

Seth Bernstein
Keene Flint Hall 209
T: 8:30 – 10:30; Th: 9:35 – 10:30
Course Site: <https://ufl.instructure.com/courses/459671>
Grader: Reese Whitely (whitelyt@ufl.edu)

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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 from a medieval principality 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. Its writers created a world-famous literary tradition amid clashes between elites about whether to Westernize or Russify the country. 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. Vladimir Putin has leaned on this concept of a greater Russian empire in the invasion of Ukraine, and part of this class will also think about how the Russian Empire has been interpreted through film. This class explores the problem of a multi-ethnic, modernizing empire to understand its successes, failures, and legacies.

Course Goals:

1. Familiarize students with the formation of the modern Russian state and (past) territories.
2. Practice analysis of primary sources in a broader social and political context.
3. Encourage students to imagine lived conditions in the past.

Course Assignments:

Participation (10%): Engagement in discussions that demonstrate a student's having read and understood assigned materials. I will not take attendance but always have a sense of who is attending and who is not. Additionally, participation is not possible without attendance, but attendance does not guarantee full participation points.

Quizzes (10%): When the mood strikes me, I will give everyone a short quiz. These will correspond to the kind of questions you should expect to write in the Make Your Own Final Exam assignment.

Weekly Responses (20%): Each week students should write a question and respond to a question. By **Wednesday 5pm**, write a question on Canvas about one or more of the readings or one that was raised the class lecture during the week. The question should be one that does not have a straightforward answer. Respond to at least one of the questions of a classmate by **Thursday 9am**. The grade will in part be based on completion. In other words, if you write a question and answer one for each week, you will receive a passing grade. A superior grade will result from

deeper engagement with the materials and questions in the course, demonstrating having read the work or thought about the problems the course raises with non-superficial questions and answer. A good question will provide a starting point for discussion rather than asking for a fact. For example, asking what war Nadezhda Durova fought in (Napoleonic) is not a good question, but it might be a good question to ask how her

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 Mini-Midterm (10%): Students will write a short exam that captures important aspects of the first half of the class. The exam will have three parts: a section with multiple choices (at least five options); short answers (three); one essay. All the sections should provide the answer, including the essay (roughly 300-400 words).

Make Your Own Final Exam (20%): Students will write their own exam that captures the main points of the class. The exam will have three parts: multiple choice chronological (at least five events); short answer based on readings (five questions); 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 multiple-choice justifications can be a sentence or two.

Extra Credit: Trivial Pursuit Questions (up to 2%): Students should submit 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 category, one question per week, up to ten acceptable questions. Unacceptable questions (inappropriate or incorrect) will not count but can be resubmitted the following week.

Texts:

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.

There are no required readings that will not be available in some form on Canvas or as a public domain book. If you are interested in hard copies of works we will read, I would recommend the following versions:

Cracraft, James. *Major Problems in the History of Imperial Russia*. Lexington, MA: Heath, 1994.

Gogol, Nikolai. *Taras Bulba*. Translated by Robert D. Kaplan. New York: Modern Library, 2004.

Lermontov, Mikhail. *A Hero of Our Time*. Translated by Vladimir Nabokov, and Dmitri Nabokov. Woodstock, NY: Abrams Press, 2009.

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

Course Schedule:

Week 0 (Aug. 25):

Introduction

Week 1 (Aug. 30 and Sep. 1):

Russia to 1600

Sources:

Carolyn Johnston Pouncy, ed. *Domostroi: Rules for Russian Households in the Time of Ivan the Terrible*. Ithaca: Cornell University Press, 1995. (37-53, 57-65, 104-11, 176-90, 209-33)

Sergei Eisenstein, dir. *Ivan the Terrible*. Moscow: Mosfilm, 1944.

<https://www.youtube.com/watch?v=guCZbJN8zUo>. (watch first ~15 minutes for the coronation and wedding scene)

Week 2 (Sep. 6 and 8):

The Time of Troubles and the Schism

Sources:

Jacques Margeret. *The Russian Empire and the Grand Duchy of Muscovy: A 17th Century Account*. Pittsburgh: University of Pittsburgh Press, 1983. Xi-xxiii, 58-91, 149-194 (notes)

The *Ulozhenie* (council code) of 1649 and *The Life of Archpriest Avvakum, Written by Himself* (both excerpted from Cracraft, *Major Problems* 58-79)

Week 3 (Sep. 13 and 15):

Pre-Petrine Russia as an Empire

Sources:

Gogol. *Taras Bulba*. (<https://gutenberg.org/ebooks/1197> or hard copy)

Eisenstein. *Ivan the Terrible* (<https://www.youtube.com/watch?v=guCZbJN8zUo>) (watch to ~45 minutes, taking of Kazan)

Week 4 (Sep. 20 and 22):

Petrine Russia

Sources:

James Cracraft, "Kliuchevskii on Peter the Great," Peter's various laws, and M.M. Sherbatov Laments Corruption at Court, 1730-1762 (Cracraft, *Major Problems* 99-126, 153-65)

Korb, *Scenes from the Court of Peter the Great*. (75-93, 104-114)

Aleksandr Sokurov. *Russian Ark*. Montreal: Seville Pictures, 2002.
https://www.youtube.com/watch?v=PECz8C7m_Yo. (watch to about ~50 minutes)

Week 5 (Sep. 27 and 29)
Catherine's Russia

Sources:

Catherine II, "Prince Khlor."
Gary Marker and Rachel May, eds. *Days of a Russian Noblewoman*. DeKalb, IL: Northern Illinois University Press, 2001. (52-85)
Peter III Frees the Nobility, Catherine's Great Instruction, and Charter to the Nobility (Cracraft, *Major Problems*, 151-53, 200-12)

Week 6 (Oct. 4 and 6)
Russia in the World (of Napoleon)

Sources:

Denis Davidov. "Diary of 1812." In Gregory Troubetzkoy ed. *In the Service of the Tsar Against Napoleon: The Memoirs of Denis Davidov, 1806-1814*. London: Greenhill Books, 1989. (83-116)
Nadezhda Durova, *The Cavalry Maiden: Journals of a Russian Officer in the Napoleonic Wars*. Bloomington, IN: University of Indiana Press, 1989. (Introduction, 1-18, 147-62)
Vitalii Melnikov, dir. *Poor, Poor Pavel*. St. Petersburg: Lenfilm, 2003.
<https://www.youtube.com/watch?v=R7rXEoAjlI8>.
Optional: Eldar Riazanov. *The Hussar Ballad*. Moscow: Mosfilm, 1962.
<https://www.youtube.com/watch?v=929O4WzLRDg>.

Week 7 (Oct. 11 and 13)
A Parting of Ways: Intelligentsia and the Autocracy

Sources:

Aleksandr Radishev. *A Journey from St. Petersburg to Moscow* (excerpted in Thomas Riha. *Readings in Russian Civilization*. Volume 2: Imperial Russia, 1700-1917. Chicago: University of Chicago Press, 1964. 261-79)
Petr Chaadaev, "Apology of a Madman" (also in Riha, *Readings in Russian Civilization*, 303-14)
Documents on the Decembrists in Basil Dmytryshyn ed. *Imperial Russia: A Source Book, 1700-1917*. (156-183)

***Midterm Due Oct. 14, 5pm

Week 8 (Oct. 18 and 20)
Literature and Empire

Sources:

Lermontov, *The Hero of Our Time*, (<http://www.gutenberg.org/ebooks/913> or hard copy)

Week 9 (Oct. 25 and 27)

Workshop and Crisis of Empire

ArcGIS Online Tutorial (Tuesday)

Boris B. Gorshkov ed. *A Life under Russian Serfdom: The Memoirs of Savva Dmitrievich Purlevskii, 1800-1868*. Budapest: Central European University Press, 2005. 27-40, 95-114.

***Article Review due Friday, October 28, 5PM

Week 10 (Nov. 1 and 3)

The Great Reforms

Sources:

Daniel Field, *Rebels in the Name of the Tsar*, 32-109 (course site)

***Proposal due November 4, 5PM

Week 11 (Nov. 8 and 10)

Russia: Colonial Empire?

Sources:

Chavchavadze, "Autobiography" and "Is That a Man?!"

"Katkov's Views on the Polish Situation, 1863." (Dmytryshyn, *Imperial Russia*, 226-235.)

Artwork by Vasiliï Vereshchagin

(<https://www.freeart.com/gallery/v/vereshchagin/vereshchagin.html>)

Various documents on the empire from Cracraft, 410-437.

Week 12 (Nov. 15 and 17)

The Revolutionary Movement

Sources:

Nikolai 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_done%3F/P art_Third)

Sergei Nechaev's "Catechism of a Revolutionary" and Program of the People's Will. (Dmytryshyn, *Imperial Russia*, 241-255)

Vera Figner on Assassination of Alexander II (Cracraft, 383-88)

Week 13 (Nov. 22 + Thanksgiving)
Modernizing Society, Reactionary Politics

Sources:

“Anecdotes” “Moscow Court Reporting,” “The Terrible Bandit Churkin,” and *The Keys to Happiness* (excerpted). In *Entertaining Tsarist Russia: Tales, Songs, Plays, Movies, Jokes, Ads, and Images from Russian Urban Life, 1779-1917*. Edited by James von Geldern and Louise McReynolds. Bloomington, IN: Indiana University Press, 1998. 203-17, 221-30, 333-38.

Konstantin Pobedonotsev, “The Falsehood of Democracy” and Sergei Witte “An Economic Policy for the Empire.” (Riha, *Readings in Russian Civilization*, 390-408, 416-429)

Optional (just for fun):

Chekhov, “The Lady with the Dog,” “Peasants,” “The Man in the Case” (so many others)

***Hero of Our Time project due, November 18, 5PM

Week 14 (Nov. 29 and Dec. 1)
Crisis of the Autocracy: The Workers Movement and 1905

Sources:

Semen Kanatchikov. *A Radical Worker in Tsarist Russia: The Autobiography of Semen Ivanovich Kanatchikov*. Edited by Reginald E. Zelnik. Stanford: Stanford University Press, 1986. 1-49.

“Father Gapon’s Petition to Nicholas II, January 22, 1905” and “Concessions of Nicholas II in the Revolution of 1905.” In Dmytryshyn, *Imperial Russia*. 308-16.

Optional:

Aleksei Uchitel, dir. *Mathilde*. St. Petersburg: TPO Rok, 2017.

https://www.youtube.com/watch?v=f4lZBrl_s-U

Week 15 (Dec. 6)
World War I and Conclusions

Sources:

“Rasputin’s Nighttime Orgies (the Tsarist Miracle-Worker)” and “The Heroic Feat of the Don Cossack Kuzma Firsovich Kriuchkov.” In *Entertaining Tsarist Russia*. 379-82, 385-90.

***Final Exam TBA