Imperial Russia, 1689-1914

HIST 3312-001

MW 1:00-2:15

Instructor: **Dr. Randi Cox**
Office: Liberal Arts North, room 356
Hours: MW 4:00-5:00, TR 3:30-5:00
Phone: Call or text to 936-645-6727 (Texting is the fastest way to reach me.)
Email: rcox@sfasu.edu (Slower response time than texting)

**COURSE DESCRIPTION**

HIST 3312 is a topics course in world history, offering an “in-depth examination of people, ideas or events that have influenced the histories of Europe, Africa, Asia, Latin America, the Middle East, or other parts of the world.”

This particular section will focus on Imperial Russia, which is the term historians use to describe the period from the reign of Peter the Great to that of Nicholas II. Peter was the first tsar to call himself an emperor, and his policies led a significant shift in Russia’s development, bringing the country more fully into the European community. Nicholas II was the last tsar of Russia, and although we will not consider the 1917 Revolution in detail, we will explore the factors which led to the decline of the monarchy at the opening of the twentieth century.

Over the course of the semester we will focus on two main themes. The first will be the relationship between the Russian state and its people. The debate on this topic is long-standing, reaching back centuries. Indeed, one of the main sources of social conflict in Imperial Russia was disagreement between rulers, intellectuals, philosophers and ordinary people over the proper role of the state in the lives of the people. What should the goal of government be? What form of government best serves those goals? Should individuals serve the tsar as a person? Or should they dedicate themselves to some abstract vision of Russia and the Russian people? What about non-Russians who lived in the Russian Empire? Where do they and their cultures fit in? More recently, historians have wondered if it is even possible to separate the state from society--after all, the state was made up of people.

The second theme will be Russia’s relationship with the outside world. This has been a difficult question for the Russians, for reasons that will, hopefully, become clear over the course of the semester. Throughout the eighteenth and nineteenth centuries, Russians continually argued over this issue. Should their goal be to become more like Western Europeans or should they seek an alternate path? What role should they play in global politics and economics? What impact should foreign influences have on Russia? These questions, clearly, are also important in Russia today, and the current discussion should be seen as a continuation of this earlier debate.
WHAT YOU CAN EXPECT TO DO AND LEARN IN THIS CLASS (STUDENT LEARNING OUTCOMES)

- You will analyze key developments in the political history of Imperial Russia, from the enlightened absolutism of Peter I through the decline of the monarchy at the turn of the Twentieth Century.
- You will analyze key economic and social institutions of Imperial Russia, such as serfdom and the peasant commune, the estate system, and the emergence of a working class.
- You will analyze key social and cultural issues of Imperial Russia, such as debates over relationship between Russia and the West, the place of non-Russians in the Russian empire, changing ideas about gender roles, and the development of radical political philosophies.
- You will analyze scholarly literature and primary sources, and you will practice the historical reasoning skills outlined in the History Department’s Program Learning Objectives.

COURSE TEXTS

- Walter Moss, The History of Russia, v.1
- Alexander Nikitenko, Up From Serfdom
- Kate Turabian, et al., A Manual for Writers of Research Papers, Theses, and Dissertations
- Additional required readings will be posted on D2L

ASSIGNMENTS, GRADES, AND DUE DATES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map quiz</td>
<td>5%</td>
<td>Wednesday, February 8</td>
</tr>
<tr>
<td>Homework/Discussion</td>
<td>15%</td>
<td>Monday mornings, submit on D2L before class</td>
</tr>
<tr>
<td>Exam #1</td>
<td>20%</td>
<td>Monday, February 26</td>
</tr>
<tr>
<td>Nikitenko essay</td>
<td>20%</td>
<td>Friday, March 22</td>
</tr>
<tr>
<td>Exam #2</td>
<td>20%</td>
<td>Wednesday, April 3</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>Wednesday, May 8 at 1:00</td>
</tr>
</tbody>
</table>

Map Quiz  You will identify 30 items on a blank map of the Russia. Because an understanding of geography is essential to mastering the course material, you must correctly identify at least 26 items to receive credit for the quiz. Any score less than that will be recorded as zero. You may retake this map quiz during my office hours until February 22.

Homework  Every week I will post a short homework assignment on D2L. Most of these will consist of short responses to readings, plus practice searches for additional resources. There will be a total of 12 assignments; you may skip two for any reason. These assignments are due before class on Mondays, and you should come to class prepared to discuss both the reading and your written work. Because class discussion is a key component of this assignment, late papers will not be accepted. Moreover, your grade on these assignments will be modified on the basis of your participation in class discussion.
**Nikitenko Essay** You will write a short essay (about 1500 words) on Nikitenko’s memoir, which is a primary source. The goal of this assignment is to practice the methods that historians use to extract evidence from primary sources, put that evidence into historical context, and interpret this new information in order to build a historical argument. Full instructions will be posted on D2L.

**Exams** The exams will cover the lectures and assigned readings. Expect one long essay, plus short and medium identifications. The final will not be cumulative.

---

**A note on attendance.** Although attendance is not formally required in this class, poor attendance will make it difficult to perform well on assignments. I understand that students get sick, have family emergencies, and run into other obstacles that can cause them to miss an occasional class. That's just life. However, you should know that the more you come to class, the better you will do on assignments. You do not need to contact me if you have to miss a normal class day, but please contact me as soon as possible if you have a problem on an exam day. Requests for make-ups will be considered on a case by case basis and are more likely to be granted to students who contact me in a timely fashion and provide documentation.

---

**Official University Information**

**Academic Integrity (SFA Policy 10.4)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.

Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure,
computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Penalties for Academic Dishonesty in this class**

We will practice avoiding accidental plagiarism in class, and I will help you learn to write about sources in your own words. I understand that it is difficult to do sometimes. Be aware that I am very patient with students learning a new skill, but I have no tolerance for deliberate plagiarism. I make every effort to distinguish between intentional cheating and unintentional errors made by students as they learn how to cite their work. Minor errors that are clearly the result of a misunderstanding of the rules will result in a small penalty ranging from a point deduction to resubmission of the work. I am more interested in helping you understand professional standards than punishing you.

However, deliberate plagiarism is a violation of our community trust and insults the hard work of other students. Therefore, significant plagiarism—including the use of ChatGPT and other AI programs—may result in a zero for the assignment or failure of the entire course. SFA policy also requires that I report academic dishonesty to the Dean of Students.

**History Department Program Learning Outcomes**

With a BA, the SFA history major can:

1. Interpret the past in context
2. Understand the complex nature of the historical record
3. Engage in historical inquiry, research, and analysis
4. Craft historical narrative and argument
5. Practice historical thinking as central to engaged citizenship

This course will offer practice in all five areas.

**Explanation of credit hours awarded for course**

This is an upper-level history course. Upper-level lecture courses in history meet for 2,250 minutes (37.5 hours), including examination times, during the course of a semester. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc.). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical
sketches, research papers, etc.) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom.

Disability Statement (SFA Policy 6.1)

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. Together we'll develop strategies to meet both your needs and the requirements of the course. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity.

You are also encouraged to contact the Office of Disability Services to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students. If you need official accommodations, you have a right to have these met. The Office of Disability Services works with students to identify accommodations that remove barriers to learning. The ODS is located in the Human Services Building, Room 325, 468-3004 / 468-1004 (TDD). For additional information, go to https://www.sfasu.edu/disabilityservices

Withheld Grades (SFA Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

SFA Mental Health Statement

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:

The Dean of Students Office
https://www.sfasu.edu/deanofstudents
3rd Floor Rusk Building
936-468-7249
dos@sfasu.edu

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line 1(800) 392-8343
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741