIZATION, INDUSTRIALIZATION AND OPEN POLITICS, 1894-1914		
W April 14	Discussion: Peasant and Worker Life / Industrializat’n	Uspenskii in Riha, 358-367. Factory inspector reports in Riha, 409-415. 15 pages.
M April 19	Lecture: Nicholas II to 1905.	Freeze, 200-221. 21 pages
W April 21	Discussion: New Political Positions	Miliukov in Riha, 402-408. Communist Manifesto , „Preamble“ and Chapter I, “Bourgeois and Proletarians.” (approximately 12 pages).
M April 26	Discussion: First Duma	Duma documents in Riha, 445-455. 11 pages
W April 28	Lecture: Russia Unbound, 1905- 1914.	Freeze 221-230. 9 pages.
M, May 2	Film Day!	
W May 5	Discussion	Peter Durnovo, “Memorandum to Nicholas II” in Riha, 265-278. 13 pages.
M May 10		PAPER THREE DUE AT 5 PM

TURN OFF IPHONES, ANDROIDS AND OTHER MOBILE DEVICES BEFORE CLASS. YOU’RE WELCOME TO BRING A LAPTOP TO IN-PERSON CLASSES. HOWEVER, DO NOT USE SOCIAL MEDIA, CHECK EMAIL OR BROWSE THE WEB WHILE CLASS IS IN SESSION.

NOTE ON ZOOM SESSION, ATTENDANCE AND RECORDING: Some students will be online for every class. These Zoom sessions will be recorded and uploaded to course website. There will be some class discussion in many lecture classes, so you should attend lectures remotely or in person synchronously if at all possible. As we are close to classroom capacity I ask that you follow your semester plan for attendance *always*, whether it is to attend in person or by Zoom. If you need to change attendance mode (for example if you are in-person and get COVID) please let me know.

If you have trouble attending class sessions due to a time zone difference, contact me.

READINGS: Readings are due on the day they are listed on the syllabus. When a reading is from a particular book, I refer to that work by author or editor name.

For a number of discussion classes there are several different primary source documents assigned. Keeping track of these different primary sources for the class discussions is the biggest challenge of reading for the course. I would recommend noting down for yourself the date and authorship/provenance of each source, so you can place each in context and differentiate one from another during class discussions. Generally I assign no more than three separate documents per class.

GRADING AND ASSIGNMENTS:

Students will write 3 papers of about seven pages length, each of which will count for 26.7% of your grade (total paper percentage of grade = 80%). Ten percent of your grade will be based on my evaluation of class participation. If you say nothing in class or very little a zero is possible. I'd hope for a minimum of 2-3 comments per class from each student – more participation than that is great and helps course forward. I will often ask students early in discussion to offer any thoughts at all they had about the reading. This is your chance, if you are shy, to have formulated something beforehand and to offer it for discussion.

The remaining ten percent of your grade will be based on four pop reading quizzes. I will drop your lowest grade of these four when computing your average. These quizzes will not try to pick out minor details of the reading, but will focus on overall themes. I will give you a trial reading quiz early in class so that you can get a sense of what the later quizzes will look like. The point of the reading quizzes is to motivate students to do the reading. *More than ½ of class time will be devoted to discussion of documents and active student participation is fundamental for learning.*

If you miss a reading quiz because you could not attend class (for a good reason!), I will provide you a make-up assignment.

Average of three papers (7-8 pages each)	80%
Class participation	10%
Reading quizzes (four quizzes, lowest grade dropped).	10%

For each day a paper is late your final grade will be reduced by one step (that is a B+ becomes a B, etc.).

RECOMMENDATIONS FOR STUDYING IN GENERAL. Because there are no tests for the course, you may have the impression that you can skate through or entirely ignore lectures

and discussions, and just go readings when it is time to write your papers. This would be a mistake. Take notes on lectures, which will cover material not in any of the readings. Also take notes on discussions, when an important topic or concept comes up (you don't need to transcribe all of class discussion!!). I will expect you to show mastery of all course materials in your papers, including lectures and concepts that we explore during discussion. I will write paper prompts that require you to do this.

ATTENDANCE: You need to attend class regularly or, if you are working online and asynchronously, keep up with the reading and contribute to the discussion boards. My experience shows that students who do not do these things get substantially lower grades, because they do poorly on class assignments.

ACADEMIC HONESTY: All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. *I will not accept Paper One from students who have not signed the "Acceptance of Academic Honesty Policy" on the course Blackboard site.*

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.

You are required to read the American Historical Association's "Defining Plagiarism" at <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism-before-the-second-class-meeting>.

CREDIT HOURS: The College's credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in History 208/208W are expected to devote at least several hours each week outside of class to reading, identifying the main lines of argument in readings, preparing for class discussion, writing papers, etc.

INCLUSION STATEMENT: The University of Rochester, this course, and I are committed to inclusion, and welcome students of all backgrounds and abilities. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class or your full participation in this course. Some resources that might be of use include:

- Office of Disability Resources. (disability@rochester.edu; (585) 276-5075; Taylor Hall)
- Undocumented/DACA Student Support Contacts
<https://www.rochester.edu/college/ccas/undergraduate/daca/index.html>
- University of Rochester CARE Network <https://www.rochester.edu/care/>

COVID: The University is committed to protecting the health and safety of the entire community – students, faculty and staff. For this reason, it is mandatory that everyone wear a mask in University buildings and observe appropriate social distancing, including classrooms. Masks have been provided to students, faculty and staff and classrooms have been specifically assigned to allow for social distancing to support these requirements. You must wear a mask appropriately (e.g. over nose and mouth) if you are attending class in person, and you must do this for every class session and for the entire duration of each class session. If you fail to do this, you will be politely reminded of the requirement and then asked to leave if you do not comply.

If you do not want to wear a mask, you may consider taking the course remotely (online). This may require you to complete a set of online requirements different from the in-person requirements, although these will be equivalent in their learning objectives.

Students who refuse to adhere to requirement for mask wearing or social distancing the course will be in violation of the [COVID-19 Community Commitment](#) and will be referred to the Student Conduct system through a [COVID-19 Concern Report](#). Such referrals will lead to student conduct hearings and may result in disciplinary action.

Students who feel unable to wear a mask may contact the [Office of Disability Resources](#) to explore options for accommodations. Students requiring accommodations may be asked to participate in the course through synchronous or asynchronous learning as part of this accommodation.

SOME COURSE GOALS:

- Gain fluency in expository writing, including style and presentation of rigorous argument.
- Gain skill at close reading of texts, placing them in historical context and analysing their argument and rhetoric
- Increase student knowledge and understanding of Russian history between the late 17th and early 20th centuries. Themes and concepts we will be examining include:
 - The “service class revolution” and “garrison state” paradigms for Russian history
 - The economic and social dynamics of serfdom, and the reasons for the emancipation of the serfs in 1861.
 - Daily life of peasants in imperial Russia.

- Policies of the tsars and tsarinas and the influence of Western European models on same.
- Industrialization of Russia and the roots of the revolution of 1917.
- The self-concept and ideals of the Russian intelligentsia.
- Gender constructs and family structure of nobility and peasants.
- Role of imperial competition and Russian “relative backwardness” in driving government policy.
- More...
- Placement of imperial Russian history in global context.
- Introduce fundamental social science concepts and discussions relevant to thinking about history in general and the contemporary world. Concepts include class, caste, the *Rechtsstaat*, development of a working class.

TECHNOLOGY REQUIREMENT FOR COURSE: A laptop with webcam, 8 GB of memory and 256 GB of local storage.