Overview

This course will examine Russia’s turbulent revolutionary era, a world-historic event that shaped the twentieth century. With the fall of the Soviet Union and the rise of a self-confident Russia that indentifies with the Tsarist system, we have more questions about the causes, course and legacy of the Revolution that have caused us to look anew at this events. The most important new interpretation of the Revolution sees it as closely tied to World War I and the crisis of imperial rule that beset all of Europe in the first half of the 20th century. The victory of a small, extremist sect of radicals (Lenin’s Bolsheviks) would have been inconceivable without the shock of total war and the profound demoralization its slaughter caused. Russia suffered more casualties than any other belligerant in World War I, and yet the war in Russia is rarely treated in depth. Moreover, having seized power, it was completely improbable that the Bolsheviks should hold onto it. Indeed, they nearly didn’t as powerful counter-revolutionary armies, ubiquitous separatist movements, peasant rebellions, anarchist terrorists and most of the nations of the world intervened in Revolutionary Russia to survive and build communism, as they saw it. But these struggles also deeply changed Lenin and his party—shaping them into a fiercely autocratic movement that openly embraced terror and totalitarianism as methods of rule. This class will cover such topics in depth. Through such texts as Figes’ *A People’s Tragedy*, Sanborn’s *Imperial Apocalypse* and Lieven’s *The Fall of Tsarist Russia*, students will be exposed to the most up-to-date historiography on these topics and explore some of their own.
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. 15%

- **Discussion Responses:** One-to-two page post to Canvass responding to the weekly discussion questions focused on the assigned readings. 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 Wednesday night unless otherwise noted in the syllabus). Failure to post on time will lead to a failing grade on the assignment. A one-to-two page short review of the weekly movie may be substituted up to three times during the semester. 20%

- **Final Exam:** A fifteen-minute oral examination on the readings, lectures, and class discussions at a pre-arranged time during the final exam period (April 25-28th, May 1st-5th). 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 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). 25%

- **Final Research Paper:** A fifteen-to-twenty 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 by our final exam date (Wednesday, May 3rd, 5:30 pm). 40%
Course Policies

- **Attendance**: Class attendance is mandatory and unexcused absences will be detrimental to the class 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.

- **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 plus on 12 of 13 discussion responses but a check on one, you would receive a 96% on your discussion grade).
  - On more substantial assignments such as exams or the final paper, there are various criteria which are examined. I will pass out a separate grading matrix to detail how I grade on long, written assignments.

- **General Email policy**: Prof. Payne reviews email daily during the work week but not necessarily more than once daily. Please be patient. 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/](http://www.emory.edu/ENGLISH/WC/)

- **Note on College Writing Requirements**: This course does fulfill the College post-freshman writing requirement.

- **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.
Books

Texts:


# Class Schedule

## Week 1: Introduction

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**Readings:**

Secondary:


Raleigh, Donald J. "The Russian Revolution after all these 100 years." *Kritika: Explorations in Russian and Eurasian History* 16, no. 4 (2015): 787-797.
Week 2: A Short History of a Long Revolution

FILM:
Tues. 1/17:
  LECTURE: “Tsarism and Russia’s Revolutionary Tradition"
  READINGS:
    Secondary:
    Sources:

Thurs. 1/19:
  READINGS:
    Secondary:
    Sources:
      Vladimir Lenin, “What is to be Done? (1902)” *Documents in Russian History*. “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 Question (Due Weds., 1/18, 9:00 pm):

Research Assignment (Due Friday, 1/20, 5:30 pm):
  Please identify three articles in the *Modern Encyclopedia of Russian, Soviet and Eurasian History* [DK14 .M6 ref] that discuss topics of interest to you (Soviet women in Revolution, the anti-Semitic pogroms, the Battle of Tannenburg). 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, “The Civil War: 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 a bit. I think I would like to focus on the Cossacks both on the side of the Whites and the Reds..”
**Week 3: The “Dress Rehearsal”; The 1905 Revolution**

**FILM:**

Tues. 1/24: LECTURE: Defeat and Revolution, The 1905 Revolution

**READINGS:**

Secondary:

Sources:
- Gregory Freeze, *From Supplication to Revolution: A Documentary Social History of Imperial Russia*, “1905-1906; Peasantry,” pp. 274-286 (On Reserve);

Thurs. 1/26:

**READINGS:**

Secondary:

Sources:

**Discussion Question (Due Weds., 1/25, 9:00 pm):**

**Research Assignment (Due Friday., 1/27, 5:30 pm):**

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, Sheila Fitzpatrick’s *The Russian Revolution* would not be appropriate (it’s a textbook) but Joshua Sanborn’s *Drafting the Russian Nation* would be an excellent choice. Memoirs, letters, etc., as primary sources, would also not apply. Please physically examine the monograph by going to Woodruff stacks and write up you observations of each based on a quick skim. For example, “Stephen Kotkin’s *Stalin* is a very detailed account of the rise of Stalin to the heights of the Bolshevik leadership but is even more so a political history of the late empire and revolution. I think I might want to consider Montefiore’s *Young Stalin*, which is really focused more on his development as a revolutionary.”
Week 4: A Tottering Empire

FILM:

Tues. 1/31: LECTURE: One Sixth of the Earth; Russia’s Fragile Empire

READINGS:

Secondary:


Sources:

Peter Durnovo, “Memorandum to Nicholas II” (c/o Robert Alan Kimball, University of Oregon)

Thurs. 2/2:

READINGS:

Secondary:


Sources:

Fyodor Dostoevsky, “Geok-Tepe. What does Asia Mean to Us?” A Writer’s Diary, vol. 2, 1368-1378, 1441-1143 (On Reserve);

Discussion Question (Due Weds., 2/1, 9:00 pm):

Research Assignment (Due Friday., 2/3, 5:30 pm):

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. A fourth database should be identified by you on your own. (HINT: Google would be a bad choice. On the other hand, Google Scholar would be quite appropriate). Example: "I found JSTOR really convenient for my topic on the women fightin in the Great War, but it's coverage was not as good as ABSEES. Google Scholar was a bit hard to use but surprisingly robust."
Week 5: The Coming of War

FILM:

Tues. 2/7: LECTURE: Russia’s Leap into the Abyss

READINGS:

Secondary:

Sources:
Barker and Grant, *The Russian Reader*, “Dear Nick, Dear Sunny; The Correspondence of Nicholas II and Empress Alexander,” pp. 140-150.

Thurs. 2/9:

READINGS:

Secondary:

Discussion Question (Due Weds., 2/8, 9:00 pm):

Research Assignment (Due Fri., 2/10, 5:30 pm):
Identify three primary sources and/or memoirs. This could be a government order, such as Lenin’s April Theses, a work of contemporaneous fiction such as Blok’s “The Twelve” poem, or a memoir such as Sukhanov’s *The Russian Revolution*. 
Week 6: Russia’s Apocalypse

FILM:

Tues. 2/13: LECTURE: World War and Society Mobilization

READINGS:

Secondary:

Sources:
“Miliukov’s Speech to the Duma, November 14, 1916” Digital History Reader Daly & Trofimov, *Russia in War and Revolution*:
“Excerpts from Soldier’s Letters, Intercepted by Censors, 1915-1917,” pp. 11-13;
V. I. Lenin, *Imperialism, the Highest Stage of Capitalism; A Popular Outline*, pp. 14-16;
Selections from the Correspondence of Nicholas and Alexandra,” pp. 21-23;

Thurs. 2/15:

READINGS:

Secondary:

Sources:

Discussion Question (Due Weds., 2/14, 9:00 pm):

Research Assignment (No due date):
No assignment this week—work on your bibliographies
Week 7: 1917—The February Revolution

FILM:

Tues. 2/20: LECTURE: The Downfall of Autocracy
READINGS:
Secondary:
Sources:
Barker and Grant, The Russian Reader, Viktor Shklovsky, “Revolution and the Front,” 319-326;
Daly & Trofimov, Russia in War and Revolution:
“Petrograd’s Police Chief Describes the Breakdown of Authority,” pp. 38-41;
“A Socialist Describes the Creation of the Executive Committee of the Petrograd Soviet,” pp. 43-47;
“Order No. 1, March 1, 1917,” pp. 48-49.
“The February Revolution in Irkutsk,” pp. 59-60;

Thurs. 2/22:
READINGS:
Secondary:
Sources:

Discussion Question (Due Weds., 2/21, 9:00 pm):

Research Assignment (Due Friday, 2/23, 5:30 pm):
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. Please be comprehensive.
Week 8: The “Dual Power”

FILM:

Tues. 2/27: LECTURE: An Unstable Settlement
READINGS:
Secondary:
Sources:

Thurs. 3/1:
READINGS:
Secondary:
Sources:
    Daly & Trofimov, *Russia in War and Revolution*:
    “Ukrainian Declaration and the Provisional Government’s Reply, June, 1917,” pp. 62-65;
    “What is Revolution?” *Novoe vremia*, March 12, 1917, pp. 66-67;
    “A Princess Experiences the Revolution, Early 1917,” pp. 69-70;
    V. I. Lenin, “The April Theses,” April 4, 1917, pp. 70-72;
    Alexander Kerensky at the Front, July 7, 1917, pp. 91-93;
    Alexander Kerensky on the Kornilov Affair, August 1917, pp. 96-99.

Discussion Question (Due Weds., 2/28, 9:00 pm):

Research Assignment (Due Friday, 3/2, 5:30 pm):
    Work on your paper proposals
Spring Break
Week 9: 1917—The October Revolution

FILM:

Tues. 3/13: LECTURE: The Bolshevik Seizure of Power

READINGS:

Secondary:

Sources:
- Daly & Trofimov, Russia in War and Revolution:
  - “Vladimir Lenin Urges the Seizure of Power, September 12-14,” pp. 106;
  - “Vladimir Lenin Urges Immediate Seizure of Power, October 1, 1917,” pp. 107;
  - “A Soldier Rails against Officers and Elites, November 14, 1917; pp. 129;

Thurs. 3/15:

READINGS:

Secondary:

Sources:

Discussion Question (Due Weds., 3/14, 9:00 pm):

Research Assignment (Due Fri., 3/16, 5:30 pm):

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 “Operation Barbarossa” might have a working thesis such as “Hitler's Invasion of the USSR was wildly successful, not only due to Nazi planning but also Stalin's extraordinary incompetence. Even so, it was overly ambitious as the Soviets rallied.” Include a detailed bibliography.
Week 10: From Revolution to Terror

FILM:

Tues. 3/20: LECTURE: The Commune State

READINGS:
Secondary:

Sources:
  Daly & Trofimov, *Russia in War and Revolution*:
    V. I. Lenin, The State and Revolution, August, 1917, pp. 142-44;
    Alexandra Kollontai, “Communism and the Family,” 1920, pp. 149-152;
    “Letter by an Unknown Soldier to Lenin,” February 20, 1918,” pp. 170-172;
    “Gregorii Zinoviev at the All-Russian Congress of Trade Unions, January 7-14, 1918, pp. 183.
    “The Murder of the Imperial Russian Family,” pp. 130-133;
    “A Local Misunderstanding about the Role of Muslim Clergy,” September 1918,” pp. 137;
    Viktor Chernov, “Russia’s One-Day Parliament,” January 5, 1918, pp. 213-216;
    Zinoviev’s Hysterical Reaction to the Assassination of Uritskii, August 30, 1918,” pp. 233-34.

Thurs. 3/22:

READINGS:
Secondary:

Sources:
  Aleksandr Blok, *The Twelve.*

Discussion Question (Due Weds., 3/21, 9:00 pm):

Research Assignment (To be scheduled):
Meet with me one-on-one to discuss your proposal.
Week 11: War Communism

FILM:

Tues. 3/27: LECTURE: War Communism and Total Mobilization

READINGS:

Secondary:


Sources:

Daly & Trofimov, *Russia in War and Revolution*:

“Lenin on the Inevitability of Civil War, December 1917,” pp. 238;

“Intellectuals in Late 1918 and Early 1919,” pp. 174-175;

“Ordinary Life in Moscow, as seen by a Schoolboy, November 1919,” pp. 176-77;

“Notes of a Grain-Confiscation Worker, October 1918,” pp. 157-159;

“A Letter to Lenin from Peasants of Vologda Province, 1920,” pp. 163-4;

“Correspondence of Maxim Gorky and V. I. Lenin,” September 6 and 15, 1919,” pp. 138-9;

“Putilov Plant Workers Denounce Bolshevik Policies, August 1918,” pp. 231-2;

“Winston Churchill Urges French Support for Anti-Bolshevik Forces, Late 1919,” pp. 255-7;

Thurs. 3/29:

READINGS:

Secondary:


Sources:


Discussion Question (Due Weds., 3/28, 9:00 pm):

Research Assignment: (None this week)

Work on detailed outline of research paper.
Week 12: The Third International and World Revolution

FILM:

Tues. 4/2: LECTURE: Soviet Russia and the World

READINGS:

Secondary:

Sources:
The Baku Conference (1920) (on reserve)
Daly & Trofimov, *Russia in War and Revolution*:
“The Polish-Soviet War, 1920,” pp. 199-201;

Thurs. 4/4:

READINGS:
Secondary:

Discussion Question (Due Weds., 4/3, 9:00 pm):

Research Assignment (Due Friday, 4/5, 5:30 pm):
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 13: Revolutionary Retreat and the Making of The USSR

FILM:
Tues. 4/11: LECTURE: The Soviet Thermidor?
READINGS:
Secondary:
Sources:
Daly & Trofimov, *Russia in War and Revolution*:
“Draft Resolution on Party Unity, March 1921,” 308-309;
“Speech by Abram Gots, Trial of Socialist Revolutionaries,” pp. 314-316;
“Official Denunciation of Non-Communist Intellectuals, August 1922,” pp. 332-4;
“The Institutionalization of Soviet Censorship, December 2, 1922,” pp. 337-9

Thurs. 4/13:
READINGS:
Secondary:
Sources:

Discussion Question (Due Weds., 4/12, 9:00 pm):

Research Assignment (Due Friday, 4/14, 5:30 pm):
Hand in draft paper.
Week 14: The Soviet Century—The Legacy of the Revolution

FILM:

Tuesday, 4/17: LECTURE:
READEINGS:
Secondary:
  Lieven, The End of Tsarist Russia, Afterword, 365-368.
Sources:

Thursday, 4/19: No readings—final discussion

Discussion Question (Only for class):

Research Assignment (None due):
  Draft papers returned
Finals Week

Fri.  4/20: Optional Review Session

**WEDS. 5/3: FINAL PAPERS DUE (5:30 p.m.)**

4/25-28, 5/1-5: ORAL EXAMS