

HISTORY OF RUSSIA TO 1598

This course provides a broad survey of developments in political, social and cultural history from the 9th to the end of the 16th century, as well as introducing you to debates about Russia's origins which continue to the present day. You will study the controversy about the origins of the early Russian (or should it be 'Ukrainian?') state, the mysteries surrounding the conversion to Christianity in 988, the impact of the Mongol invasion of 1237-40 and the subsequent 250-year occupation, the unification of Russia under the princes of Moscow in the 14th-15th centuries and the shaping of Muscovite ideology and institutions in the 16th. Issues in economic and social history, such as the rise of serfdom, will be examined, as will the role of the Russian Orthodox Church. Individual rulers will also come under scrutiny. Why was Ivan III (1462-1505), the 'gatherer of the Russian lands', so successful and so unpopular? Were the policies of Ivan the Terrible (1533-84) the products of a warped and sadistic mind or a rational response to Russia's fundamental needs? You will sample some original sources, such as the Russian Primary Chronicle in translation. Some lectures will be devoted to art, architecture and culture and in some classes film excerpts (e.g. from Eisenstein's 'Ivan the Terrible') will be shown.

PRELIMINARY READING

(a) Read chapters on Early Russian history (9th-16th centuries) from two or more general histories of Russia.

The following are recommended:

- C. EVTUHOV, D. GOLDFRANK, L. HUGHES, R. STITES, A History of Russia: Peoples, Legends, Events, Forces (2004)
N. RIASANOVSKY, A History of Russia (latest ed. 1999)
P. DUKES, History of Russia (3rd ed. 1998)
G. HOSKING, Russia and the Russians (2000)
L. KOCHAN, The Making of Modern Russia (Penguin, 1983)

(b) BOOKS FOR PURCHASE: The course will not follow a set textbook, but the following is strongly recommended:

Janet MARTIN, Medieval Russia, 980-1584 (Cambridge UP, 1995, 2nd ed. 2007)

Other reading:

D. KAISER & G. MARKER, Reinterpreting Russian History. Readings, 860-1860s (Oxford UP, 1994)

Longman History of Russia series (all available in paperback):

- S.FRANKLIN & J.SHEPARD, The Emergence of Rus 750-1200 (1996)
J. FENNELL, The Crisis of Medieval Russia, 1200-1304 (1983)
R. CRUMMEY, The Formation of Muscovy, 1304-1613 (1987)

Course title: History of Russia to 1598
Course code: SEHI6008
Course-unit value: 1.0
Level: Intermediate
Availability 2009/10: No
Open to: All second and final-year undergraduates
Prerequisites: There are no prerequisites

Course leader: Dr. Sergei Bogatyrev, Room 311; tel: 0207 679 8721, email: s.bogatyrev@ssees.ucl.ac.uk

Aims:

1. To give students an understanding of the key issues in Russian history to the end of the sixteenth century.
2. To develop awareness of the historiography and sources for studying early history.
3. To help students develop analytical and communication skills, both written and oral.
4. To give a firm grounding in early Russian history for students who wish to pursue the subject at undergraduate level in course 'History of Russia 1598-1856'; 'Ivan the Terrible and the Russian monarchy in the 16th Century' or other periods of Russian history and possibly continue into postgraduate study.

Objectives: By the end of the course, you will have acquired:

1. Enhanced ability to understand and to appreciate how people have existed, acted and thought in the past in the context of the complexity and diversity of historical situations, events and intellectual outlooks.
2. Enhanced ability to use and evaluate texts and other source materials both critically and empathetically, as well as appreciating the limits and challenges of the extant record. The critical evaluation of texts should include an understanding of the questions which historians ask and why they do so. By the end of the course students will have read and mastered a wide selection of historical works drawn from the historiography on this period.
3. Enhanced ability to frame an argument in a sustained manner both orally and in writing. Arguments should be structured, coherent, relevant, and concise, and should take into account all aspects of a given problem.
4. Enhanced generic skills: these may be defined as –
 - (i) self-direction and self-discipline
 - (ii) independence of mind, and initiative
 - (iii) the ability to work with others and to have respect for the reasoned views of others
 - (iv) the ability to identify, gather, deploy and organize evidence, data and information; and familiarity with appropriate means of achieving this
 - (v) analytical ability and the capacity to consider and solve problems, including complex problems

- (vi) structure, clarity and fluency of expression, both written and oral
- (vii) intellectual maturity and integrity
- (viii) empathy and imaginative insight
- (ix) ability to organize time, work and personal resources to optimal effect.

<u>Teaching & Learning Methods:</u>	<u>Number of Hours:</u>
Lectures	20
Classes	10
Private Study	270

ASSESSMENT:

Coursework: Two pieces of coursework 2,500 words each will count for 25% of the total mark for the course. See the Course Programme for details. Written coursework is moderated by an internal examiner, and may be submitted for scrutiny to the external examiner.

A three-hour unseen written examination of twelve questions, of which three must be answered. The paper will be divided into Section A and Section B. At least one question must be answered from each section. All questions carry equal weight and the aggregate mark counts for 75 per cent of the total mark for the course. Examinations are normally held in May.

AFFILIATE STUDENTS: See regulations posted elsewhere

100% fulfilment of coursework is required for the successful completion of this course. If this requirement is not met by the final departmental deadline, it will normally lead to you being debarred from the exam and the course unit being marked as incomplete on your final degree transcript.