

History 225: Imperial Russian (CRN 18047) A Eurasian Empire: From Peter I to Nicholas II

Course Time & Location:

Lectures: 10:50-11:50 M, W in UU215

Discussions: (CRN18175) Friday 10:50-11:50 in FA342
(CRN18177) Friday 12-1 in RC259

Instructor Information:

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Office Hours: Mondays 9:30-10:30; Wednesdays 12-2

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Course Description:

This course surveys the making of modern Russia, starting with the reign of Peter the Great and ending with the Russian Revolution of 1917. Students will explore the “Asian” heritage of Muscovite Russia, the Europeanization of Russia’s elite and court culture, the perennial debate over Russia’s status as a European or Western nation, the impact of the French Revolution and the European revolutions of 1848 on Russia’s self-identity as a “European” entity, the nature of serfdom (and the forces that led to emancipation), the challenges of ruling a Eurasian empire, as well as the social and ideological forces (both domestic and international) that inspired a revolutionary search for a non-western and non-capitalist road to economic and social advancement.

Learning Objectives:

In keeping with the General Education “N” (Social Science) requirements, students will learn basic skills essential to History as a discipline, including:

1. How to read and evaluate primary and secondary sources.
2. How to conduct & present research - that is, how to formulate a question, find resources, and present their findings in a cohesive, written form.
3. Knowledge of the basic facts of Russian history, including an understanding of how these “facts” came to be embraced as part of Russia’s historical narrative.

In keeping with the “G” (Global Interdependencies) requirement, students will learn:

1. How “East” and “West” became cultural geographies—that is, how western Europe crafted the image of the “West” as a place of advanced time and culture (i.e. as the preeminent site of progress).
2. How Peter I’s “opening the window on the West” not only produced a Europeanized elite, but also spawned far reaching changes in Russian culture and society, launching debate over Russia’s “European” as opposed to “Oriental” identity.
3. Students will explore the impact of this East-West conflict in terms of (1) how Russian history is conceptualized and written, (2) how Russian thinkers have approached the question of Russian national identity, and (3) how Russian history unfolded, given cultural alliances and tensions between Russia, Europe, and peoples to the East.

COURSE EVALUATION:

Evaluation Scheme:

Midterm – 25% - 2 March

Map Quiz – 5% - 17 Feb.

Research Essay – 25% (7-10 pp.) *Interview alternative available – see below

Bibliography & Topic – 26 Feb.

Entire essay due – 22 April

Weekly Discussion Section Participation (20%)

Final – 25%

INTERVIEW OPTION (preparation via LxC option; earns CEL credit):

In lieu of the research paper, students may sign up for LxC, in which case they will interview an immigrant to the United States from the former Russian Empire. Their interview transcripts and analysis will be due on the same day as the other students' research paper, and the same 3% penalty per day of lateness applies.

Students who opt for the interview must participate in 10 one-hour LxC meetings, which are held outside (and in addition to) regular lecture and discussion sections. In addition to involving productive engagement with the community in a manner that enhances students' understanding of course material, LxC discussion sections will help students understand how language and culture shape the production and understanding of knowledge. They will develop skills in cross-cultural competency, explore the various cultures of the former Russian empire both in Eurasia and in North America, and they will prepare to reach out to groups of a different background than their own. (Students with roots in Russia should find an interviewee from another ethnic community.)

Through the interview itself (to be completed OUTSIDE of LxC hours), students will participate in historical knowledge production—that is, in the production of the interview as an historical document. All students must produce a transcript as well as submit an OPVL analysis of their interview as an historical document. For further information on the interview project, see the project description at the end of the syllabus.

Lateness Penalty:

Students lose 3% per day. No assignments will be accepted after the last lecture. Any forgiveness of the late penalty will be granted only in cases where extraordinary and *documented* events precluded the student's timely completion of the paper. If you present a doctor's note, please offer a copy that shows the doctor's name, office, and contact information. *Should a relative or friend pass away, making it necessary for you to miss class, you are required to send me a copy of the obituary. (I would like to send condolences.)*

Honesty Policy:

All students must uphold the Harpur College Academic Honesty Code. All work submitted in this course must be the student's own. You may not submit any written work for which you have received credit (or sought to receive credit) in another class. Finally, to receive credit for the research paper, students must submit one hard copy to me and a second (electronic) copy to turnitin on Blackboard.

COURSE TEXTS:

James Cracraft, ed., *Major Problems in the History of Imperial Russia*. Lexington, Mass; Toronto: D. C. Heath & Co., 1994. 0669214973 (pbk.)

Olga Semyonova Tian-Shanskaia, *Village Life in Late Tsarist Russia*, edited by David Ransel (IUP, 1993). 0253207843 (pbk.)

Recommended (but not mandatory):

N. V. Riasanovsky, *A History of Russia* (New York: Oxford University Press, 2000).

A Pocket Guide to Writing in History, 7th edition (2012), ISBN-13: 978-0312610418

CLASS SCHEDULE: (Please note that lecture dates are liable to change as the course progresses. Assignment and test dates will remain as they are recorded here.)

**** Indicates a Blackboard reading (i.e. from course reserves).**

*** Indicates a reading to be discussed in class. Read before scheduled class date.**

Week One: Muscovy – Russia Before Peter the Great (January 25, 27) *Discussion on 29th!

Readings:

James Cracraft, *Major Problems in the History of Imperial Russia* 3-31, 36-66.

- Richard Pipes, “Environment and Its Consequences” *
- Trubetzkoy, “The Legacy of Genghis Khan” *
- Kollman, “Muscovite Patrimonialism,” Hellie, “Enserfment in Muscovy”
- Documents: *Ulozhenie* (on serfs)

NB. Avvakum’s autobiography is NOT required reading, but it is an important document in Russian history. Avvakum wrote his *Life (zhitie)* in the vernacular, not in Old Church Slavonic.

Questions to Consider:

What impact does Pipes suggest that the environment has had on Russian society and culture?

Do you find this sort of argument credible?

Muscovite Russia was built on serfdom, boyars, and the Orthodox faith: please explain the nature of these three institutions – and how they came to be so fundamental to Muscovite life.

According to Enlightenment thinkers, what distinguished “East” from “West”?

Describe the *soslovie* system.

Week Two: Peter the Great: Europeanizing Russia (Feb. 1, 3)

Readings:

James Cracraft, *Major Problems in the History of Imperial Russia* 81-113, 116-118

- Anisimov, “Peter I: Birth of the Empire”

- Cracraft, “Kliuchevsky on Peter the Great” *
- Documents: Reformed Legislation *

Questions to Consider (on Peter the Great):

Peter I has been criticized both for westernizing Russia and for doing this in a harsh and dictatorial manner. What were Peter’s reforms, and why does Anisimov take such a negative view of them? How did Anisimov’s political concerns shape his interpretation? What was Kliuchevsky’s view of Peter the Great, as described by James Cracraft? What does this essay tell us about History as a discipline (i.e., about the relationship between historical narratives and the “facts” of history)? Why did Peter the Great introduce cultural reforms – calendar reforms, the decree on German clothes, the decree on shaving, etc.? Why “Europeanize” in this way? Was his goal to “Europeanize” – or was this simply a way to obtaining something else? What was “Europe”? What do we mean when we speak of a “Europeanization” of the Russian elite?

Week Three: After Peter: Female Rule in Russia (Feb. 8, 10)

Readings:

James Cracraft, *Major Problems in the History of Imperial Russia* 123-125, 153-165

- Documents: Feofan Prokopovich Eulogizes Peter the Great, 1725 *
- Shcherbatov Laments Corruption *

J. T. Alexander, “Favourites, Favouritism and Female Rule in Russia, 1725-1796,” in *Russia in the Age of the Enlightenment: Essays for Isabel de Madariaga*, edited by Roger P. Bartlett, et al. (Macmillan, 1990), 106-24.** (on blackboard) *

Also required (but not for class discussion): Anisimov, “Empire of the Nobility,” 127-146

Questions to Consider:

What were the pillars of tsarist (i.e., the empresses’) power after 1725?

Why did women come to rule the Russian empire in the 18th century? How did gender norms and expectations shape their approach to rule? How did their gender shape the form of resistance to (and the accommodation of) Peter’s reforms and, by extension, to “Western” culture?

What defined Russian “national” identity in this period? Were the serfs a part of this “nation”?

Week Four: Enlightened Despotism: Catherine II’s Pact with the Nobility (Feb. 15, 17)

17 Feb. Map quiz!

Readings:

Cracraft, *Major Problems in the History of Imperial Russia* 166-179, 200-212

- Peter III’s Manifesto Emancipating the Russian Nobility, 1762 *
- De Madariaga, “Catherine as Woman and Ruler” *
- Documents: Catherine’s Charter to the Nobility, 1785 *

Questions to Consider (on Catherine II):

What “pact” did Catherine II forge with the nobility - and why? Describe Catherine II’s approach to rule, and consider the ways in which Catherine II presents herself as “enlightened.”

What did Catherine mean in proclaiming, “Russia is a European state”? If it was European, why did it require “despotism” as a form of rule? Also, what pre-Petrine (non-European) rituals and traditions were essential to Catherine II’s power?

Discuss the new “Enlightenment” ideals of which Catherine II claimed to be ambassador. Why did the French Revolution, which acted on many of these ideals, pose such a threat?

Week Five: Russia’s Civilizing Mission: Empire in the Enlightenment (Feb. 22, 24)

*** Bibliographies and topics due on 26th!**

Readings:

Cracraft *Major Problems in the History of Imperial Russia*

- Cracraft, “Empire Versus Nation” *
- Cracraft, “Pugachev’s Rebellion” *
- Raeff, “Imperial Policies of Catherine II”
- Documents: Russia Annexes the Crimea *

Michael Khodarkovsky, “Of Christianity, Enlightenment, and Colonialism: Russia in the North Caucasus, 1550-1800,” *Journal of Modern History* 71.2 (1999): 394-430.**

Questions to Consider:

How did Russia integrate newly conquered areas and peoples? What accounts for such expansion? What elements in this expansion prompted the Pugachev rebellion? Was this a serf or anti-colonial rebellion? Is there a distinction between these two?

How did Russia deploy its “European” status as a tool of legitimization?

How did the incorporation of Muslim regions, when coupled with Catherine II’s “enlightened stance,” reshape Russia’s treatment of its religious minorities? How did this affect the ways in which empire was legitimized?

Based on lecture, describe how heretics might become ambassadors of empire when exiled to the periphery of the Russian empire.

Week Six: French Revolution: Romanticism, Nationalism, and Reform (Feb. 29; Mar 2)

Readings:

Cracraft, *Major Problems in the History of Imperial Russia*

- Thomas G. Masaryk, “Russia and Europe” *
- Raeff, “The ‘Constitutionalism’ of Alexander I” *
- Documents: Alexander Radishchev, Karamzin’s views

Questions to Consider:

Describe the “spiritual contrast” between Russia and Europe, as presented by Masaryk. What does “Europeanization” mean to Masaryk? In his view, what made Russia different? Did Masaryk seem to appreciate these differences, or did they trouble him? Why?

What were Radishchev’s criticisms of Catherine II? Did Alexander I share Radishchev’s views - after all, he sought to introduce a “constitution”? In answering this, characterize Alexander I’s attitude to laws, constitutions, and serfdom. Were these attitudes “western,” or something distinctly Russian? Although a traditional question in Russian history, do you think that this is the correct question to ask?

Why does Karamzin reject liberalizing reform? What views of the Russian heritage shaped his views? (Please note: his ideas were later embraced by “Slavophiles,” to whom Russian was - and should remain - a distinctly “Slavic” [non-western] entity.)

2 March - Midterm

Week Seven: Nicholas I: Enlightened Bureaucrats? (March 7, 9)

Readings:

Cracraft, *Major Problems in the History of Imperial Russia*, 268-282, 292-302

Riasanovsky, “The Supreme Commander: Nicholas I” (268-282) *

Documents: Marquis de Custine (292-302), Baron von Haxthausen (302-313) *

Peter Chaadaev, “Apology of a Madman,” in *Readings in Russian Civilization, Volume II: Imperial Russia, 1700-1917*, rev. ed., edited by Thomas Riha (Chicago & London: University of Chicago Press, 1969): 303-314. ** *

Questions to Consider:

The French Revolution made Russia a key power in Europe - the object of much European thought and speculation, at the very moment that the Russia-British “Great Game” began. How did this shape not only Russian culture and practice, but also how westerners have interpreted Russian culture and practice?

Is it fair to call Nicholas I a reactionary? What events (1825, 1830, 1848, the Crimean War, the Greek Revolt, the “Great Game”) contributed to this interpretation of Nicholas I?

What was the intelligentsia, and why did many members of this intelligentsia come to view Russia as an “Asian” or superficially European entity? What values did these intellectuals associate with “West” and “East” respectively?

How did the Marquis de Custine and von Haxthausen view Russia? Did they accept it as European? Why or why not? What accounts for their admiration or dislike? (What conceptual lines did they draw between “East” and “West”?)

Week Eight: Emancipation and the Great Reforms (March 14, 16)

Readings:

Cracraft, *Major Problems in the History of Imperial Russia*, 313-329, 340-358

Wcislo, “The Dilemmas of Emancipation

Wortman, “Towards the Rule of Law” *

Documents: Emancipation Manifesto, Wallace *

Vera Shevzov, “From Corpse to Cult,” in *Orthodox Russia: Belief and Practice Under the Tsars*, edited by Valerie Kivelson and Robert H. Greene (Pennsylvania State University Press, 2003), 81-103. ** *

Questions to Consider:

What social, political, economic, and military pressures inspired emancipation? Was this a revolution formed of ideals, of military/imperial ambition, or of both?

What impact did the emancipation have on peasants and nobles? Why did peasants view the act as “unjust”? In answering this, please describe the Russian concept of “justice” and of

“property” (i.e., of what constituted the “right” the land). What changes, if any, have emerged in the Russian concept of property and property rights - and why?
Describe peasant culture - and explain why the birth of modern, industrial, nation-state made this peasantry a source of both fear and hope.

Week Nine: Whither Russia? Revolutionaries and Reactionaries (March 21, 23)

Readings:

Cracraft, *Major Problems in the History of Imperial Russia* 329-340, 362-370, 383-397

Pipes, “Towards the Police State” *

Documents: Herzen, Figner, Alexander III’s Manifesto, Pobedonostsev *

Isaiah Berlin, “The Hedgehog and the Fox” (available on Blackboard) (*For précis.)

Questions to Consider:

As the intelligentsia became less a body of thinkers than a set of “doers” (i.e., reformers and revolutionaries), how did they challenge tsarist power and authority? How did their evaluation of the “East” as opposed to the “West” and of the 1848 revolutions shape their revolutionary programs?

Why did Pobedonostsev regard democracy as a “corrupting force” in society?

What ideals inspired women such as Vera Figner to join the revolutionary movement?

Happy Spring Recess!

Week Ten: Late Imperial Society: Industry and the City (April 4, 6)

Readings:

Cracraft *Major Problems in the History of Imperial Russia* (“Industrialization”) 370-383, 441-469, 479-489.

Pearson, “Failure of Reform”

Kahan, “Government’s role in Industrialization”

Bonnell, “The Labor Force”

Documents: Pavlov on textile mills

Questions to Consider:

How did urbanization upset economic, social, and political life in late Imperial Russia?

Describe the Russian approach to industrial modernization? How did it diverge from the British/American model for industrial development? Was it fair for historians (and western commentators) to suggest that Russia was “backward”? What was the measure against which such “backwardness” was assessed?

Describe the labour conditions under which Russian peasants worked. What laws served to ameliorate these problems? What, if anything, distinguished Russian labour from the workforces of Europe and the USA?

How did economic expansion serve to exacerbate tensions on the peripheries of empire - in Poland, Central Asia, the Far East, and the Caucasus? What anxieties resulted from the fact that Russian peasants were serving as agents of “European” settlement?

Week Eleven: State-Making & Empire-Building in the 19th Century (April 11, 13)

Readings:

Cracraft *Major Problems in the History of Imperial Russia* 399-437

Kappeler, "Multi-Ethnic Empire"

Thaden, "Russification"

Documents: Gorchakov on Mission in Central Asia, Bryce on Tiflis, Urusov on Antisemitism

Questions to Consider:

How was Russia's "Europeanness" reasserted in Central Asia? How did control of such Central Asian regions ultimately weaken Russia's assertion of its "Europeanness"?

What explained the push toward "russification," and how would you define it?

How were empire and "the national question" intertwined? What prompted the rise of the "national question" - and where in the empire did it emerge?

Week Twelve: The Question of the "Muzhik" (April 18, 20)

April 22 = Due Date for Papers!

Readings:

Tian-Shanskaia, *Village Life in Late Tsarist Russia* *

Questions:

Describe Tian-Shanskaia's view of the peasantry. Having read her book, what challenges do you perceive for both the Russian state and its professionals? What do you think of Tian-Shanskaia's story? Do you find her narrative compelling? Why or why not?

Week Thirteen: 1905 Revolution (April 25, 27)

Readings:

Cracraft, *Major Problems* ("Late Imperial Society"), 491-519, 528-548

Hamburg, "Nobility in Crisis" *

Rieber, "Fragmented Middle Ranks"

Glickman, "Women Workers" *

Document: Kanatchikov's Adventures

Questions:

What happened to the old *soslovie* system? What social strains did both emancipation and industrialization produce?

Both the nobility and the merchant "class" were multi-ethnic entities. How might this have precluded the formation of a cohesive "middle class" of the sort found in the West? (And what biases/ideals does this question reflect? Is this the "correct" question to ask?)

Week Fourteen: Toward Revolution (May 2, 4)

Cracraft, *Major Problems in the History of Russia* 552-578, 595-602, 602-604, 614-618

Emmons, "Constitutional Movement" *

Schapiro, "Stolypin" *

Documents: October Manifesto, Gapon on Bloody Sunday, Lenin's Exhortation *

Questions to Consider:

What pressures spawned the 1905 Revolution?

Why did the elite turn against the tsar, and why did elite as opposed to "popular" interests diverge after October 1905? What was the compromise that the tsar forged with the elite?

How was the DUMA structured, and why was it largely dysfunctional?

Week Fifteen: End of the Romanovs (May 9, 11)

Readings:

Cracraft, *Major Problems in the History of Imperial Russia* 619-660,

Rogger, "the Last Act"

Documents: Guchkov warns of disaster in 1913; Nicholas II's abdication

Barbara Alpern Engel, "Not By Bread Alone: Subsistence Riots in Russian during WWI,"

Journal of Modern History 69 (December 1997): 696-721.*JSTOR

Question to Consider:

Why the collapse of the Romanov Dynasty? What economic, social, political, and ideological events led to this event?

What precluded the formation of a "constitutional" monarchy? Discuss the values of the Russian Orthodox monarchy.

EXAM DATE: TBA

***Students will receive an exam review sheet at some point in the final week of classes.**

Essay and Interview Instructions Can Be Found On the Pages Below.

Instructions and Potential Topics
HIS225 Imperial Russia
25% of final mark

You will write a research essay (7-10pp. double-spaced, typed, 12pt font) on a topic in Imperial Russian History. This essay must constitute your own work—that is, your own research, your own analysis, and your own writing. It is worth 25% of your final mark (5% of this grade applies to your bibliography and topic). There will be a penalty of 3% per day for late submissions. No assignments will be accepted after the final lecture of this class. All papers must be submitted in two forms: an electronic copy (via turn-it-in on blackboard) and a hard copy (to be given to the TA for this class).

Research requirements:

Your research must derive from a *minimum* of five scholarly sources, including at least one scholarly article (i.e. an article published in a journal or in an essay collection). Textbooks and short encyclopedia articles might offer useful information, but these will NOT count as one of your five sources. You may use web pages (please do not confuse these with on-line databases of journals), but only *in addition to* these five sources. Why? Because books and articles are generally peer-reviewed before publication—something that makes their information more reliable. Anyone can post information on the web. Before you can assess what you read on the web, you need to look at a number of published works. Be sure to document your sources properly, using footnotes (**not** endnotes). Remember that all information taken from another source, whether or not you cite it directly, must be referenced in the footnotes.

An excellent source of articles is the JSTOR database, which you can access via the BU Library website. Because this is an on-line database of printed/published journals, you do not need to refer to the website location of these journals in your footnotes and bibliography. Simply give the same reference information that you would give for a regular, in-print journal.

Your preliminary bibliography, together with a research question that these sources are supposed to answer, is due on 26 February. You will be graded for: (1) the viability of your question, (2) the relevance and quality of your sources, and (3) your ability to list your sources in proper *bibliographical* format (please use the Turabian or Chicago B format).

Writing requirements:

Writing matters – not just because good writing is essential for a good grade, but because clear-cut analysis and fluid writing are interdependent. Analytical thought is, by definition, structured thought. In other words, poor writing will mask a strong analysis, while strong attention to how you structure your ideas will deepen your analysis. Watch the structure and grammar of individual sentences. Develop an essay with a logical, smooth progression of content and ideas. In this regard, to get an A, *you need more than* just an introduction (with thesis) and conclusion, with content (however muddled) in between. To receive an A, you need paragraphs with a clear, single-topic focus and an opening sentence for each paragraph that not only links one paragraph to the paragraph that precedes it, but which also defines how the contents of that paragraph relate to your original thesis/argument. In short, you need excellence.

Please use direct quotations sparingly. Most information that you take from another source will be rephrased in your own words (with credit for the idea going to the author or source in your footnote). Essays that consist of one direct quote after another, with little effort by the student to paraphrase or to explain or analyze the logic that links one quoted statement to the next, are always weak.

Save your rough notes and outline! These constitute evidence of original research. They can also be useful when it comes to figuring out how to improve your research and writing. Once you receive the graded essay, you might want to review those rough notes.

POSSIBLE ESSAY TOPICS

The following are *suggested* topics for your research essays. You are free (and encouraged) to suggest a topic of your own, but you must confer with your TA or professor before opting for an alternative topic. In fact, I encourage all of you to come and visit your TA and/or instructor – discussing your ideas, sharing your questions, etc.

As you select a topic, be sure to conduct a search for relevant sources. That search might reshape or redefine your project, because a successful paper depends on quality sources.

List of Topics/Questions:

1. *Dvoeverie* means “two faiths” and refers to the mixture of Orthodoxy and paganism in Russian peasant practices. How did Orthodox authorities response to *dvoeverie* - and why did they respond as they did?
2. Explore the Russian state’s relationship with one of the ethnic or national groups on its periphery (e.g., Poles, Ukrainians, Cossacks, Kazakhs, Turkmen, the peoples of present-day Chechnya, Armenians, Jewish people in the Pale of Settlement, etc.) What principles or motivations inspired Russian conquest and, thereafter, the nature of Russian governance?
3. Discuss Russian expansion in the East - perhaps the conquest of Central Asia or the Caucasus. What made conquest possible?
4. In the 19th century, the Russian state deported a large number of Muslim groups from the Caucasus. Why - and with what impact?
5. Discuss the social impact of the emancipation of the serfs in 1861.
6. How did the military reforms of the 1860s change peasant society?
7. Russians, even peasants, began to read newspapers, novellas, and more in the late 19th century. What motivated peasants to read? Or perhaps tell us *how* they learned to read (i.e., in what schools or sites)?
8. Why did Russia lose the Crimean War? Was the loss really evidence of Russian backwardness?
9. Some early twentieth-century intellectuals blamed the Orthodox Church for the Revolution of 1917? In what ways may the Church have caused or prevented Revolution?
10. What were the unique characteristics of Russian urbanization? What were the social and economic results of this urbanization?
11. Discuss the causes of the Russo-Japanese War.

9. Why did peasants get involved in the Revolution of 1905? What were their goals?
10. Discuss the Old Belief. How did Old Believers shape the Russian economy?
11. Discuss Russia's approach to non-Orthodox peoples. Were state policies to religious minorities driven more by interests of state or by ideological and religious convictions?
12. Discuss the role of personal favorites in the course of female Russian rulers. Were favorites beneficial or detrimental to their legitimacy and power?
13. Discuss the place of women in peasant society. Do you see them as victims of a patriarchal society, or would you opt for a different description of their role? (Base your answer on research into their actual place in family social and economic, or even religious and medical, affairs.)
14. Discuss one of the many peasant/Cossack revolts (i.e. the Bulavin revolt, the Razin rebellion, the Pugachev uprising, or the unrest after emancipation). How have historians tried to explain lower-class discontent, and what interpretation would you give—based on what they write?
15. What was Alexander I's concept of law?
16. What was the value to Russia of her possessions in Siberia and the Far East (up to 1917)?
17. Did emancipation benefit the Russian peasantry? How or how not?
18. Compare the socialist women's movement in Russia with the feminist movement in Russia. What distinguished the two?
19. Discuss Polish-Russian relations in the 19th century. What were the main sources of tension in this relationship? Was this all about nationalism?
20. Pick a member of the Russian intelligentsia and write a biographical sketch that explains why he/she came to his/her convictions.
21. What accounts for the prevalence of women in the Russian revolutionary movement?
22. What unique attitudes or contributions did Russian women make to the revolutionary movement?
23. How would you describe the status of women in Russian peasant society?
24. Discuss russification in Finland or Poland. How would *you* define russification and its goals?
25. Compare and contrast the legal status of a Russian serf to an Afro-American slave. What distinguished Russian serfdom from slavery in other parts of the world? Were serfs any better off than slaves?
26. Study the Russian colonization of the city of Tashkent. How did Russia seek to assert its "Europeaness" here - and was it successful?

INTERVIEW PROJECT

INTERVIEW OPTION (CEL Project)

Students may conduct an oral interview with someone whose ethnic origins lie in lands that were, at some point, a part of the former Russian Empire. (If this individual's family left her/his homeland prior to its incorporation into the Russian Empire, they may still be interviewed, but this fact should be kept in mind.) Students who opt to interview a member of one of Binghamton's communities of immigrants from the former Russian Empire (rather than write a standard research paper) will have to spend several hours interacting with this community and with her/his chosen interview subject. First, the students need to identify a suitable person to interview. Second, the students need to contact this person, explain the purposes of the interview, the types of questions to be asked, arrange a time and place for the interview, and obtain consent for using this interview for their class research project. Then, the student needs to conduct the interview itself. An interview will generally last an hour. (Interviewees will sign off on a document after the interview, affirming the time allotted. They may also use the form to request a copy of the interview, should they wish to keep one.)

To prepare for this task, all students opting to conduct the interview **MUST** sign up for LxC (Languages Across the Curriculum), a forum through which students will explore the cultures of the region, their evolution through immigration, the challenges of cross-cultural communication, and interview techniques. Students will also share interview challenges and experiences with one another in these sessions, seeking to better understand global cultures and methods for communication across cultural boundaries.

Whenever possible, students will do these interviews collaboratively. With LxC assistance, students will have to conduct some background research on the target community and individual. They will formulate interview questions, and they will meet with other students engaged in such interview projects to consider their questions, strategies, and goals. Interview partners will evaluate one another and their teamwork. **Again, all students who do these interviews will also earn LxC credit, which *may* count toward a Global Studies minor. As part of this LxC commitment, they will participate in 10 one-hour meetings outside of regular class time (and in addition to the interview itself).**

FURTHER ORAL INTERVIEW INSTRUCTIONS:

<http://www.oralhistory.org/about/principles-and-practices/>

The purpose of the interview:

Students conducting interviews should seek information on the identities and identity-shaping experiences of Binghamton individuals and communities whose roots can be traced to the former Russian Empire. Interviewers (students) should seek to elicit a rich, personal account of their interviewee's experiences of community life, their reflections on their experience, their identity, and their relationships to other groups of the same ethnic identity (for instance, Ukrainians hailed from three empires and could differ in religious, culture, and even self-identification). You want to permit people to tell their life story, with a focus on the immigrant, minority ethnicity experience. Where possible, you want to use language and other materials originating from the "target culture"—that is, out of the cultural and linguistic environment of the person interviewed. Students should also come

to appreciate American perspectives on that “target culture” as well as the perspectives of this individual on America and on some of the materials covered in class.

After the Interview

Students must submit an interview recording and transcript together with an analysis of that interview as an historical document (a primary source). As with all primary documents, this means identifying the document’s origin (an interview assignment), purpose (to enable the interviewee to give voice to her/his experience as immigrant and ethnic minority), value (its value to future historians who read it) and limitations (what historians should be careful not to learn through such a document.) In this 4-5 page analysis, students should reflect on what they learned through the interview, asking themselves the following questions:

- How did the structure of the interview (the relationship of interviewer and interviewee, the setting, the interviewer’s preparation, etc.) shape the content of the interview?
- How did the interviewer’s purpose shape the questions, and how did his impact the discussion?
- What other aspects of the interview shaped its content and thus its value for historians? Was the interviewee nervous or uncomfortable? How strong was his/her memory? Did either interviewee or interviewer have a predetermined message that they wished the interview to convey?
- What did the interviewer/student learn?

ASSESSMENT:

10% participation in LxC support discussion: includes finding research subject, working with partner to outline suitable questions, doing background research, obtaining consent, having a preliminary meeting with interview subject to discuss plan, gain consent, preparing initial questions, post-interview debriefing, etc.

5% interview: quality of questions, discussion, etc. as well as effective collaboration with partner (to be assessed in part by survey of interviewee and of student partner)

10% analysis of the interview *Each student must submit a separate analysis and transcript, even when working with a partner on the rest of the project.

Please note that interviewees will be surveyed, ask to comment on their reflections on the interview and its quality.

The GOAL of this interview fits the criteria for CEL Community Engaged Learning, in that this assignment is to foster engagement with the community, to help students work collaboratively and accountably, and also to teach students the challenges of conducting an effective oral interview, particularly with people from another cultural group. By participating in LxC as they do these projects, students will also meet LxC learning objectives: recognizing how language and culture shapes the production of knowledge and meaning, becoming more aware of other cultures and communities, and expanding their range of cultural competencies (extending this to one of Binghamton’s immigrant communities). The project, together with LxC work, should equip students to properly engage the community, hearing and giving voice to the interviewee/community member as they learn more about Russian identity, history, and experience. The final assessment project, through which students will reflect on their interview and its value as historical evidence, will both foster cultural awareness and a more critical approach to information and research.