

Stacked 111-6006  
117-0006

FORMAT 2

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**  
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

**SUBMITTED BY:**

Department	<b>History</b>	College/School	<b>CLA</b>
Prepared by	<b>Brian Kassof</b>	Phone	<b>474-6507</b>
Email Contact	<b><u>bkassof@alaska.edu</u></b>	Faculty Contact	<b>self</b>

**1. COURSE IDENTIFICATION:**

Dept **HIST/NORS** Course # **463/663** No. of Credits **3**

COURSE TITLE **Foundations of Russian History**

**2. ACTION DESIRED:**

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>	
NUMBER	<input type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREQUISITES	<input checked="" type="checkbox"/>			FREQUENCY OF OFFERING	<input type="checkbox"/>
CREDITS (including credit distribution)	<input type="checkbox"/>			COURSE CLASSIFICATION	<input type="checkbox"/>
CROSS-LISTED	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600)	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
Include syllabi.					
OTHER (please specify)		<b>No changes to current stacking or cross-listing. Form has been signed by Chairs for History and Northern Studies</b>			

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

(check all that apply)

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc) **Lecture/discussion**

**4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)**

H = Humanities ☐ S = Social Sciences ☒

Will this course be used to fulfill a requirement for the baccalaureate core? YES ☐ NO ☒

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted ☐ W = Writing Intensive, Format 7 submitted ☐ Natural Science, Format 8 submitted ☐

**5. COURSE REPEATABILITY:**

Is this course repeatable for credit? YES ☐ NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

RECEIVED FEB 14

**6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

**HIST F463 Foundations of Russian History (s)**

3 Credits

Offered Fall Odd-numbered Years

The foundations of Russian society and the modern Russian state from the earliest recorded events through the early 19th century. Topics include the Scythians and Khazars, the rise of the Kievan state, Mongol domination of Russia, the rise of Muscovy, the creation of the Russian Empire under the Romanov dynasty, ethnic and social diversity, the impact of the Napoleonic invasion and the influence of western European ideas in Russia. Recommended: HIST F102. Stacked with HIST F663; NORS F663. (3+0)

**HIST F663 Foundations of Russian History (s)**

3 Credits

Offered Fall Odd-numbered Years

The foundations of Russian society and the modern Russian state from the earliest recorded events through the early 19th century. Topics include the Scythians and Khazars, the rise of the Kievan state, Mongol domination of Russia, the rise of Muscovy, the creation of the Russian Empire under the Romanov dynasty, ethnic and social diversity, the impact of the Napoleonic invasion and the influence of western European ideas in Russia. Prerequisites: HIST 275 or permission of instructor. Cross-listed with NORS F663. Stacked with HIST F463. (3+0)

**NORS F663 Foundations of Russian History (s)**

3 Credits

Offered Fall Odd-numbered Years

The foundations of Russian society and the modern Russian state from the earliest recorded events through the early 19th century. Topics include the Scythians and Khazars, the rise of the Kievan state, Mongol domination of Russia, the rise of Muscovy, the creation of the Russian Empire under the Romanov dynasty, ethnic and social diversity, the impact of the Napoleonic invasion and the influence of western European ideas in Russia. Prerequisites: HIST 275 or permission of instructor. Cross-listed with HIST F663. Stacked with HIST F463. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

**HIST F463 ~~Foundations of Russian History~~ Imperial Russia, 1700-1917 (s)**

3 Credits

Offered Fall Odd-numbered Years

~~The foundations of Russian society and the modern Russian state from the earliest recorded events through the early 19th century. Topics include the Seythians and Khazars, the rise of the Kievan state, Mongol domination of Russia, the rise of Muscovy, the creation of the Russian Empire under the Romanov dynasty.~~ This course covers Russian history from the reign of Peter the Great (1682-1725) until the collapse of the Tsarist regime in February 1917. Topics will include Russia's complex relationship with Western Europe, the challenges posed by modernization, and the emergence of the revolutionary movement. Recommended: HIST F102. Prerequisites: History 275 or permission of instructor. Stacked with HIST F663; NORS F663. (3+0)

**HIST 663 ~~Foundations of Russian History~~ Imperial Russia, 1700-1917 (s)**

3 Credits

Offered Fall Odd-numbered Years

~~The foundations of Russian society and the modern Russian state from the earliest recorded events through the early 19th century. Topics include the Seythians and Khazars, the rise of the Kievan state, Mongol domination of Russia, the rise of Muscovy, the creation of the Russian Empire under the Romanov dynasty, ethnic and social diversity, the impact of the Napoleonic invasion and the influence of western European ideas in Russia.~~ This course covers Russian history from the reign of Peter the Great (1682-1725) until the collapse of the Tsarist regime in February 1917. Topics will include Russia's complex relationship with Western Europe, the challenges posed by modernization, the Russian Empire as a multi-national state, and the emergence of the revolutionary movement. Prerequisites: HIST 275 Graduate standing or permission of instructor. Cross-listed with NORS F663. Stacked with HIST F463. (3+0)

**NORS 663 ~~Foundations of Russian History~~ Imperial Russia, 1700-1917 (s)**

3 Credits

Offered Fall Odd-numbered Years

~~The foundations of Russian society and the modern Russian state from the earliest recorded events through the early 19th century. Topics include the Seythians and Khazars, the rise of the Kievan state, Mongol domination of Russia, the rise of Muscovy, the creation of the Russian Empire under the Romanov dynasty, ethnic and social diversity, the impact of the Napoleonic invasion and the influence of western European ideas in Russia.~~ This course covers Russian history from the reign of Peter the Great (1682-1725) until the collapse of the Tsarist regime in February 1917. Topics will include Russia's complex relationship with Western Europe, the challenges posed by modernization, the Russian Empire as a multi-national state, and the emergence of the revolutionary movement. Prerequisites: HIST 275 Graduate standing or permission of instructor. Cross-listed with HIST F663. Stacked with

**8. IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO ☒ If Yes, DEPT ☐ NORS ☐ NUMBER ☐ 663  
(Requires written notification of each department and dean involved. Attach a copy of written notification.)

**9. GRADING SYSTEM: Specify only one**

LETTER: ☒ PASS/FAIL: ☐

**10. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None.

**11. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☒ Yes ☐

☐ Covers material already addressed in current courses (HIST 463 and 464)

**12. IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)

Dropping of material on earlier period will not impact History or Northern Studies.

**13. POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.


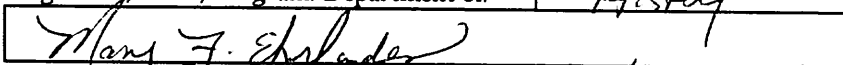

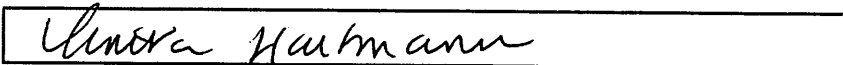

By reducing period under examination, students will receive a better grounding in modern Russian history than they had previously. Narrower chronological focus will also allow inclusion of more material on Siberian history, which is of particular interest to Northern Studies students. If interest warrants, a new course covering pre-Imperial Russia will be offered in future.

**JUSTIFICATION FOR ACTION REQUESTED**

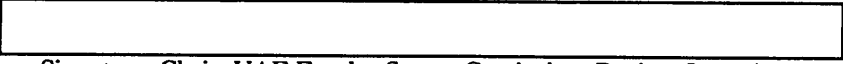

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

As presently constituted, course covers far too broad a chronological period for an upper division course (about 1000 years). As a result, the material cannot be treated in appropriate depth or complexity for a course of this level. The proposed periodization reflects the standard division of this material used at most American colleges and universities. Changes in prerequisites bring course into line with other 400/600 level courses in History and Northern Studies.




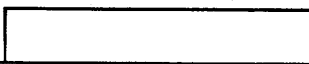

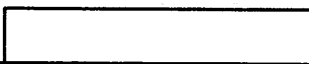
**APPROVALS:**

		Date	10-1-10
Signature, Chair, Program/Department of:		History	
		Date	10-1-10
Signature, Chair, Program/Department of:		NURS	
		Date	11-02-10
Signature, Chair, College/School Curriculum Council for:		CCA	
		Date	11-16-10
Signature, Dean, College/School of:		CCA	
		Date	
Signature of Provost (if applicable) Offerings above the level of approved programs must be approved in advance by the Provost.			

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

**ATTACH COMPLETE SYLLABUS (as part of this application).**

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time  
(make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

**3. Course readings/materials:**

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☐ any supplies required.

**4. Course description:**

☐ Content of the course and how it fits into the broader curriculum;

☐ Expected proficiencies required to undertake the course, if applicable.

☐ Inclusion of catalog description is *strongly* recommended, and

☐ Description in syllabus must be consistent with catalog course description.

**5. ☐ Course Goals (general), and (see #6)**

**6. ☐ Student Learning Outcomes (more specific)**

**7. Instructional methods:**

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and

☐ how they will be tabulated into grades (on a curve, absolute scores, etc.)

**11. Support Services:**

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:**

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

History 463  
Imperial Russia, 1700-1917  
Fall 2011  
3 credits  
Dr. Brian Kassof  
605A Gruening Hall  
474-6507  
Office Hours: Tu 3:30-5 or by appt.  
bkassof@alaska.edu

This course covers Russian history from the reign of Peter the Great (1682-1725) until the collapse of the Tsarist regime in February 1917. We will examine the political, social, economic, and cultural history of Russia, with a special focus on the problems arising from Russia's complex relationship with Western Europe during this period. The course is divided into 11 internal units, each covering a specific period or topic. Lectures will be mostly thematic, though some narrative will be included where the readings are thin. We will also discuss materials regularly in class.

Course goals and objectives:

This is an upper-division course. Students should have already taken History 275 and be familiar with the basic concepts underpinning the modern historical studies. Students in this course are expected not only to master important names, concepts, and events, but also to place these in the broader context of Russian and European history, to explain why they are important, their relationship to one another, and the ways in which they shaped the development of Russian society and the state.

In addition to specific knowledge of the period, students should develop or refine a number of skills, such as the critical reading of texts, both primary and secondary. Students will learn how to recognize the implications and significance of arguments and how different ideas interact and shape one another. Students will also work on their ability to gather evidence, construct an argument, and convey their ideas in oral and written form.

Evaluation: Students' work will be evaluated on a number of criteria, including attendance and participation in class discussions, formal writing assignments, and in-class and take-home quizzes and tests. Each element will be given the following weight in determining your final grade:

**Attendance/in-class discussion:** 20%

Students are expected to come to class having read and thought about the day's assigned readings, and to participate regularly in class discussion. See attendance policy below.

**Map quiz:** 5% September 22

**mid-term exam:** 20% October 22

**final exam:** 20% December 18

**4 pp. short paper:** 10%

Students will write a short paper analyzing and connecting several of the primary source documents assigned for the course. We will discuss which documents are appropriate in class.

**Research Paper: 25%** Students will research and write a 12-15 pp. paper on an approved topic of their choosing. The assignment consists of several components:

Topic and preliminary bibliography: due on 9/30

Annotated bibliography:, due on 11/4

Outline/rough draft: due on 11/23

Final draft: due on 12/1

additional instructions on the research paper will be distributed in class.

Grades will be determined along the following guidelines:

A—indicates outstanding work, a thorough mastery of the material and a demonstrated ability to apply the ideas and material covered in class in an independent and original manner.

B—indicates an above average understanding of material and an ability to explain important concepts in a clear and cogent manner, to understand how different historical factors interacted.

C—indicates a satisfactory understanding of basic material with some sense of why some factors mattered more than others.

D—indicates a poor or flawed understanding of the material, difficulty in explaining the relative importance of different historical factors.

F—indicates an unsatisfactory performance in the course, an extremely poor understanding of material and/or a failure to meet basic expectations.

Grades are determined using standard rubrics—B+ 88-90; B 83-87; B- 82-80

### **Course policies:**

**Attendance and preparation:** Students are expected to come to class having read all assigned materials and to be prepared to discuss them. Attendance is mandatory. Students are permitted **up to three unexcused absences** during the course of the semester without penalty—you do not have to provide any explanation or documentation for these. Additional unexcused absences will be factored into your participation/attendance grade. **Six or more unexcused absences** will have a negative impact on your overall grade—you cannot learn the material if you are not in class.

Absences due to medical issues or serious personal emergencies will be excused if they are documented (a signed note by a physician, for example). This applies only to serious situations.

Please be on time—it is disrespectful both to me and to other students when you come into class late. Multiple instances of tardiness will be counted as an absence—if tardiness becomes a chronic problem, I will ask you not to enter if you are late.

**A NOTE ON FLU AND ABSENCES.** If you are sick and think you may have the flu, please stay home and notify me when possible by phone or email about your condition. If you do come down with the flu, accommodations will be made to deal with



extended absences—please do not come to class when you are ill and possibly contagious.

**Academic Honesty:**

Students are expected to adhere to the student code of conduct (see Fall 09 Course Catalog, 117). Several issues are of particular concern for this course.

Cheating or dishonesty will not be tolerated in this course, including plagiarism or fabrication. Plagiarism is the appropriation of either specific passages of text or unique ideas from another source without proper attribution. Reusing your own work (without informing the instructor) is also unacceptable. Fabrication is the use of invented materials or the deliberate misrepresentation of materials in your work. Any form of cheating on a course assignment (paper or test) will result in a failing grade for the course and the case will be referred to the appropriate university authorities.

Discussion may sometimes touch on contentious issues. While you are encouraged to express your thoughts and opinions, please remain respectful of your classmates and their views.

**Paper submissions, make-ups, and extra credit:**

Late papers will only be accepted by prior agreement. You must request permission to submit the paper late before the time it is due—if you do not contact me by this time, the paper will not be accepted. There are no exceptions—please plan accordingly. Late papers will be graded down a full letter grade for each day they are late (i.e., a paper that is one hour late will be dropped one letter grade, one that is 25 hours late by two letter grades).

All papers must be submitted to me in hard copy. In extraordinary cases I will accept an electronic version of a paper as a time stamp, but you need to get an identical hard copy to me as soon as is possible. Further instructions will be included with each paper assignment.

Make-up exams. If an exam or quiz is missed for a legitimate reason (an excused absence), students must make up the test as soon as possible. Make-up exams will not be the same as the originals. Exams missed without an excused absence cannot be made-up.

Extra credit. Just like life, this class does not have extra credit. so don't ask.

**Wikipedia**—This has become a popular source for information. However, it is not peer-reviewed, and the information and ideas presented on it are often incorrect or unreliable. Wikipedia or other non peer-reviewed on-line sites are not acceptable sources for papers or assignments. It is occasionally useful for very basic information (dates of birth, for example) or as a starting point for an inquiry, but it is not an acceptable source for writing or class assignments.

Necessary accommodations will be made for any students with documented disabilities—if you have any kind of learning disability, please contact Mary Matthews at the Center for Health and Counseling (x7043) to obtain the necessary documentation. Please deal with this as soon as possible—I cannot make retroactive accommodations for assignments that have already been submitted.

In general, if there is something interfering with your work, it is better to contact me about this sooner than later, so we can determine the best way to help you succeed in the course. I encourage you to come speak to me about any potential problems that you may face in the course—I can't help you if I don't know about it.

#### REQUIRED TEXTS)

Nicholas Riasanovsky, A History of Russia (Oxford University Press). NOTE—this book is currently in its 6<sup>th</sup> ed. Use of the 4<sup>th</sup> or 5<sup>th</sup> editions (available used) are also acceptable.

James Cracraft, ed. Major Problems in the History of Imperial Russia (Heath)

Thomas Riha, ed. Readings in Russian Civilization, Vol. II (University of Chicago Press)

Ivan Turgenev, Fathers and Sons (Signet edition preferred, though any is acceptable).

#### Unit 1 Geography, General Background, and 17<sup>th</sup> century Russia Lectures 1-4 (September 1-10)

readings: Riasanovsky: pp. 3-10, all of Part IV  
Cracraft: All of Part I

#### Unit 2 Peter the Great (1682-1725) Lectures 5-9 (September 13-22)

readings: Riasanovsky: Ch. 20  
Cracraft: Ch. 3, essay by Cracraft and all documents;  
P. P. Sharifov doc. in Ch. 6.  
Riha: "Russia Under Peter the Great" (233-37)

MAP QUIZ on 9/22

#### Unit 3 The Age of Palace Revolutions (1725-1762) Lectures 10-12 (September 24-29)

readings: Riasanovsky: Ch. 21  
Cracraft: Ch. 4 (all), M. V. Lomonosov doc. in Ch. 6  
Riha: Lomonosov (238-51)

Unit 4 Catherine the Great (1762-1796) and Paul I (1796-1801)  
Lectures 13-15 (October 1-8)

readings: Riasanovsky: Ch. 22-24  
Cracraft: Ch. 5 (all), and remainder of Ch. 6  
Riha: Catherine the Great's "Instructions" (252-55); Legislative  
Commission of 1767 (256-60); Radishchev excerpt (261-279)

SHORT PAPER DUE October 8

Unit 5 Alexander I (1801-1825)  
Lectures 16-21 (October 11-20)

readings: Riasanovsky: Ch. 25 (except for final section on Decembrists)  
Cracraft: Raeff essay and Karamzin doc. in Ch. 7

MID-TERM EXAM (10/22)

Unit 6 The Decembrists (1825)  
Lectures 22-23 (October 25-27)

readings: Riasanovsky: Final section of Ch. 25  
Riha: Decembrist docs. (295-302)

Unit 7 Nicholas I (1825-1855)  
Lectures 24-26 (October 29-November 3)

readings: Riasanovsky: Chs. 26-28  
Cracraft: remainder of Ch. 7; Herzen doc. in Ch. 8  
Riha: Chaadaev excerpts (303-14); Belinsky's letter to Gogol (315-20);  
Herzen's "Young Moscow" (321-331).

Unit 8 Alexander II (1855-1881) and the Great Reforms  
Lectures 27-30 (November 8-15)

readings: Riasanovsky: Ch. 29 (except section on "New Radicalism and  
Revolutionary Movement")  
Cracraft: remainder of Ch. 8  
Riha: Dobroliubov doc. (332-43), Uspenskii doc. (358-67), Aksakov doc.  
(378-82); Danilevsky excerpt (383-89)

Unit 9 The Radical Intelligentsia

Lectures 31-32 (November 17-19)

readings: Riasanovsky: section on "New Radicalism" from Ch. 29  
Riha: Breskhovskaia doc. (344-357); "Killing an Emperor" (368-77)  
Ivan Turgenev, Fathers and Sons, all.

Unit 10 Reaction and Unrest under Alexander III (1881-1894) and Nicholas I (through 1905)

Lectures 33-36 (November 22-December 1)

readings: Riasanovsky: Chs. 30; 32-33  
Cracraft: Chs. 9-11 (all), Ignatieff and Kanatchikov docs. in  
Ch. 12  
Riha: Pobedonostev doc. (390-401); Reports on industrial workers (409-15);  
Witte doc. (416-29), Pipes excerpt (430-44)

RESEARCH PAPER due on 12/1

Unit 11 The End of Imperial Russia, 1905-1917

Lectures 37-40 (December 3-10)

readings: Riasanovsky: Ch. 31  
Cracraft: Hamburg and Glickman essays in Ch. 12; all of Ch. 13  
(except Breshkovskaia doc.); all of Ch. 14  
Riha: Milyukov excerpt (402-08); Nicholas II doc. (445-49); Duma material  
(450-55); Stolypin excerpt (456-64); Durnovo doc. (465-78)

FINAL EXAM: DECEMBER 18

History 663/NORS 663  
Imperial Russia, 1700-1917  
Fall 2011  
3 credits  
Dr. Brian Kassof  
605A Gruening Hall  
474-6507  
Office Hours: Tu 3:30-5 or by appt.  
bkassof@alaska.edu

This course covers Russian history from the reign of Peter the Great (1682-1725) until the collapse of the Tsarist regime in February 1917. We will examine the political, social, economic, and cultural history of Russia, with a special focus on the problems arising from Russia's complex relationship with Western Europe during this period. The course is divided into 11 internal units, each covering a specific period or topic. Lectures will be mostly thematic, though some narrative will be included where the readings are thin. We will also discuss materials regularly in class.

Course goals and objectives:

This is a graduate course. Students should have graduate standing and be familiar with the basic concepts underpinning the modern historical studies. Students in this course are expected not only to master important names, concepts, and events, but also to place these in the broader context of Russian and European history, to explain why they are important, their relationship to one another, and the ways in which they shaped the development of Russian society and the state. Students should also learn about basic historiographic debates.

In addition to specific knowledge of the period, students should develop or refine a number of skills, such as the critical reading of texts, both primary and secondary. Students will learn how to recognize the implications and significance of arguments and how different ideas interact and shape one another. Students will also work on their ability to gather evidence, construct an argument, and convey their ideas in oral and written form.

Evaluation: Students' work will be evaluated on a number of criteria, including attendance and participation in class discussions, formal writing assignments, and in-class and take-home quizzes and tests. Each element will be given the following weight in determining your final grade:

**Attendance/in-class discussion:** 20%

Students are expected to come to class having read and thought about the day's assigned readings, and to participate regularly in class discussion. See attendance policy below.

**Map quiz:** 5% September 22

**mid-term exam:** 10% October 22

**take home final exam:** 20% Due December 18

**Article analysis: 15%**

Students will read and review a connected series of articles on a topic in Imperial Russian history. Your review should address the major historiographic issues at stake, provide an overview of each author's position, and explore the implications of their different approaches. Length--about 8 pp. Due October 5.

**Research Paper: 30%** Students will research and write a 20 pp. paper on an approved topic of their choosing. The assignment consists of several components:

Topic and preliminary bibliography: due on 9/30

Annotated bibliography:, due on 11/4

Outline/rough draft: due on 11/23

Final draft: due on 12/1

Grades will be determined along the following guidelines:

A—indicates outstanding work, a thorough mastery of the material and a demonstrated ability to apply the ideas and material covered in class in an independent and original manner.

B—indicates an above average understanding of material and an ability to explain important concepts in a clear and cogent manner, to understand how different historical factors interacted.

C—indicates a satisfactory understanding of basic material with some sense of why some factors mattered more than others.

D—indicates a poor or flawed understanding of the material, difficulty in explaining the relative importance of different historical factors.

F—indicates an unsatisfactory performance in the course, an extremely poor understanding of material and/or a failure to meet basic expectations.

Grades are determined using standard rubrics—B+ 88-90; B 83-87; B- 82-80

**Course policies:**

Attendance and preparation: Students are expected to come to class having read all assigned materials and to be prepared to discuss them. Attendance is mandatory. Students are permitted **up to three unexcused absences** during the course of the semester without penalty—you do not have to provide any explanation or documentation for these. Additional unexcused absences will be factored into your participation/attendance grade. **Six or more unexcused absences** will have a negative impact on your overall grade—you cannot learn the material if you are not in class.

Absences due to medical issues or serious personal emergencies will be excused if they are documented (a signed note by a physician, for example). This applies only to serious situations.

Please be on time—it is disrespectful both to me and to other students when you come into class late. Multiple instances of tardiness will be counted as an absence—if tardiness becomes a chronic problem, I will ask you not to enter if you are late.

A NOTE ON FLU AND ABSENCES. If you are sick and think you may have the flu, please stay home and notify me when possible by phone or email about your

A NOTE ON FLU AND ABSENCES. If you are sick and think you may have the flu, please stay home and notify me when possible by phone or email about your condition. If you do come down with the flu, accommodations will be made to deal with extended absences—please do not come to class when you are ill and possibly contagious.

#### **Academic Honesty:**

Students are expected to adhere to the student code of conduct (see Fall 09 Course Catalog, 117). Several issues are of particular concern for this course.

Cheating or dishonesty will not be tolerated in this course, including plagiarism or fabrication. Plagiarism is the appropriation of either specific passages of text or unique ideas from another source without proper attribution. Reusing your own work (without informing the instructor) is also unacceptable. Fabrication is the use of invented materials or the deliberate misrepresentation of materials in your work. Any form of cheating on a course assignment (paper or test) will result in a failing grade for the course and the case will be referred to the appropriate university authorities.

Discussion may sometimes touch on contentious issues. While you are encouraged to express your thoughts and opinions, please remain respectful of your classmates and their views.

#### **Paper submissions, make-ups, and extra credit:**

Late papers will only be accepted by prior agreement. You must request permission to submit the paper late before the time it is due—if you do not contact me by this time, the paper will not be accepted. There are no exceptions—please plan accordingly. Late papers will be graded down a full letter grade for each day they are late (i.e., a paper that is one hour late will be dropped one letter grade, one that is 25 hours late by two letter grades).

All papers must be submitted to me in hard copy. In extraordinary cases I will accept an electronic version of a paper as a time stamp, but you need to get an identical hard copy to me as soon as is possible. Further instructions will be included with each paper assignment.

Make-up exams. If an exam or quiz is missed for a legitimate reason (an excused absence), students must make up the test as soon as possible. Make-up exams will not be the same as the originals. Exams missed without an excused absence cannot be made-up.

Extra credit. Just like life, this class does not have extra credit. so don't ask.

**Wikipedia**—This has become a popular source for information. However, it is not peer-reviewed, and the information and ideas presented on it are often incorrect or unreliable. Wikipedia or other non peer-reviewed on-line sites are not acceptable sources for papers or assignments. It is occasionally useful for very basic information (dates of birth, for example) or as a starting point for an inquiry, but it is not an acceptable source for writing or class assignments.

Necessary accommodations will be made for any students with documented disabilities—if you have any kind of learning disability, please contact Mary Matthews at

Please deal with this as soon as possible—I cannot make retroactive accommodations for assignments that have already been submitted.

In general, if there is something interfering with your work, it is better to contact me about this sooner than later, so we can determine the best way to help you succeed in the course. I encourage you to come speak to me about any potential problems that you may face in the course—I can't help you if I don't know about it.

#### REQUIRED TEXTS)

Nicholas Riasanovsky, A History of Russia (Oxford University Press). NOTE—this book is currently in its 6<sup>th</sup> ed. Use of the 4<sup>th</sup> or 5<sup>th</sup> editions (available used) is also acceptable.

James Cracraft, ed. Major Problems in the History of Imperial Russia (Heath)

Thomas Riha, ed. Readings in Russian Civilization, Vol. II (University of Chicago Press)

Ivan Turgenev, Fathers and Sons (Signet edition preferred, though any is acceptable).

#### Unit 1 Geography, General Background, and 17<sup>th</sup> century Russia Lectures 1-4 (September 1-10)

readings: Riasanovsky: pp. 3-10, all of Part IV  
Cracraft: All of Part I

#### Unit 2 Peter the Great (1682-1725) Lectures 5-9 (September 13-22)

readings: Riasanovsky: Ch. 20  
Cracraft: Ch. 3, essay by Cracraft and all documents;  
P. P. Sharifov doc. in Ch. 6.  
Riha: "Russia Under Peter the Great" (233-37)  
additional readings on Peter the Great--TBA

MAP QUIZ on 9/22

#### Unit 3 The Age of Palace Revolutions (1725-1762) Lectures 10-12 (September 24-29)

readings: Riasanovsky: Ch. 21  
Cracraft: Ch. 4 (all), M. V. Lomonosov doc. in Ch. 6



Riha: Lomonosov (238-51)  
article on Enlightenment in Russia (on reserve)

Unit 4 Catherine the Great (1762-1796) and Paul I (1796-1801)  
Lectures 13-15 (October 1-8)

readings: Riasanovsky: Ch. 22-24  
Cracraft: Ch. 5 (all), and remainder of Ch. 6  
Riha: Catherine the Great's "Instructions" (252-55); Legislative  
Commission of 1767 (256-60);  
Radischev, Journey from Petersburg to Moscow (on-line text)

SHORT PAPER DUE October 8

Unit 5 Alexander I (1801-1825)  
Lectures 16-21 (October 11-20)

readings: Riasanovsky: Ch. 25 (except for final section on Decembrists)  
Cracraft: Raeff essay and Karamzin doc. in Ch. 7  
Read Pushkin, Bronze Horseman (excerpts on reserve)

MID-TERM EXAM (10/22)

Unit 6 The Decembrists (1825)  
Lectures 22-23 (October 25-27)

readings: Riasanovsky: Final section of Ch. 25  
Riha: Decembrist docs. (295-302)

Unit 7 Nicholas I (1825-1855)  
Lectures 24-26 (October 29-November 3)

readings: Riasanovsky: Chs. 26-28  
Cracraft: remainder of Ch. 7; Herzen doc. in Ch. 8  
Riha: Chaadaev excerpts (303-14); Belinsky's letter to Gogol (315-20);  
Herzen's "Young Moscow" (321-331).  
Excerpts from Martin Malia, Alexander Herzen and the Birth of Russian  
Socialism (on reserve)

Unit 8 Alexander II (1855-1881) and the Great Reforms  
Lectures 27-30 (November 8-15)

readings: Riasanovsky: Ch. 29 (except section on “New Radicalism and Revolutionary Movement”)  
Cracraft: remainder of Ch. 8  
Riha: Dobroliubov doc. (332-43), Uspenskii doc. (358-67), Aksakov doc. (378-82); Danilevsky excerpt (383-89)

Unit 9 The Radical Intelligentsia  
Lectures 31-32 (November 17-19)

readings: Riasanovsky: section on “New Radicalism” from Ch. 29  
Riha: Breskhovskaia doc. (344-357); “Killing an Emperor” (368-77)  
Ivan Turgenev, Fathers and Sons, all.

Unit 10 Reaction and Unrest under Alexander III (1881-1894) and Nicholas I (through 1905)  
Lectures 33-36 (November 22-December 1)

readings: Riasanovsky: Chs. 30; 32-33  
Cracraft: Chs. 9-11 (all), Ignatieff and Kanatchikov docs. in Ch. 12  
Riha: Pobedonostev doc. (390-401); Reports on industrial workers (409-15); Witte doc. (416-29), Pipes excerpt (430-44)  
Semen Kanatchikov, A Radical Worker in Tsarist Russia (excerpts on reserve)

RESEARCH PAPER due on 12/1

Unit 11 The End of Imperial Russia, 1905-1917  
Lectures 37-40 (December 3-10)

readings: Riasanovsky: Ch. 31  
Cracraft: Hamburg and Glickman essays in Ch. 12; all of Ch. 13 (except Breshkovskaia doc.); all of Ch. 14  
Riha: Milyukov excerpt (402-08); Nicholas II doc. (445-49); Duma material (450-55); Stolypin excerpt (456-64); Durnovo doc. (465-78)

FINAL EXAM: Due DECEMBER 18. Students will meet with instructor during exam week to discuss their final paper.