Overview

This course will study the development of Russian History from the Westernization drive of Peter the Great to the February Revolution of 1917. This course fully meets Emory’s post-freshman writing requirement and also serves as a GER (HSC). Since it involves intensive historical research, it is also a four credit hour course. Although primarily concerned with political history, the development of Russia’s social classes, the impact of its cultural Westernization, the effects of economic modernization and Russia’s place in the world will also be examined. Topics covered will include Westernization, the creation of a caste society, the emancipation of the serfs, economic modernization and the Revolutionary movement. Key events will act as lens through which to interpret Russia: Peter’s radical reforms, Catherine’s creation of a noble ascendancy, the titanic struggle of Napoleon’s invasion in 1812, the life of a serf-peasant, the birth of revolutionary terrorism, the growing class divide and the collapse of the Empire in total war and revolution. The course does not presume knowledge of Russian history, or even historical knowledge, therefore it has no prerequisites. The course will rely heavily on a final research paper and weekly discussion responses and research assignments for the final grade. Although classified as a lecture course, more than half the course will be taken up with discussion of class readings, including primary sources.
Requirements and Grading

- **Participation:** Students are expected to attend all class lectures and discussions. Everyone will do all the required readings and assignments each week and students will be expected to discuss the weekly themes and topics cogently. Attendance will be taken and unexcused absences will affect a student’s participation grade. The participation grade is **15%** of the final grade.

- **Discussion Responses:** One-to-two page post to Blackboard’s "safe-assign" that answer one of several specific questions (listed on syllabus) dealing with assigned readings will be required weekly. Proper grammar and style are required as well as historical analysis—not simply summation. All responses should be posted by 9:00 pm on the evening prior to discussion (normally Thursday night unless otherwise noted in the syllabus). Failure to post on time will lead to a failing grade on the assignment. The discussion responses make up **20%** of the final grade.

- **Final Exam:** A fifteen-minute oral examination on the readings, lectures, and class discussions at a pre-arranged time during finals week. Key words and concepts will be written on cards which the student will draw; she will be expected to identify and discuss them readily and coherently. This is the classical Russian examination style and is very efficient at determining knowledge in a given subject (i.e., to do well in this test you must have done the work required for this course). The final oral exam will comprise **25%** of the final grade.

- **Final Research Paper:** A twelve-to-sixteen page term paper on a topic of the student's choice within the chronological and topical limits of this class. Each week I will require students to complete a weekly research assignment—very simple research-oriented tasks that aid the student in discovering an exciting topic. I will give weekly feedback on how the research is progressing. Mid-way into the semester, each student will submit a short paper proposal consisting of a thesis statement and bibliography. I will in turn consult personally with each student on the feasibility of their topic. Draft papers will be read and returned with feedback. Completed papers will be turned in at the end of the last class period. The research paper will comprise **40%** of the final grade.
Course Policies

- **Attendance:** Class attendance is mandatory and unexcused absences will be detrimental to the class participation grade (five unexcused absences will lead to automatic failure in the classroom participation grade). The lectures, in particular, represent a synthesis of material from a broad array of historical approaches and treat many issues in a very different manner than the texts.

- **Classroom Participation:** Discussion is also important, and your willingness to contribute to discussion class will be reflected in your participation grade. Successful discussion will depend on reading the texts as they provide reinforcement and counterpoints to many of the lectures, while providing much more detailed information on subjects that will not be treated in depth in the lectures.

- **Extensions:** Students must complete course work on time or arrange, **before the assignment is due**, an extension with the instructor. Late assignments will be marked down.

- **Grading:** The principles of grading in this class are succinct and clear.
  - In those assignments that are brief (discussion responses, research assignments, pop quizzes [should that become necessary due to a lack of reading the texts!]), grades will be a check (√) or a check minus (√-). The final mark on this particular portion of your grade will simply be a cumulating of all checks versus all possible checks (so, if you get a check on 12 of 13 discussion responses, you would receive a 92% on your discussion grade).
  - On more substantial assignments such as exams or the final paper, there are various criteria which are examined.
    - In general, however, if you have mastered the material, than you can expect a B.
    - If you have mastered the material and can present an independent analysis of it (history is an interpretive discipline, not the regurgitation of names and dates!), than you will receive an A.
    - C is the mark for those who have not mastered the material.
    - D is reserved for those who clearly do not understand the material at all.
    - F is an option, but only to those students who willfully refuse to do the work or make an attempt to understand the subject.

- **General Email policy:** Prof. Payne reviews email daily during the work week but not necessarily more than once daily. Please be patient, especially with learn-link communications. I’m not Google!

- **Other Resources:** The Writing Center provides individualized mentoring on exposition provided by a gifted cadre of mentors. Their sessions are rewarding and beneficial even to accomplished writers. For more information and to schedule an appointment see: http://www.emory.edu/ENGLISH/WC/
• **Honor Code:** As in all Emory classes, the strictures of the honor code apply. Infractions of the honor code, especially cheating and plagiarism, will be handled with the greatest possible severity. All work in the class should be your own and plagiarism from the web (including cutting and pasting of other’s text, but also failure to cite others’ arguments), use of others’ papers, etc., will lead to an honor council referral. For an explanation of what constitutes plagiarism, please consult the History Department’s [How To Write A Good History Paper](#) page or the Woodruff Library’s [Plagiarism](#) page.

• **Extra-credit:** From time to time there opportunities for learning “outside the classroom.” Emory has such a diversity of intellectually stimulating opportunities that it is sometimes difficult for students to focus on those that will greatly enhance their mastery of a particular subject. It is the policy of this class to identify and support non-classroom learning experiences and to this end, extra-credit will be granted to students attending public lectures, films, brown-bag discussions, workshops, etc., relating to the class topic. Usually with the submission of a short review of the event, those students attending previously identified extra-credit events will add one-point to their participation grade (given the fact there will be many such opportunities, this adds up). A number of events will soon be announced, especially with through the auspices of the Russian and Eastern European Studies Center very germane to this class. I will inform students of such opportunities in a timely manner and assure students of a robust quantity to attend.

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Books

Texts:

Primary Texts:

Readings:

All readings, will be available at the Woodruff Library on reserve. The readings marked “(reserve)” are available on e-reserve and can be accessed by going to the electronic version of this syllabus at our learnlink conference and posted to electronic reserve.
Week 1: Introduction


Weds. (1/15): Lecture—The Inheritance of Rus’

Fri. (1/17): Discussion

In Barker and Grant, eds., *The Russian Reader*:
- Fyodor Dostoevsky, “On Russian Distinctiveness and Universality,” pp. 16-20;

**Discussion Question:**

Consider the pre-Petrine chapters in Buskovich. How was Russia’s development different from Western Europe’s? What made Russia both distinct and universal, according to Dostoevsky? Was Russia, in Fedotov’s phrase, Russian Byzantium? How do the primary source readings support or undermine these arguments?
Weeks 2&3: The Petrine Service State


Mon. (1/20): HOLIDAY—Martin Luther King Day
Weds (1/22): Lecture—Peter the Great
Friday (1/24): Lecture—Peter the Great (cont.)
Mon. (1/27): Discussion
In Barker and Grant, eds., *The Russian Reader*:
  John Perry, “Peter’s Social Reforms,” 101-110.
Weds. (1/29): Discussion
James Cracraft, *The Revolution of Peter the Great*, chs. 4-5, conclusion, pp. 115-168.
Figes, *Natasha’s Dance*, 1-68
In Barker and Grant, eds., *The Russian Reader*:
  John Perry, “Peter’s Social Reforms,” 101-110.

Discussion Questions:
1. Cracraft considers Peter I “the single most important figure of Russian history.” Why was Peter’s personality so important? What were the revolutions he initiated? What sort of ruler was Peter I?
2. Why does Cracraft give so much attention to Peter’s military and cultural revolutions? How do these reforms fit into the framework of “westernization.” How did St. Petersburg become the physical embodiment of Peter’s revolutions? Why did Pushkin love St. Petersburg so? How, according to Figes, did these reforms help to create a “divided soul” among Russians and embedded in Russian culture?

Research Assignment:
Please identify three articles in the Modern Encyclopedia of Russian and Soviet History that discuss topics of interest to you (on any subject or time period). Submit a short summary of whether you believe this is a workable topic for you. The form of your submission should be the citation and then one or two sentences on the topics feasibility. In other words, “Peter the Great: The subject is fascinating to me but seeing the vast amount of scholarly literature on the topic, I think I need to narrow down the topic. His relationship with his son Alexei is intriguing.”
Week 3-4: The Dvorianstvo Ascendancy

TEXT: Buskovich, A Concise History of Russia, chs. 6-7, “Two Empresses” & “Catherine the Great,” pp. 101-137.

Friday (1/31): Lecture—The Creation of the Dvorianstvo Ascendancy
Mon. (2/3): Lecture—The Creation of the Dvorianstvo Ascendancy (cont)
Weds. (2/5): Discussion
De Madariage, Isabel. Catherine the Great: A Short History, chs. 1-5, 8, 10-12, pp. 1-65, 91-103, 118-161.
“The Instructions of Catherine II to the Legislative Commission of 1767,” Documents in Russian History, introduction and chs. 1-3, 7, 9 (article 123).
Catherine II, “Decree on Serfs (1767),” from Catherine the Great at the Modern History Sourcebook.
Fri. (2/7): Discussion
De Madariage, Isabel. Catherine the Great: A Short History, chs. 10-12, 14-16, pp. 118-161, 176-281.
In Barker and Grant, eds., The Russian Reader: “Love and Conquest; The Correspondence of Catherine II and Grigory Potemkin,” pp. 101-110.

Discussion Questions:
1. How did the great Catherine fundamentally change Russia? What were her achievements (consider foreign affairs, culture, social transformation)? What harmful legacies did she leave Russia (think serfdom, Pugachev, her reaction to the French Revolution)? Is de Madriaga’s largely positive assessment of her reign warranted?
2. How does Catherine’s Instruction fit into her ideals of enlightened ruler ship? Do any of them articulate an ideal of government consonant with later liberal norms? On the other hand, how does her Decree on Serfs relegate Russia’s peasants to silent servitude very much inconsistent with the rule of law? Do you, with Diderot, consider Catherine’s Instructions to be so much hypocrisy given her treatment of the serfs and suppression of the Pugachev Revolt.

Research Assignment:
Using Euclid, identify three historical monographs that represent a good, scholarly resource for studying your topic of interest. A monograph is a scholarly, peer-reviewed book (usually put out by a major university press) that focuses on one subject rather than trying to create a syncretic overview of a subject, such as a textbook. Thus, Nicholas Riasanovsky’s A History of Russia would not be appropriate (it’s a textbook) but his The Image of Peter the Great in Russian History and Thought would be an excellent choice. Similar, a formal discussion of Pushkin’s poetry would be inappropriate but a study of his poetry in the context of his life and times would be on the mark. Memoirs, letters, etc., as primary sources, would also not apply. Please physically examine the monograph by going to Woodruff stacks and write up your observations of each based on a quick skim. For example, “Riasanovsky, Image of Peter the Great: A very detailed intellectual history—I think this book is really all I need for that aspect of my topic on Peter’s legacy.”
Week 5: Russia in an Age of Revolution


Mon. (2/10): Lecture—*War and Peace*
Weds (2/12):
   In Barker and Grant, eds., *The Russian Reader*:
   Dominic Lieven, *Russia Against Napoleon*, chs. 4-7.
Fri. (2/14):
   Dominic Lieven, *Russia Against Napoleon*, chs. 9, 10, 13-15.

**Discussion Question:**
The common belief is that Napoleon was defeated by the Russian winter, but Leiven reminds us that it was the Russians, often at a desperate disadvantage, who defeated the *Grande Armée*. Turns out it took more than luck and snow to defeat Napoleon—how did Tsar Alexander’s troops do it? Why was the Russian mastery of logistics, especially in managing its horses, a vital key to success? How, improbably, did the home front hold and the war effort continue, despite the loss of Moscow? Finally, why is it the Russians, not the British at Waterloo, who deserve the real credit for defeating Revolutionary France?

**Research Assignment:**
Using the database function of Euclid, use three data bases to search for scholarly articles appropriate for your topic. The three should be the American Bibliography of Slavic and East European Studies (ABSEES), JSTOR, and Historical Abstracts. Cull three good articles from each and examine them. For each data base give me a sentence or two on its advantages and disadvantages for your research agenda. Identify a useful database on your own. (HINT: Google would be a bad choice. On the other hand Google Scholar would be quite appropriate.)
Week 6: Russia’s Serf Society


Mon. (2/17): Lecture—**The Cursed Question; Serfdom and Society**

Weds. (2/19):


Alexander Radishchev, “*Journey from St. Petersburg to Moscow, 1790*,” in *Documents in Russian History*.

Fri. (2/21):

Savva Purlevskii, *A Life Under Russian Serfdom*.

**Discussion Questions:**

1. How did serfdom shape Savva Purlevskii’s life as a peasant? How did he experience the rule of his lord and why was it bitter? How did he escape serfdom? What did this serf narrative tell you about the life of a serf and how it differed from other Russians that our texts have not? You should recall that Savva was a successful businessman in later life and had he not escaped his bondage, Russia would have been denied his contributions.

2. What role did the commune play in peasant life? Was the life of the peasantry idyllic proto-democracy (as some radicals claimed) or the Tsarist despotism in miniature (as others asserted)? How does Hoch show that the commune, in fact, served the interests of both the lords and the household patriarchs (the bolshaki) and therefore were the fundamental institution of serfdom? How is the social control of serfs fundamentally different from that of Western plantations with their slave drivers and rigid control of the slaves?

**Research Assignment:**

Identify three memoirs, diaries or other contemporaneous primary sources that would aid in your research project. List them and give a line each on how well they serve your research needs. Remember, due to Russia’s tradition of realist literature, works that are technically fiction (Gorky’s *My Childhood*, Aksakov’s *Family Chronicle*) can serve very well as primary sources, especially if supplemented by critical scholarly treatments of them. For instance, Dostoevsky’s *Notes of the House of the Dead* is perhaps the most searing description of Tsarist forced labor we have, but you would need to supplement that work with Joseph Frank’s, Dostoevsky, *The Years of Ordeal* to use it effectively as an historical source.
Week 7: The Cost of Culture & The Rise of the Intelligentsia


Mon. (2/24): Lecture—Russia’s Golden Age

Weds. (2/26):


Mikhail Glinka, “Ivan Susinin’s Forest Aria” in *A Life for the Tsar* (Mark Reizen of the Bolshoi Opera Singing).

Fri. (2/28):


Discussion Questions:

1. Gogol’s protagonist in the *Overcoat*, Akaky Akakievich, is a member of the Imperial bureaucracy, not an oppressed serf. How does his experience of poverty, humiliation and injustice put the lie to Nicholas I’s façade of order and law? What are the implications of his fate?

2. How did the shock of the 1812 Invasion force Russian elites to rediscover the Russianness? Why did the Decembrists and others of their generation see Russian peasants as the authentic bearers of Russianness? How did the crushing of the Decembrist Revolt, according to Figes, encourage a new appreciation of aristocratic Moscow and the birth of romantic Slavophilism?

Research Assignment:

Prepare a working bibliography of primary sources, monographs and scholarly articles (as well as other resources) you have identified as critical for your research project. Please use Turabian’s *Manual of Style* format for this bibliography, NOT social science citation.
Week 8: The Great Reforms


Mon. (3/3): **Lecture—The Great Reforms**

Weds. (3/5):

Larissa Zakharova, “Autocracy and the Reforms of 1861-1874 in Russia; Choosing Paths of Development,” in Eklof, Bushnell and Zahkarova, eds., *Russia’s Great Reforms, 1855-1881*. (on reserve)

“Alexander Nikitenko Responds to the Emancipation of the Serfs, 1861,” *Documents in Russian History*.

In Barker and Grant, eds., *The Russian Reader*:

Petr Kropotkin, “Emancipating the Serfs,” pp. 125-128;


Fri. (3/7): ❌


**Discussion Questions:**

1. What were the Great Reforms and how did they change Russia? Why was the serf emancipation the central reform on which all the others turned? Why, in Zakharova’s opinion, did the reforms represent a fundamental choice of different paths to modernity?

2. How did the noble Kropotkin describe the effects of emancipating the serfs? What was the reaction of the former serf Nikitenko and his observations of how the people met the decree? Why, according to Vodovozova, did the nobility have such difficulty adjusting to its new condition?

3. In Figes, “The Peasant Marriage,” we see a fundamental infatuation by Russian culture with the previously most despised and oppressed social class, the peasants. How were peasants portrayed in Russian culture? In what ways did the “discovery” of the peasants in Russian culture produce a darker image of the people or “narod” than the parallel the political discovery of the peasants by the radical populists or “narodniki”? Why did the engagement with the peasantry fundamentally revolutionize the media of opera and ballet?

**Research Assignment:**

No assignment this week—work on your proposals.
Week 9: Russian Radicalism


Mon. (3/17): Lecture—**Russian Radicalism**
Weds. (3/19):

In Barker and Grant, eds., *The Russian Reader*:
Sergei Nechaev [and Mikhail Bakunin], *Catechism of a Revolutionary*. (**On Reserve**)
A. V. Iartsev, “Proclamation of a Populist Activist, 1874,” *Documents in Russian History*.

Fri. (3/21):

Claudia Verhoeven, *The Odd Man Karakozov*, pp. 1-180

**Discussion Questions:**
1. What motivated Karakozov’s assassination attempt on the Tsar Liberator? How did it intersect with radical politics and new reform-era freedoms to electrify the country? What did it reveal about the incipient revolutionary movement and conspiratorial organization? Do you agree with Verhoeven that not Karakozov’s act, but the response to it, gave birth to modern terrorism?
2. Verhoeven argues that Dostoevsky’s Raskol’nikov is a literary reworking of Karakozov. Much more directly, Nechaev certainly took inspiration for the assassination attempt. What does his *Catechism of a Revolutionary* tell you about the emerging revolutionary ethos, especially in the environment of an almost totalitarian police state as described by Kennan? How is the tone of Iartsev’s appeal to the peasants completely different in tone?

**Research Assignment:**
Hand in your paper proposals. Each proposal should include a topic, a working thesis and a discussion of the methodology you plan to use and its appropriateness. For instance, a proposal on “The Emergence of Russian Ballet” might have a working thesis such as “having its origins in brutal and humiliating conditions of serf dancers under Anna Ivanovna, the Russian ballet went from an aristocratic pastime to a brilliant, avant-garde art under such impresarios as Diaghelev.” Here you would most likely concentrate on cultural historical approaches but might chose to do a social history of the profession of dancer. Or you might propose “The Russo-Japanese War from the Trenches” with a working thesis that “despite the ineptitude and cataclysmic failures of the Russian military and political elite in the Russo-Japanese War, the Russian soldier fought with such tenacity and courage that foreign observers thought their countries should adopt their tactics, as the Japanese subsequently did with “bonsai” charges. Here you might, again, write in a military historical approach or a social history of the Tsarist soldier. Include a detailed bibliography.
Week 10: Counter-Revolution and Industrial Revolution


Mon. (3/24): Lecture—The Autocracy and Modernization

Weds. (3/26):

Richard Pipes, Russia Under the Old Regime, ch. 11, “Towards the Police State,” 281-319 (On Reserve);
Konstantin Pobedenotsev, “The Ideologist of Russian Reaction” at Documents in Russian History.

Fri. (10/28):

“S. I. Kanatchikov Recounts His Adventures as a Peasant Worker-Activist,” in James Cracraft Major Problems in the History of Imperial Russia, pp. 528-550. (On Reserve)


Discussion Questions:
1. What is Pobedonotsov's view of democracy? Why does he consider the press a pernicious influence? Why is the idea of the sovereignty of the people being “among the falsest of political principles”? To what ends is education to be put? Given his central role in the construction of the Russian police state, as discussed by Pipes, do you feel he offers a legitimate alternative to Western liberal democracy?
2. What was Witte’s policy to economically modernize the country? How did it add to the impoverishment of the Russian people, according to Kahan? Perhaps more importantly than the grinding poverty that accompanied industrialization was what Witte failed to deliver. He promised the Tsar that his policies would preclude the development of a dangerous and revolutionary proletariat, since Russia’s peasants would remain peasants. However, given the memoirs of Semyon Kanatchikov, do you think Witte was correct in his assessment?

Research Assignment:
Work on detailed outline of research papers.
Week 11: Everyday Life in Late Imperial Russia

Mon. (3/31): Lecture—Life in Late Imperial Russia
Weds. (3/4):
    In Barker and Grant, eds., The Russian Reader:
        Aleksandr Engelgardt, “Work Done Out of Respect,” pp. 207-213;
        Sofiya Kovalevskaia, “The Mushroom Hunt,” 213-218;
        Joyce Toomre and Elena Molokhovets, “Classic Russian Cooking,” pp. 128-134;
        Anton Chekhov, “Peasants” in Selected Stories, pp. 279-326;
Fri. (4/4):
    Maxim Gorky, My Childhood.

Discussion Questions:
1. What is the condition of the peasantry in Chekhov’s Peasants? Who, in his opinion, is the worst enemy of the peasant? How did poverty, quite apart from what the intelligentsia thought, not enoble but degrade?
2. How do the readings from The Russian Reader confirm Chekhov’s grim view of peasant life and how do they undercut it? Do you think the deference shown to the nobility by the peasant was a debilitating factor in their everyday lives or did this deference act as a social glue that offered some protections against life’s hardships?
3. Gorky’s family was not an impoverished peasant family but members of the urban, propertied estate—what would have been called “bourgeoisie” in the West, but had the name “meshchanstvo” in Russia. Were the values of his family consonant with the traditional middle-class virtues of the West?

Research Assignment:
Please hand in a fairly detailed outline of your planned research paper. Remember to include an introduction and conclusion—as well as citations of all quotes and important arguments and data.
Week 12: One Sixth of the Earth


Mon. (4/7): Lecture—Russia’s Empire
Weds. (4/9):
Fri. (4/11):
Fyodor Dostoevsky, “What is Asia to Us?” (on reserve).
Geoffrey Hosking, “Russification” in Russia: People and Empire, 1552-1917, pp. 367-97; (on reserve)
In Barker and Grant, eds., *The Russian Reader*:
Aleksandr Pika and Boris Prokhorov, “The Big Problems of Little People,” p. 186-173;
Mikhail Lermontov, “Mtsyri,” 263-270;

Discussion Questions:
1. How, in Figes’ view, was Russian identity strongly shaped by the engagement of the Imperial “Other”? With reference to specific creative intelligentsia, how did non-Russians figure in and shape the Russian imperial imagination? You might want to consider Lermontov’s representation of the conquest of the Caucasus, which, as Baddeley shows, was clearly more brutal than romantic.
2. What was the nature of the Russian Empire (see Pipes here)? Clearly the government justified Russian conquests as a form of “manifest destiny” or mission civilitrice. However, there is a tension in this claim or why would Dostoevsky’s observe “In Europe we were Tatars, while in Asia we can be Europeans?” Engel’stein, also, shows that the Jewish minority in Russia was deeply destabilizing to the emerging Slavophile identity of so many right-wing Russian nationalists. Why do you think the empire turned to forced assimilation for the first time in its history after 1863 (Russification) and why was it a failure?

Research Assignment:
Begin work on (optional) draft.
Week 13: The First Revolution


Mon. (4/7): Lecture—**The 1905 Revolution**

Weds. (4/9):

“Workers’ Petition, January 9th, 1905 (Bloody Sunday),” *Documents in Russian History*


Fri. (4/11):

Vladimir Lenin, “**What is to be Done?** (1902)” *Documents in Russian History*.


**Discussion Questions:**

1. Review the workers’ petition to be presented to the Tsar and the various peasant petition in Freeze. Were these demands reasonable or revolutionary? Did you think that the mass of Russians would have pushed for a socialist revolution had the regime met their petitions with compromise rather than bullets?

2. 1905 has often been viewed as a “dress rehearsal of the Revolutions of 1917, but it is more accurate to say that two highly coercive and elitist political trends, new in world politics, emerged from the Revolution. The first was associated with the Tsar’s Prime Minister, Pyotr Stolypin and represented right-wing social engineering to produce a stable class of property owners to support the regime. Note from Macey’s article that Stolypin’s massive agrarian reforms were much more successful than they are often portrayed but did create intense conflict within the village. The other was Lenin’s elitist view of professional revolutionaries, expressed in *What is to Be Done?*, which saw the proletariat as needed to be led by an ideologically rigid and organizationally disciplined body. Lenin famously rejected the proletariat’s revolutionary spirit as only capable of “trade union consciousness.” What do these developments say about the likelihood of Russia evolving into a stable democracy?

**Research Assignment:**

Continue working on draft.
Week 14: Towards the Silver Age

Film, *Riot at the Rite.*

Mon. (4/14): Lecture—Russia’s Turbulent Culture
Weds. (4/16):
- Anastasia Verbitskaya, *The Keys to Happiness*, pp. 184-221; (On Reserve)
- Mark D. Steinberg, *Petersburg Fin de Siecle*; ch. 7, “Melacholy,” 234-268. (on reserve)
- *Riot at the Rite*.

Fri. (4/18): THANKSGIVING RECESS—NO CLASS

Discussion Questions:
1. Verbitskaya’s *The Keys of Happiness* was the first wildly popular, mass-marketed fiction in Russia. Though closer to a bodice ripper than the great works of Russian realist literature, its protagonist, the “modern woman” Manya embodied many anxieties of a modernizing Russia (especially in being torn between an aristocratic, Russian and a Jewish intellectual lover). Why do you think shop-girls, village elders, Duchesses and others made this the run-away best seller of later Imperial Russia?
2. The mood of Blok’s poems change radically after 1905 (compare the mystical expectation of “I sense you coming,” and “I enter a dark church slowly,” with the despair of “I am nailed to a bar with liquor” and “The Stranger”). Why is Blok’s poetry so much at variance with Verbitskaya’s exuberance? How does Steinberg’s analysis of the mix of high and low culture in St. Petersburg explain a deep sense of cultural pessimism in the last decade of Tsarism?

Research Assignment:
Hand in draft paper.
Week 15: Imperial Russia on the Brink


**Mon.** (4/21): Lecture—**The Empire Heads to the Abyss**

Weds. (4/23):

- Peter Durnovo, “Memorandum to Nicholas II” (c/o Robert Alan Kimball, University of Oregon)
- “Miliukov’s Speech to the Duma, November 14, 1916” *Digital History Reader*
- Barker and Grant, *The Russian Reader*, “Dear Nick, Dear Sunny; The Correspondence of Nicholas II and Empress Alexander,” pp. 140-150.

Fri. (4/25):

- Robert Weinberg and Laurie Bernstein, *Revolutionary Russia; A History in Documents*, “Society Becomes Radical,”
- Barker and Grant, *The Russian Reader*;
- Edward Hallet Carr, “The Background of the Revolution,” 310-319;
- Viktor Shklovsky, “Revolution and the Front,” 319-326;

**Discussion Questions:**

1. Was Durnovo optimistic about Russia's chances of winning a war? Why not? What was his advice to Nicholas? What did he see as the most logical conclusion of Russia's involvement in a war? Why did Miliukov, who was no radical, attack the Tsarist regime so vociferously on the floor of the Duma? Note the correspondence between the royal couple—does it give any indication that the Emperor and Empress understood the magnitude of the disaffection the war was creating?

2. How did the war radicalize Russian society? The key component in 1917 that led to the downfall of Tsarism was the addition of soldiers to the opposition of the peasants and workers. How do their letters from the front and reports from radicals such as Shklovsky make clear that the soldiers’ loyalty to the regime was annihilated in the fires of total war?
Mon. (4/28): Lecture—The Agony of the Empire

Weds. (4/30): READING PERIOD REVIEW CLASS

Discussion Questions:
1. The Russian Empire was forged by Peter in the heat of total war by fatally dividing Russian society between a small westernized elite and a large population of oppressed, impoverished and culturally deprived “masses.” Was 1917 a leap into a utopian future or the revenge of repressed?
2. Did Russian Tsarism fall because it was a weak state or a strong state? And how did the autocratic state make it almost impossible for Russian civil society to build a liberal, westernized state?
3. How did the violence of total war birth the violence of the Soviet totalitarian state?

Research Assignment:
TERM PAPER DUE BY BEGINNING OF REVIEW CLASS