

# Russian Revolution(s) From Peter to Putin

HIST 316, Section 2, Spring 2017

Tu/Th 10:30-11:50, Psych 102

<http://blogs.reed.edu/hist316-spring2017-section02/>

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Office Hours: Mon 2:30-4:00, Tues 12:00-2:00

## **Course Description**

In this course, we will explore the theme of revolutionary change in Russia from the reign of Emperor Peter the Great in the late 17<sup>th</sup> century to the presidency of Vladimir Putin today. Peter was one of Russia's great revolution makers, orchestrating change in governance, social life, and cultural and intellectual pursuit, and setting the stage for future revolutions both from above and from below. Peter's heirs in the 19<sup>th</sup> century and Soviet leaders and citizens in the 20<sup>th</sup> continued this trend of making sudden, sweeping change. And since his rise to power in 2000, Putin has in his own way been no less revolutionary and provocative. Working thematically, we will explore three types of revolution: the political, the social, and the cultural. Our exploration will take us through a range of primary and secondary sources, to which you will be asked to apply your critical reading, writing, and analytical skills as we discuss them together. Our goal this semester is to explore the many meanings the term "revolution" may take, investigate the often cyclical nature of revolutions, and interrogate why change in Russia has so often taken a revolutionary character, rather than proceeding by a more gradual path of development.

## **Course Requirements**

***Attendance***: You must attend all meetings of this conference, and do so on time. Our primary means of knowledge creation is discussion, so we must all commit to learning together as a classroom community. I will take attendance at the start of each conference. You get two absences for free, no questions asked, after which further absences will negatively affect your grade. If you have already accumulated two absences and must miss class again due to an extraordinary circumstance, please contact me in a timely manner to discuss your situation.

***Participation***: Not only do you have to show up, you have to talk! And that means you have to do the reading, listening, and viewing. Come to class prepared to discuss the assigned materials. Bring the day's text(s) with you, along with your notes on multimedia materials, for reference. Just as important, bring your thoughts, ideas, questions, and frustrations, and be prepared to share them and engage closely with your colleagues. If you feel anxious about speaking in front of a group, please contact me during the first week so we can work out an individual plan for your success. All comments must be respectful, constructive, and to the point. Ad hominem attacks and rambling digressions have no place in my classroom.

***Blog Posts***: Every week, starting in Week 2, you'll contribute to a discussion of the assigned sources on our course blog. This is your opportunity to set the tone of our discussion in the classroom; I'll read your posts and bring them to class for further debate. You must post every week, either in the form of a **lead post** or a **comment**, about one paragraph long. Over the course of the semester, you must make at least three lead posts, which include a discussion question. Pro

tip: Don't wait until the end of the semester to do yours! Every entry, whether lead post or comment, must include a properly cited quotation from the sources. This is *your* blog, so please be adventurous and creative in discussing the aspects of the sources that interest you most. As with classroom discussions, keep you posts relevant, substantive, and respectful.

***Timeline:*** Because we're working thematically in this course, it can be difficult to keep track of when events took place, relative to each other. To solve that issue, we will work collaboratively to create a master timeline. I'll divide you into **timeline groups**. Each group is responsible for an era (Petrine Era, Height of Empire, or Soviet Union). Your group must add four items to the timeline for each thematic unit. It's up to you how to organize your work, but keep in mind that this assignment is graded collectively.

***Midterm Paper:*** For your midterm paper, you will select one item from a list of primary sources, or from anywhere on the syllabus, and write an in-depth analysis of it. Your analysis should place the source in its historical context, evaluate its content, and make a unique argument about it. This essay must be **1200 words** long.

***Final Paper:*** For your final, you will write a **2500-word**, independently researched paper on a topic of your choice related to the theme of this course. We will go over requirements for the papers in conference, schedule a session in the library to acquaint ourselves with the available resources, and devote a day of class to peer critiques of your rough drafts. You may use sources assigned for this course, but you must also use at least **three outside sources**. This assignment has three components:

- 1) A **proposal** (thesis statement, abstract, annotated bibliography), due Week 10
- 2) A **rough draft**, due Week 12
- 3) A **final draft**, due at the end of the semester

You **must** meet with me twice while writing. In our first meeting, we'll discuss your topic, potential sources, and writing strategies. In our second meeting, we'll discuss your proposal. We will work on your rough drafts together during our peer critique day in class. Don't skip these meetings! They enable me ensure you are on the path to success, and prevent you from having to do extra, corrective work. I am glad to meet with you more often; just come to office hours.

If you would like help with your writing, I encourage you to consult the Writing Center (<http://www.reed.edu/writing/>)

Here's my policy on **plagiarism**, comrades: Don't do it! Plagiarism is a very serious offence, which can destroy your academic career and professional prospects. Plagiarism is **directly opposed to the Honor Principle**, and if you plagiarize, **you will automatically fail my class**. Please visit the Registrar's page on Academic Integrity:

[https://www.reed.edu/registrar/academic\\_integrity/campus\\_resources.html](https://www.reed.edu/registrar/academic_integrity/campus_resources.html) , and ask me ahead of time if you have any questions!

### **Course Policies**

***Office Hours:*** I'm here for you, and I welcome you to stop in to discuss our class! I'll be in my office Mondays 2:30-4:00 and Tuesdays 12:00-2:00, unless otherwise noted. If you know you want to come see me, you can make an appointment in advance; otherwise, just drop in. If you

have a conflict with my regular office hours, please email or speak to me to make an appointment for a different time.

***Email:*** Please feel free to email me any time with questions about the class or to schedule an appointment for office hours. I will respond within 24 hours. You must SIGN your email with your name. I won't write back if I can't figure out who you are. *You are also responsible for checking your Reed email at least once per day.* Email is my only way to communicate with you outside of class and office hours, and I need to be able to reach you.

***Technology:*** You may bring computers or tablets to class, for taking notes and viewing pdfs. If you mess around online instead of paying attention, I won't stop you, but I will notice and dock your participation grade. If you use your device to distract your colleagues, I will make you to put it away for the rest of class. You may not wear headphones during class.

***Cell Phones:*** Turn them off or set them to vibrate. Please don't take a call unless it's an emergency. If you must do so, leave the room quickly and quietly. **You may not use your cell phone for course work.**

***Disability Accommodations:*** Reed College is committed to providing accommodations to students with physical, learning, and psychological disabilities. While Reed offers services to assist students with disabilities, students are responsible for contacting the disabilities office with their request(s) and providing the necessary documentation in a timely manner. It's your responsibility to talk with me in a timely fashion about your approved academic accommodations, and it's my responsibility to provide them for you. Please help me help you by letting me know about any documented disabilities as early as possible in the semester. For more information about how to obtain documentation, please contact Disability Support Services: 503-517-7921, [disability-services@reed.edu](mailto:disability-services@reed.edu), and [http://www.reed.edu/disability\\_services/](http://www.reed.edu/disability_services/)

***Notice of Nondiscrimination:***

Reed College does not discriminate on the basis of protected classes including race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, marital status, military/veteran status, genetic information, physical or mental disability, pregnancy, status as a parent, family relationship, or on the basis of any other category protected by law. Reed is committed to creating an environment in which every student feels safe and empowered to learn, and I, too, am strongly committed to this goal. That doesn't mean we won't disagree with each other and argue intensely in this class. We will do so often! But we will do so respectfully. To ensure that respect, I reserve the right to intervene as I deem necessary, while doing my utmost to simultaneously safeguard your right to free speech. If something happens in class that upsets you or makes you feel unsafe, *please* come talk to me about it. You can find Reed's dissent policy here: [https://www.reed.edu/academic/gbook/comm\\_pol/dissent.html](https://www.reed.edu/academic/gbook/comm_pol/dissent.html)

**Course Materials**

The following books are required for HIST 316 and are available for purchase or rental at Reed College Bookstore. You are welcome to purchase or borrow your books elsewhere, but you are responsible for ensuring you have the **correct edition**. Shorter readings and visual, video, and audio materials are available to you on Moodle (or the blog). Always bring the text under discussion to class:

Cracraft, James. *The Revolution of Peter the Great* (Harvard UP, 2003)  
Saunders, David. *Russia in the Age of Reaction and Reform, 1801-1881* (Longman, 1992)  
Gorshkov, Boris, trans. & ed. *A Life Under Russian Serfdom: The Memoirs of Savva Dmitrievich Purlevskii, 1800-1868* (CEU Press, 2005)  
Tolstoy, Leo. *Hadji Murat* (Vintage Classics, 2012)  
Madariaga, Isabel de. *Catherine the Great: A Short History* (Yale UP, 2002)  
Alexeyeva, Lyudmilla and Paul Goldberg. *Thaw Generation: Coming of Age in the Post-Stalin Era* (Little, Brown, 1990)

## **Course Schedule**

### **UNIT I: Political Revolution**

#### **Week 1**

##### **Jan 24: Introduction**

What is a revolution? When, if ever, is revolution necessary?

##### **Jan 26: Peter's Great Embassy**

Lindsey Hughes, *Peter the Great: A Biography*, pp.1-17, 20-26, 29-32, 40-57

John Perry, "Russia under Peter the Great," *Readings in Russian Civilization*, pp.233-237

#### **Week 2:**

##### **Jan 31: Peter's Political Revolution**

Cracraft, *The Revolution of Peter the Great*, ch. 2 + 3

James Cracraft, "Petrine Reform Legislation," *Major Problems in the History of Imperial Russia*, pp.110-123

##### **Feb 2: Catherine's Legal Revolution**

Madariaga, *Catherine the Great*, ch. 3

"The Nakaz, or Instruction, of Catherine II to the Legislative Commission of 1767-1768," *Imperial Russia: A Sourcebook*, pp.79-93

#### **Week 3:**

##### **Feb 7: The Decembrist Revolt**

Saunders, *Russia in the Age of Reaction and Reform*, ch. 4

"The Decembrist Movement," in *Imperial Russia: A Sourcebook*, 207-229

##### **Feb 9: The Great Reforms**

\*This is a big reading assignment! You may want to start early.

Saunders, *Russia in the Age of Reaction and Reform*, ch.8-9, pp.204-234, 245-272

James Cracraft, "Alexander II's Manifesto Emancipating the Serfs," *Major Problems in the History of Imperial Russia*, pp.340-344

#### **Week 4:**

##### **Feb. 14: The Revolutions of 1917**

Sheila Fitzpatrick, *The Russian Revolution*, ch.2, pp.40-67

Vladimir Lenin, "Lenin's Concept of the Revolutionary Party (What Is To Be Done?)," *Imperial Russia: A Sourcebook*, pp.362-378

**Feb 16: Revolutionary De-Stalinization**

Polly Jones, "From the Secret Speech to the Burial of Stalin: Real and Ideal Responses to de-Stalinization," *Dilemmas of de-Stalinization*, pp.41-63

Nikita Khrushchev, "The Cult of the Individual (Secret Speech)" (web resource)

Evgeny Evtushenko "Mourners Crushed at Stalin's Funeral (Precocious Autobiography)" and "Stalin's Heirs" (web resource)

**UNIT II: Social Revolution**

**Week 5:**

**Feb 21: Peter's Social Revolution**

Lindsey Hughes, *Russia in the Era of Peter the Great*, pp.186-202, 248-257, 280-288

Nancy S. Kollmann, "Etiquette for Peter's Time: *The Honorable Mirror for Youth*," *Russian History* 35:1/2 (Spring-Summer 2008), 63-83

**Feb 23: Catherine's Publishing Revolution**

Madariaga, *Catherine the Great: A Short History*, ch. 8 + 15

Alexander Radischev, "A Journey from St. Petersburg to Moscow," *Readings in Russian Civilization*, pp. 261-279

**Week 6:**

**Feb 28: Peasant Rebellions**

Madariaga, *Catherine the Great: A Short History*, ch. 5

Boris Gorshkov, *A Life Under Russian Serfdom: The Memoirs of Savva Dmitrievich Purlevskii, 1800-1868*

**Mar 2: Conquest and Revolt in the Caucasus**

Paul Bushkovitch, "Russia as an Empire," *Concise History of Russia*, pp.249-52, 263-271  
Tolstoi, *Hadji Murat*, pp.39-116

**Week 7:**

**Mar 7: Soviet Social Revolution**

Sheila Fitzpatrick, "Stalin and the Making of a New Elite," *The Cultural Front*, pp.149-182

Pasha Angelina, "The Most Important Thing," *In the Shadow of Revolution*, pp.305-321

**Mar 9: The Revolutionary Idea of Human Rights**

Alexeyeva, *Thaw Generation*, pp.83-84, 96-105, 119-141, 167-169, 206-209, 278-294

**\*Midterm paper due 10pm, Friday, March 10\***

**SPRING BREAK!**

**UNIT III: Cultural Revolution**

## **Week 8:**

### **Mar 21: Peter's Cultural Revolution**

Cracraft, *The Revolution of Peter the Great*, ch.4

Lindsey Hughes, "From Tsar to Emperor: Portraits of Aleksei and Peter I" in *Picturing Russia: Explorations in Visual Culture*, 51-56

The Great Palace at Peterhof (the website is in Russian; just look at the images!):

- Start here: [http://peterhofmuseum.ru/objects/peterhof/bolshoy\\_petergofskiy\\_dvorets](http://peterhofmuseum.ru/objects/peterhof/bolshoy_petergofskiy_dvorets)  
(click on the first small image and scroll through all 14 images)

- Continue here: <http://peterhofmuseum.ru/objects/peterhof> (click on the "play" button just above the timeline)

### **Mar 23: Pushkin's Literary Revolution**

Alexander Pushkin, "The Captain's Daughter," *Novels, Tales, Journeys: The Complete Prose of Alexander Pushkin*, 249-358

## **Week 9:**

### **Mar 28: The Intelligentsia I: Revolutionary Awakening**

Saunders, *Russia in the Age of Reaction and Reform*, ch. 6

Ivan Kireevskii, "On the Nature of European Culture and Its Relation to the Culture of Russia," *Russian Intellectual History: An Anthology*, pp. 174-77, 180-188, 191-199, 204-207

Vissarion Belinskii, "Letter to N.V. Gogol," *Russian Intellectual History: An Anthology*, pp.252-261

### **Mar 30: The Intelligentsia II: Radical Revolutionaries**

Saunders, *Russia in the Age of Reaction and Reform*, ch. 11

Vera Figner, *Memoirs of a Revolutionist*, pp.68-76, 93-119

## **Week 10:**

**\*Proposals due 5pm, Sunday April 2!**

### **Apr 4: The Silver Age: Revolution through Art**

Irina Paperno, "Introduction," and "The Meaning of Art: Symbolist Theories," *Creating Life: The Aesthetic Utopia of Russian Modernism*, pp.1-23

Blok, "The Unknown Woman" and "The Scythians"

Slideshow

*The Rite of Spring* video ("Les 100 ans du sacre du printemps par le theater Mariinski")

### **Apr 6: Revolutionary Rituals**

Richard Stites, "Bolshevik Ritual Building in the 1920s," *Russia in the Era of NEP*, pp.295-307

Richard Stites, "Festivals of the People," *Revolutionary Dreams: Utopian Visions and Experimental Life in the Russian Revolution*, 79-100

Boris Arvatov, "The Proletariat and Leftist Art," *Bolshevik Visions: First Phase of the Cultural Revolution*, pp.238-241

Slideshow

### **Week 11:**

#### **Apr 11: Revolutionizing the Arts: Socialist Realism**

Katerina Clark, *The Soviet Novel*, pp.27-45, 251-260

Maxim Gorky, "Soviet Literature (Speech at the First All-Union Congress of Soviet Writers)"

Andrei Zhdanov, "Soviet Literature—The Richest in Ideas"

Anna Akhmatova, "Song of the Final Meeting" and "This Cruel Age Has Deflected Me"

Central Committee, "Resolution on the Journals *Zvezda* and *Leningrad*"

Valentin Kataev, "Time, Forward!"

#### **Apr 13: (Un)revolutionary Rock**

Alexei Yurchak, "Imaginary West: The Elsewhere of Late Socialism" and "True Colors of Communism: King Crimson, Deep Purple, Pink Floyd," *Everything Was Forever, Until It Was No More: The Last Soviet Generation*, 175-193, 207-237

Soviet Rock Playlist

### **UNIT IV: Putin's Revolution**

### **Week 12:**

**\*Rough Drafts due 5pm, Sunday April 16!**

Apr 18: Rough Draft Peer Critique Day

#### **Apr. 20: Putin's Political Revolution: All Power to Putin**

Gregory Freeze, *Russia: A History*, pp.462-479, 489-521

Ellen Barry, "Rally Defying Putin's Party Draws Tens of Thousands," *New York Times* (Dec. 10, 2011)

"Vladimir Putin's Victory Speech, 2012" (YouTube video)

Vladimir Putin, "Address by the President of the Russian Federation (March 18, 2014)"

### **Week 13:**

#### **Apr 25: Putin's Social Revolution: Corruption and Oligarchy**

Jeffrey Tayler, "Russia Is Finished: The Unstoppable Descent of a Once Great Power into Social Catastrophe and Strategic Irrelevance," *The Atlantic* (May 2001)

Julia Ioffe, "Net Impact: One Man's Cyber-Crusade Against Russian Corruption," *The New Yorker* (April 4, 2011)

Robbie Williams, "Party Like a Russian"

#### **Apr 27: Culture in the Mix: Making Art For and Against Putin**

Poiushye Vmeste, "A Man Like Putin" (music video)

Putin Imagery Slideshow

Voina, "Artists Flip Off the FSB"

Pussy Riot, "Punk Prayer," "Putin Will Teach You How to Love," "Chaika"

Evan Osnos, David Remnick, and Joshua Yaffa, "Active Measures: What Lay Behind Russia's Interference in the 2016 Election—And What Lies Ahead?"

**\*\*\*Final Paper due 10pm, Tuesday, May 9!\*\*\***

***Good luck!!!***