HISTORY 210: RUSSIAN CIVILIZATION
Fall 2009
Tuesday/Thursday 11:10-12:25
HECC 105

Professor Chester Dunning
Office: Glasscock 200
Phone: 979.845.716
E-mail: c-dunning@tamu.edu
Office hours: T/Th `0-11, 1:30-2:15, or by appointment

TA: Mr. Chris Gilson
Office: Glasscock 004a
E-mail: cgilson001@tamu.edu
Office hours: Tuesday 12:30-2:00, Wednesday 1:00 to 2:15 and by appointment.

Course Description:

A survey of Russian history, culture and society from origins to the present; impact of conversion to Orthodox Christianity; Mongol conquest and domination; rise of Moscow; establishment of tsardom and empire; serfdom and popular revolts; Peter the Great; Catherine the Great; decline of the Russian Empire; Crimean War and Great Reforms; reaction after 1881; Revolution of 1905; Russia in World War I; Revolution of 1917; Civil War; NEP; Stalin era and Stalinism; Great Patriotic War; Cold War; Khrushchev and Sputnik; Era of Stagnation; Gorbachev and glasnost; collapse of the Soviet Union; perils of the Yeltsin era; Putin, Medvedev, and beyond.

Prerequisites:
None

Core Objectives for Language, Philosophy and Culture Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Learning Outcomes:

Through this course, students will be able to:
1) evaluate and synthesize primary and secondary historical writings related to the history of Russian Civilization from its origins to the present day.

2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in the Russian experience and how that shapes current social, political and economic dynamics in Russia.

4) apply knowledge about the human condition in Russia - in the past and present - to their personal lives and studies.

**Required Readings:**
The following books are required reading for this course:


**Evaluative Measures/Grading Policy:**

A. Exam #1 (Thurs., Sept. 31) (Longworth chs1-7; de Madariaga) 25% of semester grade

B. Exam #2 (Thurs., Oct. 29) (Longworth chs 8-11; Hughes; Engel chs 1-6) 25% of semester grade

C. Term paper (due Thursday, November 19) 20% of semester grade
D. Final exam (Friday, Dec. 11, 3-5 pm) (Longworth chs 12-15; Engel chs 7-13; Fitzpatrick; Kotkin)
30% of semester grade

There will be three essay examinations in this course, two throughout the term and a final (none are comprehensive). You will need to purchase three "blue books" (essay examination booklets) for these exams. In these examinations you will need to integrate lecture material— including the images and maps we’ve viewed and discussed in class—as well as the published primary and secondary sources we’ve discussed in class.

Please see the end of the syllabus for a detailed description of the topic and instructions for the Term paper.

I will handle all late or make-up work due to absence in accordance with TAMU student rules: Attendance (http://student-rules.tamu.edu/rule07)

Grading system (percentages): 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 or less = F

**Attendance Policy:**
I expect you to come to class prepared and ready to actively engage. I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

**ADA - Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit http://disability.tamu.edu

**Academic Integrity:**

**Course Schedule:**

**Week 1:**
Tuesday: Origins
Thursday: Impact of conversion to Orthodox Christianity
Read: Longworth, chapter 1

**Week 2:**
Tuesday: Mongol conquest and domination
Thursday: Rise of Moscow
Read: Longworth, chapter 2 & 3

**Week 3:**
Tuesday: Establishment of tsardom
Thursday: Establishment of empire
Read: Longworth, chapter 4 & 5; de Mariaga

**Week 4:**
Tuesday: Serfdom & Decline of the Russian Empire
Thursday: Popular revolts
Read: Longworth, chapter 6 & 7

**Week 5:**
Tuesday: Discussion
Thursday: Exam #1

**Week 6:**
Tuesday: Peter the Great
Thursday: Catherine the Great
Read: Hughes; Engel, chapter 1& 2

**Week 7:**
Tuesday: Crimean War
Thursday: Great Reforms
Read: Longworth, chapter 8 & 9; Engel, chapter 3 &4

**Week 8:**
Tuesday: Reaction after 1881
Thursday: Revolution of 1905
Read: Longworth, chapter 10 & 11; Engel, chapter 5&6

**Week 9:**
Tuesday: Discussion
Thursday: Exam #2

**Week 10:**
Tuesday: Russia in World War I
Thursday: Revolution of 1917
Read: Fitzpatrick

**Week 11:**
Tuesday: Civil War & NEP
Thursday: Stalinism & Great Patriotic War
Read: Longworth, chapter 12; Engel, chapter 7 & 8

**Week 12:**
Tuesday: Cold War
Thursday: Khruschev and Sputnik
**Term Paper Due**
Read: Longworth, chapter 13; Engel, chapter 8 & 9

**Week 13:**
Tuesday: Era of Stagnation
Thursday: Gorbachev and glasnost
Read: Kotkin (first half); Engel, chapter 10 & 11

**Week 14:**
Tuesday: Collapse of the Soviet Union
Thursday: Perils of the Yeltsin era
Read: Kotkin (last half); Engel, chapter 12 & 13

Redefined Day:
Putin, Medvedev, and beyond.
Read: Longworth, chapter 15

**The Final Exam will be held at the time determined by the University Schedule, Friday, December 11th, 3-5PM.**
TERM PAPER INFORMATION:

Read:

Robert Service, *Stalin: A Biography*
Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

Write:

Compose an essay on the following topic. Be sure to show evidence of close reading of both books by frequently citing them (like “Service, p. 35”) in the text of your essay (“Solzhenitsyn, pp. 14-15”). Aim for a paper approximately 1000 words long (about four typed pages, double spaced, with one-inch margins). Be sure to carefully proofread your essay before turning it in!

Alexander Solzhenitsyn (1918-2008), one of Russia's most famous writers and winner of the Nobel Prize for Literature in 1970, helped promote Nikita Khrushchev's de-Stalinization efforts by publishing his semi-autobiographical novel, *One Day in the Life of Ivan Denisovich*, in 1962. The novel was an instant hit in the Soviet Union and in the West; it was the first time a Soviet writer had been allowed to criticize Stalin (d. 1953) in print. Solzhenitsyn's later works, more openly hostile to Communism (not just to Stalinism), got him into trouble. He was expelled from the Soviet Union in 1974 and lived for many years in New England, returning to Russia only after the collapse of the Soviet Union.

Imagine yourself as a censor working for the Soviet government in 1950. You are handed a manuscript titled ’One Day in the Life of Ivan Denisovich’ and told to write a report on it. You have been a successful censor in the past and have received promotions while others fell behind or were even arrested as traitors and spies. Your secret has always been to imagine exactly how Stalin would react to a text. How would Stalin react to Solzhenitsyn’s novel? Locate passages anywhere in the Stalin biography that indicate how he might react to *One Day in the Life of Ivan Denisovich*. Then find passages in the biography specifically dealing with the period 1947-53 to show how ’Old Man Joe’ might have reacted to Solzhenitsyn’s novel. Your report should not be entirely negative, but it may be sarcastic. It should thoroughly explore the writer’s intentions as well as his portrayal of life in the Soviet Union. What would a Stalin-era censor see as Solzhenitsyn’s real purpose in writing the book? Does *One Day in the Life of Ivan Denisovich* or its author pose a threat to the USSR? Be sure to include a final recommendation in your report.

ESSAYS ARE DUE IN CLASS ON THURSDAY, NOVEMBER 19.