**HIS372/572**

**RUSSIA to 1917**

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

## **Instructor Information**

**Instructor:** Jeff Leigh  
**Office:** UWSP at Wausau, Room #306  
**Virtual Office Hours:**Contact me via email or leave a message at the phone number below

**Office Telephone:** 715-261-6276  
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## **Course Information**

**Course Description:** The content goal of this course is to familiarize the student with the major contours of the experiences of the peoples that will form the Russian Empire from the days of Kievan Rus’ to the February Revolution of 1917, with primary emphasis on the lands of what will become central Russia. We will treat issues of politics, economics, diplomacy, war, and social, cultural, and intellectual change and continuity, placing particular importance on developing an understanding of the development of empire in these lands.

**Credits:** 3

**Prerequisite:** None.

**GEP:** GA and HP

## **Expected Instructor Response Times**

* I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
  + \*\*\*If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.
* I will attempt to grade written work within 48 hours.

## **Textbook & Course Materials**

* N.V. Riasanovsky and M.D. Steinberg. A History of Russia, 8/e. Oxford U.P. ISBN 9780195341973
* V.A. Kivelson and R.G. Suny. Russia’s Empires, 1/e. Oxford U.P. ISBN 9780199924394
* A.Nikitenko. Up From Serfdom. Yale U.P. ISBN 9780300097160
* There will also be readings on the course Canvas site.

Objectives

The content goal of this course is to familiarize the student with the major contours of the experiences of the peoples that will form the Russian Empire from the days of Kievan Rus’ to the February Revolution of 1917, with primary emphasis on the lands of what will become central Russia. We will treat issues of politics, economics, diplomacy, war, and social, cultural, and intellectual change and continuity, placing particular importance on developing an understanding of the development of empire in these lands.

Because the essence of history is not memorization but understanding, the course will focus upon the broad significance of important patterns in human experience in these lands. By the end of the course, students will have a firm grasp of the broad outlines of Russian history and a perspective from which to assess the continuing dynamics of this region.

## **Course Outcomes**

This course carries the following General Education Course Learning Outcomes: HP (Historical Perspectives) and GA (Global Awareness)

**Historical Perspectives**:

* Use primary sources as evidence to answer questions about historical change.
* Describe differences among interpretations of the past.
* Analyze institutional and cultural changes in one or more human societies over time.

**Global Awareness:**

* Identify and explain various components of a culture that is distinct from those found within the United States.

Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.

GRADED ASSIGNMENTS

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Percentage of Final Grade Corresponding Points

Lesson Essays 40% 360

First Paper 15% 135

Second Paper 15% 135

Final Paper 30% 270

**Lesson EssaysLessonddddddkk**

The lesson essays constitutes the single largest component of this course. For each of our lessons, you will need to write two essays. All essays should reflect knowledge of textbook and documents readings.

* The first essay per lesson, referred to as the ***initial comment essay***, will be a short essay, approximately 600-1000 words, in response to an essay prompt. Within each lesson, there will be three essay choices. The *initial comment* essay should follow a clear format with an introduction ending in a thesis statement, main body paragraphs, each of which will have a clear topic sentence and supporting evidence, and a concluding paragraph, which brings the reader’s attention back to the main points of the essay.
* The second assignment per lesson, referred to as the ***peer response essay***, will be a 400-600 word essay in which you respond to one of your classmates’ essays other than the one about which you chose to write. For instance, if you chose to write option (1), then you will need to write a critique of a student who wrote essay option (2) or (3). These will be graded with regard to the value of your feedback to either help your classmate expand upon what he or she has written or to help her or him see where you think he or she has erred. Peer criticism is practice among all professional historians since it has proven extremely valuable in helping us to understand the ways in which our own work is understood by others. You may always provide more than one response, but your *response* grade will be based on the value of your best single response essay.

Each lesson’s essays will have to be turned in by the due date. It is always best practice to plan to submit your essays at the earliest possible time following my feedback from the previous lesson, so as to be most likely to get useful responses from your peers.

I would recommend that before you begin any of your assigned readings, you begin each lesson by copying the essay questions out into a word processing document and then take notes on each as you go through your readings. These notes would then form the basis of your own essay organization and provide you a list of topics that you will be looking for in your peer’s essay.

Grades and feedback will be provided as soon as possible after the each lesson’s due date.

Your ***initial comment essays*** will each be worth 20 points and your ***peer response essays*** will each be worth 10 points, graded according to the following scale:

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| --- | --- |
| **Grade** | **Peer Response/Initial Comment Point Values** |
| **A** | **9.5/19** |
| **A-** | **9.1/18.2** |
| **B+** | **8.8/17.6** |
| **B** | **8.5/17** |
| **B-** | **8.1/16.2** |
| **C+** | **7.8/15.6** |
| **C** | **7.5/15** |
| **C-** | **7.1/14.2** |
| **D+** | **6.8/13.6** |
| **D** | **6.5/13** |
| **F** | **5.5/11** |

If you do not post, your grade for that assignment will be a 0. Note how much difference there is between a 5.5 and a 0 and how many points you will need to earn on subsequent assignments to make up for the deficit. You should plan to complete every lesson.

**What to Do If You Cannot Turn in an Assignment?**

I will be happy to work with you in an attempt to accommodate whatever needs you are facing. Please be assured that I will meet your concerns with sensitivity and respect, and, where warranted, will allow an extension. The first thing to remember, however, is that you will have a full week to complete your discussion posts. It is clearly best to plan to write your essays at the earliest possible time during the lesson period. I will be happy to work with you to find a solution if there are scheduling problems beyond your control, which might include the following situations: illness in your family, computer problems, and/or changing work schedules. The excuse: “I waited till the last minute and then had a problem” will not be sufficient to gain you an extension. If you think you have a reason that falls into the category of an excusable absence, please contact me via email at the earliest possible time.

**DISCUSSION POST GUIDELINES AND ETIQUETTE**

The following points should help you:

* History is a discipline which exists for the purpose of expanding our understanding of the human past. It does not exist to make us feel good or bad, or superior or inferior to others. When we make an historical argument, we are trying to improve our understanding and therefore we ensure that our historical analysis is backed up by factual evidence. Opinions without factual evidence are considered by historians to be speculations at best. Not everything is knowable. Sometimes there is simply not enough information available to make a sound decision, and so we speculate. Speculation, of course, does not carry the same weight as an evidence-based argument. This sometimes leads people to disguise the fact that they are merely speculating. If we want to increase knowledge, however, we need to be honest about our speculations and honest about the limits of human knowledge.
* Be careful in your posts not to rely on phrasings that stand in the way of knowledge. These often involve constructions such as: “It is common knowledge or common sense that…”, “It is always the case that,” “It was never the case that…” In history we need to be clear and honest regarding the limits of our knowledge. Phrases that involve the words “never” and “always” are attempts to convince the reader that what is true in some cases must be true in all cases. This is unknowable and thus a matter of belief rather than fact. The term “inevitable” introduces similar problems regarding causation. “Common sense” is also a problematic term since it literally means: “the sense of the commons.” Common sense is not what is clearly true, but rather what the average person in a given culture—in the commons—would believe to be true. It is not a reference to the subject being studied but to what a group of people would believe to be true about that subject.
* The primary purpose of your posts is to reflect the learning you have accomplished as a result of your reading assignments. It is always permissible to include information from additional sources, but, first, be careful with your evaluation of these sources (there is much on the internet that is simply not true), and second, be aware that your grades are based upon your understanding of the course assignments. In all of your work, make sure that you have taken account of the evidence provided in your course readings. This is not a research course and so outside reading, while potentially helpful, is not necessary.
* While references to current events may also be helpful in explaining your opinions, this is a history course and so you need to be careful not to let these references overshadow your analysis of course readings. If a good argument can be made regarding the causes behind an event that occurred this year, it is not necessarily the case that the same causes are behind a similar event that occurred in 1901. You will need to find evidence for the earlier event during the earlier time period.
* Never use the first or second person, “I” or “you,” in an academic paper since this shifts the readers’ focus away from the subject under study and onto the person of the writer. Phrases such as: “I was amazed by…” or “I couldn’t believe…”, or “I believe…” do not belong in academic papers.
* Be careful not to use offensive language since this also shifts the focus of your writing away from its appropriate subject and can motivate others to do the same in their response to you. The study of history should not be an exercise in personal vindictiveness.
* Do not use your posts as an opportunity to make moral judgments since this again shifts the focus away from our subject of study and again onto us. This would include phases that praise or denigrate historical actors. While most of us would not wish to praise Adolph Hitler or the institution of slavery, for instance, expressing a personal moral revulsion again shifts the focus away from the subject and onto ourselves. To say that an event or development was good or bad is not an effort to try to understand it.

**PAPER GRADING**

Each of the first two papers should be 6-8 pages, double spaced, 12 point font, 1” margins and will answer a single essay question from the options found in the corresponding assignment site.

The final paper differs in that it will be 8 to 10 pages long.

Students must follow commonly accepted standards for citing published sources. There is a guide to citations and plagiarism in this syllabus. The use of outside sources is allowed, but students will be graded primarily upon how well they analyzed and synthesized the materials supplied through course materials to include my lesson pages, the reading assignmentsn and my feedback during to the lesson essays. Late papers will be marked down at 1/3 a letter grade per day, with the first late day beginning at midnight on the day it is due. There will be no late papers for the final.

**Grading Scale**

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| **Grade** | **Papers** | **Points** |
| A | 95 | 128 |
| A- | 91 | 123 |
| B+ | 88 | 119 |
| B | 85 | 115 |
| B- | 81 | 109 |
| C+ | 78 | 105 |
| C | 75 | 101 |
| C- | 71 | 96 |
| D+ | 68 | 92 |
| D | 65 | 88 |
| F | 55 | 74 |

Note that an F is 55 points, not 0. It is always best to make an attempt to answer each exam question.

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| **PLAGIARISM AND CITATIONS**  **Cheating, Plagiarism, and Academic Misconduct**  The University of Wisconsin is recognized around the world as one of the finest public university systems. To ensure that our graduates are capable of operating at the highest levels of business, government, and non-profit institutions, we enforce the highest ethical standards through our Academic Misconduct Policy, which can be found at: [http://folio.legis.state.wi.us](http://folio.legis.state.wi.us/cgi-bin/om_isapi.dll?clientID=164347&infobase=code.nfo&jump=ch.%20UWS%2014)  Please note that all work in this class is to be in your own words. If you quote someone else's work, you are expected to cite the source.  Do not ask for or provide your fellow students assistance with their written work. It is a great idea to study with other students, but when it comes to writing your discussion and exam assignments, do not collaborate. Remember that either receiving or providing unapproved assistance is considered cheating. In the case that two essays are substantially alike, both students will be punished.  Do *not* go to an online encyclopedia or any other website and "cut and paste" your discussion or examination answers (or portions of your answers). This is plagiarism and will be punished on the first occasion.  All acts of cheating will result in a 0 for that assignment. Note that this is far more detrimental to your course grade than would be an F on that assignment (See the grading scales above). Multiple cases of cheating will involve greater penalties up to and including expulsion.  There are two simple rules of thumb for correct paraphrasing. The first is that you need to be careful not to claim someone else’s words and ideas as your own. The second, however, is that there is no need to cite information that is widely known and should be considered to be common knowledge. Sometimes, it can be difficult to discern what should and should not be considered common knowledge. In general, a safe rule of thumb is that while general information may be considered common knowledge, judgments about the meaning of that information are the property of the original writer.  The following is a useful example of how to paraphrase correctly. It comes verbatim from Mary Lynn Rampolla’s A Pocket Guide to Writing History, 5th ed, Boston: Bedford/St. Martin’s Press, 2007, and uses an original passage from an earlier addition of your course textbook (Richard Goff, et al., The Twentieth Century: A Brief Global History, 4th ed [New York: McGraw-Hill, 1994], 62.) |

**Original Passage**

In the early twentieth century, most Latin American nations were characterized by two classes separated by a great gulf. At the top were a small group of European-descended white people, the *patrones* (landlords or patrons), who, along with foreign investors, owned the ranches, mines and plantations of each nation. Like the established families of most societies elsewhere in the world, the *patrones* monopolized the wealth, social prestige, education, and cultural attainments of their nations. Many of them aspired to the ideal of nobility, with high standards of personal morality and a parental concern for those who worked for them. Some *patrons* lived up to these ideals, but most, consciously or unconsciously, exploited their works.

**Unacceptable Paraphrase**

In the early part of this century most Latin American countries were typified by two classes separated by a large chasm. At the top were a small group of white people, descended from Europeans, called *patrones*. Along with foreign investors, the *patrones* owned the plantations, ranches, and mines of their countries. Like aristocrats all over the world, the *patrones* controlled the wealth, social status, education, and cultural achievements of their countries. Many of them had high standards of morality and were concerned for their workers, but most, consciously or unconsciously, abused their workers.

**Acceptable Paraphrase**

The society of Latin America at the beginning of this century was sharply divided into two groups: the vast majority of the population, made up of the workers, and a wealthy minority, the *patrones*, who were descended from white Europeans. Although the *patrones* represented a very small segment of the population, they controlled the lion’s share of their countries’ wealth and enjoyed most of the social and educational advantages. Like their counterparts in Europe, many *patrones* adopted an attitude of paternalistic benevolence toward those who worked for them. Even if their concern was genuine, however, the *patrones* clearly reaped the rewards of their workers’ labor.

In the unacceptable paraphrase, the student has merely replaced several words while maintaining the same structure as in the original passage. The acceptable paragraph departs far enough from the original that it is considered a paraphrase and need not be enclosed in quotation marks. It, however, should still include a citation to the original source (Goff et al., 62) since the judgments contained in it are still a product of the original authors.

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| **RUBRIC FOR ALL WRITING ASSIGNMENTS**  **Papers that earned an A** will have a clear, well-developed thesis statement that will speak directly to the writing prompt. The thesis statement will be supported with abundant information. A papers will make use of the most important information found in your assigned readings that is directly relevant to the prompt. All A papers will analyze and synthesize this information and will not merely repeat it. While minor errors in writing mechanics will not result in a lowering of the grade, the failure to be easily understood will have a negative impact on the ability of your reader/instructor to give you credit for all your hard work. To this end, you should endeavor to make good use of the lessons you have learned in your English courses.  **Papers that earn a** **B** will include an attempted thesis statement, which may suffer from a lack of clarity or purpose beyond what should be considered obvious to a college-level audience. A B paper may include an abundance of information, but will be mostly descriptive and provide insufficient evidence of analysis or synthesis to support the thesis statement, or may leave out an important aspect of the assignment. B papers are often more summary than analysis and synthesis. Again, careful proof reading for issues of reading mechanics will help assure that the information you present is easily understood.  **Papers that earn a** **C** will likely restate the writing prompt but make little effort to express a thesis statement. They will often leave out much of the relevant information found in the assigned readings. C papers as a whole suggest only a minimal attempt to complete the assignment and tend to overemphasize a single aspect of the assignment. C papers generally reflect poor writing mechanics and thus a hurried attempt to complete the assignment.  **Papers that earn a** **D** will raise question of whether the author actually read or understood the assignments. Sometimes they will fixate on only a few of the aspects of the writing prompt and reflect little effort to address it in its entirety. Such papers often contain excessive writing errors.  **Papers that earn an** **F** will reflect little effort to engage with the writing prompt and reflect an insufficient familiarization with the reading assignments to be worthy of college credit.  **FINAL GRADES**  Final grades will reflect the sum total of your points earned in the course rendered on a 100-point scale, as below.     |  |  | | --- | --- | | **Grade** | **Exam** | | A | 93 and above | | 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 | | F | 55 |   The grade of incomplete (I) is given only in cases of extreme personal crisis and/or extreme family emergency. |

If students need accommodations because of a disability, if they have emergency medical information that I should be aware of, or if they need special arrangements in the case of an evacuation, please contact me at the earliest possible convenience.

### ACADEMIC DISHONESTY

All conditions contained in the student handbook related to academic dishonesty will be in effect during the semester. It would behoove students to familiarize themselves with these conditions. Cheating will not be tolerated. See the special sheet on plagiarism.

### CHANGES TO THE SYLLABUS

It is conceivable that necessary alterations to the syllabus will arise during the course of the semester. These will be communicated to the students with as much advance notice as possible.

SEMESTER SCHEDULE

# Week 2

# Lesson 1

**Kievan Rus’**

Riasanovsky, Ch 1-6

Kivelson, p. 1-32

Canvas: *The Igor Tale*, *the Primary Chronicle*, *Slavic Byzantium*

**Week 3**

**Lesson** **2**

**Appanage Russia**

Riasanovsky, Ch 7-11

Kivelson, p. 32-43

Canvas: *The Orison on the Downfall of Russia*, *Tale of the Destruction of Riazan*

**Week 4**

**Lesson** **3**

**The Rise of Moscovy**

Riasanovsky, Ch 12-15

Kivelson, pg. 44-57

Canvas: *My Early Life* and *The Tale of the White Cowl*

**Week 5**

**Lesson** **4**

**The Time of Troubles and Early Romanovs**

Riasanovsky, Ch 16-19

Kivelson, pg 57-74

Canvas: Avraamy Palitsyn

**Week 6**

**Paper 1**

# Week 7

# Lesson 5

**Peter the Great**

Riasanovsky, Ch 20

Kivelson, pg 75-97

**Week 8**

**Lesson** **6**

**Catherine the Great and** **Russia in the 18th Century**

Riasanovsky, Ch 21-24

Kivelson, pg 98-139

CANVAS: Catherine the Great’s *Instructions* and *A Journey from St. Petersburg…*

**Week 9**

**Lesson** **7**

**Alexander I and Nicholas I**

Riasanovsky, Ch 25-26

Kivelson, pg 140-161

CANVAS: *The Decembrists*

**Week 10**

**Lesson** **8**

**Russian Society in the First Half of the 19th Century**

Riasanovsky, Ch 27-28

Kivelson, pg 161-182

Nikitenko, all

CANVAS: *Petr Chaadaev* and *Memoir on Ancient and Modern Russia*

**Week 11**

**Paper 2**

**Week 12**

**Lesson** **9**

**Alexander II**

Riasanovsky, Ch 29

Kivelson, pg 183-220

CANVAS: *The Nose*, *Oblomov*, *Emancipation of the Serfs*, *The Gorchakov Circular*

**Week 13**

**Week 10**

**Alexander III and Nicholas II to 1905**

Riasanovsky, Ch 30

CANVAS: *Letter to Alexander III*, *Manifesto of Alexander III*, *Protests by Peasant Women*, *Reports of Factory Inspectors in the 1880s*

**Week 14**

**Lesson 11**

**Nicholas II from 1905 to the End**

Riasanovsky, Ch 31

CANVAS: *Petitions to the First State Duma*, *The Fundamental Laws, Konstantin Pobedonostsev*

**Week 15**

**Lesson 12**

**Russian during the Late 19th Century**

Riasanovsky, Ch 32-33

Kivelson, pg 220-254

CANVAS: *The War of 1812, God Sees the Truth, but Waits, Leo Tolstoy’s Criticism of…, The Monster, Gorky*

**Final Paper**

# 

**How to write an essay**

**The Thesis Statement:** The most important part of any essay is the thesis statement. The thesis statement usually consists of a single sentence at the end of the first paragraph. Its objective is to tell the reader the purpose of the essay. In the case of an essay exam, it answers the exam question. When beginning an essay, make certain that you have a simple, clear thesis statement. Not only will this guide the reader through the essay, but it will also help you to organize your writing.

**Organization and Clarity:** The entire essay must be organized to support the thesis statement. The purpose of the first paragraph, the introduction, is to introduce your reader to the subject. The main body of your essay (often three paragraphs for an exam question) illustrates the thesis statement. In these paragraphs you develop the idea(s) that you introduced in the thesis sentence. Each paragraph must be clearly relevant to the thesis statement. This is most easily accomplished by including a topic sentence in each paragraph. The topic sentence functions in much the same way as the thesis sentence. It defines the paragraph and should make the connection between the paragraph and the thesis statement clear. Do not include material that is irrelevant to the thesis. Such material 'muddies' the paragraph with unnecessary information and takes the reader’s attention away from your purpose. Concentrate on clarity. Spelling, grammatical and syntactical mistakes also make the essay difficult to comprehend and therefore detract from its quality.

**Evidence:** Evidence is the information you present to support your thesis. Each paragraph must include sufficient evidence to show that you have a solid understanding of the assigned material and can relate it to the question. Factual mistakes and vague statements detract from an essay, but not nearly so detrimentally as analytical errors. Make certain that the evidence you present supports your thesis. As mentioned above, the inclusion of irrelevant details does not improve the essay.

The grading of all essays will be based on the criteria mentioned above. The essay must have a thesis statement, be logically and clearly organized and include sufficient information to support the thesis. The assignment of a letter grade will be based on how well you have fulfilled these requirements. In answering an essay question, the most important task is to answer the question. Do not make the mistake of 'data dumping,' simply throwing down all the information you know related to the topic. All information must be shown to be relevant. Spend a couple of minutes thinking about the question, write an outline, and then construct your essay with the question in mind. Refer to the question after you have written the essay so that you are certain that you have answered it.