

Seth Bernstein
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T: 10:40 – 11:30; Th: 10:40 – 12:35
Course Site: <https://ufl.instructure.com/courses/406474>

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Office Hours (Zoom):
M: 11-1; T: 12-1
(and by appointment)

EUH 3575: Imperial Russian History

Course Description:

From the sixteenth century to the beginning of the twentieth century, Russia transformed into one of the world's largest empires. It was a place of contradictions: The Tsars defended Russia as a bastion of conservatism but simultaneously pushed the country into rapid periods of modernization. The Russian people defined the empire, but many of its elites—and the majority of the late empire's people—were from non-Russian ethnic groups. Writers like Pushkin and Tolstoy created a world-famous literary tradition as other Russian elites demanded Westernization of the country. This class explores the problem of a multi-ethnic, modernizing empire to understand its successes and failures.

Course Goals:

1. Familiarize students with the origins of the modern Russian state.
2. Practice analysis of primary sources in a broader social and political context.
3. Gain comfort in leading and participating in group discussions.

Course Assignments:

Participation (20%): Engagement in discussions that demonstrate a student's having read and understood assigned materials. Participation can be online in Canvas discussions.

Debate Participation (10%): The course will include two debates where students must make a case for their assigned group. Participants should research their positions and their opponents' stances beforehand to make the most compelling case for their side. Groups should take notes in a shared file (e.g. Google Docs) and submit the file to me.

Discussion Leader (20%): Twice during the semester, each student will be responsible for leading a class discussion about primary sources and readings. To prepare for this session, students should meet with me to discuss their plan for the class. Students should prepare first to discuss the readers for that day but can also bring in relevant questions from recent classes for discussion. Students should also post discussion questions on Canvas. Each group will be responsible for keeping notes in a shared file (e.g., a Google Doc), accessible from your group's Canvas page.

Hero of Our Time: An Adaptation (30% including 5% pass/fail for proposal, 10% for article review): Students will write in ESRI's StoryMaps application a piece of historical fiction based on scholarship. Students will choose an academic article about an aspect of Imperial Russian history to read and review (~700 words). The next step is to write a proposal for a fictional but true to life person that incorporates the key aspects of that work. The result is a project in StoryMaps that includes three interactive maps. The class will have a workshop on using StoryMaps. Articles can be chosen in consultation with me.

Make Your Own Final Exam (20%): Students will write their own exam that captures the main points of the class. The exam will have four parts: multiple choice chronological (at least five events); short answer based on readings (five questions); map (ten points); essay (two big essay questions). In addition to writing the questions and providing the answer, there should be a justification for the inclusion of each question. The explanation for the essay should be longer, while the short answer and map justifications can be a sentence or two.

Extra Credit: Trivial Pursuit Questions (up to 5%): Students can submit up to ten (10) review questions suitable for a game of trivial pursuit in the following categories: Politics; Science and Technology; Society; Culture; Economics. Students can submit one question per week and can submit no more than two questions per category.

Required Text:

Cracraft, *Major Problems in the History of Imperial Russia*

Other readings will be posted on Canvas or are available online. If you prefer a hard copy of the readings, please look at the syllabus and order books accordingly.

Academic Integrity: The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium.

Lateness Policy: An important part of students' work is meeting deadlines. Late assignments will be docked three percentage points per day overdue. Under extraordinary circumstances extensions will be granted but every effort should be made to avoid the need to take an extension.

Accommodations for Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is

important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Online Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

Grading Policy:

You can find University of Florida's grading policies here:

<http://catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/>

Letter Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62

Recording:

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded.

If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Course Schedule:

- Sep. 1: Introduction
- Sep. 3: Russia before 1600 (Discussion)
Reading:
Cracraft, *Major Problems*, 3-31
Domostroi (course site)
- Sep. 8: Time of Troubles (I)
Reading:
Pushkin, *Boris Godunov* (<http://www.gutenberg.org/ebooks/5089>)
(beginning through “Palace of the Patriarch”)
- Sep. 10: The Time of Troubles II (Discussion)
Reading:
Pushkin, *Boris Godunov* (<http://www.gutenberg.org/ebooks/5089>)
 (“Palace of the Tsar” to the end)
- Sep. 15: Russia’s Early Empire
Reading:
Yermak’s Campaign in Siberia, 1-24, 35-61 (excerpts from introduction and Stroganov Chronicle)
- Sep. 17: Serfdom and the Schism (Discussion)
Reading:
Cracraft, *Major Problems*, 36-78 (Documents)
- Sep. 22: Peter the Great (I)
Reading:
Cracraft, *Major Problems*, 81-109
- Sep. 24: Peter the Great (II) (Discussion)
The Era of Palace Revolts
Reading:
Cracraft, *Major Problems*, 109-126 (Documents)
Cracraft, *Major Problems*, 127-165
- Sep. 29: Catherine the Great (I): Enlightened Tsarina
Reading:
Catherine II, “Prince Khlor”
Derzhavin, “Felitsa” (<https://www.poemhunter.com/poem/felitsa/>)
Cracraft, 166-179, 197-212 (Documents)

- Oct. 1: Catherine the Great II: Society (Discussion)
 Reading:
 Radishev, *Journey from St. Petersburg to Moscow* (course site or Cracraft 212-220)
 Catherine and the Pugachev Rebellion (course site)
 Cracraft, 179-196
- Oct. 6: Russia's Empire and Society (Debate)
- Oct. 8: Pavel I and Alexander I
 Russia's Empire after the Two Greats
 Reading:
 Cracraft, 222-268, 283-291
- Oct. 13: The Napoleonic Wars
 Reading:
 Davidov, "Diary of 1812," 81-161 (course site)
- Oct. 15: Nicholas I and the Intelligentsia (Discussion)
 Reading:
 Dmytryshyn, 156-183 (course site)
 Cracraft, 268-282
 Chaadaev, "Apology of a Madman" (course site)
- Oct. 20: Literature and Empire (Discussion)
 Reading:
 Lermontov, *Hero of Our Time*, book I
 (<http://www.gutenberg.org/ebooks/913>)
- Oct. 22: Literature and Society (Discussion)
 Reading:
 Turgenyev, "Bezhin Meadow" (aka Byezhin Prairie) from *Sportsman's Sketches* (<http://www.gutenberg.org/ebooks/8597>)
- ***Article Review due, October 22, 5PM
- Oct. 27: The Crimean War
 Reading:
 Tolstoy, *Sevastopol Sketches* (<http://www.gutenberg.org/ebooks/47197>)
- Oct. 29: Workshop: ArcGIS StoryMaps
- Nov. 3: The Great Reforms (Debate)
 Reading:
 Cracraft, 313-359

Nov. 5: The End of Serfdom (Discussion)
Reading:
Field, *Rebels in the Name of the Tsar*, 32-109 (course site)

***Proposal due November 5, 5PM

Nov. 10: Orthodoxy, Autocracy, Nationality
Reading:
Cracraft, 399-438
Dmytryshyn, 226-235 (course site)

Nov. 12: The Empire (Discussion)
Reading:
Chavchavadze, "Autobiography" and "Is That a Man?!"
TBD

Nov. 17: The Radical Intelligentsia
Reading:
Chernyshevskii, *What Is To Be Done?* ("An Extraordinary Man" from Part III:
[https://en.wikisource.org/wiki/A_vital_question;_or,_What_is_to_be_don
e%3F/Part_Third](https://en.wikisource.org/wiki/A_vital_question;_or,_What_is_to_be_done%3F/Part_Third))

Nov. 19: The Revolutionary Movements (Discussion)
Reading:
Nechaev, "Catechism of a Revolutionary"
(<https://www.marxists.org/subject/anarchism/nechayev/catechism.htm>)
Dmytryshyn, 249-255 (course site)
Cracraft, 383-388 (Documents)*

Nov. 24: Alexander III and the Reaction
Reading:
Cracraft, 360-383

***Hero of Our Time project due, November 24, 5PM

Dec. 1: Industrialization
Reading:
Cracraft, 441-489

Dec. 3: Modernizing Society (Discussion)
Reactionary State
Reading:
Cracraft, 504-548 579-595

Chekhov, "The Lady with the Dog" (just the story, not the whole collection) (<http://www.gutenberg.org/ebooks/13415>)

Dec. 8: Conclusions

***Final Exam due, December 18, 10AM