History 131 - Russia to 1692

Tues/Thurs, 12:30-1:45 p.m

Bausch and Lomb 270

Professor: Matthew Lenoe

Rush Rhees 370A (office hours on Zoom through the end of September due to construction in Rush Rhees Library).

Office Hours – Tuesdays, 10:30-12:15 and 2:00 – 3:30, or by appointment.

Email: [matthew.lenoe@rochester.edu](mailto:matthew.lenoe@rochester.edu)

|  |  |  |
| --- | --- | --- |
| **THE EAST SLAVS AND KIEVAN RUS** | | |
|  | | |
| Th, 9/1 | Introduction | Russia’s longterm historical predicament. Early Slavs. Origins of Kievan and Polish chiefdoms. |
| T, 9/6 | Who were the “Rus”? | READ: Thompson, both prefaces, Chapter 1 (1-25); Constantine Porphyrogenitus on the Rus at <https://faculty.washington.edu/dwaugh/rus/texts/constp.html> and Riha, 1-11 (Russian Primary Chronicle). ~41 pages |
| Th, 9/8 | Who were “the Rus”? +Kievan politics. | READ: Plokhy, Chapter 1 (10-48). Discussion. Lecture on Kyivan politics. ~38 pages |
| T, 9/13 | Kievan Rus/ Society. | READ: Kaiser, 26-29 (“Pravda Russkaia, The Short Redaction”); Kaiser, 50-54 (“The Statute of Grand Prince Iaroslavl”); Kaiser 71-78 (Birchbark Charters, Graffiti, Franklin on “Literacy in Kievan Rus”) / ~ 14 pages. Discussion / Lecture |
| Th, 9/15 | Kievan Rus / Culture. | READ “The Tale of Igor’s Campaign” (also known in English as “The Lay of Igor’s Host) at <https://archive.org/stream/taleofigor00beaurich/taleofigor00beaurich_djvu.txt> ;  Kaiser, 67-71 (“Life of St. Theodosius”). ~20 pages. Discussion |
| T, 9/20 | “The Mongol Yoke” 1230s-1450s. | READ: Kaiser, 99-101 (“Novgorod Chronicle on the Mongol Invasion”); Kaiser, 101-102 (“Mongol Immunity Charter”); “Prince Daniel of Galicia’s Relations with the Mongols,” on e-reserve. Thompson, Ch. 2. ~ 8 pages. Discussion/lecture. |
| Th, 9/22 | Mongols II. | “The Mongol Yoke”: Scholarly Discussion. READ:; Kaiser, 104-107 (Halperin, “Interpreting the Mongol Yoke”), Karl Wittfogel, “Russia and the East: A Comparison and Contrast,” *Slavic Review* 22, no. 4 (Dec., 1963), 627-643.  Riasanovsky reply. Nicholas Riasanovsky, “’Oriental Despotism’ and Russia,” *Slavic Review* 22, no. 4 (Dec. 1963), 644-649. (Find both Wittfogel and Riasanovsky using JSTOR database on library website.) ~ 25 pages |
| T, 9/27 | Economics and Everyday Life: Kievan Rus and Mongol era + Intro to Claimants to the Kievan Heritage | Lecture. **PAPER ONE, FIRST DRAFT DUE.** |
| Th, 9/29 | Claimants to the Kievan heritage. | Claimants to the heritage of Rus / Galicia, Lithuania/Poland, Novgorod, the Northeast (“Appanage Rus”)/ 1200s-1400s CE. READ: Plokhy Ch. 3. ~33 pages |
| T, 10/4 | Appanage Rus / Politics and Law | READ: Kaiser, 84-90 (Documents on State-Building in Medieval Rus); Kaiser 114-117 (“A Muscovite Judicial Charter”) / ~9 pages. **PAPER ONE/ FINAL DRAFT DUE.** |
| Th, 10/6 | Appanage Rus / Society and Culture | READ: Kaiser, 54-59 “Women in Medieval Novgorod”; Kaiser, 131-137 (two readings on minstrels); Riha, 60-69 (“Russian Epics”) / ~ 21 pages. |
| T, 10/11 | **NO CLASS / FALL BREAK** | |
| Th, 10/13 | Rise of Moscow | READ: Thompson, Ch. 3. Kaiser, 90-99 (“Annexation of Novgorod”). Lecture/Discussion. ~27 pages. |
| T, 10/18 | Rise of Moscow II | Daniel B. Rowland, “Moscow-The Third Rome or the New Israel?” *Russian Review* 55, no. 4 (Oct. 1996), 591-614. “Filofei on the Third Rome,” on e-reserve. ~ 26 pages. Discussion. |
| Th, 10/20 | Ivan the Terrible. | READ: Thompson, Ch. 4. Lecture. ~18 pages |
| T, 10/25 | Ivan the Terrible – primary sources. | READ: Riha, 86-97 (“The Kurbsky-Ivan the Terrible Correspondence”); Kaiser, 151-154 (“A Foreigner Describes the *Oprichnina*”). / 14 pages. |
| Th, 10/27 | The *Smuta* (Time of Troubles) | Lecture. |
| T, 11/1 | Film Day! | *Ivan Vasilevich Changes Profession* (1973) **PAPER TWO DUE** |
| Th, 11/3 | Renaissance Poland | READ: Piotr Skarga, “On the Love of the Motherland” and “On Unjust Laws” on e-reserve. At <http://www.staropolska.pl/>  (click on English flag, go to “Renaissance” and click on author names), Piotr Skarga, “Eighth Sermon to the Diet,” Wawrzniec Goslicki, “The Accomplished Senator,”  Andrzej Frycz Modrzewski, “Reform of the Commonwealth,” and “Upbringing of Children” |
| T, 11/8 | Making of the Ruthenian Nation | Plokhy, Ch. 5. 41 pages. |
| Th, 11/10 | Recovery from the Time of Troubles | Thompson, Ch. 5. Excerpts from the “Certified Charter of the Election of Mikhail Fyodorovich Romanov as Sovereign of Moscow” (1613). |
| T, 11/15 | Serfdom and Slavery in Muscovy and Eastern Europe | READ: Riha, 154-161 (“Law Code of 1649”); Kaiser, 173-176 (“Documents Regarding Self-Sale into Slavery”). ~ 11 pages. Discussion. Lecture on comparative origins of serfdom in Muscovy and Eastern Europe |
| Th, 11/17 | Muscovy: Gender/Family/Sexuality/Daily Life | READ: Kaiser, 187-192 (Shields Kollman, “Seclusion of Muscovite Women”); Kaiser, 194-197 (“Life of Iuliania Osor’ina”); Kaiser, 213-216 (“Letters to *stol’nik* Il’ich Bezobrazov from his Wife”); Kaiser, 218-222 (Levin, “Sexuality in Muscovy”) / 18 pages. Discussion. |
| T, 11/22 | Church Schism, Western Influence (late 17th c.) | Lecture. |
| T, 11/29 | Church Schism and Western Influence (late 17th c.) | READ: Riha, 128-140 (“Avvakum’s Autobiography”). 12 pages. Discussion/Lecture. |
| Th, 12/1 | Popular Culture / the 17th century | ...”Tale of Savva Grudtsyn” in *Russian Tales of Demonic Possession: Translations of Savva Grudtsyn and Solomonia*, e-book in Rush Rhees Library collection. Discussion./ 26 pages. |
| T, 12/6 | Poles, Muscovites, Cossacks, 1630s-1680s | Lecture. **THIRD PAPER DUE.** |
| Th, 12/8 | A Cossack Identity (late 17th c.)? | Plokhy, 302-333. ~31 pages |
| T, 12/13 |  | Evaluations and Wrap-Up |
|  |  |  |
| **FINAL ORAL EXAMS … TIMES AND DATES TO BE ANNOUNCED** | | |
|  |  |  |
|  |  |  |

**READINGS AND BOOKS**

You are required to purchase or rent one book for this course. It is -

Serhii Plokhy, *The Origins of the Slavic Nations: Premodern Identities in Russia, Ukraine and Belarus* (Cambridge: Cambridge University Press, 2010). Any edition OK. On sale on Amazon in Kindle, hardcover and paperback versions.

Our textbook is John Thompson’s *Russia and the Soviet Union: An Historical Introduction*, which is available as an e-book in the Rush Rhees Library catalogue. You are also welcome to purchase any hardcover or paperback edition of the book. In the syllabus this is referred to simply as “Thompson.”

The majority of the readings for this course will be primary sources. Many are drawn from Thomas Riha, *Readings in Russian Civilization, Volume I* (Chicago: University of Chicago Press, 1964). This is available as an e-book in the Rush Rhees Library Catalogue (there is a three volume series and you want volume I – you have to pick through your search results to find it). In this syllabus this is referred to simply as “Riha.”

Another collection of primary sources is Daniel Kaiser and Gary Marker,  *Reinterpreting Russian History: Readings, 860-1860s* (Oxford: Oxford University Press, 1994). I will be using many documents from this work. Unfortunately it is out of print and used copies cost over $50. Therefore all readings from it will be on e-reserve. They will, however, only be labeled “Kaiser” on the syllabus, with page numbers and document titles. You should go looking for any reading with such a title in e-reserves.

Other readings are on the web (links provided) or on e-reserve.

**RECOMMENDATIONS FOR READING.** For a number of discussion classes there are several different readings assigned. Keeping track of these different items for the class discussions is one of the bigger challenges of class discussion. I would recommend noting down for yourself the date and authorship/provenance of each reading so you can place each in context and differentiate one from another during class discussions.

**ASSIGNMENTS AND GRADES**:

1. Three papers of 5-7 pages in length, based on documents discussed in class (no original research required) – each one will count for 22% of final grade.
2. My evaluation of your participation in class discussion – 12% of final grade.
3. A final oral exam, one-on-one with me, about 15 minutes long. I will provide you with a list of sample questions and topics for this exam, and my grading rubric. Participation in class discussion is the best preparation for this exam. I am not going to play “gotcha” with specific facts, but rather to facilitate you showing me what you know and how you’ve thought about the course – 22% of final grade.

All papers **MUST** be emailed to me at [matthew.lenoe@rochester](mailto:matthew.lenoe@rochester).edu in ***MS Word*** , double spaced. I need MS Word so that I can provide you feedback using the “Track Changes” function. I will not accept papers in any other format. I also do not accept papers via Google Drive. Only as files attached directly to emails.

**ATTENDANCE POLICIES (IMPORTANT)**

The expectation is that all students will attend all classes in person. The only case in which students may attend “virtually” by Zoom is a COVID diagnosis. (Should the University move to stricter quarantine protocols or online instruction this will obviously change.) If you have to miss a class due to high-priority travel, family emergency or non-COVID related illness, please inform me beforehand if that is possible.

There are 29 class meetings in the semester. Under no circumstances will a student who attends fewer than 22 classes receive a passing grade in the course. It does not matter what the reasons are – for a student to learn effectively from the class, s/he needs to attend most sessions – otherwise s/he will simply not have done work or the learning that justifies credit. With reasonable justification, you may request an incomplete, but only if you have attended at least 22 of the course meetings. Should you find yourself in a situation in which you cannot attend at least 22 sessions, you will need to make choices. These might include withdrawal, medical leave from the university, or failing the course.

I need to make these principles explicit as the COVID emergency seems to have created the misunderstanding in a small number of students, that class attendance is overall optional, and that they may receive a passing or even an honors grade while attending a small proportion of class meetings. The problem is, again, that if one does this one hasn’t learned enough to justify credit.

Class meetings will not be recorded.

All papers **MUST** be emailed to me at [matthew.lenoe@rochester](mailto:matthew.lenoe@rochester).edu in ***MS Word*** , double spaced. I need MS Word so that I can provide you feedback using the “Track Changes” function. I will not accept papers in any other format. I also do not accept papers via Google Drive. Only as files attached directly to emails.

**ACADEMIC HONESTY:** All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy.

**PLAGIARISM NOT TOLERATED.** I do not tolerate cheating or plagiarism (presenting someone else’s scholarly work as one’s own). I will pursue the university disciplinary process against students who plagiarize others’ work. At a minimum, students who plagiarize will receive a “0” on the assignment in question.

**I DO NOT TOLERATE CHEATING OR PLAGIARISM (PRESENTING SOMEONE ELSE’S SCHOLARLY WORK AS YOUR OWN). I WILL PURSUE THE UNIVERSITY DISCIPLINARY PROCESS AGAINST STUDENTS WHO PLAGIARIZE OTHERS’ WORK. AT A MINIMUM, STUDENTS WHO PLAGIARIZE WILL RECEIVE A “0” ON THE ASSIGNMENT IN QUESTION.**

You are required to read the American Historical Association’s “Defining Plagiarism” at <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism> before the second class meeting.

**Students with disabilities:**The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the [Office of Disability Resources](http://www.rochester.edu/college/disability/index.html) at: [disability@rochester.edu;](mailto:disability@rochester.edu;) (585) 276-5075; Taylor Hall