

Russian Revolution(s) From Peter to Putin

HIST 316, Fall 2017

Mon/Weds 2:20-4:00, Vollum 309

<http://blogs.reed.edu/hist316-fall2017/>

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Office Hours: Tues, Thurs 10:00-1:00 or by appointment

Course Description

In this course, we will explore the theme of revolutionary change in Russia from the reign of Peter the Great in the late 17th 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 from above and from below. Peter's imperial heirs in the 18th-19th centuries and Soviet successors in the 20th continued this trend of sudden, sweeping change. Indeed, since rising to power in 2000, Putin has proved no less revolutionary. What's more, each of these leaders has been challenged by subjects and citizens drawing on elements of the Petrine legacy. 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 on a revolutionary character, rather than following a more gradual path.

Course Requirements

Attendance: You are required to attend all meetings of this conference, and do so on time. Our primary method 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 three absences for free, no questions asked, after which further absences will negatively affect your grade. If you have already accumulated three 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 those materials with you, along with your notes. Even more important, bring your thoughts, ideas, and questions, and be prepared to share them 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: Beginning in Week 3, you will work together to create a blog, which will help shape our intellectual journey. You will sign up for TWO days (from two different units), for which you commit to writing a **lead blog post** and initiating our classroom discussion. Your post should be roughly one page in length and respond thoughtfully and substantively to the assigned materials. In addition, your post should include at least one discussion question. Alongside your lead posts, you must write TWELVE **comments** responding to your colleagues' lead posts over the course of the semester. (You are welcome to write more, but 12 is the minimum.) All posts

are due by 10pm the night before class (so I have time to read them and think about them before we meet). This is your blog, and it will have a big impact on the direction we take in our classroom discussions! Please be creative, have fun, and keep it respectful!

Timeline: Because we're working thematically, it can be difficult to keep track of when events took place relative to each other. To address that issue, you will work collaboratively to create a master **Revolutions Timeline**. I'll assign you to a **timeline group** focusing on the Petrine Era, the Height of Empire, or the Soviet Union. Your group must add six items to the timeline during your assigned unit. On the last day of the unit, your group will present your work in class, explaining why you chose them and how they relate to other items on the timeline. This assignment is graded collectively at the end of each unit.

Midterm Paper: For your midterm, you will write an in-depth analysis of a primary source. I will give you a list of sources from which to choose, or you may choose a source from anywhere on the syllabus. 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 class. We will go over requirements for the papers in conference. We will also visit the Library to acquaint ourselves with available resources and research methods and devote a day of class to rough draft peer critiques. This assignment has three components:

- 1) A **proposal** (thesis statement, abstract, annotated bibliography), due Week 11
- 2) A **rough draft**, due Week 13
- 3) A **final draft**, due at the end of the semester

You **must** meet with me twice while working on this project. 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're on the path to success, and prevent you from having to do extra, corrective work. If you would like to meet more often, you are always welcome at office hours, or you can make a separate appointment with me.

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 , and ask me ahead of time if you have any questions!

Course Policies

Office Hours: I welcome you to stop in to discuss our class! I'll be in my office Tuesdays and Thursdays from 10:00-1:00, 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, you are failing yourself, which is not my responsibility to correct. However, 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 inform me of your approved 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, and 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 argue with each other in this class, sometimes intensely. 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, or if you prefer, leave an anonymous note in my mailbox on the 3rd floor of Eliot. You can find Reed's dissent policy here: 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 get your books elsewhere, but make sure you have the **correct edition**. Shorter readings and visual, video, and audio materials are available to you via e-reserves (accessible on Moodle) or the blog. Always bring material under discussion to class:

Alexeyeva, Lyudmilla and Paul Goldberg. *Thaw Generation: Coming of Age in the Post-Stalin Era* (Little, Brown, 1990)
Cracraft, James. *The Revolution of Peter the Great* (Harvard UP, 2003)

Gorshkov, Boris, trans. & ed. *A Life Under Russian Serfdom: The Memoirs of Savva Dmitrievich Purlvskii, 1800-1868* (CEU Press, 2005)
Madariaga, Isabel de. *Catherine the Great: A Short History* (Yale UP, 2002)
Saunders, David. *Russia in the Age of Reaction and Reform, 1801-1881* (Longman, 1992)
Tolstoy, Leo. *Hadji Murat* (Vintage Classics, 2012)

Course Schedule

UNIT I: Political Revolution

Week 1

Aug 28: Introduction

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

Aug 30: Prelude and Peter's Political Revolution

Lindsey Hughes, *Peter the Great: A Biography*, pp.1-17, 20-23, 29-31, 40-52

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

“Petrine Reform Legislation,” *Major Problems in the History of Imperial Russia*, pp.111-125 (start with “Peter’s Decree on Entail”)

Week 2:

Sept 4: Labor Day, No class!

Sept 6: Catherine’s Legal Revolution

Madariaga, *Catherine the Great*, ch. 3, 6, 10, 11

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

Week 3:

Sept 11: The Decembrist Revolt

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

“The Decembrist Movement,” *Imperial Russia: A Sourcebook*, pp.207-229

Sept 13: The Revolutionary Great Reforms

Saunders, *Russia in the Age of Reaction and Reform*, ch.8-9

“Alexander II’s Manifesto Emancipating the Serfs,” *Major Problems in the History of Imperial Russia*, pp.340-344

Week 4:

Sept 18: The Revolutions of 1905 and 1917 and Their Aftermath

Sheila Fitzpatrick, *The Russian Revolution*, ch.1-3 (excepts): pp.23-78

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

Leon Trotsky, “Terror and Militarization,” *Imperial Russia Sourcebook*, pp.180-186

Sept 20: 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)

Hungarian Crisis, *Seventeen Moments in Soviet History*. Start with the Subject Essay (<http://soviethistory.msu.edu/1956-2/hungarian-crisis/>) and explore the linked Texts, Images, Video (turn on closed captioning for English subtitles), and Audio

UNIT II: Social Revolution

Week 5:

Sept 25: Peter's Social Revolution

Lindsey Hughes, *Peter the Great: A Biography*, pp.53-57

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

James Cracraft, "Petrine Reform Legislation," *Major Problems in the History of Imperial Russia*, pp.110-111

Peter I, "Decree on Noble Assemblies"

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

Sept 27: Catherine's Educational and Publishing Revolutions

Madariaga, *Catherine the Great: A Short History*, ch. 8, 9, 15

Alexander Radishchev, "A Journey from St. Petersburg to Moscow," *Readings in Russian Civilization*, v.2, pp.261-279

Week 6:

Oct 2: Peasant Rebellions

Madariaga, *Catherine the Great: A Short History*, pp.6-9 + ch. 2, 5

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

Oct 4: 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:

Oct 9: 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

Joseph Stalin, "On the Inadequacies in Party Work" (The Great Purge), *Documentary History of Communism*, pp.54-58

Ludmilla Olitskaia, "My Reminiscences (3)," *In the Shadow of Revolution*, pp.424-434

Oct 11: 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, October 13

FALL BREAK!

UNIT III: Cultural Revolution

Week 8:

Oct 23: Library Day

Oct 25: Peter's Cultural Revolution

Cracraft, *The Revolution of Peter the Great*, ch.4 + 6

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
(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)

Week 9:

Oct 30: Pushkin's Literary Revolution

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

Nov 1: 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.174-207

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

Week 10:

***Sunday, Nov. 5: Special screening of *The Rite of Spring* (location TBA)**

Nov 6: 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

Nov 8: Soviet 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

"The Ideological Platform of the Russian Association of Proletarian Musicians," *Music and Soviet Power, 1917-1932*, pp.128-131

Charles Maynes, "Symphony of Sirens, Revisited" (podcast episode):
<http://99percentinvisible.org/episode/episode-79-symphony-of-sirens-revisited/>
Aleksandr Mosolov, *Symphony: The Iron Foundry*
Soviet Avant-garde Artworks Slideshow

Week 11:

***Proposals due 5pm, Sunday, November 12!**

Nov 13: Revolutionizing the Arts: Socialist Realism

Katerina Clark, *The Soviet Novel*, pp.3-45, 255-260
Andrei Zhdanov, "Soviet Literature—The Richest in Ideas" (web resource)
Valentin Kataev, "Time, Forward!" (web resource)
Central Committee, "Resolution on the Journals *Zvezda* and *Leningrad*" (web resource)
Mikhail Zoshchenko, "The Adventures of a Monkey," *Nervous People, and Other Satires*, pp.316-324

Nov 15: Rock for un-Revolutionary Youth

Alexei Yurchak, *Everything Was Forever, Until It Was No More: The Last Soviet Generation*, ch.5-6, pp.158-193, 207-237
Soviet Rock Playlist

Week 12:

Nov 20: And We All Fall Down: Revolutionary Collapse

Gregory Freeze, *Russia: A History*, ch.14-15, pp.451-493
Alexei Yurchak, *Everything Was Forever, Until It Was No More*, pp.282-298
"Gorbachev Challenges the Party" (web resource)
Tatyana Tolstaya, "The Price of Eggs," *Pushkin's Children: Writing on Russia and Russians*, pp.206-215

Nov 22: Thanksgiving, No class!

UNIT IV: Putin's Revolution

Week 13:

***Rough Drafts due 5pm, Sunday November 26!**

Nov 27: Rough Draft Peer Critique Day

Nov 29: Putin's Political Revolution: Great Power Plays

Sarah Oates, "Kompromat Goes Global?: Assessing a Russian Media Tool in the United States," *Slavic Review* 76:S1 (2017), 57-65
Julie Hemment, "Red Scares and Orange Mobilizations: A Critical Anthropological Perspective on the Russian Hacking Scandal," *Slavic Review* 76:S1 (2017), 66-80
Andrei Tsygankov, "Containing NATP Expansion, 1995-2000," *Russia and the West from Alexander to Putin: Honor in International Relations*, pp.172-191
John J. Mearsheimer, "Why the Ukraine Crisis Is the West's Fault," *Foreign Policy* (Sept/Oct 2014), 77-89
Vladimir Putin, "Address by the President of the Russian Federation (March 18, 2014)"

Week 14:

Dec 4: Putin's Social Revolution: Repression, Resistance, Survival

Ann Garrels, *Putin Country: A Journey Into the Real Russia*, ch. 3, 6, 10, 15, 18

Jeff Sharlet, "Inside the Iron Closet: What It's Like to Be Gay in Putin's Russia," *GQ*, (Feb 4, 2014)

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

Ilya Budraitskis, Ilya Matveev, and Sean Guillory, "Not Just an Artifact," *Jacobin* (August 1, 2017)

Dec. 6: Revolting Culture: Art For and Against Putin

Arkady Ostrovsky, "Rocking the Kremlin," *The Economist* (August/September 2017)

Putin Imagery Slideshow

Music Videos:

Poiushye Vmeste (Singing Together), "A Man Like Putin"

Mashani, "My Putin!"

Voyna (War), "Artists Flip Off the FSB"

Russian VDV, "Veterans' Anti-Putin Song"

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

Robbie Williams, "Party Like a Russian"

*****Final Paper due 10pm, Tuesday, December 12!*****

Good luck!!!