

EUH 4930
The Russian Revolution
Fall 2015

[Syllabus Draft of 8/18/15]

Instructor: Prof. Stuart Finkel
Class location: 113 Keene-Flint Hall
Class meetings: W 7-9
Email: sfinkel@ufl.edu
Office: 221 Keene-Flint Hall
Office hours: Wed. 10:15-11:45 and by appointment.

The cataclysmic Russian Revolutions of 1917 proved to be among the most important events of the 20th century, with profound global implications that still reverberate today. In this course, students will thoroughly explore the causes and consequences of these momentous occurrences and grapple with a set of complex and intricate historical questions that scholars still vigorously debate. We will begin by examining how far-reaching social changes and external challenges confronted the Tsarist regime in the late 19th century, and how, ultimately, this dynasty was unable to adapt to the changes demanded by modernity. Students will then learn about the diverse oppositional political movements that emerged, and about the so-called Revolution of 1905, which shook but did not overthrow the tsarist regime. We will look at how the post-1905 “Semi-Demi-Constitutional Monarchy” briefly maintained an uneasy equilibrium that was shattered by the European Great War in 1914. The events of 1917 will then be studied in great detail: from the fall of Nicholas II in February, to the precarious “liberal” Provisional Government, to Lenin’s leadership of the Bolshevik coup in October, to the brutal Civil War that erupted soon after. The course will conclude by examining how the new order reacted to the turmoil it faced, how Stalin came to succeed Lenin, achieve total power, and to institute the “Great Break” of 1928-32.

This course is an upper-level research seminar aimed at advanced undergraduates with some background in Russian/Soviet or modern European history. The course will culminate in an original research paper using primary and secondary sources, for which you will be asked to develop a brief prospectus several weeks in advance. In addition, each student will be responsible for helping to lead discussion section once during the semester. Final grade will be based on your general participation, your week leading discussion, two in-class quizzes, final paper prospectus, peer review workshop participation, and the final paper itself.

Required Texts

Orlando Figes, *A People’s Tragedy: The Russian Revolution, 1891-1924*.

Sheila Fitzpatrick, *The Russian Revolution*, 3rd ed.

Richard Pipes, *Three “Whys” of the Russian Revolution*.

Robert Weinberg and Laurie Bernstein, eds., *Revolutionary Russia: A History in Documents*.

Electronic Reserves (ER)

The required texts will be available to purchase both online and at local bookstores.

Consistent and effective class participation is a central component of the seminar experience. Each week you should make sure to complete all of the readings before Wednesday and bring them with you for ready reference. Most of our meeting time will consist of class discussions, and you are expected to take part fully and regularly, every week, and not just when it is your turn to lead the discussion. Attendance is mandatory, and you must be on time, prepared, and courteous to everyone in the room. The participation portion of your grade will be adversely affected by any unexcused absence, except in extraordinary circumstances.

Course Assignments

The assignments for this course will include:

A **30 Minute In-Class Quiz** on Sept. 23rd (**120** points)

A **40 Minute In-Class Quiz** on Oct. 28th (**160** points)

Class discussion **Participation** and attendance (**250** points), including one week **Leading Discussion** (**60** points)

Final paper **Prospectus** due Tue., Dec 1st (**50** points)

Peer workshop participation (**40** points)

Final Paper (14-16pp.) due Tue., Dec. 15th (**320** points)

Grading Scale and Assignment Summary

Grade Proportion	Grade Scale	Grade Value
First Quiz = 120 points	930-1000 points [93-100%] = A	A = 4.0
Second Quiz = 160 points	900-929 points [90-92%] = A-	A- = 3.67
Discussion participation & attendance = 250 points	870-899 points [87-89%] = B+	B+ = 3.33
Leading discussion = 60 points	830-869 points [83-86%] = B	B = 3.00
Prospectus = 50 points	800-829 points [80-82%] = B-	B- = 2.67
Peer workshop = 40 points	770-799 points [77-79%] = C+	C+ = 2.33
Final paper = 320 points	730-769 points [73-76%] = C	C = 2.00
Total = 1000 points	700-729 points [70-72%] = C-	C- = 1.67
	670-699 points [67-69%] = D+	D+ = 1.33
	630-669 points [63-66%] = D	D = 1.00
	600-629 points [60-62%] = D-	D- = 0.67
	0-599 points [0-59%] = E	E = 0.00

For more information on UF's grading system and policies, please consult the Undergraduate Catalog <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

University and Class Policies

Assignments and Attendance

Students will be expected to have done all of the reading and to participate fully in the class discussions. Upper level history seminars are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where most of the learning takes place. Effective and consistent class participation is therefore essential. Students can expect a respectful atmosphere in which to express their opinions. *Cell phone use is prohibited*, and computers and tablets may only be used for taking notes or looking at materials directly related to the current class.

Attendance is mandatory, and you must be on time, prepared, and courteous to everyone in the room. The participation portion of the grade will be adversely affected by any unexcused absence, except in extraordinary circumstances. Consistent tardiness will also be penalized.

Late work will not be accepted without penalty. Please make every effort to apprise the instructor of adverse circumstances that affect your ability to attend class or complete assignments on time. Official documentation is required to excuse absences and to schedule make-up assignments. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies detailed online at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Academic Honesty

Students must conform to UF's academic honesty policy regarding plagiarism and other forms of cheating. This means that on all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see the University's student code of conduct at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>, and conflict resolution procedures at <https://www.dso.ufl.edu/sccr/conflict-resolution>

All students found to have cheated, plagiarized, or otherwise having violated the Honor Code in *any assignment* for this course will be prosecuted to the full extent of the university honor policy, including judicial action and the sanctions listed in paragraph XI of the Student Conduct Code. For serious violations, you will fail this course.

Students with Disabilities

Please do not hesitate to ask for accommodation for a documented disability. Students requesting classroom accommodation must first register with the Dean of Students Office, see online at <http://www.dso.ufl.edu/drps>. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation. Please ask if you would like any assistance in this process.

Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Readings and Assignment Schedule

[There may be some minor changes in the assigned readings each week, which would be announced in advance.]

Week One (Aug 26th):

Introduction: What is a Revolution? And How Long Does it Take?_

Readings:

Figes, pp.xv-xvii; Fitzpatrick, pp.1-14; and Weinberg and Bernstein, pp.1-7.

Week Two (Sep 2nd):

The Twilight of a Dynasty: Russia in the 19th Century, Peasants and Workers.

Readings:

Fitzpatrick, pp.15-23; Figes, pp.35-55, 61-83, 89-98, and 102-17; Mary Matossian, “The Peasant Way of Life” (ER).

Also Weinberg & Bernstein (W&B), pp.vi-ix on reading & analyzing primary documents.

Primary Sources:

Selections in W&B, pp.9-19.

Images:

Prokudin-Gorskii Photographs, “The Empire that was Russia” (ER).

Week Three (Sep 9th):

The Russian Intelligentsia and the Birth of the Revolutionary Movement.

Readings:

Andrzej Walicki, “Russian Social Thought” (ER); Fitzpatrick, pp.24-32; and Figes, pp.83-89, 117-54.

Primary Sources:

Katerina Breshkovskaia, “Going to the People” (ER); Vera Figner, excerpts from *Memoirs of a Revolutionist* (ER); Lenin, excerpts from “What is to be Done,” in W&B, pp.19-22.

Week Four (Sep 16th):

A Dress Rehearsal: The Revolution of 1905. The Duma Period.

Readings:

Fitzpatrick, pp.32-39; Figes, pp.15-24, 157-212.

Primary Sources:

Selections in W&B, pp.22-27; G. Gapon, “Massacre at the Narva Gate” (ER); “The October Manifesto,” in W&B, pp.29-31; and excerpts from “The Fundamental Laws of Imperial Russia (1906)” (ER).

Film:

Watch excerpts from *The Battleship Potemkin* (in class).

Week Five (Sep 23rd):

The “Semi-Demi Constitutional Monarchy”: Russia in the Duma Period.

FIRST IN-CLASS QUIZ

Readings:

Figes, pp.213-46, 3-15, 24-34; and Leopold Haimson, “The Problem of Social Stability in Urban Russia” (ER).

Primary Sources:

“Dissolution of the Duma, June 3rd, 1907” (ER); “Stolypin’s Speech on the Agrarian Question, 1907” (ER); and selections in W&B, pp.32-34, 55-56.

Film:

Excerpts from *The Fall of the Romanov Dynasty* (watch in class).

Week Six (Sep 30th):

Why February?: The Great War and the Fall of the Romanov Dynasty (1917, part I)

Readings:

Figes, pp. 253-91, 307-44, and 351-61; Fitzpatrick, pp.40-49; and Pipes, pp.3-30.

Primary Sources:

“Miliukov’s Speech in the Duma, November 14, 1916” (ER); selections in W&B, pp.37-39, 41-43; brief video clips on *17 Moments in Soviet History* YouTube.

Week Seven (Oct 7th):

Why October?: The Agony of the Provisional Government and the Bolshevik Triumph (1917, part II)

Readings:

Fitzpatrick; pp.50-61; Figes, pp.384-405, 421-55, and 464-500.

Primary Sources:

Stories by Yevgeny Zamiatin; selections in W&B, pp.39-41, 43-44, 46-55, 58-59; brief video clips on *17 Moments in Soviet History* YouTube.

Week Eight (Oct 14th):

Interpreting 1917. After the Coup. (1917, part III)

Readings:

Fitzpatrick, pp.61-67; Pipes, pp.31-62; Peter Holquist, “What’s So Revolutionary about the Russian Revolution?” (ER); Figes, pp.500-17.

Primary Sources:

Selections from *17 Moments in Soviet History* website; selection in W&B, pp.67-68.

Film:

Excerpts from *October* (watch in class).

Week Nine (Oct 21st):

To the Last Drop of Blood: The Bolsheviks in Power and the Russian Civil War.

Readings:

Fitzpatrick, pp.68-92; Figes, pp.520-25, 533-51, 589-649, and 682-96.

Primary Sources:

Stories from Isaac Babel, *Red Cavalry* (ER); selections in W&B, pp.61-65, 77-80, 83-89; brief video clips on *17 Moments in Soviet History* YouTube.

Week Ten (Oct 28th):

Forging a New Society: Cultural Change, Social Norms, & the Formation of the USSR.

SECOND IN-CLASS QUIZ

Readings:

Figes, pp.696-716, 732-51; Barbara Clements, “The Birth of the New Soviet Woman” (ER).

Primary Sources:

Stories from Isaac Babel, *Red Cavalry* (ER); selections in W&B, pp.95-96, 98-102, 104-8.

Images and Video:

Soviet posters in W&B, pp.153-61; Russian Modern art (ER); brief video clips on *17 Moments in Soviet History* YouTube; excerpts from *Aelita*, *Queen of Mars* (watch in class).

Week Eleven (Nov 4th):

One Step Back? Russia during NEP. Stalin Comes to Power.

Readings:

Fitzpatrick, pp.93-119; Figes, pp.720-732, 751-807; and Pipes, pp.63-84.

Primary Sources:

Stories by Mikhail Zoshchenko (ER); selections in W&B, pp.112-19; brief video clips on *17 Moments in Soviet History* YouTube.

Research Paper Workshop: Topics and Sources

Week Twelve (Nov 11th):

The Great Change: Stalin’s “Second Revolution”

Readings:

Fitzpatrick, pp.120-169; Martin Malia, from *The Soviet Tragedy*, 12pp. (ER); and Stephen Kotkin, from *Magnetic Mountain*, 16pp. (ER).

Primary Sources:

Selections in W&B, pp.121-29, 132-34, 136-48, 163-67, 171-73, 177-79, and 185-89; brief video clips on *17 Moments in Soviet History* YouTube.

Research Paper Consultations

Week Thirteen (Nov 18th):

Research Paper Workshop: Thesis/Draft Prospectus Peer Review

[Week Fourteen, Nov 25th – No class: Thanksgiving Holiday.]

Week Fifteen (Dec 2nd):

Final Paper Consultations.

PROSPECTUS with ANNOTATED BIBLIOGRAPHY due Tue., Dec 1st at 2:30pm.

Week Sixteen (Dec 9th):

Conclusions

Readings:

Figes, pp.808-824; Fitzpatrick, pp.149-72; W&B, pp.209-12.

FINAL RESEARCH PAPER due Tue., December 15th at 11:59pm.