

Kiev, Muscovy, and Russia

HIST 239, Fall 2019

MWF 11:40-12:50, Old Main 203

<http://theleahgoldman.com/KievMuscovyRussiaF19/>

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Office Hours: Mon/Weds 1:30-3:00, or by appointment

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Course Description

In this course, we will explore this history of Russia from the coalescence of Kievan Rus in the ninth century until the collapse of Imperial Russia in 1917. Along the way, we will trace major developments in Russian society, politics, and culture, as well as Russia's changing relationship with its neighbors in Europe and Asia. Through our focus on primary sources, we will encounter the ideas, dreams, and everyday experiences of a variety of historical actors, including nobles, peasants, workers, women, and subjects of empire. Our goal this semester is to interrogate the very questions Russia has faced throughout its history: Is Russia fundamentally a Western or Eastern country? What form of government suits it best? What is the proper role of women, minorities, and the laboring masses in politics and society? Is there a unique "Russian soul," and if so, how can it be creatively expressed? As we dig deep into these questions, our primary mode of learning will be discussion, led by you and your peers. This course will build your skills in close reading, creative thinking, analytical writing, and vibrant debate. Open minds are welcome and spirited participation is encouraged!

Course Requirements

Attendance: You are required to attend all meetings of this class and do so **on time**. Our primary method of knowledge creation is discussion, so we must all commit to learning together as a classroom community. I will take attendance at the start of each class. You get **three** absences for free, no questions asked. After that, further absences will negatively affect your grade. If you have already accumulated three absences and must miss class again due to an extraordinary circumstance, please contact me in a timely manner to discuss your situation.

Participation: Not only do you have to show up, you have to talk! And that means you have to do the reading before class on the day it is assigned. Come to class prepared to discuss the assigned materials. Bring those materials with you, along with your notes. Even more important, bring your thoughts, ideas, and questions, and be prepared to share them with your colleagues. If you feel anxious about speaking in front of a group, please contact me during the first week so we can work out a plan for your success. All comments must be respectful, constructive, and to the point. Ad hominem attacks and rambling digressions have no place in my classroom.

Blog Posts: Beginning in Week 3, you will work together to create a blog, which will help shape our intellectual journey. You will sign up for TWO days on which you commit to writing a **lead blog post**. Your post should be roughly one page in length and respond thoughtfully and substantively to the assigned materials. In addition, your post should include at least one discussion question. Over the course of the semester, you must also write **10 comments**

responding to your colleagues' lead posts. (You are welcome to write more and will get extra credit if you do!) All posts are due by 10pm the night before class, so I have time to read and consider them before we meet. This is your blog, and it will have a big impact on the direction we take in our classroom discussions. Please be creative, have fun, and keep it respectful!

Leading Discussion: On your lead blog post days, you and your partner will also take a turn leading our classroom discussion. **You are only responsible for the primary sources.** To complete this assignment, you will need to prepare some contextual information, which you will present in class, and 7-8 written discussion questions. You **must** meet with me in advance to go over your questions.

Debates: Three times this semester, we will devote a day of class to debating a major event in Russian history. You will participate in **one** of these debates as part of a **2-member team**. I will assign the teams a position on the issue at hand and provide some guiding questions. All team members must contribute to both preparation and presentation. During the other two debates, you will participate as an **active audience member**, asking questions and contributing to the discussion. We will go over this assignment in more detail before the first debate.

Primary Source Analysis: To help build your historical skills, you will write a **1000-word** primary source analysis. For this assignment, your task is to closely engage with and analyze a primary source of your choosing, place it in its historical context, and use it as the basis for making a unique historical argument. You may choose any primary source from our syllabus.

Final Paper: For your final project, you will write a **2000-word** analytical paper. You will make historical argument using primary sources we have read and discussed as evidence for your claim. I will give you several topics to choose from. You may also create our own topic, but you must get my approval before you start writing. You are not required to do any outside research. As part of this assignment, you must meet with me in advance to discuss your thesis statement and writing plan. This assignment has three steps:

- 1) Thesis Statement and Abstract Meeting (Week 13)
- 2) Rough Draft + Peer Critique (Week 15)
- 3) Final Draft (Finals Week)

We will go over each of these steps in more detail when we get closer to them.

Academic Integrity: My policy on **plagiarism** is simple: **Don't do it!** Plagiarism is a very serious offence, which can destroy your academic career and professional prospects. If you plagiarize, rest assured that I will catch you, and **you will automatically fail my class**. In addition, W&J upholds academic honesty in the College community by pursuing cases of academic misconduct. Please read the College's Academic Dishonesty Policy here: <https://wiki.washjeff.edu/display/CATALOG2018/The+Principle+of+Academic+Honesty> . You are responsible for abiding by this policy. If you have any questions about what constitutes plagiarism or about the Academic Dishonesty Policy, please talk to me before your work is due!

Resources for Student Success: This is a challenging course, and I highly recommend that you make use of the many helpful resources available to you on campus:

- **PAL (Peer Assisted Learning) Tutors**, located on the ground floor of Alex Hall, can help you with all stages of the writing process. You don't need to make an appointment. Just drop by Sunday -Thursday, 7-9pm. You can check their schedule and other information here: <https://www.washjeff.edu/pal>
- **Information and Technology Services** can help you with hardware, software, and more. Visit the Help Desk in Technology Center Room 121 and learn more here: <https://wiki.washjeff.edu/display/IT/Information+and+Technology+Services>
- **Clark Library** can help you with books, information, research help, and more. We will also spend one day of class familiarizing ourselves with library resources.
- **Office of International Student Initiatives** provides a variety of support services for international students: <https://www.washjeff.edu/international-student-services>
- **Office of Diversity & Leadership Initiatives** offers programs that work to strengthen cultural awareness, diversity education, and leadership development: <https://www.washjeff.edu/diversity>

Grading

Attendance and Participation	10%
Blog Posts	15%
Discussion Leadership	10%
Debates	15% (10% team grade, 5% audience grade)
Primary Source Analysis	20%
Final Paper	30% (5% thesis statement and abstract, 10% rough draft + peer critique, 15% final draft)

***If you fail to complete work in any one of these categories, you will fail the class! ***

Course Policies

Office Hours: I welcome you to stop by to discuss our class! I'll be in my office Mondays and Wednesdays from 1:30-3:00, unless otherwise noted. If you know you want to come see me, you can make an appointment in advance; otherwise, just drop in. If you have a conflict with my regular office hours, please email or speak to me to make an appointment for a different time.

Email: Please feel free to email me any time with questions about the class or to schedule an appointment for office hours. I will respond within 24 hours. You must SIGN your email with your name. I won't write back if I can't figure out who you are. In the professional world, you will be expected to communicate via formal emails, so this is good practice for the future. **You are responsible for checking your W&J email at least once per day.** Email is my only way to communicate with you outside of class, and I need to be able to reach you.

Technology: You may bring computers or tablets to class for taking notes and viewing pdfs. If you fool around online instead of paying attention, you are only failing yourself. It's up to you to decide to take responsibility for your own learning process. However, if you use your device to distract your colleagues, I will make you to put it away for the rest of class. You may not wear headphones during class.

Cell Phones: Turn them off or set them to vibrate. Please don't take a call unless it is an emergency. If you must do so, leave the room quickly and quietly. **You may not use your cell phone for course work. You may not use your phone for any reason in office hours.**

Student Support and Accommodations: To serve our mission to promote academic excellence, W&J is committed to providing appropriate accommodations for students with documented physical, learning, and psychological disabilities. The College's goal is to make its programs and facilities available to all students so that students with disabilities can be integrated as completely as possible into the W&J community. Ensuring equal access for all students is a collaborative effort between the Director for Academic Success, students, and faculty. All participants have a role in making education accessible. It is your responsibility to self-identify to the Director for Academic Success as early as possible when accommodations, academic adjustments, and/or auxiliary aids are services are needed and to seek information, counsel, and assistance as necessary. Once I have been informed of your approved accommodations, it is my responsibility to provide them in a timely manner. Please help me help you by letting me know about any documented disabilities as early as possible in the semester. For more information about how to obtain documentation, please contact the Director for Academic Success by email at dss@washjeff.edu, by phone at 724-223-6008, or on the ground floor of Clark Library. You can find additional information here: <https://wiki.washjeff.edu/display/disabilitysupport>

Notice of Nondiscrimination: W&J does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws, and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. W&J is committed to creating an environment in which every student feels safe and empowered to learn, and I, too, am strongly committed to this goal. That doesn't mean we won't argue with each other in this class, sometimes intensely. We will do so often! But we will do so respectfully. To ensure that respect, I reserve the right to intervene as I deem necessary, while doing my utmost to safeguard your right to free speech. If something happens in class that upsets you or makes you feel unsafe, *please* come talk to me about it, or if you prefer, leave an anonymous note on my office door.

Course Materials

The following books are required for HIST 239 and are available for purchase or rental at the W&J Bookstore. You are welcome to purchase or borrow your books elsewhere, but you are responsible for ensuring you have the **correct edition**. Shorter readings are available to you as pdfs on Sakai. Always bring the text under discussion to class.

Figner, Vera, *Memoirs of a Revolutionist*. DeKalb: Northern Illinois University Press, 1991. ISBN: 978-0-87580-552-8

Pouncy, Carolyn J., ed. *Domostroi: Rules for Russian Households in the Time of Ivan the Terrible*. Ithaca: Cornell University Press, 1994. ISBN: 978-0-8014-9689-9

Purlevskii, Savva Dmitrievich and Boris B. Gorshkov, *Life Under Russian Serfdom*.

Budapest: Central European University Press, 2005. ISBN: 978-963-7326-15-8

Riasanovsky, Nicholas V. and Mark J. Steinberg. *A History of Russia*. Oxford: Oxford University Press, 2019. **NINTH EDITION**. ISBN: 978-0-19-064558-8

Tolstoy, Leo, *Hadji Murat*. New York: Vintage Books, 2012. ISBN: 978-0-307-95134-2

Course Schedule

Week 1: Kievan Rus

Aug 28: Introduction to the course

“The Primary Chronicle on the Early Settlers of Rus’,” pp. 9-11 (in class)

Aug 30: *A History of Russia*, chapters 2-4

Excerpts from *The Primary Chronicle* and *Pravda Russkaia*, pp. 22-29, 63-67

Week 2: The Mongol Conquest

Sept 2: No class! Happy Labor Day!

Sept 4: *A History of Russia*, chapters 5-6

“Tale of the Destruction of Riazan,” pp. 198-207

“Sofony of Riazan: Zadonshchina,” pp. 211-223

Sept 6: *A History of Russia*, chapters 7-8

“Tale of the Life and Courage of the Pious and Great Prince Alexander [Nevsky],” pp. 224-236

“Novgorod Judicial Charter,” pp. 109-113

Week 3: Muscovy and Ivan the Terrible

Sept 9: *A History of Russia*, chapters 9-10

“The Reign of Ivan Kalita of Moscow,” pp. 153-158

“Moscow’s First Successful Challenge of the Mongols, 1380,” pp. 165-168

Nancy Shields Kollman, “The Cap of Monomakh,” pp. 38-41

Sept 11: *A History of Russia*, chapters 11-12

Daniel Rowland, “*Blessed Is the Host of the Heavenly Tsar: An Icon from the Dormition Cathedral of the Moscow Kremlin*,” pp. 33-37

Michael Flier, “Church of the Intercession on the Moat/St. Basil’s Cathedral,” pp. 42-46

“Russia at the End of the 16th Century,” pp. 239-255

Sept 13: *A History of Russia*, chapter 13

“A Foreigner Describes the *Oprichnina* of Tsar Ivan the Terrible,” pp. 151-154

The Domostroi: Rules for Russian Households, chapters 1, 4-7, 14-18, 20-22

Week 4: The Time of Troubles and the First Romanovs

Sept 16: *A History of Russia*, chapter 14

The Domostroi: Rules for Russian Households, chapters 24-27, 29, 32-34, 36, 41-42, 49-50, 58-60

Sept 18: *A History of Russia*, chapter 15-16

“The Code of Law of 1649,” pp. 293-300

“Provisions of Russian Protectorate over Ukraine 1654,” pp. 301-309

Sept 20: *A History of Russia*, chapter 17

“Avvakum’s Account of His Sufferings,” pp. 322-331

“Olearius’ Commentaries on Moscovy,” pp. 267-273

Week 5: Peter the Great and Russia’s Western Turn

Sept 23: *A History of Russia*, chapter 18

“Reorganization of Russia by Peter the Great,” pp. 13-23

Sept 25: “Petrine Reform Legislation,” pp. 110-123

“Peter’s Decree on Noble Assemblies”

Lindsey Hughes, “From Tsar to Emperor: Portraits of Aleksei and Peter I,” pp. 51-56

Alexander Pushkin, “The Bronze Horseman,” *The Portable Nineteenth Century Russian Reader*, pp. 8-20

Sept 27: **Debate #1: Was Peter really that great?**

Week 6: Catherine the Great and Russia’s Enlightenment

Sept 30: *A History of Russia*, chapter 19

“Peter III’s Manifesto Emancipating the Russian Nobility,” pp. 151-153

“M.M. Shcherbatov Laments Corruption at Court,” pp. 153-165

“Catherine II’s Account of Her Accession to the Throne,” pp. 73-78

Oct 2: *A History of Russia*, chapter 20

“Charter to the Nobility,” pp. 244-246

“The Nakaz, or Instruction, of Catherine II to the Legislative Commission of 1767-1768,” pp. 79-93

Oct 4: *A History of Russia*, chapter 21-22

“Alexander Radishchev Excoriates Russia’s Social System,” pp. 212-220

“Catherine II’s Manifesto against Pugachev” and “Pugachev’s ‘Emancipation Decree,’” pp. 104-107

“Russia Annexes Crimea,” pp. 249-251

Week 7: Alexander I, Napoleon, and the Decembrists

Oct 7: *A History of Russia*, chapter 23

Nicholas Karamzin, “Memoirs of Ancient and Modern Russia,” pp. 280-291

Nadezhda Durova, *The Cavalry Maiden*, pp. 1-8, 14-18 (we will discuss this memoir on Wednesday)

Oct 9: Nadezhda Durova, *The Cavalry Maiden*, pp. 19-52, 61-67

Oct 11: *A History of Russia*, chapter 24

“The Decembrist Movement,” pp. 178-196

Primary Source Analysis DUE 8pm, Friday, Oct. 11

Week 8: Nicholas I and a New Call to Order

Oct 14: No class! Happy Fall Break!

Oct 16: Nicholas V. Riasanovsky, "The Supreme Commander: Nicholas I," pp. 268-282
"The Marquis de Custine is Dazzled by the Imperial Court, 1839," pp. 292-302
"Reactionary and Repressive Policies of Nicholas I," pp. 234-238
"Russo-Ukrainian Relations in the Nineteenth Century," pp. 261-267

Oct 18: *A History of Russia*, chapters 25
Savva Dmitrievich Purlevskii, *A Life Under Russian Serfdom*, pp. 23-60

Week 9: Serfdom and the Great Reforms

Oct 21: Savva Dmitrievich Purlevskii, *A Life Under Russian Serfdom*, pp. 63-114

Oct 23: *A History of Russia*, chapter 27
"The Political Debates [on the Great Reforms]," pp. 428-435
"The Emancipation Manifesto," pp. 307-311

Oct 25: "Petitions from Peasants," pp. 173-178
"Donald Mackenzie Wallace Explains the *Mir* and the *Zemstvo*, 1877," pp. 344-358
Richard Wortman, "*Lubki* of Emancipation," pp. 90-95

Week 10: Russia's Expanding Empire

Oct 28: Paul Bushkovich, "Russia as an Empire"
Leo Tolstoy, *Hadji Murat*, pp. 3-23

Oct 30: Leo Tolstoy, *Hadji Murat*, pp. 24-74

Nov 1: Leo Tolstoy, *Hadji Murat*, pp. 75-116

Week 11: First Wave Intelligentsia: Slavophiles vs. Westernizers

Nov 4: *A History of Russia*, chapter 26
Peter Chaadaev, "First Letter on the Philosophy of History," pp. 159-173

Nov 6: Konstantin Aksakov, "On the Internal State of Russia," pp. 230-251

Nov 8: Debate #2: Who understood Russia best, the Slavophiles or the Westernizers?

Week 12: Second Wave Intelligentsia: Radicals and Revolutionaries

Nov 11: Vissarion Belinsky, "Letter to Gogol," pp. 252-261
Alexander Herzen, "Young Moscow," pp. 321-331
Mikhail Bakunin and Sergei Nechaev, "Catechism of a Revolutionary," pp. 350-354

Nov 13: Vera Figner, *Memoirs of a Revolutionist*, pp. 29-76

Nov 15: Vera Figner, *Memoirs of a Revolutionist*, pp. 77-119

Week 13: Late Empire and Social Change

Thesis Statement Meetings this week!

Nov 18: *A History of Russia*, chapter 28

Alexander III, "Manifesto Affirming Autocracy," p. 389

Anton Chekhov, *The Cherry Orchard* (This play looks long, but it is a quick read!)

Nov 20: *A History of Russia*, chapter 30

"Program of Plekhanov's Group for the Emancipation of Labor," p. 400-405

"S.I. Kanatchikov Recounts His Adventures as a Peasant-Worker-Activist," pp. 528-548

Nov 22: "Katkov's Views on the Polish Situation, 1863," pp. 312-321

"The Gorchakov Circular on Russia's Mission in Central Asia," pp. 409-411

"S.D. Urusov Explains Russian Anti-Semitism," pp. 420-437

Week 14 (Nov. 25-29): NO CLASS! Happy Thanksgiving!

Rough Drafts DUE at 8pm, Sunday, Dec. 1!

Week 15: On the Eve of Revolution

Dec 2: Rough Draft Peer Critique

Dec 4: *A History of Russia*, chapter 31

Christine Ruane, "European Fashion in Russia," pp. 119-123

Igor Stravinsky, *The Rite of Spring* (YouTube video)

Visual Art Slide Show

Dec 6: *A History of Russia*, chapter 29

"Father Gapon's Petition to Nicholas II," pp. 409-413

"V.I. Lenin Exhorts the Proletariat to Revolution," pp. 602-604

"The October Manifesto" and "The Cancellation of Redemption Payments," pp. 414-416

"The Fundamental Laws," pp. 417-425

Week 16

Dec 9: **Debate #3: Was a revolution necessary?**

Final Papers Due at 8pm, Saturday, Dec. 14!

Good luck!!!