

Villanova University
HIS 1070-02: Land of the Tsars and Commissars
Fall 2018, Tuesdays and Thursdays 11:30-12:45
Tolentine 405
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Office Hours: Tuesdays and Thursdays, 1:30-2:30 and by appointment

Course Description: If you ever thought that Russia was no longer a significant force in world affairs, the last couple of years should have you reconsidering things. Russia is no longer the Soviet Union that your grandparents feared. It is no longer the country aspiring to democracy that your parents remember from the 1990s. So what is it? To answer that question, we need to examine Russia's past. To fully comprehend Vladimir Putin's Russia and its regional and global aspirations, we need to study the history not only of Russia but of the Russian Empire. By charting the history of the Russian and Soviet Empires since the 18th century, we will gain a better sense of the Russia of 2018.

Over the semester, we will examine what it means to be Russian. We will assess the political foundations of the Russian empire and the practical manifestations of the Russian state's geopolitical aspirations. We will analyze large, political occurrences and assess how the decisions emanating from the Russian capital affected the daily lives of ordinary people living in St. Petersburg, Moscow, Central Asia, the Caucasus, Eastern Europe and various places in between. This course explores how the institutions and exercise of power affected individuals within the Russian Empire and their immediate neighbors. We will examine the role of ideology, religion, and nationality in Russian rule and assess how the state interacted with society. In the process, we will consciously consider questions of ethnicity, class and gender.

Course Objectives:

- To give students a foundational knowledge of major themes and developments in Russian history
- To give students insight into the interaction between the Russian state and society and into the relationship between various groups within the Russian and Soviet empires
- To give students an understanding of how Russia functioned as an imperial enterprise
- To give students an appreciation of how identity is constructed and the ways in which the construction of difference affects the exercise of power
- To teach students to use, evaluate, and analyze primary sources
- To strengthen students' ability to construct a historical argument and support arguments with appropriate historical evidence.

This course fulfills the College of Liberal Arts and Sciences' Core History Requirement

Course Format: This course is a combination of lectures and discussions. Your input is critical to the success of the class and to your individual learning. You are expected to complete the reading assignments **prior** to the class for which they are due and to actively engage the topics for discussion on a regular basis. Even when the class is not formally listed as a discussion on the syllabus, students will be asked to participate by offering comments and asking questions. Since student participation is instrumental, attendance will be taken daily.

Required Materials

Barker and Grant (BG), *The Russian Reader* (This is a wonderful collection of both primary source documents and scholarly essays)

Heda Margolius Kovaly, *Under a Cruel Star: A Life in Prague, 1941-1968*

Lev Tolstoy, *Hadji Murad*

Classroom Courtesy

In order to succeed in this course, students need to attend class and arrive promptly. Late arrivals, early departures, and other individual activities (such as texting, sleeping, tweeting, and conducting other business on phones or laptops) are distracting and rude and WILL NOT be tolerated. If you must leave the room during class, please be aware that you may not return during that class session.

Assignments and Grading

Final grades will be calculated according to the following percentages:

Attendance	10%
Participation	10%
In class exercises and reflections	5%
<i>Hadji Murad</i> Crimean Thistle Paper	10%
Crimean Annexation in Historical Context Paper	25%
Midterm Examination	20%
Final Examination	20%

Grading Scale:

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	F: 0-59

Please keep in mind that according to the Villanova University grading system, an “A” is “reserved for accomplishment that is truly distinctive and demonstrably outstanding. It represents a superior mastery of course material and is a grade that demands a very high degree of understanding as well as originality or creativity as appropriate to the nature of the course.” A full description of all grades can be found at

https://www1.villanova.edu/villanova/enroll/registrar/policies.html#question_faq_5

Description of Assignments

- ❖ Attendance (10%): You are permitted two absences, no excuse needed. But every unexcused absence after that will result in a lowering of your attendance grade. Please keep in mind that if you are a first-year student more than 4 absences will result in a grade of Y for the course.

- ❖ Participation in Class Discussions (10%): Readings must be completed **prior** to the class for which they have been assigned. You will be asked to contribute to the class discussion *every day*, not just on scheduled discussion days. To earn a good participation grade, it is not enough just to show up or just to say something. You need to contribute thoughtfully to the discussion at hand. Quality rather than quantity is what matters. In addition, you can adversely affect your participation grade by being disruptive or distracting to the other members of the class. **Cell phones must be turned off before class starts. Research shows that students retain more when taking notes by hand rather than on a computer. As a result, I urge students to leave their laptops in their bags and write by hand. If there is a reason why a student needs to use a laptop, please let me know.** Discussion grades will be computed as follows:
 - A range (90-100%): student participates **daily**, shows that he/she **reads** all of the assigned readings, makes several comments and poses questions that are **insightful** and help guide discussion
 - B range (80-89%): student participates **regularly**, shows that he/she **reads** most of the readings, makes some comments/questions
 - C range (70-79%): student **participates** on occasion, **may read some** of the readings, makes few or no comments
 - D range (60-69%): student rarely participates and/or is disruptive in class
 - F (0%): student never participates in class.
- ❖ In class exercises and reflections (5%): These exercises will be graded with a check, check-plus, or check-minus. A check means that you have satisfied the basic expectations of the question or prompt but no more. A check-minus means that your response lacked specificity, detail, or thoughtfulness. A check-plus means that your reflection demonstrates insight, specificity, and thoughtfulness. At the end of the semester if you received all checks, your grade for these reflections will be a B (calculated as an 85). For every check-plus you receive, your grade will increase 2 points. For every check-minus you receive, your grade will decrease 2 points for this part of your overall grade.
- ❖ *Hadji Murad* Crimean Thistle Paper (10%): Due October 2. This is a 750-word essay that explores Leo Tolstoy's description of a Crimean Thistle in *Hadji Murad* and its relevance to other historical sources. You will write a short essay that explores Tolstoy's intent in the passages discussing the thistle and the degree to which Tolstoy's perspective either complements or challenges other sources describing Russia's expansionary efforts assigned to be read by this point in the course. More details will be distributed in class during the second week of class.
- ❖ Crimean Annexation in Historical Context Paper (25%): Due December 4. This paper is a 1250-1500 word-paper that explores Vladimir Putin's justification for the 2014 annexation of Ukraine (<https://www.praguepost.com/eu-news/37854-full-text-of-putin-s-speech-on-crimea>) and relates it to the policy statements and justifications of Russian expansion in the past. All citations must conform to the Chicago Manual of Style described at http://www.chicagomanualofstyle.org/tools_citationguide.html. More details will be distributed after the midterm.
- ❖ In-Class Midterm Examination: A combination of short answer and essay questions based on lectures, discussions, and assigned readings. **October 9**

- ❖ **Final Examination:** A combination of short answer and essay questions based on lectures, discussions, and assigned readings. **Given on December 15 from 1:30 p.m. until 4:00 p.m. You must arrange to take the final examination at this time unless you have a conflict with other class exams. Early flights and/or rides home are not acceptable reasons for missing the scheduled final examination. Travel plans should be made in accordance with your exam schedule, not the other way around.**

Make-up Exam Policy

Exams are given on the date indicated in the course syllabus. The only exceptions are

1. If a student is on a Villanova sports team and is scheduled for an away game. In that case, the student must contact me before the exam. You will also need to provide me with documentation from the Athletic Department. Any papers due for the course during the absence must be submitted prior to the absence.
2. If you are ill and are unable to take an exam, you must contact me before the exam. Upon your return, you will need to provide me with documentation of the illness from one of the following: a physician, the Villanova Health Center, the Office of the Dean of Students, or the Office of the Dean of Arts and Sciences.
3. A death in your immediate family or other family emergency is treated the same way as an illness. If you are faced with a family emergency and are unable to take an exam, you must contact me before the exam. Upon your return, you will have to provide me with documentation of your absence from one of the following: the Counseling Center, the Office of the Dean of Students, or the Office of the Dean of Arts and Sciences

Office of Disabilities and Learning Support Services:

It is the policy of Villanova to make reasonable academic accommodations for qualified individuals with disabilities. You must present verification and register with the Learning Support Office by contacting 610-519-5176 or at learning.support.services@villanova.edu or for physical access or temporary disabling conditions, please contact the Office of Disability Services at 610-519-4095 or email Stephen.mcwilliams@villanova.edu Registration is needed in order to receive accommodations.

Academic Integrity

All students are expected to uphold Villanova's Academic Integrity Policy and Code. Any incident of academic dishonesty will be reported to the Dean of the College of Liberal Arts and Sciences for disciplinary action. For the College's statement on Academic Integrity, you should consult the *Enchiridion*. You may view the university's Academic Integrity Policy and Code, as well as other useful information related to writing papers, at the Academic Integrity Gateway web site: <http://library.villanova.edu/Help/AcademicIntegrity>

Citation: We will be using the University of Chicago citation style for all assignments (it is the standard citation style for history essays and papers). The library's link to the guide is here: https://library.villanova.edu/files/5513/6322/2957/Getting_Started_With_Chicago-Style.pdf See also: <https://library.villanova.edu/help/faqs/citeresources/>

Class Schedule

Week One

August 28

August 30

Introduction to the Course

The Russian Empire: Continuity and Change

Assignment: Bring in a news article about Russia. Be prepared to discuss it and the readings listed below

Readings: In BG “Great Russians and Little Russians,” 31-39, “The Igor Tale,” 61-65, “The Russian Primary Chronicle,” 66-69

Week Two

September 4

Russian Greats Create an Empire

Russian Greats create an Empire

Readings: In BG: “The Bronze Horseman”, pp. 97-100; “Mikhail Lomonosov on Peter’s Greatness” at <http://web-static.nypl.org/exhibitions/russia/Translation3/mikhail.html>

September 6

Russian Greats create an Empire

“Catherine’s Instructions to the Legislative Commission” at http://academic.shu.edu/russianhistory/index.php/Catherine_the_Great%27s_Instructions_to_the_Legislative_Commission%2C_1767

“Russia Annexes Crimea” (Class Handout)

In BG: “Love and Conquest Correspondence”, pp. 110-114.

Week Three

September 11

War, Peace, and Empires

Alexander I, Napoleon, and the Invasion of Russia

Readings: In BG, “The War of 1812,” pp. 115-120

September 13

Building an Empire in the Wake of War with Napoleon

Reading: In BG, “Russia’s Conquest of Siberia,” pp. 151-157,”

“Sibiriaks,” pp. 158-161

Week Four

September 18

Empire of Serfs

Serfdom and the Great Reforms

Readings: Selection from *A Journey from St. Petersburg to Moscow*,” in Documents in Russian History at

http://academic.shu.edu/russianhistory/index.php/Alexander_Radishchev%2C_Journey_from_St._Petersburg_to_Moscow “Emancipation Manifesto” at

http://academic.shu.edu/russianhistory/index.php/Alexander_II,_Emancipation_Manifesto,_1861

In BG, “Emancipating the Serfs,” pp. 125-128, “The Challenged Gentry,” pp. 134-139

September 20

Official Nationality and Expansion

Reading: In BG, “The Russian Conquest of the Caucasus,” pp. 257-262,

“Chechnya-A Brief Explanation,” pp. 281-292

Week Five

September 25

Autocracy, Orthodoxy, and Nationality in Action

Discussion of *Hadji Murad*

September 27	<p>Readings: Tolstoy, <i>Hadji Murad</i> in its entirety In-class reflection Limits of Reform Readings: In BG, “Exile by Administrative Process,” pp. 161-167 AND Proclamation by A.V. Iartsev, October 1873” at http://academic.shu.edu/russianhistory/index.php/A._V._Iartsev%2C_Proclamation_of_a_Populist_Activist%2C_1874</p>
Week Six	Imperial Crises and Identity
October 2	Russian Radicals and Revolutionaries Reading: Excerpt from Vera Figner Trial Testimony (BB)
October 4	Short Paper on Tolstoy and Crimean Thistle Metaphor Due Imperial Russia in Crisis Readings:; “Russia’s Imperial Destiny” at http://www.fordham.edu/Halsall/mod/1891ukhtomskii.asp , “A Little Jewish Girl in the Russian Pale,” at http://www.fordham.edu/halsall/mod/1890antin.html
Week Seven	Midterm Examination and New Century
October 9	Midterm Examination
October 11	Industrializing Russia Readings: In BG, “The Communist Manifesto,” pp. 305-309 and “What is to be Done,” at http://academic.shu.edu/russianhistory/index.php/Table_of_Contents#Nineteenth_Century_Russia
Week Eight	
Semester Break	No Classes
Week Nine	Revolution
October 23	The Russian Revolution Readings: In BG, “The Background of Revolution,” pp. 310-318, “Revolution and the Front,” pp. 319-325, “Letters from the Front,” pp. 326-330, “The Withering Away of the State,” pp. 331-335, “Voices of Revolution,” pp. 336-339
October 25	The Russian Revolution Readings: In BG, “The Background of Revolution,” pp. 310-318, “Revolution and the Front,” pp. 319-325, “Letters from the Front,” pp. 326-330, “The Withering Away of the State,” pp. 331-335, “Voices of Revolution,” pp. 336-339
Week Ten	The Soviet State and the Culture of Revolution
October 30	Culture of Revolution and Civil War Readings: In BG, “Make Way for Winged Eros,” 351-361, “The Bathhouse,” pp. 362-364, “We,” pp. 365-369, “Learning to Labor,” pp. 378-387; Translation of “Exposing Imperialist Policies” at LOC’s

- Revelations from the Russian Archives site at
<http://www.loc.gov/exhibits/archives/trans-ad2kulak.html>
- November 1 The Soviets go Stalinist
 Readings: In BG “Rising Stalinism,” pp. 395-400, “Lenin’s Last Testament,” pp. 401-404, “The Body and the Shrine,” pp. 405-412, “Soviet Literature,” pp. 413-416, “Swell the Harvest,” pp. 417-418, “Dizzy with Success,” pp. 419-421, “The War against the Peasantry,” pp. 422-425, “Collectivization 1931,” pp. 426-430, “Anna’s Story,” pp. 431-435, “The Proletariat’s Underground Paradise,” pp. 436-440
- Week Eleven**
The Stalinist Soviet Union
- November 6 The Stalinist State
 Readings: In BG, “Soviet Literature,” pp. 413-416, “Swell the Harvest,” pp. 417-418, “Dizzy with Success,” pp. 419-421, “The War against the Peasantry,” pp. 422-425, “Collectivization 1931,” pp. 426-430, “Anna’s Story,” pp. 431-435, “The Proletariat’s Underground Paradise,” pp. 436-440, “The Great Terror,” pp. 441-445, “Bukharin 1936,” pp. 447-452, “Requiem,” pp. 456-464, “Memories and Biographies of the Leningrad Terror,” pp. 465-471, “Revelations from the Russian Archives,” pp. 471-474, “Labor Camp Socialism,” pp. 475-482
 In-class reflection
- November 7 4:30 pm - 6:00 pm: Required Co-curricular Event: “The Brief Life of Socialism with a Human Face: The 1968 Prague Spring and the Soviet Invasion”
- November 8 Invasion and War
 Readings: In BG, “The War Years,” pp. 487-491, “June 1941,” pp. 493-496, “Magnificent Stubbornness,” pp. 497-507, “Smolensk Roads,” pp. 510-512, “The Blockade Diary,” pp. 513-517, “The Diary of a Red Army Soldier,” pp. 518-519, “Tragic Numbers, pp. 520-522
- Week Twelve**
The Great Patriotic War and The Move to Recovery
- November 13 The Great Patriotic War
 Readings: In BG, “The War Years,” pp. 487-491, “June 1941,” pp. 493-496, “Magnificent Stubbornness,” pp. 497-507, “Smolensk Roads,” pp. 510-512, “The Blockade Diary,” pp. 513-517, “The Diary of a Red Army Soldier,” pp. 518-519, “Tragic Numbers, pp. 520-522
- November 15 The Post-War Period and Cold War
 Readings: Cold War at <http://soviethistory.msu.edu/1947-2/cold-war/>;
 “Churchill and the Iron Curtain” at
[https://www.wyzant.com/resources/lessons/history/hpol/churchill/peace](https://www.wyzant.com/resources/lessons/history/hpol/churchill/peace;);
 “Stalin on Churchill’s Iron Curtain Speech” at
<http://soviethistory.msu.edu/1947-2/cold-war/cold-war-texts/stalin-on-churchills-iron-curtain-speech/>;
 “Zhdanov on the International Situation” at
<http://soviethistory.msu.edu/1947-2/cold-war/cold-war-texts/zhdanov-on-the-international-situation/>
 In-class reflection

Week Thirteen

November 20

The Thaw, Destalinization and the Soviet Bloc

Destalinization and the Thaw

Readings: In BG, “The Thaw,” pp. 533-536, “March 5th, 1953,” pp. 537-539, “The Secret Speech,” p. 540-544, “Who Lives Better?” pp. 551-558; “The Hungarian Crisis” at <http://soviethistory.msu.edu/1956-2/hungarian-crisis/>; “Thaw Poets” at <http://soviethistory.msu.edu/1961-2/thaw-poets/>; “Literary Life at a Crossroads” at <http://soviethistory.msu.edu/1956-2/literary-life-at-a-crossroads/>; “Pravda Denounces Pasternak and the Nobel Award” at <http://soviethistory.msu.edu/1956-2/literary-life-at-a-crossroads/literary-life-at-a-crossroads-texts/pravda-denounces-pasternak-and-the-nobel-award/> and “The Nobel Prize” at <http://soviethistory.msu.edu/1956-2/literary-life-at-a-crossroads/literary-life-at-a-crossroads-texts/the-nobel-prize/>

November 22

No Class - Happy Thanksgiving

Week Fourteen

November 27

Cold War Empire and the Soviet Bloc

Life in the Soviet Bloc and the Cold War

Discussion of Under a Cruel StarReadings: *Under a Cruel Star* in its entirety

In-class reflection

November 29

A Reformer in the Kremlin

Readings: In BG, “Things Fall Apart,” pp. 663-665, “The Most Responsible Phase of Perestroika,” pp. 667-672, “Causes of the Collapse,” p. 673-683, “Our Fairy-Tale Life,” pp. 684-691; “Serge Schmemann “When Regime Change Came with a Whimper,”” at <http://www.nytimes.com/2011/12/25/opinion/sunday/when-the-soviet-regime-fell-with-a-whimper.html?scp=1&sq=when%20regime%20change%20came%20with%20a%20whimper&st=cse>

Week Fifteen

December 4

Crisis and Collapse**Crimean Annexation in Historical Context Papers due**

The Collapse of the Soviet Empire

Reading: In BG, “Things Fall Apart,” pp. 663-665, “The Most Responsible Phase of Perestroika,” pp. 667-672, “Causes of the Collapse,” p. 673-683, “Our Fairy-Tale Life,” pp. 684-691; “Socialist Nationalities Draw Closer Together,” and “Gorbachev on Relations between Nationalities,” for 1985 at <http://soviethistory.msu.edu/1985-2/gorbachev-and-nationalism/gorbachev-and-nationalism-texts/gorbachev-on-relations-between-nationalities/>

December 6

1988-1999

“Serge Schmemann “When Regime Change Came with a Whimper,”” at <http://www.nytimes.com/2011/12/25/opinion/sunday/when-the-soviet-regime-fell-with-a->

whimper.html?scp=1&sq=when%20regime%20change%20came%20with%20a%20whimper&st=cse

Week Sixteen

December 11

December 13

Putin's Russia

Friday Class Schedule – No class

Vladimir Putin and the New Russian Empire

Reading: Chapters 1 and 3 of Masha Gessen, *The Man without a Face: The Unlikely Rise of Vladimir Putin* (BB); P. Rutland, “Putin’s Path to Power” *Post-Soviet Affairs* 16 (2000): 313-354

In-class reflection

Week Seventeen

December 15

Final Examination (1:30 p.m.-4:00 p.m.)