

Russian Empire 1552-1917

Dr. Patryk Babiracki

Spring 2017, HIST 4361

Tue, Thu, 12:30-1:50

Room: UH 16

Office hours: Tuesday, Thursday, 11-12 (UH 310), or by appointment.

Faculty profile: <https://www.uta.edu/profiles/patryk-babiracki>

The syllabus may be subject to minor modifications

**Course Description:** Russia was the largest modern land empire on Earth. In this course we will study the political, social and cultural mechanisms of Russian imperial rule between the sixteenth and twentieth centuries. We will focus on the interactions between the Russian state and non-Russian nationalities during the successive stages of the Russian expansion: the Siberian frontier in the 16<sup>th</sup> and 17<sup>th</sup> centuries; the “Western Borderlands” (Eastern Europe) from the 18<sup>th</sup> century on; in the Far East and in America; and during the expansion to the Caucasus and Central Asia in the 19<sup>th</sup> centuries. Special themes will include: 1) the structure and functioning of Russian imperial institutions; 2) types of contact between Russians and non-Russian (strategies of conquest, resistance, forms of collaboration, etc.); 3) the production of culture and knowledge for the Russian empire; 4) changing notions of nationality and 5) the complicated relationship between Russia and the West.

**Student Learning Outcomes:** Students will learn about the major forces that shaped the development of the largest land empire in the world between the sixteenth and the nineteenth centuries. They will be expected to engage critically with the assigned texts and to discuss them in writing as well as orally in the classroom.

**Texts for Purchase:**

Kappeler, *Russian Empire: A Multi-Ethnic History*. Longman, 2001; ISBN: 978-0582234154

Lermontov, Mikhail. *Hero of Our Time*. 2001 [1840] Penguin. ISBN: 978-0140447958 Penguin Classics; Revised edition (2001)

**All other readings are available on Blackboard:**

**Grading:**

Participation in classroom discussions=**20%**

Four pop quizzes about the week’s readings: (Five will be administered, you may choose the four best). I will ask you to summarize one or more of the texts assigned for the week=**20%, or 5% each.**

One 5-page analytic paper=**15%** (Due Week VII, Tuesday, February 28, at the beginning of the class)

Detailed outline of the final paper (containing a thesis, arguments and an annotated list of sources) due Week XI (Tuesday, March 28, at the beginning of the class);=**15%**

Final 8-page paper (due week XV, Thursday, April 27, at the beginning of the class)  
=**30%**

**Attendance Policy:** The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this class, I have established following attendance policy:

Each student is allowed three absences per semester, no questions asked. These absences will not affect the final grade. After that, each absence will incur a penalty of one-third of the final grade (e.g. an "A" will become an "A-"; and an "A-" will turn into a "B+" etc.). In other words, it is best to keep your "time off" for real emergencies and illness.

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD)[www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

Counseling and Psychological Services, (CAPS)[www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).*

**Academic Integrity:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Series 50101, Section 2.2)

**Student Support Services Available:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**E-culture policy:** email is the best way to contact me. I will respond at my nearest convenience.

No disruptive activity on laptops, mobile phones etc. will be allowed in the classroom.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional ## hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/aao/fao/>).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days

before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [TBA]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**E-culture policy:** Besides office hours, email is the best way to contact me. I will respond at my nearest convenience.

**Paper Re-write Policy:** You may re-write the 1<sup>st</sup> paper if you wish. The grade will be averaged between the papers.

### **Week I (Jan. 17, 19) Introduction**

About to the course

Introductory lecture

Readings:

Kappeler, 12-20

### **Week II (Jan. 24, 26)**

#### **The Expansion of Muscovy**

Readings:

Kappeler, 21-59

Basil Dmytryshyn et. al., *Russia's Conquest of Siberia: A Documentary Record, 1558-1700*, pp. 3-9, 47-49, 55-59, 75-77, 103-104, 118-119, 124-125, 162-163, 185-89, 198-9, 228, 352-4, 462-4, 480-81, 489-91.

### **Week III (Jan. 31-Feb. 2)**

#### **Westward Expansion in the late 17<sup>th</sup>-early 18<sup>th</sup> centuries**

Richard Wortman, *Scenarios of Power*, ch. 2 (42-78)

Kappeler, 60-75

Browse the website "Russia Engages the World" and read the two translated documents at: <http://web-static.nypl.org/exhibitions/russia/Translation3/magistrate.html>

Voltaire, *The History of the Russian Empire under Peter the Great* (1764), iii-v, 22-38.

E-book accessible from the UTA library catalog.

### **Week IV (Feb. 7, 9)**

**Catherine the Great: Empire and the Enlightenment**

Kappeler, 75- 84, 94-98

Documents in Basil Dmytryshyn, *Imperial Russia: A Sourcebook* “The Russo-Polish Treaty on the First Partition of Poland, September 18, 1773,” (100-104)

“The Treaty of Kurchuk Kainardzhi, July 21, 1774” (107-113)

**417****Week V (Feb. 14, 16)****Structure of the Early Modern Russian Empire; Nicholas I and the Conquest of the Caucasus**

Kappeler, ch. 4 (114-165); ch. 5 (only 168-185)

Lermontov, “Bela” in *Hero of Our Time*, pp. 7-43**Week VI (Feb. 21, 23)****Russians in the Far East**Mark Bassin, “Inventing Siberia: Visions of the Russian East in the Early Nineteenth Century,” *AHR*, 3 (1991): **763-794** .

Kappeler, ch. 5 (200-204)

Documents in Dmytryshyn, *Imperial Russia : A Source Book*:

Poems by Pushkin and Odоеvsky (228-229)

“Regulations Governing Natives of Siberia, July 22, 1822,” (230-233)

**Week VII (Feb. 28, March 2) PAPER 1 DUE MONDAY, Tuesday, February 28**Film: *Dersu Uzala* (1975), dir. Akira Kurosawa**Week VIII (March 7, 9)****The Russian-American Frontier**Website: “Meeting of Frontiers”: <http://frontiers.loc.gov/intldl/mtfhtml/mfhome.html>Pavel N. Golovin, *Civil and Savage Encounters : The Worldly Travel Letters of an Imperial Russian Navy Officer, 1860-1861*, pp. 62-144.**Week IX (March 14, 16): SPRING BREAK, no classes!****Week X (March 21, 23)****The Conquest of Central Asia**

Kappeler, ch. 5 (only 185-200, 204-208)

Brower, Daniel. “Islam and Ethnicity: Russian Colonial Policy in Turkestan.” In *Russia’s Orient*, **115-133**.

Website: Turkestan Album

[http://www.loc.gov/rr/print/coll/287\\_turkestan.html](http://www.loc.gov/rr/print/coll/287_turkestan.html)

**Week XI (March 28, 30 ) Nineteenth-Century Imperial Russia in Western Eyes;  
Tuesday: FINAL PAPER OUTLINES DUE!**

Marquis Astolphe de Custine, *Journey for Our Time*, 23-33, 52-101, 252-282, 320-328, 331-340, 348-9.

**Week XII (April 4, 6) The Challenge of Nationalism in the Western Borderlands in the 19<sup>th</sup> Century**

Kappeler, 85-89, 213-230

Documents in Dmytryshyn, *Imperial Russia: A Source Book*:

Concerning Russo-Polish relations (pp. 195-201)

Concerning Russo-Ukrainian relations (pp. 261-271)

Lieven, Dominic, et. al., eds., *British Documents on Foreign Affairs*, Part I, vol. 1 (Russia 1859-1880), 13-19, 31-32 (doc. 17)

**Week XIII (Apr. 11, 13) Political Ideologies and Nationalities Policy in Late Imperial Russia**

Kappeler, ch. 6 (230-246); c h. 7 (247-282)

Documents in Dmytryshyn, *Imperial Russia: A Source Book*:

“N. M. Karamzin’s View on Love of One’s Country and National Pride, 1802” (166-171)

“Russian Pan-Slavism: Danilevskii’s Views” (372-381)

**Week XIV (Apr. 18, 20) The Jewish Experience**

Kappeler, 89-94.

Website: <http://www.friends-partners.org/partners/beyond-the-pale/>

Chaeran Y. Freeze and Jay M. Harris, eds., *Everyday Jewish Life in Imperial Russia*, 2013, documents: 28, 29, 123, 131, 142, 143, 144, 156, 164, 166.

Documents in Dmytryshyn, *Imperial Russia: A Source Book*:

“Witte’s Views of the Jewish Problem” (460-467)

**Week XV (Apr. 25, 27) Empire, Modernization and Revolution**

Kappeler, ch. 8 (283-327)

Documents in Dmytryshyn, *Imperial Russia: A Source Book*, pp. 417-450.

FINAL DISCUSSION

**Week XVI (May 2, 4): we will have no classes during this week. An alternative assignment will be provided.**