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УНИВЕРСИТЕТ**

**ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ
ИСТОРИИ И ВОСТОКОВЕДЕНИЯ**

*Кафедра английского языка
в социогуманитарной сфере*

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HISTORY OF IMPERIAL RUSSIA

Учебное пособие

Казань-2016

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Данное учебное пособие предназначено для студентов, обучающихся по специальности «Отечественная История» и содержит материалы по специальности, дополняющие основной курс английского языка. Пособие предназначено для студентов исторического факультета, аспирантов, а также всех, кто интересуется проблемами России в период правления династией Романовых.

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От составителей

Цель пособия – познакомить студентов-историков с англоязычными текстами по тематике, которые соответствуют уровню знаний, полученных ими в области истории, расширяют их кругозор и содержат коммуникативно-значимый лингвистический материал. Это позволяет совместить профессиональную подготовку студентов с обучением их английскому языку.

Одним из приоритетных навыков компетентного специалиста является умение работать с неадаптированными источниками на иностранном языке. Навыки чтения и перевода текста, владение лексикой в рамках своей специальности являются необходимыми как в учебном процессе, так и профессиональной деятельности.

Пособие четко структурировано, состоит из 10 уроков, каждый из которых включает в себя два текста. Text А предназначен для изучающего чтения и включает в себя четко обозначенные этапы. Каждый раздел содержит соответствующие упражнения – направленные на работу над произносительными навыками, на понимание текста, на словообразование, а также упражнения на подготовленную речь (с использованием речевых образцов и информации из текста) и свободное говорение на базе материала урока. Text В предназначен для ознакомительного, поискового чтения или реферирования, в зависимости от специфики текста. Упражнения данного раздела направлены на развитие умений предугадывать содержание, конспектировать и кратко излагать главные мысли текста.

Авторы предлагают студентам список фраз и выражений, полезных при составлении реферата к текстам, в приложении приведены тексты для самостоятельной работы студентов.

Тексты учебного пособия представлены в хронологическом порядке.

Материалы текста прошли апробацию в студенческих группах и могут быть использованы как для аудиторной, так и для самостоятельной работы.

Contents

Introduction	5
Lesson 1. Text A. Peter the Great	6
Text B. The Winter Palace	13
Lesson 2. Text A. Elizabeth of Russia	16
Text B. Death Penalty	22
Lesson 3. Text A. Catherine the Great	24
Text B. Catherine II: Foreign Policy	30
Lesson 4. Text A. Alexander I	33
Text B. Alexander's Marching into Paris	38
Lesson 5. Text A. Nickolas I	41
Text B. Women, the family and public life	46
Lesson 6. Text A. Alexander II	48
Text B. Abolition of serfdom	53
Lesson 7. Text A. Alexander III	55
Text B. Russian culture under Alexander III	60
Lesson 8. Text A. Nickolas II	63
Text B. Tsarina Alexandra	68
Lesson 9. Text A. Peasants and Agriculture	71
Text B. Orthodoxy in the Russian Pre-revolution	75
Lesson 10. Text A. History as event. 1900-1914	78
Text B. The First World War. 1914–1918	84
Texts for additional reading	86
Romanov's Dynasty	108
Chronology of Historical Events	117
Vocabulary	123
References	125

Introduction

The presented texts cover the ‘imperial era’ (Imperial Russia), in other words the period between Russia’s proclamation as an empire under Peter I and the fall of the Romanov dynasty and empire in March 1917.

This era is united by a number of crucial common characteristics. Of these, the most significant were probably the empire’s emergence as a core member of the European concert of great powers and the full-scale Westernisation of the country’s ruling elites.

The Russian Empire between 1689 and 1917 was a very diverse and complex society, which can and should be understood and studied from a great many different angles. The texts present politics and government: foreign policy and military history; economic and financial affairs; the history of all the key social groups in Russia, as well as of women and of the empire’s non-Russian minorities; the legal and judicial system, the police and the revolutionary movement and the history of Russian high culture.

Most themes chose themselves. To take the most obvious examples, one cannot have a history of Russia without a chapter on the Orthodox Church, the peasantry or Russian women.

Lesson 1

Text A

Look at the picture. Discuss in pairs and guess who and what events are illustrated in the picture. How did you know that?



Answer the following questions:

1. How did Peter the Great gain the throne?
2. What was Russian's stage of development by the beginning of his reign?
3. What is the epoch of Peter the Great associated with?

Study pronunciation of the following proper names:

Baltic Sea ['bɔ:lɪk si:]
Caspian Sea ['kæspɪən si:]
Europe ['jʊərəp]
Narva [nə'veɪ]
Persia ['pɜ:ʃə]
St. Petersburg [seɪnt 'pi:təzbɜ:g]
Tartu ['tɑ:tə]
Turkey ['tɜ:.ki]

Complete the table with the appropriate forms of the words given:

Noun	Adjective
	European
Turkey	
	Crimean
	Swedes
Persia	

Guess the meaning of the following words:

boyar ['bɔɪɑ:]
 campaign [kəm'peɪn]
 coalition [ˌkəʊə'lɪʃ(ə)n]
 commerce ['kɒmə:s]
 emperorn ['emp(ə)rə]
 empire ['empaɪə]
 fleet [fli:t]
 to modernize ['mɒd(ə)nlaɪz]
 technology [tek'nɒlədʒi]
 tsar [zɑ:]
 to transform [tranz'fɔ:m]

Study the following words and expressions:

access, n ['aksɛs] – подход, доступ
 ally, n ['ælaɪ] – союзник
 assume, v [ə'sju:m] – принимать
 cede, v [si:d] – передавать, сдавать
 courtier, n ['kɔ:tiə] – придворный
 drill, n [drɪl] – строевая подготовка
 embark, v [ɪm'bɑ:k] – начинать
 grip, n [grɪp] – власть
 heir, n [eə] – наследник
 inherit, v [ɪn'herɪt] – наследовать
 nobility, n [nə(ʊ)'bɪlɪti] – знать, дворянство
 prompt, v [prɒm(p)t] – побуждать
 resume, v [ri'zju:m] – возобновить, продолжить
 secular, adj ['sekjʊlə] – светский
 seize, v [si:z] – захватывать
 succeed, v [sək'si:d] – наследовать, сменять

at somebody's expense ['sʌmbədi's ɪk'spæns] – за чей-либо счет
to carve a route [kɑ:v ru:t] – проложить дорогу, маршрут
to correspond to something [krɒ'spɒnd 'sʌmθɪŋ] – соответствовать чему-либо
to end in disaster [end dɪ'zɑ:stə] – закончиться провалом
to escape somebody's attention [ɪ'skeɪp ə'tenʃn] – избежать чьего-либо внимания
maritime outlet ['mæ.rɪ.taɪm 'aʊt.let] – выход к морю
to provoke a revolt [prə'vəʊk ɪ'vəʊlt] – вызывать восстание
to put down an uprising [pʊt daʊn 'ʌp,raɪ.zɪŋ] – подавить восстание
to stick to the rules [stɪk ru:ls] – придерживаться правил
turn out [tʒ:n aʊt] – оказаться

Read and translate the text using a dictionary if necessary:

Peter the Great

The country Peter I inherited lagged far behind most European states. It did not escape Peter's attention that his country lacked an access route to the seas, which was so vital for trade at the time. The determined Russian tsar embarked on an ambitious program to transform Russia into an advanced European country while winning a maritime outlet. Breaking the resistance of the old land-owning nobility, the boyars, and severely punishing all opposition to his projects, Peter launched a series of reforms that affected every area of his nation's life - administration, industry, commerce, technology and culture.

The first steps he took were the campaigns of 1695-1696 against the Crimean Tatars, the vassals of Turkey, in the hope of carving a route to the Black Sea. Initially unsuccessful, the campaign eventually brought some land gains and prompted Peter to start building a navy. His next undertaking was an extensive European tour, the first time a Russian Tsar went abroad. Peter's main objective was to strengthen the anti-Turkish coalition, but also to learn more about Europe's economic and cultural life.

Meanwhile, having found no allies against the Turks among the Western powers, and realizing Russia couldn't fight them alone, Peter gave up his dream of a Black Sea access, turning his attention to the Baltic Sea to the north instead. At this time, Russia's route to the Baltic coast was blocked by the powerful Swedes. To dislodge them, Peter allied himself to several European powers and, in 1700, embarked on his biggest military undertaking, the so-called Northern War. Mobilizing all of Russia's vast resources, the Russian tsar personally involved himself in key planning and operations, often seen aboard warships or on the battlefield.

As it turned out, Russia proved ill-prepared to fight the Swedes, the most advanced army of the time. Thus, at the Battle of Narva, Russia's first attempt at seizing the Baltic coast ended in disaster. In 1704, Russian troops captured Tartu and Narva. This victory was followed by the Battle of Poltava (1709), which represents one of the key victories in Russian military history. But despite the success of Russian forces, Peter had to wait until 1721 for the eastern shores of the Baltic to be at last ceded to Russia.

In November 1721, to celebrate the long-expected conquest, Peter assumed the title of Emperor as Russia officially became the Russian Empire. The end of the Northern war left Peter free to resume a more active policy on the southeastern border. In 1722, he invaded Persian territory and a year later Persia ceded parts of the Caspian Sea to Russia.

Peter also waged a war of sorts at home. His first target became the traditional look of his courtiers: beards were out, Western fashions in. Peter went on to modernize Russia's military and administrative structure, simplify the alphabet, and change the calendar to make it correspond to European standards.

Under the ambitious rule of Peter the Great, industrial development was boosted in an unprecedented way. European know-how was studied and foreign experts were invited; plants and factories sprang up across the country and trade flourished. While Russia had no warships when Peter came to power, he went on to create a strong Baltic fleet and a modern regular army. Drills were introduced; obsolete cannons were replaced with new guns designed by Russian specialists. Officers were taught to take initiative instead of blindly sticking to the rules. Peter often propelled low-born people to high positions. The grip of the boyars on the reigns of power ended.

Peter was the first Russian ruler to promote secular education, while the Church was subjected to the state. Numerous secular schools were opened, with the children of soldiers, officials and churchmen allowed to attend. Russians were encouraged to study abroad and were often compelled to do so at the state's expense. Books were translated from western European languages, while the first Russian newspaper, «Vedomosti», appeared in 1703.

Also in 1703 Peter set upon his most dramatic project. Having disliked Moscow since childhood, he longed for a brand new city, to be built from scratch on the Gulf of Finland. Over the next nine years, at tremendous human and financial cost, St. Petersburg sprang up, becoming Russia's new capital in 1712.

Some of Peter's reforms were introduced quite brutally, sometimes literally. Economic progress came at a high cost too, with the peasant serfs and the poorer urban workers suffering the biggest strain. Harsh working

conditions combined with heavy taxation provoked a number of revolts. But uprisings were mercilessly put down.

Meanwhile, Peter's health began to deteriorate. In the autumn of 1724, upon seeing some soldiers in danger of drowning in the Gulf of Finland, he plunged into the icy water in an effort to help save them. After this brave incident, and despite becoming seriously ill, Peter continued to work. But the strain ultimately proved too much. When Peter died early the following year, he left an empire that stretched from the White to the Caspian Sea and from the Baltic Sea to the Pacific Ocean. Peter never declared an heir and was succeeded by his widow, Catherine I.

(<http://www.ruusiapedia.rt.com>)

Ex.1. Answer the following questions:

1. What was decided to be done when Peter gained the throne?
2. What was Peter's first undertaking?
3. What was the target of an extensive European tour?
4. Why was Peter's attention turned to the Baltic Sea?
5. What was the cause of the Northern War?
6. Why was the Battle of Poltava so important for Russian military history?
7. When was Russia turned into the Russian Empire?
8. What inner changes took place in Russia?
9. What were military reforms introduced by Peter the Great?
10. What was made in the area of education?
11. What was Peter's most dramatic project? Did he succeed in it?
12. Why was a number of revolts provoked?
13. What was Peter's death caused by?
14. Who was he succeeded by?

Ex.2. Give Russian equivalents to these expressions:

vital for trade

military undertaking

unprecedented way

to subject to the state

to declare an heir

to bring land gain

a long-expected conquest

to spring up across the country

to plunge into the icy water

Ex.3. Give English equivalents to these expressions:

сломить сопротивление

вести войну

способствовать светскому образованию

огромные человеческие и финансовые затраты

крепостные крестьяне

укреплять коалицию

устаревшая пушка

суровые условия труда

Ex.4. Guess what words from the text are meant by these definitions:

1. ships and soldiers used for fighting wars at sea
2. to get control of a place with force
3. to begin an important activity
4. not religious or not controlled by a religious group
5. a person who will have the legal right to someone's money and possessions when they die
6. a country that has agreed to help another country, especially in a war
7. a series of organized activities or events intended to achieve a result
8. the buying and selling of large numbers of goods or services, especially between countries

Ex.5. Give your own definitions to the following words:

to invade

objective

a peasant

a cannon

fleet

courtier

victory

Ex.6. Complete the table with the forms of the words given. Use a dictionary if necessary:

Verb	Noun	Adjective
		successful
	conquest	
inherit		
		developed

modernize		
		replaced
strengthen		

Ex.7. Insert the words and phrases given into the sentences in their correct form. Translate the sentences into Russian.

campaign	transform	propel
inherit	opposition	military affair
punish		

1. Being young Peter enjoyed energetic outdoor games and took a special interest in _____ .
2. Peter's great wish was to _____ Russia into an advanced European country.
3. Peter probably never imagined that the _____ would last for 21 years.
4. Valuing honesty above all, Peter was ruthless in crushing all _____ and terrible in anger.
5. Peter launched a series of reforms and severely _____ all opposition.
6. Peter _____ a vast but backward state, he _____ Russia to the rank of a major European power.

Ex.8. Translate from Russian into English:

1. Крымская кампания принесла России увеличение территории и побудила Петра начать строительство военно-морского флота.
2. Промышленность при Петре развивалась беспрецедентным образом, по всей стране появлялись заводы и фабрики, а торговля процветала.
3. Почему выход к морю был жизненно важен для России?
4. Первая попытка захвата Нарвы закончилась неудачей, и город был взят российскими войсками только в 1704.
5. Внимание Петра было обращено к Балтийскому морю, поскольку ему не удалось найти союзников среди западных держав.
6. Санкт-Петербург был построен ценой огромных человеческих потерь и финансовых затрат.
7. При Петре образование стало доступным для детей, солдат, чиновников и церковных деятелей.
8. Причиной восстаний, которые беспощадно подавлялись, была непосильная нагрузка на крепостных крестьян и городских рабочих.

9. Екатерина I унаследовала престол, поскольку наследник не был объявлен.

Ex.9. Make a brief report using a vocabulary from the text:

Introduction of numerous reforms made by Peter the Great.

Text B

Before reading the text, answer the questions:

1. What historical sights of St. Petersburg do you know?
2. Can you name any imperial residencies of Russian tsars?

Read the following text quickly without a dictionary and find out the following information:

1. when and where the Winter Palace was initially built
2. why the first reconstruction was made
3. unsecure palace
4. destiny of the palace in the XX century

The Winter Palace

St. Petersburg's most famous building, not only physically dominates Palace Square and the south embankment of the Neva River, but also plays a central political, symbolic, and cultural role in the three-century history of the city. The first Imperial residence on the site of the Winter Palace was a wooden house in the Dutch style built in 1708 for Peter the Great and his family. This was replaced in 1711 by a stone building, the remains of which formed the foundations of the Hermitage Theatre. Parts of this original palace have now been restored and are open to the public.

Empress Anna Ioannovna was the first of Peter's descendants to reconstruct the palace. In 1731, she commissioned Francesco Bartolomeo Rastrelli, the recently appointed court architect who would go on to become the recognized master of late baroque in Russia, to create a new, larger palace on the site. Completed in 1735, the third Winter Palace served for only 17 years before Rastrelli was again asked, this time by Empress Elizabeth (Elizaveta Petrovna), to expand the building. After two years proposing different plans to adapt the existing building, Rastrelli eventually decided to completely rebuild the palace, and his new design was confirmed

by the empress in 1754. When Catherine the Great came to the throne in 1762, the new palace was nearly complete and, although Catherine removed Rastrelli from the project, his designs for the exterior of the building have remained almost completely unaltered to this day. The building forms a square with an interior courtyard accessed via three archways facing Palace Square. The palace is 22m high, and local planning regulations have prevented any building in the city centre rising higher than this ever since. Within the Winter Palace, continual improvements and revisions were made to the interiors throughout the 18th and 19th centuries. In the 1780s and 1790s, Giacomo Quarenghi and Ivan Starov created a new enfilade of state rooms overlooking the Neva River. Under Emperor Nicholas I, Carlo Rossi added the 1812 War Gallery in 1826. In December 1837, fire broke out in the Winter Palace, destroying nearly all the palace interiors and only being prevented from spreading to the priceless art collections in the Hermitage with the prior destruction of three passages leading between the two buildings. Nicholas ordered that reconstruction of the palace be completed within one year, a monumental effort considering the construction technologies of the day. The lavish interiors were recreated under the supervision of Vasily Stasov, while his fellow architect Alexander Briullov added new designs in more contemporary styles. Alexander II was the last of the Tsars to genuinely use the Winter Palace as his main residence. After his assassination in 1881, it became clear that the palace was too large to be properly secured (the first attempt on his life the year before had been a bomb that damaged several rooms in the palace and killed 11 guards). Alexander III and Nicholas II both set up their family residences at suburban palaces, the former at Gatchina and the latter at the Alexander Palace in Tsarskoye Selo. Nonetheless, the Winter Palace was still used for official ceremonies and receptions. A spectacular masked ball commemorating the anniversary of the reign of Tsar Alexey Mikhailovich (1646-1676), the second Romanov Tsar, held in 1903 was the last major event hosted by the Imperial family at the Winter Palace. In 1905, the Winter Palace was a mute witness to the Bloody Sunday Massacre on Palace Square, when thousands of striking workers came to meet the Tsar in peaceful protest and were met by a re-enforced contingent of troops with orders to fire at will. Although Nicholas II was not responsible for this seminal tragedy, it marked the beginning of the end for the power of the Imperial family, which was increasingly isolated at its suburban residence. The Winter Palace saw the official opening of the first Duma in 1906, and Nicholas II and his wife returned to the palace to accept the salute of troops departing for the front in 1914. Soon, however, the Winter Palace was to be stripped of much of its wealth and transformed into a temporary hospital for wounded soldiers. In 1917, after Nicholas II's abdication and the February

Revolution, the Winter Palace became the seat of the Provisional Government under Alexander Kerenskiy. It was against this authority, rather than the Imperial family, that the Bolshevik-led revolutionary forces besieged and then stormed the palace in October of the same year. In the ensuing anarchy, a portion of the Winter Palace's riches were ransacked, including the enormous Imperial wine cellars. The Winter Palace was declared part of the State Hermitage Museum on 17 October 1917. Although initial Bolshevik policy was to remove all Imperial symbols from the palace and use the premises as a museum of the Revolution, the restoration project of the 1940s and 1950s, which followed further extensive damage to the building during the Siege of Leningrad, saw the beginning of an ongoing process to return the Imperial splendor of many of the palace's rooms. The State Rooms of the Winter Palace now form one of the most popular sections of the Hermitage, and are essential viewing for all visitors to St. Petersburg.

(<http://www.saint.petersburg.com>)

Ex.1. Do the following tasks based on the text B:

- divide the text into logical parts
- give a title to each part
- summarize the contents of each part in 2-3 sentences
- give the summary of the text.

Ex.2. Write out the key words from each part.

Lesson 2

Text A

*Look at the picture. Discuss in pairs what it is.
Give your reasons to prove your guesses.*



Study the pronunciation of the following proper words:

Anna ['anə]

Austria ['ɒstriə]

Elizabeth [ɪ' lɪzəbəθ]

France [frɑ:ns]

Ivan ['aɪv(ə)n]

Martha ['mɑ:θə]

Moscow ['mɒskəʊ]

Petersburg ['pi:təz, bɜ:g]

Sophia [səʊ'faɪə]

Prussia ['prʌʃə]

Guess the meaning of the following words:

empress ['emprəs]

prince [prɪns]

regent ['rɪ:dʒənt]

leader ['li:də]

etiquette ['etɪket]

Bible ['baɪbl]

Study the following words and expressions:

apathetic, adj [,æpə'θetɪk] – апатичный

ascend, v [ə'send] – взойти

banish, v ['bæniʃ] – выслать
 bloodshed, n ['blʌd ʃɛd] - кровопролитие
 coup, n [ku:] – государственный переворот
 eradicate, v [ɪ'rædi,keɪt] – искоренить
 existence, n [ɪg'zɪstəns] – существование
 grow up, v [grəʊ ʌp] – расти, вырастать
 illegitimate, adj [ɪlɪ'dʒɪtɪmɪt] – незаконный, внебрачный
 mature, v [mə'tʃʊə(r)] – сформироваться как личность, стать зрелым
 nunnery, n ['nʌnəri] – женский монастырь
 passionate, adj ['pæʃənɪt] – страстный
 perpetual, adj [pə'petʃʊəl] – постоянный, вечный
 populace, n ['pɒpjʊləs] – простой народ, массы, население
 promiscuous, adj [prə'mɪskjʊəs] – распущенный
 socialite n ['səʊʃəl,laɪt] – светский человек, занимающий видное положение в обществе
 siblings, n ['sɪblɪŋ] – родной брат, родная сестра
 succeed, v [sək'si:d] – сменять, стать преемником
 survive, v [sə'vaɪv] – выживать
 throne, n [θrəʊn] – трон
 vindictiveness, v [vɪn'dɪktɪvnis] - мстительность
 in check – под контролем
 to ascend to the throne – взойти на трон
 to serve as regent – выступать в качестве регента
 to take the throne – вступать на престол

Read and translate the text using a dictionary if necessary:

Elizabeth of Russia

Elizabeth of Russia, also known as Elizaveta Petrovna, was the Empress of Russia from 1741 to 1762.

Elizabeth Petrovna led a charmed existence. Born on 18 December 1709, to Peter the Great and Martha Skaronska, or Catherine I, a peasant, she was technically illegitimate (her parents were not officially married at the time of her birth). She had 11 siblings but only a few of them survived to adulthood. Elizabeth grew up in a supportive and loving environment. She lived an enchanted lifestyle in which she learned to appreciate the customs and etiquette of both Western culture and Russian tradition; Elizabeth was a passionate church attendee, Russian patriot, fluent speaker of the French, Italian, and German languages, and a competent dancer of the minuet.

Elizabeth's father, Peter, had abolished the law of succession during his reign. Subsequently, the Supreme Council was given the right to choose Peter's heir to the throne. Upon the death of Peter the Great, her cousin Anna ascended to the throne and Elizabeth was allowed to remain a promiscuous, apathetic Russian socialite. By 1740, however, Elizabeth had matured; she was frustrated by her cousin, Empress Anne's, vindictiveness as a political leader and the perpetual threats of banishing Elizabeth to a nunnery. As Empress Anne lay on her deathbed, the people hoped that Elizabeth would take the throne. Instead, she was passed over in favor of Prince Anton and Anna Leopoldovna's newly born son, Ivan VI, on whose behalf his mother, served as regent. Secret agents acting on the orders of the Regent Anna watched Elizabeth day and night. Anna was worried that Elizabeth would incite a revolt against her, because Anna recognized that as a foreigner, the Russian populace distrusted her, while Elizabeth was a favorite of the guards and loved by the people.

On November 25, 1741, Elizabeth was ready to take her place among the annals of Russian political leaders. With the help of her political supporters, Elizabeth arrested Regent Anna and the infant emperor. Even though it was a daring coup, it was accomplished without bloodshed. Elizabeth crowned herself the empress on April 25, 1742. That in victory, Elizabeth was fair, graceful, and managed to keep her revenge in check; she had emerged from the shadows of neglected, carefree princess status to become Russia's ruler.

Elizabeth proved to be politically and militarily beneficial to Russia. The incompetence of the previous two tsars had cost the country scores of national pride. Elizabeth increased morale by reinstating her father's policy of appointing only Russian citizens to top advisory positions within the government, thereby avoiding foreign influence. The Senate was revitalized and the 'Secret Council' was eradicated. She made humanitarian gains by outlawing the death penalty. In 1743, she attained a historic victory for diplomacy by negotiating an end to the long-standing land dispute between Russia and Sweden. She was also chiefly responsible for maintaining the alliance between Russia, Austria, and France, against Prussia during the Seven Years' War.

Elizabeth's reign was marked by political as well as cultural advancements. On January 25, 1755, she set forth a decree to establish the founding of the University of Moscow. She proved to be a blessing to the Russian Orthodox Church; she donated large sums of money to the church and set the price of Bibles at five rubles. Elizabeth established a solid foundation for the arts; she created a state theater, brought in Italian instrumentalists, singers, and set designers to complement the court choir.

In addition, she changed Petersburg architecture to reflect the styles that were dominant in Western Europe at that time.

On December 25, 1761, Elizabeth died leaving no children as heirs; she had never married. She left the throne to her nephew, Peter II who died shortly thereafter. His wife, Sophia, who would later become Catherine the Great.

(http://departments.kings.edu/womens_history/elizabethtsar.html)

Ex. 1. Answer the following questions:

1. What education did Elizabeth receive?
2. Who ascended to the throne after Peter's death?
3. What was Elizabeth's status during Anna's and then Regent's ruling?
4. Why did Elizabeth stage a coup?
5. What changes did she make in Russian system of governing?
6. How did she prove to be militarily beneficial to Russia?
7. What achievements did the empress have in the cultural life of the country?
8. What did she do for education?
9. Why was Elizabeth a blessing to the Russian Orthodox Church?

Ex. 2. Explain the difference in meaning between the following words and expressions:

a sibling/ a cousin
a revolt/a daring coup
to live an enchanted lifestyle/ to lead a charmed existence
to ascend to the throne/to be an heir to the throne
to remain a promiscuous, apathetic socialite/to be politically and militarily beneficial

Ex. 3. a) Give English equivalents to these words and expressions:

незаконный, с юридической точки зрения
высоко ценить обычаи и традиции
отменить закон
без кровопролития
восстановить политику
основать университет
подвергнуть изгнанию

вступать на престол
лишать законной силы
передать в дар/пожертвовать

b) Tell your partner about the Elizabeth's life and ruling using these words and expressions.

Ex. 4. Find words from the text which have these definitions:

1. a person who loves their country and who is ready to defend it against an enemy
2. a person who has the legal right to receive somebody's property, money or title when that person dies
3. to officially end a law, a system or an institution
4. (of a child or young person) behaving in a sensible way, like an adult or fully grown and developed
5. a person who goes to a lot of fashionable parties and is often written about in the newspapers, etc
6. all the ordinary people of a particular country or area
7. to give money, food, clothes, etc. to somebody/something, especially a charity

Ex. 5. Insert the words and phrases into the sentences. Translate these sentences into Russian:

abolished	succeed	the Empress	traditions	a patron
by both parents	power	populace	establishment	legitimate heir
government	a coup	monarch	foundation	death sentence
positions				

1. Elizabeth of Russia took power after staging _____ in 1741.
2. Doted on _____, the girl received training in European languages, social skills, and Russian _____ of singing, religious instruction, and dancing.
3. By that time Elizabeth had earned much support from the _____ and it was expected that she would _____ her cousin.
4. Disillusioned Elizabeth staged a coup and seized _____ with the help of the Preobrazhensky Regiment to become _____ of Russia
5. She was a very powerful and popular _____ who led the country into two major European wars—the War of Austrian Succession and the Seven Years' War.

6. She _____ the Supreme Council and reconstituted the Senate, replacing many of the foreigners who held top _____ with Russians.

7. She was _____ of arts and supported the _____ of the University of Moscow and _____ of the Imperial Academy of Arts in Saint Petersburg

8. She was also known for her strong religious convictions due to which she never signed even a single _____ throughout her reign.

9. Long before her death she had named her nephew, Peter of Holstein-Gottorp, as her _____.

Ex.6. Translate from Russian into English:

1. Родители очень сильно любили Елизавету, поэтому она росла в атмосфере любви и полной поддержки.

2. У Елизаветы было счастливое детство, ее обучали европейским языкам, чтить обычаи и традиции как русской, так и западной культуры.

3. После смерти ее отца кузина Анна взошла на престол, а после ее кончины, императором был выбран младенец Иван VI, с его матерью, Анной Леопольдовной, в качестве регента.

4. Поскольку простой народ любил Елизавету, Анна Леопольдовна опасалась восстания, которое она (Елизавета) могла поднять.

5. Продолжая политику своего отца, Петра Великого, Елизавета подняла моральный дух своего народа, назначая только граждан России на высокие посты.

6. Одним из величайших достижений правления Елизаветы является дипломатическая победа в земельном споре дипломатии между Россией и Швецией в 1743.

7. Елизавета, за 20-летнее правление, основала первый университет своей страны и наладила сильные связи в Европе.

Ex.7. Tell about Elizabeth as if you are:

a) Peter the Great

b) Elizabeth herself

c) a peasant

d) member of Senate

Text B

Death Penalty

Read the text without a dictionary and try to understand its general content. Answer these questions:

1. What was the number of crimes punishable by death while Peter's reign?
2. What promise did Elizabeth give on the eve of the coup?
3. What was she worried about?
4. What was Senate reaction to abolishing the death penalty?
5. What compromise did Elizabeth strike?

Death penalty was used extensively in the Russian Empire. In 1649, there were 63 crimes punishable by death and under Peter I that number was doubled. When his daughter Elizabeth seized power she had a very different attitude to the death penalty. On the eve of the coup, she promised "not to execute anyone" and to the granadiers vowing to kill her enemies, she replied that, if any blood was shed, she wouldn't lead them. The coup was successful but the new Empress did not abolish death penalty straight away. She decided to proceed with caution instead.

Elizabeth was worried that abolishing the death penalty, with the fear such a punishment inspires, would increase the numbers of crimes committed. But that was not the only reason that held her back. Elizabeth was the only one who wanted to abolish the death penalty. The Synod would happily have released the Empress from her promise, and even the Russian people would not understand why she wanted to give mercy to criminals. The Senate was against it, too. They had just approved a law that, in addition to the usual forms of death penalty, recommended other ones. The Empress refused to approve that law.

In the end, Elizabeth never officially abolished the death penalty. Instead, she approved the Senate's report "On Not Abolishing The Death Penalty For Thieves, Bandits, Murderers and Counterfeiters". But she ordered that all the death sentences should be submitted to her for her "imperial approval". And she never approved any of them. This way the death penalty was de facto, if not de jure, abolished during her reign. But what happened to those sentenced to death? They remained in prison "until further orders", and in 1754, an edict was passed that commuted the punishment to hard labor but only after being flogged, branded and put in shackles for the rest of their lives. Although the de facto ban of the death penalty was a remarkable accomplishment for the time, the Empress never

thought of abolishing torture too. That was still widely used and those subjected to this harrowing ordeal often died.

(<http://historyandotherthoughts /2012/01/empress-elizabeth-i-of-russia-and-death.html>)

Do the following tasks based on the text B:

- divide the text into logical parts
- give a title to each part
- summarize the content of each part in 1-2 sentences
- give a short summary of the text

Lesson 3

Text A

Look at the picture. Whose portrait is it?

How do you think the portrait is related to the statement: “I leave it to posterity to judge impartially what I have done”?



What made her famous as a sovereign of Russia?

Study the pronunciation of the following proper words:

Alexander [, alɪg'zɑ:ndə]

Austria ['ɒstriə]

Belarus ['belə,rʌs]

Catherine ['kæθrɪn]

Crimea [kraɪ'mɪə]

d'Alembert [dalɑ̃ber]

Diderot ['dɪ:dərəʊ]

Europe ['jʊərəp]

German ['dʒɜ:mən]

Hermitage ['hɜ:mɪtɪdʒ]

Napoleon Bonaparte [nə'pəʊliən 'bəʊnəpɑ:t]

Lithuania [,lɪθjʊ'emɪə]

Ottoman ['ɒtəmən]

Paul [pɔ:l]

Peter ['pi:tə]

Poland ['pəʊlənd]

Prussia ['prʌʃə]

Stettin [ʃte'tɪ:n]

St Petersburg [s(ə)nt 'pi:təzbə:g]

Szczecin ['ʃtʃetsɪn]

Voltaire [vɒl'te:]

Complete the table with the nouns and adjectives:

Noun	Adjective
power	
	personal
center	
	eastern
enthusiasm	
	imperial
West	

Give your definitions to the following words:

charter ['tʃɑ:tə]

Grand Duke [grænd dju:k]

empress ['emprɪs]

patron ['peɪtrən]

prince [prɪns]

privilege ['prɪvɪlɪdʒ]

sovereign ['sɒvrɪn]

Tsar [zɑ:]

Study the following words and expressions:

acquire, v [ə'kwɪə(r)] – приобретать, получать, овладевать

affair, n [ə'feə(r)] – дело, деятельность

decline, v [dɪ'klaɪn] – уменьшаться, приходить в упадок, идти на спад

disband, v [dɪs'bænd] – распускать, ликвидировать

enlighten, v [ɪn'laɪtn] – просвещать, обучать

expand, v [ɪk'spænd] – расширять, увеличиваться в объеме, развивать

extinguish, v [ɪk'stɪŋgwɪʃ] – уничтожать,

heir, n [eə(r)] – наследник, преемник

influential, adj [ɪnflu'entʃl] – влиятельный, авторитетный

liberal, adj ['lɪbərəl] – либеральный, свободный, с широкими взглядами

outbreak, n ['aʊtbreɪk] – начало, вспышка, внезапное начало

overthrow, v [ˌəʊvə'θrəʊ] – свергать, свергнуть

plight, n [plaɪt] – мучительное, бедственное положение

reverse, v [rɪ'vɜ:s] – изменить, отменять, аннулировать

sovereign, n ['sɒvrɪn] – монарх, правитель

turn out, v [tʒ:n aʊt] – оказываться, выяснять, иметь результатом
in an accident [ɪn ən'æksɪdənt] – во время несчастного случая
by all accounts [baɪ ə:l mi:nz] – по всеобщему признанию, судя по
всему
to codify laws ['kəʊdɪ faɪ lɔ:z] – систематизировать законы
to have a part in [həv ə pɑ:t ɪn] – быть вовлеченным, играть роль
to be powerful [bi: 'paʊəfl] – быть могущественным, влиятельным

Read and translate the text using a dictionary if necessary

Catherine the Great

Catherine II was Empress of Russia for more than 30 years and one of the country's most influential rulers.

The future Catherine the Great, Sophie Friederike Auguste von Anhalt-Zerbst, was born in one of the tiny German states in Stettin, part of Prussia (now Szczecin in Poland), the daughter of a minor German prince on 2 May 1729. She turned out to be a powerful and enlightened ruler of the vast Russian Empire. In 1745, after being received into the Russian Orthodox Church, and changing her name to Catherine, she married Grand Duke Peter, grandson of Peter the Great and heir to the Russian throne. Being a bright personality with a strong sense of determination she learned the Russian language and by doing a lot of reading acquired a brilliant education.

The marriage was unhappy, but the couple did produce one son, Paul. In 1762 Catherine's husband became Tsar Peter III but he was soon overthrown and killed "in an accident", while Catherine became Russia's ruler. It is not known whether Catherine had a part in his death.

Catherine went on to become the most powerful sovereign in Europe. Her major influences on her adopted country were in expanding Russia's borders and continuing the process of Westernization begun by Peter the Great. During her reign she extended the Russian empire southwards and westwards, adding territories which included the Crimea, Belarus and Lithuania. Agreements with Prussia and Austria led to three partitions of Poland, in 1772, 1793, and 1795, extending Russia's borders well into central Europe. Russia's influence in European affairs in Eastern and Central Europe were increased and expanded as well.

Catherine began as a political and social reformer but gradually grew more conservative as she got older. In 1767 she convened the Legislative Commission to codify Russia's laws and in the process modernized Russian life. She presented the commission with her Nakaz, (or 'Instruction'), a strikingly liberal document that presented the empress's vision of the ideal

government. The commission produced no desired results and the outbreak of war against the Ottoman Empire in 1768 provided a good opportunity to disband it.

The Pugachev Rebellion of 1774-1775 gained huge support in Russia's western territories until it was extinguished by the Russian army. Catherine realized her heavy reliance on the nobility to control the country and instigated a series of reforms giving them greater control over their land and serfs. The 1785 'Charter to the Nobility' established them as a separate estate in Russian society and assured their privileges. Catherine therefore ignored any concern she may previously have had for the plight of the serfs, whose status and rights declined further. From 1789 until her death, she reversed many of the liberal reforms of her early reign. One notable effect of this reversal was that, like Peter the Great, Catherine ultimately contributed to the increasingly distressing state of the peasantry in Russia. As it was mentioned above with the onset of the French Revolution, Catherine became strikingly conservative and increasingly hostile to criticism of her policies.

Catherine was also an enthusiastic patron of the arts, literature and education and acquired an art collection which now forms the basis of the Hermitage Museum, which she also built and founded. Catherine commissioned buildings all over Russia, established academies, journals, and libraries. She read widely and corresponded with many of the prominent thinkers of the era, including Voltaire, Diderot and d'Alembert.

Catherine died in St Petersburg on 17 November 1796 and was succeeded by her son Paul. Paul's reign lasted only five years and was by all accounts a complete disaster. Paul was succeeded by his son Alexander I, who is remembered mostly for having been the ruler of Russia during Napoleon Bonaparte's epic Russian Campaign.

(http://missinglink.ucsf.edu/lm/russia_guide/historyofrussia.htm#romanovs
http://www.bbc.co.uk/history/historic_figures/catherine_the_great.shtml)

Ex. 1. Answer the following questions:

1. What family was Catherine born?
2. What personality did she have?
3. What reforms did Catherine implement in Russia?
4. How did Russia's status change in the world?
5. What was the main idea of "Nakaz"?
6. What was Catherine's attitude to peasants?
7. What other contributions did Catherine make to Russia?

Ex. 2. Give Russian equivalents to these words and expressions:

an influential ruler

heir to the throne

codify Russia's laws

'charter to the Nobility'

strikingly conservative and increasingly hostile

bright personality

Westernisation

Legislative Commission

prominent thinkers

Ex. 3. Give English equivalents to these words and expressions:

просвещенный правитель

свергнуть с трона

получить поддержку

бедственное положение крестьян

полный энтузиазма

расширить империю

привести к

сильная зависимость

меценат

Ex. 4. Match the words with their definitions:

- | | |
|----------------|--|
| 1. a ruler | a king or queen |
| 2. an heir | a person who gives money and support to artists and writers |
| 3. an empress | people in general, living together in communities |
| 4. a sovereign | a person who rules or governs |
| 5. society | an attempt by some of the people in a country to change their government, using violence |
| 6. an academy | the sudden start of something unpleasant, especially violence or a disease |
| 7. a patron | a person who has the legal right to receive somebody's property, money or title when that person dies |
| 8. a rebellion | a type of official organization which aims to encourage and develop art, literature, science or a school or college for special training |
| 9. an outbreak | a woman who is the ruler of an empire a woman who is the ruler of an empire or the wife of an emperor |

Ex. 5. Give your own definitions to the following words and expressions:

to acquire a brilliant education

reform

plight

privilege

to be succeeded by

to be overthrown

Westernization

peasantry

nobility

Ex. 6. Translate from Russian into English:

1. Екатерина II, одна из самых образованных и влиятельных правителей России, была Императрицей России больше 30 лет.

2. Чтобы выйти замуж за внука Петра I, Софии пришлось принять Православную веру и сменить имя на Екатерину.

3. Екатерина Великая обладала яркой индивидуальностью, выучила русский язык и получила блестящее образование.

4. Вскоре, после того, как Петр III стал царем, он был свергнут и убит "в результате несчастного случая".

5. Основными достижениями Екатерины стали расширение границ Российской империи и ее (России) влияния в Восточной и Центральной Европе.

6. Либеральный документ, представлявший видение Екатерины идеального правительства, не был принят.

7. Несмотря на огромную поддержку восстания Пугачева на западных территориях России, оно было подавлено российской армией.

8. Екатерина II не способствовала улучшению положения крестьян в России.

Ex. 7. Divide into two groups – pro and con – to discuss the following issue: “Catherine the Great: progress or regress for the Russian Empire?”. Prepare your arguments for and against Catherine’s ruling. Use the active vocabulary from the text.

Text B

Guess and explain the meaning of the following words:

alliance [ə'laɪəns]

revolt [rɪ'veʊlt]

suppress [sə'pres]

troops [tru:ps]

front fronts[frʌnt]

recruitment [rɪ'kru:tmənt]

ambassador [æm'bæsədə(r)]

opposition [ˌɒpə'zɪʃn]

Read the text and find the words and expressions that are defined as follows:

- an attempt, by a large number of people, to change the government of a country, especially by violent action;
- to become better than before; to make something/somebody better than before;
- a series of planned activities that are intended to achieve a particular social, commercial or political aim;
- a sum of money or something valuable that you give or offer to somebody to persuade them to help you, especially by doing something dishonest;
- any infectious disease that kills a lot of people;
- a situation in which two or more countries or groups of people fight against each other over a period of time
- money that you have to pay to the government so that it can pay for public services;
- to improve a system, an organization, a law, etc. by making changes to it

Catherine II: Foreign Policy

Assassination and the threat of it were a persistent means of intimidating progressive governments all over Europe in the 18th century –

the age of the nobles' revolt. Catherine II discovered early the force of conservative reaction it spoiled her Legislative Assembly and her plans to improve the lot of the serfs.

If Peter I's achievements in Sweden and Poland had been considerable, there had been some backsliding, some lost ground, in both areas during the era of palace revolutions, and Catherine was to address herself to articulation and repair. In both Poland and Sweden, she would meddle in constitutional questions, as different as they were in the two environments, bribing and supporting political parties in Sweden with money, in Poland supporting or suppressing them with arms.

The first was Catherine's astonishingly stubborn and ambitious pretensions. She was determined to pursue the campaign to a glorious conclusion, to diminish the Turks if not ruin them and drive them out of Europe. These aspirations could only raise apprehensions elsewhere. The French were naturally committed to the Turks. The Austrians were threatened by Russian successes. The alliance of small and indigent Prussia with St Petersburg required Frederick to pay throughout the war subsidies that he could ill afford. The Swedes naturally found in Russian involvement in two fronts already an opportunity that they could scarcely overlook. In fact, this development portended a new war on yet another front, and Catherine apprehensively deployed troops to deal with it, though it did not actually happen. At the same time, the plague broke out in Moscow (1771), and the stresses and strains of the war in the form of tax and recruitment burdens on the population provoked the infamous Pugachev rebellion (1773).

By reference to the standards prevailing in the age, the foreign policy of Catherine was a great success. She conquered 200,000 square miles of new territory and expanded the Russian population from 19,000,000 to 36,000,000. Yet there is here another element of this story, one taken too little into account. If the opposition of the Russian nobility to the reforming aspirations of the monarchy is well known, its opposition to Russian foreign policy is less familiar.

The Greek Project, for example, provoked dissent even in the inner circle of Catherine's government. As the French ambassador reported in 1786, 'the Russian ministers' loathed the plans of Potemkin. And yet the remarkable 19th-century commercial progress of the newly founded port city of Odessa does speak pointedly to the breadth of Catherine's vision. In any event, Catherine was obviously able to master dissent in foreign policy

as she was not able to do in reform at home. And yet, the social dynamic of protest in foreign policy continued. It was clearly present in the reign of Tsar Paul, though it may not have been the chief motivation behind the tragedy of his demise. It was more important, yet still rarely decisive, in the reign of Alexander.

(http://www.encyclopedia.com/topic/Catherine_the_Great.aspx)

Ex. 1. Divide the text into logical parts.

Ex. 2. Tell the content of each paragraph in 1-2 sentences.

Ex. 3. Summarize the text in brief.

Lesson 4

Text A

Discuss in pairs what event is shown in the picture.



Answer the following questions:

What is the period of Alexander I associated with?
Who did Alexander I succeed?
What is his main historical achievement?

Study pronunciation of the following proper names:

Baden [ba'ðen]
La Harpe [la
Napoleon [nə'pəʊljən]
Paul [pɔ:l]
Taganrog [tə'gænrɒg]
Wurtemberg ['wɜrtəm,bɜrg]

Guess the meaning the following words:

apogee ['æp.ə.dʒi:]
battle ['bætl]
chameleon [kə'mi:.li.ən]
christianity [,krɪs.ti'æn.i.ti]
general ['dʒenrəl]

idealist [aɪ'diə.lɪst]
manipulate [mə'nɪp.jʊ.leɪt]
status ['steɪtəs]
triumphant [traɪ'ʌm.fənt]
victory ['vɪktəri]

Study the following words and expressions:

anticipation, n [æn'tɪs.i'peɪ.ʃən]
grant, v [grɑ:nt]
to institute, v ['ɪnstɪtju:t]
obsession, n [əb'seʃ.ən]
plot, n [plɒt]
prospect, n ['prɒspekt]
raise, v [reɪz]
ravage, v ['ræv.ɪdʒ]
setback, n ['set.bæk]
to undermine, v [ˌʌn.də'maɪn]
to assume the throne [ə'sju:m θrəʊn] – вступать на трон
to be crowded by ['kraʊdɪd] – завершаться чем-либо
to be troubled by ['trʌb.lɪd] – быть омраченным чем-либо
to come under the influence [kʌm 'ʌndə(r) 'ɪnfluəns] – поддаваться под влияние
to discourage aspirations [dɪ'skʌr.ɪdʒ ,æs.pɪ'reɪ.ʃən] – препятствовать стремлениям
for the benefit ['benɪfɪt] – в угоду, на пользу
to go much too far [gəʊ mʌtʃ tu: fɑ:(r)] – заходить слишком далеко
preference for somebody over somebody ['prefrəns] – предпочтение кого-либо кому-либо
to rest on laurels [rest 'lɔ:əl] – поживать на лаврах
tacit approval ['tæs.ɪt ə'pru:vəl] – молчаливое одобрение

Read and translate the text using a dictionary if necessary:

Alexander I

His parents were Paul, son of Catherine the Great and Maria Fyodorovna, the former Princess of Wurttemberg. At his birth he was taken to be raised by his Grandmother Catherine the Great. His childhood was troubled by the divisions in the family. Both sides tried to use him for their own purposes and he was torn emotionally between his grandmother and his father, the Heir to the throne. This taught Alexander, very early on, how to

manipulate those who loved him and he came a natural chameleon, changing his views and personality depending on who he was with at the time.

He was tutored by the Swiss republican philosopher, La Harpe, who was personally chosen by Catherine to mold Alexander's personality and give him a broad education. Catherine expected that a liberal education would help Alexander to reign wisely for the benefit of the country. The young prince became an idealist in the tradition of the Enlightenment.

Alexander was 17 in 1793 when he married the lovely Elizabeth of Baden, a pretty princess who was only fourteen years old. They were very happy together in the first years of their marriage. As a wedding present, Catherine gave Alexander the Alexander Palace, showing her preference for his grandson over her son, Paul, by granting Alexander a larger court than his father's. This further poisoned the atmosphere in the family.

Catherine died on November 6, 1796 and her son Paul assumed the throne. He quickly instituted a number of new laws to undermine those aspects of his mother's reign he disagreed with. Paul's actions went much too far, he infuriated the country and especially the nobility. Aristocratic plots were hatched against Paul's life. With the tacit approval of Alexander, the Tsar was murdered at the Mikhailovski Castle in St. Petersburg during the night of March 11, 1801.

Alexander was crowned Tsar to succeed his father. In his first years on the Russian throne, Alexander tried to rule in an enlightened way. The country was very excited at the prospects of Alexander's reign; there were great hopes for the future of Russia and an anticipation of a more liberal form of government and increased freedom. Some went so far as to hope for an end to the institution of serfdom, which sapped the nation of its energy. At first the Tsar did little to discourage these aspirations. Slowly, for a number of reasons, Alexander turned away from his childhood dreams and principals. Increasingly he found it easier to get results by using the power of autocracy. The longer he used this method of ruling Russia, the more difficult he began for him to return to the principals of good government and the role of the monarch he had learned in his youth.

The war with Napoleon, which ravaged Russia taking hundreds of thousands of lives and destroyed some of the Empire's finest cities, took its own, personal toll on Alexander. He was troubled by the loss of life and the war itself, which he saw as a not only a battle between nations, but also a spiritual battle between the forces of good and evil. After many battles and setbacks, the victory of the Allies over Napoleon was crowned by a triumphal entry of the triumphant generals into Paris. Alexander rode at their head. His last years were filled with an obsession with God and Christianity. He was a troubled and broken man. One fall he and Elizabeth

travelled to the south of Russia. There, on November 19, 1825 in the town of Taganrog he died.

(<http://www.alexanderpalace.org>)

Ex.1. Answer the following questions:

1. How and who was Alexander I raised by?
2. What consequences did it cause?
3. What education was he given?
4. What poisoned atmosphere in the royal family after Alexander's marriage?
5. Why were a number of new laws instituted soon after Catherine II's death in 1796?
6. What were Alexander's initial principals of ruling the country?
7. Why did he turn away from them?
8. What was the apogee of his rule?
9. Whose influence did he come under?
10. When and where did he die?

Ex.2. Give Russian equivalents to these expressions:

be taken to be raised
come a natural chameleon
give broad education
grant a large court
rule in an enlightened way
increasingly
the forces of good and evil
be crowned by a triumphal entry
spiritual advisor

Ex.3. Give Russian equivalents to these expressions:

использовать в своих собственных целях
формировать личность
править во благо своей страны
установить ряд новых законов
по ряду причин
победа союзников над Наполеоном
обладать навязчивой идеей

Ex.4. Guess what words from the text are meant by these definitions:

1. the XVIII century philosophy emphasizing reason and individualism rather than tradition
2. the crime of intentionally killing someone
3. the official home of a king or queen and the people who live there
4. a persistent idea or thought dominating a person's mind
5. the right to live in the way you want say what you think and make your own decisions without being controlled by anyone else
6. to control someone or something in a clever way so that they do what you want them to do
7. the group of people who officially control a country

Ex.5. Give your own definition to the following words:

tutor
 poison
 ravage
 setback
 army
 education

Ex.6. Complete the table with the forms of the words given. Use a dictionary if necessary:

Verb	Noun	Adjective
	action	
disagree		
depend		
	influence	
	division	
infuriate		

Ex.7. Translate from Russian into English:

1. Отец Александра I, будучи императором, учредил ряд законов, которые подзывали те стороны жизни, с которыми он был не согласен во время правления своей матери.

2. Некоторые надеялись, что институт крепостного права будет отменены при Александре I, так оно сильно тормозило развитие России.

3. Мать Александра долгое время отказывались разговаривать с сыном, она так и не смогла простить его за сопричастность к убийству отца.

4. Апогеем правления Александра I является его победа над огромной армией Наполеона.

5. Александр I взошел на престол после смерти своего отца в марте 1801 года.

6. Чем дальше, тем труднее становилось Александру I быть монархом, который исповедовал либеральные взгляды.

7. Проект Сперанского предполагал фактическое преобразование России в конституционную монархию, где власть государя ограничилась законодательным органом управления.

Ex.8. Speak about the reign of Alexander I using the active vocabulary from the text.

Text B

Before reading the text, answer the questions:

1. What happened on March 31, 1814?
2. What countries were in the Coalition Army?
3. What were Alexander's ambitious regarding Paris?
4. What did Russia manage to do that no foreign army had done in nearly 400 years?

Read the paragraphs and put them into the right order and give the title of the text:

a) Napoleon's brother King Joseph was in charge of defending Paris with over 60,000 soldiers. Although there were not enough troops to resist the large coalition army coming towards them, they were falsely reassured that Napoleon was on his way with reinforcement. A battle escalated, the coalition began their attack. Fighting continued until Joseph abandoned Paris wishing to surrender. Alexander was not haunted with the desire to destroy Paris, like the Prussians who wished to set the city on fire; instead he wanted to bring peace to France rather than its destruction. "When God made me powerful and gave my armies success, He wished me to secure the peace of the world. If we can do so without shedding any more blood we shall be glad, but if not, we shall carry on the fight to the end" Alexander hastened the surrender and signed a treaty offering generous terms to France. And on March 31, the Russian tsar was presented with the keys to

the French capital, and Alexander along with the Coalition armies entered the city. Until this time no foreign army had reached Paris in nearly 400 years.

b) Russian and Prussian armies were the driving and decisive force behind the Coalition. The King of Prussia and Alexander I had a close relationship and supported each other in the war against Napoleon. Alexander was determined; he wished to enter Paris just as Napoleon had entered Moscow, on his failed invasion in Russia in 1813. Alexander promised ‘I shall not make peace as long as Napoleon is on the throne’.

c) On March 31, 1814, Emperor Alexander I of Russia at the head of the Coalition Army triumphantly marched into Paris, forcing Napoleon to abdicate a few days later.

d) It was a great move by Alexander, who deceived Napoleon. During the battles on the outskirts of Paris, Alexander directed the main Coalition armies to march on to Paris; while a Russian general with a huge mass of 10,000 cavalymen rode towards Saint Pizier where Napoleon was in battle with the Austrian allies. Napoleon realized too late that it was a divisionary detachment sent, and not the main army. By this time Russian and Prussian armies were nearing Paris.

e) The Coalition armies, including Russian, Prussian, and Austrian, entered France earlier that year and after several battles reached the gates of Paris. By this time Napoleon’s army was weakened. After 25 years of Napoleonic wars, in some departments there remained only old men and children, and resources to support the war were scarce. Previous battles resulted in huge casualties and his nation was discouraged.

(<http://russiapedia.rt.com/on-this-day/march-31/>)

Ex. 1. Match the English words with the Russian ones:

to escalate	капитуляция, признание поражения
destruction	тесные отношения
close relationship	усиливаться
casualties	уничтожение
surrender	потери
to abdicate	отречься от престола, сложить полномочия

Ex. 2. Tell the content of each paragraph in 2-3 sentences.

Ex. 3. Discuss the question in group: Could Russia avoid involving in the war?

Lesson 5

Text A

Look at the picture.

Do you know these people? What can you tell about them? What are they famous for?



Study the pronunciation of the following proper words:

Asian ['eɪʒ(ə)n]

Baltic ['bɔːltɪk]

Jew [dʒuː]

Nicholas ['nɪkələs]

Pole [pəʊl]

Siberia [saɪ'brɪəriə]

St Petersburg [sən'pɪ:təzbə:g]

Warsaw ['wɔːsəʊ]

Complete the table with the nouns and adjectives:

Noun

Adjective

French

Russia

Asian

Siberia

German

Jew

Finnish

Guess the meaning of the following words:

autocracy [ɔ:'tɒkrəsi]

Russifying ['rʌsɪfaɪŋ]

bureaucrat ['bjʊərəkrət]

ethnicity [eθ'nɪsɪtɪ]

Slavophile ['slævəfaɪl]

autonomy [ɔ:'tɒnəmi]

Study the following words and expressions:

abolition, n [ˌæbə'liʃən] – отмена

affect, v [ə'fekt] – затрагивать, воздействовать, влиять

apply, v [ə'plai] – применять, быть приемлемым

ascribe, v [ə'skraɪb] – приписывать, приписать, назначить

consider, v [kən'sɪdə] – рассматривать, учитывать, полагать, считать

emphasize, v ['emfə'saɪz] – выделять, подчеркивать

encourage, v [ɪn'kʌrɪdʒ] – поощрять, убеждать, поддерживать

envision, v [ɪn'vɪʒən] – предвидеть, рассчитывать, предусматривать

establish [ɪ'stæblɪʃ] – основывать, учреждать, создавать, устанавливать

ethnicity, n [eθ'nɪsɪtɪ] – национальность, этническая группа

hierarchy, n ['haɪə'rɑ:kɪ] – иерархия, структура подчиненности

highest official ['haɪst ə'fɪʃ] – высший чиновник, высшее должностное лицо

ignorant, adj ['ɪgnərənt] – невежественный, безграмотный, необразованный

to live at a low level ['lɪvətə ləʊ ləvəl] – жить при низком уровне (цивилизации)

notoriously, ad [nəʊ'tɔ:piəsli] – известно, общеизвестно

tripartite, adj [traɪ'pɑ:tɪt] – тройственный

Read and translate the text using the dictionary if necessary:

Nicholas I

Tsar Nicholas I (r. 1825–55) is perhaps best known for the tripartite formula ‘Orthodoxy, Autocracy, Nationality’ thought up by his minister of education, Sergei Uvarov. This formula is frequently cited as evidence for strong nationalist and Russifying tendencies under Nicholas. Certainly, Nicholas emphasized the importance of Russian culture (and the Orthodox religion) in the empire; for instance, he demanded that his bureaucrats write their reports in Russian and not, as had often previously been the case, in French. For many of the highest officials, this order must have been very difficult indeed to fulfill. It was also during Nicholas’s reign that the term “inorodtsy” (aliens) came to be applied to many of the empire’s Asian subjects. The actual law establishing the inorodets category was part of Mikhail Speranskii’s Siberian Reforms of 1822. As originally defined, the inorodtsy were non-Christian peoples living in Siberia, considered by the Russian government as living at a low level of civilization. Typically for the Russian Empire, however, ethnicity and language played absolutely no role in determining whether one belonged to this legal category. By the later nineteenth century, however, in popular—and to some extent official – usage the term inorodets took on the connotation of ‘non-Russian’ and was even used to describe Christians such as Poles. It would be a mistake, however, to ascribe overtly Russifying motives to Nicholas I – he was far too conservative a man for that. Rather, Nicholas aimed above all things at maintaining order and existing hierarchies. Finland’s autonomy, for example, was not touched. And when the Slavophile Iurii Samarin dared to criticize imperial policy in the Baltic provinces as too favourable towards the Baltic German nobility in 1849, Nicholas I had him removed from his position and locked up (albeit briefly) in the Peter and Paul Fortress in St Petersburg. In a personal conversation with Samarin, Nicholas made clear to the young idealist (and Russian nationalist) that real threats to Romanov rule came not from the loyal Baltic Germans but from the ignorant Russian masses.

In one instance, however, Nicholas did adopt a more activist policy towards non-Russians. His reign witnessed serious measures aimed at breaking down Jewish corporate structures. Under Nicholas, Jews were subjected to the military draft. More notoriously yet, under-age Jewish boys were drafted into so-called ‘cantonist’ units. At the same time, Nicholas’s minister of education, Uvarov, elicited the help of the enlightened Jewish educator, Dr Max Lilienthal, to set up state Jewish schools. Though government-sponsored ‘rabbinical institutes’ were established in Wilno, Zhitomir and Warsaw, they ultimately failed to create the desired ‘enlightened Jewish community’ envisioned by reformers. Another project

aimed at increasing Jewish ‘productiveness’ was a programme to encourage Jews to take up farming, in particular in the sparsely populated region north of the Black Sea. Once again, the policy had at best limited effects. A more important change was Nicholas’s abolition of the Jewish kahal (autonomous community) in 1844. Nonetheless, in matters of family life and religious practices, Russia’s Jewish communities were only marginally affected by government policy even at the end of Nicholas’s reign.

(The Cambridge History of Russia, Imperial Russia, 1689–1917, vol. 2. Edited by Dominic Lieven. London School of Economics and Political Science)

Ex. 1. Answer the following questions:

1. What is Nicholas I best known for?
2. Why was Nichols’s order very difficult to fulfill for the highest officials?
3. What does the term “inorodets” mean? What connotation did it have?
4. Why did Nicholas I remove Iurii Samarin from his position?
5. What was Nicholas’s policy towards non-Russians?
6. How did Jews’ life change under Nicholas’s reign? What was positive and negative?

Ex. 2. Give Russian equivalents to these words and expressions:

Nicholas’s reign
connotation
conservative
rabbinical Institutes
Orthodox religion
legal category
Imperial policy
autonomous community

Ex. 3. Give English equivalents to these words and expressions:

самодержавие
настоящая угроза
безграмотные массы
малонаселенный регион
высокопоставленный чиновник
существующая иерархия

*поддерживаемый правительством
религиозные практики*

Ex. 4. Match the words with their definitions:

- | | |
|-----------------|--|
| 1. autocracy | when changes are made to improve a system, organization, or law, or a change that is made |
| 2. a bureaucrat | people of high social position who have titles |
| 3. an empire | the freedom for a country, a region or an organization to govern itself independently |
| 4. a reform | an official working in an organization or a government department, especially one who follows the rules of the department too strictly |
| 5. nobility | a group of countries that is ruled by one person or government |
| 6. a province | a group of people who share the same religion, race, job, etc. |
| 7. a community | one of the areas that some countries are divided into with its own local government |
| 8. autonomy | a system of government of a country in which one person has complete power |

Ex.5. Translate from Russian into English:

1. Доктрина, включающая три направления: «Православие Самодержавие Народность» был сочинен министром образования Сергеем Уваровым.

2. Николай I подчеркивал значимость Русской культуры, также как и Православной религии.

3. Для Российской империи, как правило, этническая принадлежность и язык не играли абсолютно никакой роли в определении, принадлежал ли человек к этой юридической категории.

4. Термин инородец имел коннотацию как нерусский язык и даже применялся при описании христианина, такого как поляк.

5. Николай I отстранил от должности славянофила Юрий Самарин, когда тот осмелился критиковать имперскую политику в прибалтийских губерниях.

6. Николай I и министр народного просвещения Уваров, обратились за помощью к еврейскому просветителю, доктору Максуду Либиенталю, создать государственные еврейские школы.

7. В вопросах семейной жизни и религиозной практики политика правительства лишь незначительно повлияла на еврейские общины.

Ex.6. Discuss with your partner positive and negative sides of the Nicholas's I reforms.

Text B

Before you read the text answer the following questions:

1. What was women's social status in the middle of the 19-th century?
2. What was female typical education of that period?
3. Can you name any famous women of that time?

Read the given text without a dictionary and find out the following information:

1. women's subordinate social status
2. women's social role
3. women's marvelous gifts

Women, the family and public life

Women's *subordinate* social status became a *burning issue* in the middle of the nineteenth century, as educated Russians began to subject every traditional institution to re-evaluation, the *patriarchal family* included. In the opinion of those on the left of Russia's emergent political spectrum, *authoritarian* family relations reproduced and reinforced the social and political hierarchy.

Was women's primary responsibility to devote themselves to the family and to *appropriate* mothering of future citizens? Or did the broader society need women's energies, too? As substantial numbers of women and men sought to answer these questions for themselves and others, the 'woman question' emerged as one of the central issues of the day.

The debate unfolded in 1856, when Nikolai Pirogov (1810–81), the *surgeon* and educator, published an essay entitled 'Questions of Life' that posed explicitly the question of women's social role. Pirogov had just returned from the Crimean War (1854–1856), where he had supervised some one hundred and sixty women who had volunteered as *nurses*. The women had served without pay and working right at the front, *faced* many of the same dangers and *hardships* as soldiers. To Pirogov, the women's exemplary work demonstrated that 'up to now, we have completely ignored the marvelous gifts of our women'. To his mind, those gifts were mainly

applicable in the family. To prepare women better to perform the role of mother to future male citizens and true companion to their husbands, capable of sharing fully in men's concerns and struggles, Pirogov *advocated* improvements in women's education.

(The Cambridge History of Russia, Imperial Russia, 1689–1917, vol. 2. Edited by Dominic Lieven. London School of Economics and Political Science)

Ex.1. Use the context of the text to work out the meaning of these word expressions:

subordinate status

to subject traditional institutions to re-evaluation

authoritarian family relations

primary responsibility

face many hardships

to appropriate mothering

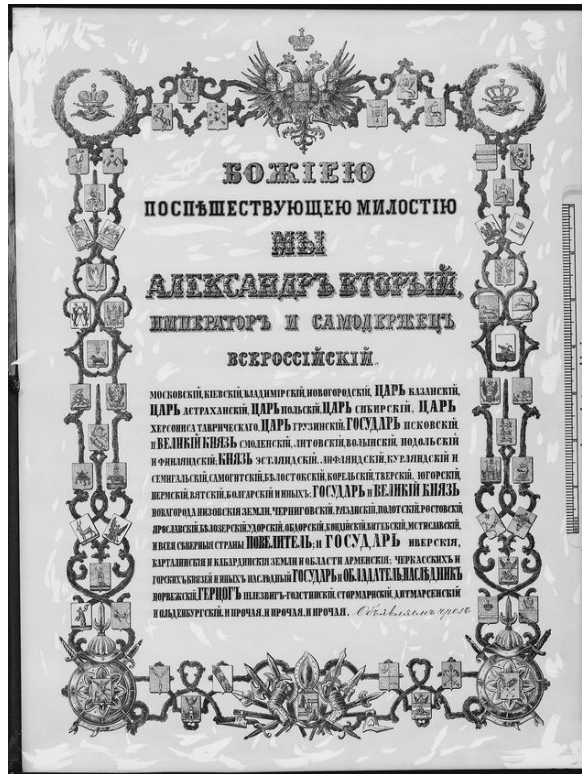
to share concern

Ex. 2. Summarize the text in brief.

Lesson 6

Text A

What state paper can you see in the picture. What does it declare?



Answer the following questions:

Who did Alexander II gain the throne after?

How long was the period of his reign?

What was it marked by?

Study the pronunciation of the following proper names:

Alexander [alɨg'zɑ:ndə]

Bessarabia [besə'reɪbɨə]

Nicholas [nɨkələs]

Guess the meaning of the following words:

audience ['ɔ:drəns]

consensus [kən'senses]

initiator [ɨ'nɨʃɨətə]

military [ˈmɪlɪt(ə)rɪ]
opponent [əˈpəʊnənt]
prestige [preˈstiː(d)ʒ]
public [ˈpʌblɪk]
realization [riːəlɪˈzeɪʃn]
reform [rɪˈfɔːm]

Study the following words and expressions:

autocratic, adj [ɔːtəˈkrætɪk] - самодержавный
censorship, adj [ˈsensəʃɪp] - цензура
counter-reform, n [ˈkaʊntə - rɪˈfɔːm] - противоречивые реформы
crucial, adj [ˈkruːʃ(ə)l] - ключевой, решающий
defeat, n [dɪˈfi:t] - поражение
designate, v [ˈdeziɡneɪt] - обозначать, определять
fate, n [feɪt] - участь
induce, v [ɪnˈdjuːs] - склонять, побуждать
judicial, adj [dʒuːˈdɪʃ(ə)l] - судебный
span, v [spæn] - охватывать
surrender, n [səˈrendə] - сдача, капитуляция
abolition of serfdom [abəˈlɪʃ(ə)n ɒv ˈsɜːfdəm] - отмена крепостного права
to acquire a topicality [əˈkwɪlə ˈtɒpɪkəl] - приобретать актуальность
to ascend to the throne [əˈsend tuː ðiː θrəʊn] - взойти на трон
corporal punishment [ˈkɔːp(ə)r(ə)l ˈpʌnɪʃm(ə)nt] - телесное наказание
to deprive somebody of something [dɪˈprɪv ˈsʌmbədi ɒv ˈsʌmθɪŋ] - лишать кого-либо, чего-либо
to evoke serious doubts/disagreements [ɪˈvəʊk ˈsɪəriəs daʊt/ dɪsəˈɡri:mənt] - вызывать серьезные сомнения, разногласия
to expose the extent [ɪkˈspəʊz ðiː ɪkˈstent] - скрывать размер
turning point [ˈtɜːnɪŋ pɔɪnt] - поворотный пункт, перелом
victorious advance [vɪkˈtɔːrɪəs ədˈvɑːns] - победоносное наступление

Read and translate the text using a dictionary if necessary:

Alexander II

The abolition of serfdom in 1861, under Alexander II, and the reforms which followed (local government reforms, the judicial reform, the abolition of corporal punishment, the reform of the military, public education, censorship and others), were a “watershed”, “a turning point” in the history of Russia. This is the verdict of the reformers themselves and their opponents, people who lived at the time in Russia as well as beyond its

borders, and many researches. This theme remains crucial for historians. But in particular periods such as during the 1905 Revolution or Gorbachev's perestroika, interest in the history of Alexander II's reforms has acquired a particular topicality and political colouring. At such times instead of the already established term "the Great Reforms", new terminology emerges particularly in the academic literature for wider audiences such as "revolution from above", "a revolutionary break with the past" and "coup d'etat".

However, mainstream scholarship still accepts the more subtle term "the Great Reforms". If the question of the suitability of the term for designating this epoch is unlikely to evoke serious doubts and disagreements, that is not true of the issues raised in the title of this text as well as others (including the personal role of Alexander II in the realization of the reforms, the interconnection among them, their subsequent fate), on which there is no consensus in the academic literature. It is sufficient to refer to contemporary Western and Russian research whose authors consider the boundary between "the pre-reforms" of Nicholas I, "the Great Reforms" of Alexander II and the "counter-reforms" of Alexander III relative and even artificial. They present the whole process of reforms as an unbroken continuum spanning the entire nineteenth century. This approach contradicts the other, more traditional one, which views the epoch of the Great Reforms as delimited on the one side by the failure of the Nicholas system with the conclusion of the unsuccessful Crimean War and on the other by the tragic end of the Tsar-Liberator on 1 March 1881. There is no doubt that this subject demands further attention and additional research.

Emperor Alexander II himself was the initiator of the transformations in Russia. The question as to what induced the autocratic monarchy to abolish serfdom, which had been its foundation-stone for centuries, has been sufficiently elucidated in the literature. The defeat in the Crimean War (1853-1856), which interrupted the one-and-a-half-century-long victorious advance to the Black Sea and was incurred on home territory; the surrender of Sebastopol; the conditions of the Peace of Paris of 18 (30) March 1856, which deprived Russia's of its fleet and naval bases on the Black Sea and parts of Bessarabia and shed doubt on Russia's prestige as a great power: all these things exposed the extent to which Russia was lagging behind other European countries.

The former system had out lived its time – this was the judgment of one of the former apologists of this system, the historian M.P. Pogodin, Alexander II, who ascended to the throne on 19 February 1855 inherited a difficult legacy.

(The Cambridge History of Russia, Imperial Russia, 1689–1917, vol. 2. Edited by Dominic Lieven. London School of Economics and Political Science)

Ex.1. Answer the following questions:

1. What reforms were made by the end of the XIX century?
2. What is the emergence of new terminology connected with?
3. Is there any common and conventional point of view about Alexander's reforms in the academic literature?
4. What are the three levels of reforms? Who were they made by?
5. What is another approach to the reforms?
6. Who was the initiator of the abolition of serfdom?
7. What historical events caused the lag of Russia from other European countries?

Ex. 2. Give Russian equivalents to these expressions:

abolition of corporal punishment
to acquire a particular topicality and political adoring
mainstream scholarship
subsequent fate
contemporary research
to span the entire century
to out-live the time
to inherit a difficult legacy
shed doubt
naval bases
foundation stone
to demand further attention

Ex.3. Match the words with their definitions:

1. serfdom	a change in the way a country is governed usually to a different political system and often using violence or war
2. a conclusion	one who liberates, a deliverer
3. a flat	a situation that was caused by something from an earlier time
4. revolution	the state of being a serf or the system by which the serfs worked on the land
5. legacy	when all the people in a group agree about something
6. a border	a group of ships or all of the ships in a country's navy
7. a liberator	the line that separates two countries or states
8. consensus	the final part of something

Ex.4. Complete the table with the appropriate forms of the words given. Use a dictionary if necessary:

Verb	Noun	Adjective
	abolition	
govern		
inherit		
	suitability	
contradict		
	interconnection	
		additional
	failure	

Ex.5. Give your own definition of the following words:

turning point
autocratic monarchy
conclusion of the war
a boundary
a reform
continuum
an opponent

Ex.6. Translate from Russian into English:

1. Эпоха правления Александра II вызывает серьезные разногласия среди историков.
2. В конечном итоге самодержавная монархия отменила крепостное право, которое являлось краеугольным камнем в течение веков.
3. Победоносное наступление на Черном море было прервано поражением в Крымской войне.
4. Каким образом Россия была лишена своего флота и морских баз на Черном море?
5. В XIX веке были отменены крепостное право и телесные наказания, а также произошла реформа судебной и военной систем.
6. Реформы Александра II приобретают определенную актуальность и политическую окраску в академической литературе в период революции и перестройки.

Ex. 7. Make a brief report on one of the following topics:

- Abolition of serfdom
- Judicial reform
- Abolition of corporal punishment
- Reform of the military

Text B

Abolition of serfdom

Read the following article and find the answers to the questions:

1. What made Alexander II abolish the serfdom?
2. What was contained in the Emancipation Manifesto?
3. What consequences did it cause?
4. Why is Alexander II often remembered as a reforming Tsar?

Tsar Alexander II inherited the Russian throne in 1855, as the Crimean War seemed at its most hopeless. It is clear that Russia's humiliation affected his reign, leading to a host of significant policies designed to modernize the country. (1)_____ Pressure from the serfs, as well as Russia's civil society, and even landowners themselves, added to the weight on the Tsar to take action.

In reality, Alexander II actually asked the Russian nobility to decide on the changes needed to destroy serfdom. After a number of committees were held, Alexander eventually published the Emancipation Manifesto on March 3rd, 1861. The Manifesto was made into law within a few days, and all serfs were given the right to become free citizens, to marry who they wanted and to purchase land.

In order to buy the land on which they lived, serfs were forced to take government loans. These loans, which had 100% interest and needed to be repaid over 49 years, not only put tremendous strain on the serfs of 1861, but also their children who inherited the land and the debt. (2)_____ In the short term, the emancipation of the serfs, combined with other modernizing reforms initiated by the Tsar, had the desired impact. Between 1860 and 1900 the Russian economy grew at an average of 4.6% per year. There was also a dramatic rise in commercial farming, which significantly changed the structure of Russian rural society.

Alongside the desire to modernize Russia, it seems the decision to emancipate the serfs was also driven by an urge to prevent social unrest. (3)_____ The Emancipation seemed like a grand gesture

designed to appease the serfs that made up a third of the country's population. The reform also saw a strict system of local government installed in Russia, replacing the rule of the landowner with that of a local authority.

(4)_____ It is clear that his rule saw drastic change in Russian society, but this seemed to be motivated by the need to make Russia competitive on the international stage, rather than a desire for equality or democratization. Perhaps the biggest measure of the Tsar's reformist reputation concerns his death. On March 2nd 1881 he was assassinated by members of the People's Will, a revolutionary terrorist organization. Alexander was responsible for one of the most monumental changes in Russian History, yet failed to do enough to truly quench the desire for progress.

(<http://www.newhistorian.com>)

These sentences have been removed from the text. Choose one of the sentences a-d which best fits each gap 1-4.

a. In the years between 1826 and 1854 there had been over 700 peasant uprisings in Russia.

b. Alexander II is often remembered as a reforming Tsar, a comparatively liberal member of a notoriously conservative dynasty.

c. Serfdom was held up as the cause of a host of Russia's problems, from its military failure, to famines, slow industrialization and civil disorder.

d. The serfs had gained significant freedom, but their impoverished position as the "dark masses" of Russian society remained.

Ex.1. Write out the key words from each paragraph.

Ex.2. Do the following tasks based on the text B:

- Divide the text into logical parts
- Give title to each part
- Summarize the contents of each part in 1-2 sentences
- Give the summary of the text

Lesson 7

Text A

*Discuss. What event is illustrated in the picture?
How did you know? Prove your ideas.*



Answer the following questions:

1. What circumstances did Alexander gain the throne under?
2. What was Russian's political condition by the beginning of his reign?
3. What is the Alexander III's ruling associated with?

Guess the meaning of the following words:

autocrat ['ɔ:təkræt]
assassination [ə,sæsi'neiʃn]
countrymen ['kʌntrimən]
industrialization [ɪn,dʌstriəlɪ'zeɪʃən]
Liberator ['libəreitə(r)]
patriotic [ˌpætri'ɒtɪk]
despot ['despɒt]

Study the following words and expressions:

accession, n [ək'seʃən] – приход к власти
accomplishment, n [ə'kɒmplɪʃmənt] – достижение, умение
assassination [ə,sæsi'neɪʃn] – террористический акт, покушение
brutish, adj ['bru:tɪʃ] – грубый, глупый, жестокий
carriage, n ['kærɪdʒ] – карета, вагон
cling, v [klɪŋ] – цепляться, держаться
dissent, n [dɪ'sent] – инакомыслие
embodiment, n [ɪm'bɒdɪmənt] – воплощение
epitome, n [ɪ'pɪtəmi] – лучший пример, воплощение
faith, n [feɪθ] – вера, религия
fiercely, adj ['fɪəsli] – буйный, горячий, неистовый
forceful, adj ['fɔ:sfʊl] – волевой, сильный, с напором
formidable, adj ['fɔ:mɪdəbəl] – грозный
illiterate, adj [ɪ'lɪtərɪt] - неграмотный
inherit, v [ɪn'herɪt] – унаследовать
instill, v [ɪn'stɪl] – внушать, прививать
require, v [rɪ'kwaɪə] – требовать, нуждаться
tighten, v ['taɪtən] – усиливать
tutor, n ['tju:tə] – преподаватель, домашний учитель
at an alarming rate [ət ən ə'la:miŋ reɪt] – с пугающей скоростью
at the expense of [ət ðɪ ɪk'spens] – ценой, за счет, в ущерб
on the eve of [ən ðɪ ɪ:v ə]– накануне
to be greatly influenced by [bi:'greɪtli'ɪnfluənst baɪ]– находиться под сильным влиянием чего/кого-либо
to be entrusted with [bi:ɪn'trʌstəd wɪð]– довериться, возлагаться
to one's credit [tə wʌnzkrɪdɪt] – к чьей-либо чести

Read and translate the text using a dictionary if necessary:

Alexander III

Considered Russia's last true autocrat, Alexander III was the epitome of what a Russian Emperor was supposed to be. Forceful, formidable, fiercely patriotic, and at 6' 4" towered over his fellow countrymen. He was the embodiment of the fabled Russian bear. He came to power at a critical point in Imperial Russian history. The Industrial Revolution had finally come to Russia and capitalism was taking root. Foreign investment within the country was at an all time high. His Father, Alexander II was within hours of granting the country its first constitution. Ironically, Alexander III was not born heir to the Russian throne.

Born in St Petersburg on February 26, 1845 (old style), he was the second son of Alexander II, the "Tsar Liberator" who had freed the serfs. His older brother and heir to the throne, Nicholas, died in 1865. The young Grand Duke was greatly influenced by his tutor Constantine Petrovich Pobedonostsev who instilled into him conservative fundamentals of autocracy, Orthodoxy and nationalism that were required to govern the Russian Empire.

With the death of his brother, Alexander inherited more than just the title of Tsarevich. In October 1866 Alexander married the Danish Princess Dagmar. After her conversion to Orthodoxy, she took the name of Marie Fedorovna. Together, Alexander III and Empress Marie had five children.

The reign of Alexander III began in tragedy. On March 1, 1881, on the eve of the signing into law Russia's first constitution, two assassins threw bombs at the Tsar's carriage in St. Petersburg. Alexander II was mortally wounded and died shortly thereafter. As a result of the assassination, Alexander III would not consider granting the constitution. He tightened censorship of the press and sent thousands of revolutionaries to Siberia. In his Accession Manifesto, he declared his intention to have "full faith in the justice and strength of the autocracy" that he had been entrusted with. Any liberal proposals in government were quickly dismissed. Alexander was determined to strengthen autocratic rule as a God given right. His reign is often referred to as the Age of Counter Reform.

He was not educated or prepared in his youth to be Emperor. But what he lacked in style he more than made up for in his conviction of his position, his love for his country, and an understanding of the importance he could play in shaping his country's future. He possessed such a strong will as to rule the Russian Empire as absolute autocrat, to the point where the Empire stabilized and prospered, thus allowing capitalism to begin to take root. During his reign the autocracy stabilized and dissent was forced underground. He worked to strengthen and modernize Russia's armed forces while avoiding armed conflict and improve Russia's standing as a world power.

History tends to view Alexander III as a brutish despot. His only accomplishment being to strengthen his autocratic rule was made at the expense of the working class and peasantry. To his credit he stabilized the Russian government and maintained peace with his European and Asian neighbors. Alexander was hopelessly out of touch with the emerging realities of a modern industrialized Russia. Autocratic rule was established at a time in Russian history when the nation was illiterate, uneducated, and attacked from foreign powers on all sides. That time was no more. At a time when the Russian government should have begun adjusting itself to the

changing realities of the 19th Century, Alexander instead clung to and strengthened the autocracy.

At the beginning of 1894 Alexander III was 49 years old. It was believed that he had, barring assassination, many years left to his reign. As the year progressed, his health deteriorated at an alarming rate. The best doctors of the time were called to help, but none were able to save the dying Emperor. Alexander Alexandrovich Romanov, Tsar of all the Russia's, died of Nephritis on October 20, 1894. He left behind an incomplete legacy, his work unfinished, and an heir unprepared to rule.

(<http://www.alexanderpalace.org/palace/alexbio.html>)

Ex. 1. Answer the following questions:

1. How did Alexander ascend to the throne?
2. What was the condition of Russian industry?
3. What was his reign marked by?
4. What way did he strengthen his autocratic rule?
5. What achievements did he make in diplomacy?
6. What was the Emperor's mistake?
7. What was his death caused by?

Ex. 2. Give Russian equivalents to these words and expressions:

epitome
fiercely patriotic
illiterate
within hours
free the serfs
heir to the throne
brutish despot
liberal proposals
an incomplete legacy
to determine to strengthen

Ex. 3. Give English equivalents to these words and expressions:

промышленная революция
принятие православия
укореняться
быть не в курсе дела
ухудшение здоровья

авторитарное правление
 эпоха контрреформы
 накануне
 со всех сторон
 с пугающей скоростью

Ex. 4. Explain the difference in the meaning between the following expressions:

Within hours/on the eve
 Illiterate/ uneducated
 At a time/ of the time
 To strengthen/ to modernize
 At the expense/ at an alarming rate

Ex.5. Insert the words and phrases into the sentences. Translate these sentences:

intelligent	successful	servants'	canceling	absolute autocrat
taste for	sovereign	doted upon	threadbare	to grant

1. To many westerners Alexander III appeared crude and not overly _____.
2. Queen Victoria commented that she thought him as "a _____ whom she does not look upon as a gentlemen".
3. To his credit, as a husband and a father he was greatly _____.
4. He was also good with kids and _____ his daughters.
5. Alexander III dressed simply and would wear his clothes until they were _____.
6. Though he lived in the large Gatchina Palace, he chose to live in the renovated _____ area.
7. He loved the simplicity of Russian life and had little _____ anything western.
8. Alexander's _____ of the planned constitution set into motion events that would eventually take Russia to the brink of annihilation.
9. The Tsar's inability or unwillingness to prepare his son Nicholas at an early age to rule as _____ further exacerbated the future events that would sweep over his Empire.

10. While Alexander III actually took some satisfaction from looking like a Russian peasant, he was unprepared _____ them any political rights.

Ex.6. Translate from Russian into English:

1. Александр III был воплощением того каким должен быть настоящий Российский царь (император).

2. Волевой, огромный, отчаянно патриотичный он был выше своих соотечественников.

3. В России наконец началась промышленная революция и капитализм пустил корни.

4. Николай, старший брат и наследник трона, умер в 1865.

5. В день смерти Александра II также умерла надежда России принять конституцию.

6. Он ужесточил цензуру прессы и сослал в Сибирь тысячи революционеров.

7. К своей чести, он смог стабилизировать российское правительство и поддержать мир с европейскими и азиатскими соседями.

8. Александр совершенно не имел представления о реальной действительности современной индустриализированной России.

9. Лучшие врачи того времени не смогли вылечить заболевания почек, что стало причиной смерти Императора.

Ex.7. Speak about Alexander III and his reign using the active words from the text.

Text B

Before reading the text, answer the following questions:

1. What was the condition of Russian culture by the beginning of Alexander III's reign?

2. Who were famous contemporaries of Alexander III?

Read the text and try to understand its general content:

Russian culture under Alexander III

Alexander III *reacted to the violent circumstances* of his father's death by *introducing repressive measures* which actually attempted to undo some of the 1860s reforms, and by increasing censorship: it should not be forgotten that Russian writers after 1804 had to endure the humiliations of submitting their work to the censor, and then complying with whatever demands were made. Russian culture had already begun to undergo significant change by the time of Alexander II's death, as non-conformists and former radicals amongst the artistic community gradually began to become part of the establishment: Rimsky-Korsakov was appointed to teach at the St. Petersburg Conservatoire in 1871, and members of the Wanderers group had begun to take up professorships at the Academy of Arts. Under Alexander III, nationalist Russian culture was for the first time *supported by the state* and thus could no longer be seen as «progressive». Alexander's reactionary policies caused widespread despondency amongst the liberal educated population, who came to see this period as a sterile era of «small deeds». The government's *closure of the country's leading literary journal* in 1884, due to its allegiance to «dangerous» (i.e. Populist) political ideas, was a *further blow to morale*; Notes of the Fatherland had been a *mouthpiece of liberal thought* for forty-five years. This was the year in which the Holy Synod assumed control of Russian primary schools, and universities lost their autonomy. It was also the year in which Alexander presented his wife with the first *exquisitely crafted Easter egg commissioned from the court jeweler Carl Faberg'e*, and so began an annual tradition which was continued by his heir Nicholas II.

Konstantin Pobedonostsev, *appointed procurator of the Holy Synod* in 1880, was as much responsible as Alexander III for the *atmosphere of gloom and paranoia* during his reign. The lay head of the Russian Orthodox Church (this was a civil appointment, made by the emperor), he was a staunch defender of autocracy and an implacable opponent of reform. Pobedonostsev had *licence to intervene in questions of censorship* as well as in matters of national education and religious freedom, and his edicts were so unpopular in educated circles that they won him the nickname of «The Grand Inquisitor» after a character in The Brothers Karamazov (Brat'ia Karamazovy; Dostoevsky, who had consulted him during the writing of his last novel, published in 1880, had been one of this dour man's few close friends).

(adopted from: The Cambridge History of Russia, Imperial Russia, 1689–1917, vol. 2. Edited by Dominic Lieven. London School of Economics and Political Science)

Ex.1. Write down Russian equivalents for the words and expressions in bold type. Consult a dictionary if necessary.

Ex.2. Match the English words and expressions with the Russian ones:

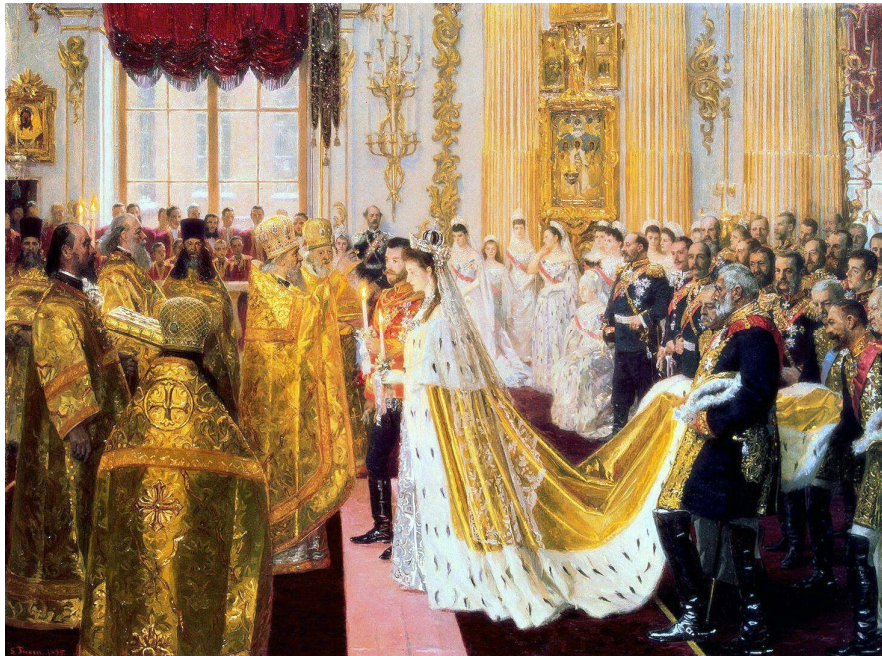
1. after a character	попытка погубить реформы
2. a staunch defender of autocracy	терпеть унижения
3. an implacable opponent of reform	подчиниться выдвинутым требованиям
4. attempt to undo the reforms	подвергаться значительным изменениям
5. cause widespread despondency	вызывать всеобщее уныние
6. due to allegiance	из-за верности
7. to assume control of	брать на себя контроль над
8. to comply with demands made	верный защитник самодержавия
9. to endure the humiliation	непримиримый противник реформ
10. undergo significant change	в честь персонажа

Ex.3. Write down a brief summary of the text in English.

Lesson 8

Text A

Look at the picture. What can you tell about the ceremony in it? Who are the people shown in it?



Answer the following questions:

What was the political situation in Russia by the end of the XIX century?

Who did the history of Romanov family begin with?

Which of them played an outstanding part in history?

Study pronunciation of the following proper names:

Alexandra [æ'li:g'zɑ:ndrə]

Alix of Hesse ['æli:ks əv hes]

Anastasia [

Tobolsk [tə'bo:lsk]

Yekaterinburg [jekætə'ri:nbɜ:g]

Guess the meaning of the following words:

assembly [ə'sem.bli]

autocracy [ɔ:'tɒk.rə.si]

autocrat ['ɔ:.tə.kræt]

coronation [,kɒr.ə'nei.ʃən]

crisis ['kraɪsɪs]

Study the following words and expressions:

abdicate, v ['æb.dɪ.keɪt] - отречься
confine, v [kən 'faɪn] - заточать
ease, v [i:z] - облегчать
exile, v ['ek.saɪl] – сослать, ссылать
grasp, v [grɑ:sp] – усвоить, схватывать
holy, v ['həʊli] - святой
humiliate, v [hju: 'mɪl.i.eɪt] - унижать
officiate, v [ə 'fɪʃ.i.eɪt] – исполнять обязанности
overthrow, v [,əʊ.və 'θrəʊ] – свергать
predecessor, n ['pri: .dɪ ,ses.ə] - предшественник
regain, v [rɪ 'geɪn] – вернуть себе, восстанавливать
riot, n ['raɪ.ət] – бунт, беспорядок
shortage, n ['ʃɔ: .tɪdʒ] – нехватка, дефицит
unrest, n [ən 'rest] - беспорядок
womanizing, n ['wʊmən.aɪzɪŋ] – распутство
ascend the throne [ə 'send θrəʊn] – войти на трон
at all cost [kɒst] – любой ценой
to blame somebody for something [bleɪm 'sʌmbədi fə(r) 'sʌmθɪŋ] – обвинять кого-либо в чем-либо
to eliminate any possibility [ɪ 'lɪm.i.neɪt 'eni ,pɒsə 'bɪləti] – устранить, исключить любую возможность
ongoing war ['ɒŋ ,gəʊ.ɪŋ wɔ:(r)] – непрерывная война
to prevail over something [prɪ 'veɪl 'əʊvə(r)] – преобладать над чем-либо
state matters [steɪt 'mæt.ə] – государственные дела
to take the faith [feɪθ] – принять веру

Read and translate the text using a dictionary if necessary:

Nicholas II

Born 6 May 1868, Nicholas was the oldest son of Tsar Alexander III and his wife Maria Feodorovna. His parents took particular trouble over his education. Nicholas was taught by outstanding Russian academics at home, he knew several languages and had a wide knowledge of history, and he also quickly grasped military science. His father personally guided his education, which was strictly based on religion. Nicholas ascended the throne at age 26 after the unexpected death of his father in 1894. Although a well educated man, he felt unprepared for the hard task as the ruler of the

Russian empire, he was not properly prepared to officiate as a monarch and was not fully introduced to top affairs of the state. Nicholas's reign was marked by tragedy from the very beginning. A national celebration to honor the formal coronation of the new tsar turned into a disaster. Overcrowding resulted in a stampede and hundreds of people were crushed to death.

Shortly after the death of his father, Nicholas married the German Princess Alix of Hesse who, after taking the Orthodox faith took the name of Alexandra Feodorovna. Their union was a rare one among royal families in that they married “for love” and Nicholas was a devoted husband throughout their life together. Alexandra bore him five children: Olga, Tatyana, Maria, Anastasia and Aleksey, the only male heir to the throne. Aleksey was diagnosed with a life threatening illness, hemophilia. In 1905 a so called 'holy man' named Grigory Rasputin was presented at the palace. He was the only one who was mysteriously able to help ease their son's pain. Despite Rasputin's well documented stories of drinking and womanizing, Alexandra absolutely believed that Rasputin was sent to the royal family by God and soon he exerted a powerful influence over the tsar and tsarina advising them on state matters.

Nicholas was a confirmed autocrat, much like his father. But he did not inherit the strong will of his father and mostly continued the work his predecessors had started which brought rapid economical and trade growth. Devoted to his wife he was influenced by Alexandra, who shared his views on government and country and truly believed that autocracy was for the good of Russia and must be preserved at all costs.

In 1904, Nicholas took his country into war with Japan. Russia's embarrassing defeat ruined the monarchy's prestige among all sectors of society, the nobility and the peasants, leading to a revolution in 1905 and to an event that became known as Bloody Sunday. Unarmed crowds demanding radical constitutional and social reforms were shot down by the tsar's army near his palace. This set off more riots and strikes throughout Russia. To ease the wave of opposition and regain support Nicholas created a parliament, the State Duma, Russia's first nationally elected representative assembly to give the people a voice. However, unrest continued and in 1914 Nicholas felt obligated to prevent a German invasion of Europe and took Russia into World War One. He personally took command of the army and left Alexandra in charge. The Russian army suffered heavy losses and was defeated, resulting in a political crisis. Soaring prices and food shortages strained relations between the government and the common people, who had come to hate the ongoing war and blamed Nicholas for it. In 1917 a strike movement against the tsar broke out and even spread to the army. Abandoned by his generals Nicholas was

eventually forced to abdicate, and all the power was transferred to the Provisional Government.

Nicholas was arrested by order of the revolutionary government of Russia and was confined with his family within the royal residence at the Alexander Palace. At the time, the power of the Bolsheviks was growing as they prevailed over the other major revolutionary groups. They soon overthrew the temporary government. To prevent Nicholas and his family from fleeing abroad, the imperial family were exiled, first to Tobolsk and then to Yekaterinburg to the Ipatiev House. It became their prison, the house was fenced and large boards covered the windows, they were constantly guarded by Bolshevik soldiers who humiliated and insulted them. On the night of 17 July 1918 the Bolshevik Party, who had taken control after the revolution, executed the royal family to eliminate any possibility of restoring the tsar to the throne. Nicholas II and his family - his wife Tsarina Alexandra and their five children - the oldest at the time was 22 and the youngest 13 - were led to the basement of the Ipatiev House and shot by a firing squad.

(<http://www.russiapedia.rt.com>)

Ex.1. Answer the following questions:

1. What education was Nicholas given?
2. Was he properly prepared to officiate royal duties?
3. What happened on the day of his coronation?
4. Can you give any details about his family life?
5. What political views did Nicholas II have?
6. What led to a Revolution 1905?
7. How did Nicholas try to regain support and ease the wave of opposition?
8. What eventually caused a political crisis in Russia?
9. Why was Nicholas II forced to abdicate?
10. What was the further fate of the royal family?

Ex.2. Give Russian equivalents to these expressions:

take particular trouble

top affairs

marry for love

exert a powerful influence over the tsar

feel obligated

prevent somebody from fleeing

firing squad

Ex.3. Match the words with their definition:

1. a period of time when a king or queen rules a country
2. to remove someone from power by using force
3. a ruler with unlimited power, or someone who demands that people completely obey them
4. if a king or queen abdicates, he or she formally gives up power
5. the power to affect how someone thinks or behaves or how something develops
6. when a country is ruled by a king or queen
7. when there is not enough of something
8. the person who was in a job or position before

Ex.4. Give your own definitions to the following words:

coronation

faith

womanizing

riot

exile

peasant

defeat

Ex.5. Complete the table with the forms of the words given. Use a dictionary if necessary:

Verb	Noun	Adjective
	union	
threaten		
		embarrassing
	death	
execute		
	relation	
inherit		
		devoted

Ex.6. Translate from Russian into English:

1. Николай II лично принял командование русской армией после начала первой мировой войны.

2. Александра Федоровна полагала, что Распутин был единственным человеком, который мог облегчить страдания ее сына.

3. Александр III лично руководил образованием своего сына, которого обучали истории, военному делу и нескольким языкам.

4. Поражение в русско-японской войне в конечном итоге привело к революции 1905 года.

5. Чтобы исключить любую возможность восстановления монархии в России, партия большевиков приняла решение казнить царскую семью.

6. В возрасте 26 лет Николай взшел на трон после неожиданной смерти своего отца, но к этому времени он не был готов исполнять обязанности монарха.

7. Высокие цены и нехватка продуктов питания усилило напряжение между правительством и обычными людьми.

Ex.7. Make a brief report using the vocabulary from the text:

Background of Nicholas II's abdication

The period of Provisional Government

The royal family exile

Text B

Read the text without a dictionary and try to understand its general content. Answer the questions:

1. How and why did Rasputin emerge in the royal family?
2. Why was Alexandra unpopular at court?
3. Why did Nicholas II take personal command of his armed forces?
4. What is Felix Yusupov known for?

Tsarina Alexandra

Born on 6 June 1872 in Darmstadt, Germany, Alexandra was a granddaughter of Britain's Queen Victoria and the daughter of Louis IV, the Grand Duke of Hesse-Darmstadt.

Orphaned at the age of six she married Tsar Nicholas II in 1894 and moved to Russia - a country she greatly disliked - there giving birth to four

daughters before giving the Tsar a son, Alexis. Tragically her new-born son proved to suffer from hemophilia.

The Tsarina's anxious concern for her son's illness led her to embrace Rasputin, a debauched 'holy man' who proved able to stem Alexis' loss of blood (it has been suggested through hypnosis).

Already unpopular at court - where she firmly held sway over her husband - Alexandra's unswerving loyalty to Rasputin (whom she believed had been sent by God to save the Russian throne) led her to continually excuse his notorious excesses, and further damaged her reputation.

A fanatical believer in Russian Orthodoxy and a firm believer in the principles of autocratic rule, Alexandra lost no opportunity in asserting her husband's right to lead his country. She routinely dismissed her husband's political advisers, even those who were both competent and remained loyal to the Tsar.

With the Tsarina having helped to engineer the dismissal of Grand Duke Nikolai - the Tsar's uncle - from his position as Commander in Chief of the army, the Tsar subsequently announced his intention to take personal command of his armed forces.

Her husband having left for the front in August 1915, the Tsarina's conduct in determining policy became ever more arbitrary and wanting in political judgment. Vindictive and jealous, Alexandra continued to dismiss from office anyone she deemed disloyal to the Tsar, fairly or otherwise.

In an attempt to halt the seemingly endless stream of scandal emanating from the court, a group of conspirators led by Prince Felix Yusupov resolved to arrange Rasputin's murder, which consequently took place on 16 December 1916.

Nevertheless it was too late to recover any semblance of credibility let alone popularity for the monarchy, particularly given that the Tsar's ill-advised gamble in publicly associating himself so closely with the success of his army had backfired, the latter continuing to perform badly in the field.

Unfounded rumors abounded of the Tsarina's collaboration with Germany (along with Prime Minister Sturmer), further cementing Alexandra's deep unpopularity in the country.

She was nevertheless surprised by the February Revolution. She joined her family in internal exile and was eventually executed, shot to death, by the Bolsheviks on the night of 16/17 July 1918 at Yekaterinburg. She was 46.

(<http://www.firstworldwar.com>)

Ex.1. Write down Russian equivalents for the word expressions in bold type. Consult a dictionary if necessary:

Ex.2. Write out the key words of each part.

Ex.3. Write down a summary of the text in English.

Ex.4. Give a written translation of the text in Russian.

Lesson 9

Text A

Answer the following questions:

1. Who can you see in the picture?
2. What are they doing?



What was the condition of the agriculture in Russia in the 19th century?
What status did the Russian peasants have?

Guess the meaning of the following words:

custom, n ['kʌstəm]

military ['mɪlɪtəri]

exploitation [ˌɛksplɔɪ'teɪʃən]

Explain the meaning of the words:

industrialization [ɪnˌdʌstriəlɪ'zeɪʃən]

agriculture ['ægrɪkʌltʃə(r)]

peasantry ['pezntri]

zemstvo ['zemstvə]

Study the following words and expressions:

allotment, n [ə'lətmənt] – участок земли, распределение, земельный надел
alter, v [ɔ:l'tɜr] – изменить, переделывать
ballot, n ['bælət] – голосование, тайное голосование
be liable, v [bi:'laɪəbl] – быть обязанным
conscription, n [kən'skrɪʃən] – призыв, воинская повинность
demand, v [di'mɑ:nd] – требовать, запрашивать
disrupt, v [dɪs'rʌpt] – разрушать, подрывать
farflung, adj [fɑ:flʌŋ] – далекий, удаленный
increase, v [ɪn'kri:s] – увеличиваться, расти
instalment (Am. installments), n [ɪn'stɔ:lmənt] – взнос, часть
legislation, n [ˌledʒɪs'leɪʃn] – законы, законодательство, свод законов
redemption, n [rɪ'dempʃn] – погашение, выплата, выполнение обязательства
poll tax [pəʊl tæks] – подушный налог, души
serfdom, n ['sɜ:fdəm] – крепостное право, рабство, крепостничество
sow, v [səʊ] – сеять
support, v [sə'pɔ:t] – поддерживать
whim, n [wɪm] – прихоть

Read and translate the text using a dictionary if necessary:

Peasants and Agriculture

Peasants in Imperial Russia adapted and altered their customs and practices again in the late nineteenth and early twentieth centuries to cope with further changes. The legislation of 1861 that set in motion the abolition of serfdom was followed by similar reforms for the peasants who lived on the lands of the state and the tsar's family. By the end of the century, most peasants were buying their land allotments by paying installments in 'redemption' schemes administered by the government. The state also reformed the main demands it made on the peasantry. The poll tax was phased out and replaced by taxes on sales and businesses in the 1880s. The system of military conscription was reformed in 1874. The maximum term of service was cut to seven years, and young men from all levels of society, not just the lower orders, were liable to serve. Conscripts were selected by ballot, moreover, not on the whim of local authorities. A much larger proportion of young men served in the army than before the reform. In marked contrast to the previous system, however, most conscripts came home and resumed their previous lives after a few years' service. The

imperial government implemented other reforms. Elected district and provincial councils (zemstva), with peasant representatives, were set up in many provinces in the 1860s, and new local courts were established for peasants. These reforms were part of wider changes. There were improvements in transport with the construction of a national railway network, a national market developed, industrialization began to take off, and as a result there were more opportunities for wage labour in industry and commercial agriculture. Peasants became more mobile, migrating to the empire's rapidly growing cities as well as to Siberia and other farflung regions. Peasants' horizons were broadened also by the growth of formal schooling and the spread of literacy in the villages. These processes should not be seen solely as changes from outside that were disrupting a 'traditional' way of life. Russian peasants were used to adapting to changes, and in late Imperial Russia they shaped the changing world they lived in just as much as they themselves were altered. A further development in this period was rapid population growth. Between 1857 and 1917, the number of peasants inside the mid-seventeenth-century borders of Russia increased three times, a rate of natural growth that to some extent prefigured the population explosion in the developing world in the latter part of the twentieth century.

While peasants were constrained to some extent by the natural environments in which they lived, they were able to adapt to support themselves in conditions as diverse as the forests of the north and Siberia, and the steppes of the south and south-east. In their struggles to meet the burden of exploitation and support the growing population, however, peasants transformed and degraded these environments, clearing vast areas of forest and steppe grasslands, thus sowing the seeds for the far greater human impact on the environment of Russia in the 20th century.

(The Cambridge History of Russia, Imperial Russia, 1689 - 1917)

Ex. 1. Answer the following questions:

1. How did most peasants buy their land allotments by the end of the century?
2. What tax was replaced by taxes on sales and businesses in the 1880s?
3. How long did young men have to serve?
4. What reforms did the imperial government implement?
5. How did the reforms change Russia?
6. Could Russian peasants get used to changes?
7. How did peasants adapt themselves in Siberia?

Ex. 2. Give Russian equivalents to these words and expressions:

Imperial Russia
military conscription
local courts
formal schooling
taxes on sales and businesses
elected district
commercial agriculture
changing world

Ex. 3. Give English equivalents to these words and expressions:

отмена рабства
платить частями
местные власти
рост населения
справиться с изменениями
поэтапно сокращать
органы местного самоуправления
в некоторой степени

Ex. 4. Match the words with their definitions:

- | | |
|-----------------|--|
| 1. a peasant | money that you have to pay to the government so that it can pay for public services |
| 2. an allotment | a regular amount of money that you earn, usually every week, for work or services |
| 3. a tax | the practice of ordering people by law to serve in the armed forces |
| 4. conscription | to improve a system, an organization, a law, etc. by making changes to it |
| 5. to reform | a small area of land in a town which a person can rent in order to grow fruit and vegetables on it |
| 6. a council | a farmer who owns or rents a small piece of land |
| 7. a wage | a group of people who are elected to govern an area such as a city or county |

Ex. 5. Translate from Russian into English:

1. За законом, отменяющим крепостное право в 1861 г, последовали реформы для крестьян.

2. Подушный налог был постепенно отменен и заменен на налог на продажу и торговлю в 1880-е.

3. Максимальный срок службы был сокращен до 7 лет, молодые люди всех сословий были обязаны служить.

4. Реформы были частью обширных изменений.

5. В результате проведения реформ было больше возможностей для использования наемного труда в промышленности и коммерческом сельском хозяйстве

6. Эти процессы не были исключительно как внешние изменения, которые подорвали традиционный уклад жизни.

7. Крестьянам удалось изменить окружающую среду, расчищая территории лесов, степных пастбищ.

Ex.7. Complete the table with the appropriate forms of the given words:

Verb	Noun
to adapt	administration
to reform	service

Ex.7. Discuss the following question in the group:

Did Russian peasants have to live under unbearable conditions?

Text B

Read the text and find the answers to the following questions:

1. What impacts did the revolution have on Russian Orthodoxy?
2. What frightened state officials?
3. What did the clergy in Viatka diocese draw the State Duma to do?
4. What did the First World War inspire the Church to do?
5. What changes did the Church suffer in the Russian pre-revolution?

Orthodoxy in the Russian Pre-revolution

The revolution of 1905–1907 had a profound impact on Russian Orthodoxy. Most dramatically, it unleashed the pent-up discontent long

percolating among the parish clergy, who, individually and collectively, embraced a range of liberal and even radical movements. To the horror of state officials, priests all across the empire proved receptive to the calls of the 'Liberation Movement' and used the occasion to press their own demands—for better material support, for the right of self-organization, for a reduction in 'episcopal rule' and a greater role in diocesan administration. But others took up the needs of the disprivileged. Thus the clergy of one deanery in Viatka diocese, for example, urged the State Duma (parliament) to resolve 'the agrarian question according to the wishes of the people'. And in numerous cases the local priest, whether from fear or conviction, became embroiled in the revolution itself, delivered incendiary sermons, performed requiems for fallen revolutionaries, and in sundry other ways supported his rebellious parishioners.

The First World War inspired the Church, like most of Russia, to respond with patriotic support for what would quickly prove an unmitigated military catastrophe. The Church itself mobilized substantial resources to assist in the war, converted facilities to serve as military hospitals, raised funds for the war victims and campaigned to sustain the fighting morale of the troops and the home front. In that respect, it differed little from churches of the other combatants. But the context was different: far sooner than elsewhere, the Russian Empire was swept by an intense tide of anti-war sentiment. Hence the Church's identification with the 'imperialist war' did much to create a young generation of anti-religious veterans, the future Red Army men who would be particularly hostile to the Church. But the Church itself had grievances, suffered mightily from the inflation and dislocation of war and had grown increasingly alienated from a crown irreparably besmirched by Rasputinism. Indeed, amidst the military crisis of 1915, with the country reeling from defeat, the Church suffered yet another scandal associated with Rasputin, as his protégé, the bishop of Tobolsk, conducted a hasty canonisation against the express orders of the Synod. The public resonance could hardly have been greater, and the damage to the Synod more ruinous. Little wonder that, when the autocracy appealed to the Church for support on 27 February 1917, in its critical hour, even the conservative Synod summarily refused. Russian Orthodoxy did not vanish after the Petrine reforms, but it certainly changed. Most striking was the resilience of popular faith; while the pre-revolution brought and accelerated undeniable anti-religious tendencies, the vast majority remained faithful and, indeed, demanded a greater role for the Church and for themselves in the Church. But Orthodoxy was no longer part of the infamous 'Orthodoxy, Autocracy, Nationality' trilogy of official politics; it had excised the middle term and, increasingly, identified with the people, not with a secular state that had plundered its assets and failed to protect its vital interests.

(The Cambridge History of Russia, Imperial Russia, 1689–1917)

Ex. 1. Make up a plan of the text.

Ex. 2. Write out the key words of each part.

Ex. 3. Write down a summary of the text in English.

Ex. 4. Give a written translation of the text in Russian

Lesson 10

Text A

Look at the picture. What was the political, economical situation in Russia in the early XX century?



Answer the following questions:

1. What had Russia achieved by the beginning of the XX century?
2. Who was it ruled by at this period?
3. What was the background of 1905 Revolution?

Study pronunciation of the following names:

Balkan [ˈbɔːlkən]

China [ˈtʃaɪnə]

Japan [dʒəˈpæn]

Korea [kəˈriə]

Siberia [saɪˈbɪəriə]

Guess the meaning of the following words:

characteristically [ˌkærəktəˈrɪstɪk(ə)li]

communalism [ˈkɒmjʊn(ə)lɪz(ə)m]

destabilize [di:'steɪb(ə)laɪz]
expansion [ɪk'spænʃ(ə)n]
guarantee [gə'r(ə)n'ti:]
industrial [ɪn'dʌstriəl]
petition [pɪ'tɪʃ(ə)n]
stability [stə'bɪləti]
symbolize ['sɪmbəlaɪz]
tsar [zɑ:]

Study the following words and expressions:

appointment, n [ə'pɔɪntm(ə)nt] - назначение
assassination, n [ə'sasi'neɪʃn] - убийство
backwardness, n ['bʌkwədənəs] – отсталость
complaint, adj [kəm'pleɪnt] - уступчивый
consequence, n ['kɒnsɪkw(ə)ns] - следствие
dismissal, n [dɪs'mɪsl] – роспуск, отставка
goldfield, n ['gəʊl(d)fi:ld] - прииск
harsh, adj [hɑ:ʃ] – суровый
incite, v [ɪn'saɪt] - подстрекать
noose, n [nu:s] – казнь через повешение
restrict, v [rɪ'strɪkt] - ограничивать
rural, adj ['rʊərəl] – сельский
sentence, v ['sent(ə)ns] - приговаривать
strike, n [straɪk] - забастовка
struggle, n ['strʌɡ(ə)l] - борьба
accuse of sedition [ə'kju:z ðv si'dɪʃ(ə)n] – обвинять в призыве к мятежу
be marred by [bi mɑ:d baɪ] – быть омраченным чем-либо
court martial [kɔ:t 'mɑ:ʃ(ə)l] – военный суд
to defuse persistent criticism [di:'fju:z pə'sɪst(ə)nt 'krɪtɪsɪz(ə)m] – пытаться
разрядить постоянную критику
direct opposition [dɪ'rekt ɒpə'zɪʃ(ə)n] – прямая, непосредственная
противоположность.
electoral law [ɪ'lekt(ə)r(ə)l lɔ:] – закон о выборах
to extract a concession ['ekstrækt kən'seɪʃ(ə)n] – добывать уступки
threatening sign ['θreɪt(ə)nɪŋ saɪn] – угрожающий признак
unprecedented upheaval [ʌn'prezɪdntɪd ʌp'hi:v(ə)l] – беспрецедентный
переворот
succession of contradictory events [sək'seɪʃ(ə)n ðv kɒntrə'dɪkt(ə)rɪ i'vent] –
последовательность противоречивых событий
violent suppression ['vaɪələnt sə'preʃ(ə)n] – жестокое подавление

Read and translate the text using a dictionary if necessary:

History as event. 1900-1914

The years 1900–14 are full of events marking these times as extraordinary years of change and consequence. In 1903 the great Trans-Siberian Railway was completed, symbolizing both the growth of the railroad as an engine of industrial development and the imperial reach of the state. In the same year, in direct opposition to this growing power of the state, members of the Marxist Russian Social Democratic Workers' Party created an organization designed to incite and lead democratic and social revolution in Russia – the Bolsheviks and the Mensheviks.

The year 1904 saw the start of the Russo-Japanese war, a disastrous conflict sparked by Russia's expansion into China and Korea in the face of Japan's own regional desires, further fuelled by Russian overconfidence and racist contempt for the Japanese. Then came the 'Revolution' of 1905, an unprecedented empire-wide upheaval, set in motion by the violent suppression on 9 January ('Bloody Sunday') in St Petersburg of a mass procession of workers with a petition for the tsar. These revolutionary upheavals extracted a remarkable concession from the government: Nicholas II's 'October manifesto', which for the first time in Russian history guaranteed a measure of civil liberties and a parliament (the State Duma) with legislative powers.

The years following the 1905 Revolution were marked by a succession of contradictory events. New fundamental laws in 1906 established the legislative Duma but also restricted its authority in many ways – not least of which was the complete lack of parliamentary control over the appointment or dismissal of cabinet ministers. In the early summer of 1907, the new prime minister, Petr Stolypin, seeking to defuse persistent criticism of the government by liberals and the Left in the first and second State Dumas, revised the electoral law hoping to ensure that the new Duma would be more compliant. Stolypin's 'coup', as it was dubbed, proved effective in quietening the Duma. During 1906–7, disagreeable publications were shut down by the hundreds and summary courts martial tried and sentenced hundreds of individuals accused of sedition. In the first few months, more than a thousand people were executed, inspiring grim ironic talk of 'Stolypin's necktie' – the noose. These repressions were not without reason: assassinations or attempts on the lives of tsarist officials were frequent during 1906. Characteristically, Stolypin was able to pass designed to break up the traditional peasant commune in the hope of leading rural society away from dangerous communalism and out of what many saw as its destabilizing backwardness.

The relative stability of the years between 1907 and the start of war in 1914 were marred by unsettling events. Terrorist assassinations continued, in defiance of Stolypin's harsh repressions. A new wave of strikes broke out beginning in 1910, especially in the wake of news of the violent death of over a hundred striking workers attacked by government troops in 1912 in the Lena goldfields in Siberia. But perhaps the most ominous events of these years, which filled the daily press, took place abroad. Russians closely followed the Balkan wars of 1912 and 1913. For many, these were struggles for independence by Slavic Orthodox nations, necessarily and justly backed by Russia. But many also saw in these distant conflicts threatening signs of a much greater European war.

(The Cambridge History of Russia, Imperial Russia, 1689–1917)

Ex.1. Answer the following questions:

1. What pointed at the beginning of industrial development of Russia?
2. Who initiated the 1905 Revolution?
3. What were the reasons of Russo-Japanese war?
4. What events caused unprecedented empire-wide upheaval in 1905?
5. What concessions were extracted?
6. How did new laws restrict the authority of Duma?
7. Why did Stolypin revise electoral law?
8. What consequences did it have?
9. What did Stolypin's repressions lead to?
10. Why did Russia closely follow the Balkan wars 1912 and 1913?

Ex.2. Give Russian equivalents to the expressions:

trans-Siberian railway

a disastrous conflict

measure of civil liberties

the appointment and dismissal of cabinet ministers

attempts on the lives of tsarist officials

to take place abroad

engine of industrial development

a racist contempt

an unsettling events

Slavic Orthodox nation

Ex.3. Give English equivalents to these expressions:

самоуверенность

основные законы
 контроль над чем-либо
 неприятные публикации
 увести от опасного коммунизма
 Законодательная власть
 ограничивать власть
 более уступчивая Дума
 неизбежно

Ex.4. Guess what words from the text are meant by these definitions:

1. an act of increasing or making something increase in size, amount or importance
2. execution when a piece of rope tied in a circle to hang people
3. freedom from political control by other countries
4. something that you allow somebody to do or to have, in order to end an argument or to make a situation less difficult
5. an area where gold is found in the ground
6. the murder of an important or famous person, especially for political reasons
7. the act of dismissing somebody from their job

Ex.5. Give your own definition to the following words:

revolution
 legislative power
 communalism
 an official
 a petition
 a peasant
 a strike

Ex.6. Complete the table with the forms of the words given. Use a dictionary if necessary:

Verb	Noun	Adjective
	succession	
		disagreeable
create		
	accusation	
		violent
quieten		

		electoral
	assassination	

Ex.7. Translate from Russian into English:

1. Причиной беспрецедентного переворота стало «кровавое восстание», жестокое подавление процессии рабочих.
2. Полномочия Думы были ограничены, она не имела никакого контроля над назначением и роспуском кабинета министров.
3. Наиболее зловещими событиями тех лет были: суровые репрессии, забастовки, вспыхнувшие после новости о насильственной смерти рабочих на приисках, и Балканские войны 1912 и 1913 годов.
4. Почему вспыхнул конфликт после экспансии России в Китай и Корею?
5. Транс-Сибирская Магистраль стала двигателем промышленного развития и имперского размаха государства.
6. Надеясь сделать новую Думу более уступчивой, Петр Столыпин изменил закон о выборах.
7. Года последовавшие за революцией 1905 года были отменены чередой последовательных противоречивых событий.
8. За неприятными публикациями последовали быстрые военные суды, которые обвинили сотни людей в призыве к мятежу и впоследствии тысячи из них были казнены.

Ex.8. Make a brief report on one of the following topics, use the vocabulary from the text.

- “Bloody Sunday”
- Achievements of 1905 Revolution
- Stolypin’s reforms.

Text B

Before reading the text, answer the following questions:

1. What was the political situation in Russia in the early of the XXth century?
2. What caused the outbreak of the war?

Read the text any try to understand its general content.

The First World War. 1914–1918

The Russian Empire entered what became known as the First World War in the summer of 1914 as a Great Power on the Eurasian continent; four years later, the Russian Empire was no more. In its place was a Bolshevik rump state *surrounded by a ring* of hostile powers who *shared some loyalty* to the values of the Old Regime, or a conservative version of the Provisional Government. The notable exception to this was Menshevik-dominated Georgia in Transcaucasia, which pursued a moderate but socialist transformation of its society. Although all the Central European dynastic empires (Austria-Hungary, the Ottomans, Germany and Russia) *failed to survive* the suicidal war, what succeeded the Russian Empire, namely, the Soviet socialist state, was unlike any other successor regime.

Many of the origins of that Soviet state, and the civil war that did so much to shape it, can be traced to the preceding world war: new political techniques and practices, the *polarisation* of mass politics, the *militarisation* of society and a social revolution that brought to power a new set of elites determined to transform society even further while in the midst of mobilising for its own war of self-defence against domestic and foreign enemies. The war demanded unprecedented mobilisation of society and economy against *formidable enemies* to the west and south. The industrial mobilisation alone triggered ‘a crisis in growth – a modernisation crisis in thin disguise’. But the economic crisis, with its attendant dislocations and disruptions, unfolded against the *backdrop* of an impressive societal recruitment; the involvement of millions of subjects in the war effort raised demands for political reform and exacerbated the crisis of the Old Regime.

The *outbreak of war* followed from the absence of any effective international mechanisms for resolving interstate conflicts on the European continent after the decline of the system of ‘balance of power’. *Faced with new threats* on its western borders, Russia abandoned its traditional 19th-century royalist alliance with Germany and Austria-Hungary for a new set of relationships, the Triple Entente, with the constitutional monarchy of Great Britain and republican France, in the 1890s. The immediate *casus belli* was an Austrian ultimatum to Serbia after the assassination of the Habsburg heir, Archduke Francis Ferdinand, and his wife in Sarajevo on 28 June 1914; Russia and Austria-Hungary were divided over other issues of *growing contention* as well, particularly the fate of Austrian eastern Galicia (today’s western Ukraine), where pre-war tensions involved several sensational espionage trials and fears of annexation. Influential German elites, for their part, developed plans to detach the western borderlands of the Russian Empire and *reduce their eastern rival to a medium-sized and non-threatening power*.

(The Cambridge History of Russia, Imperial Russia, 1689–1917)

Ex. 1. Write down Russian equivalents for the words and expressions in the text in Italic. Look them up in the dictionary if necessary.

Ex.2. Give a shot summary of the text in 5-7 sentences.

Texts for additional reading

Peter's Foreign Policy

Peter's dreams and Russia's new position demanded not only a better army and navy, it demanded a new diplomatic corps. Most of all this meant permanent Russian ambassadors outside of Russia. Before Peter, the Ambassadorial Office had been one of the most sophisticated of Russian offices, maintaining detailed records of embassies and negotiations and a broad service of news collecting. European newsletters were obtained in large numbers and translated into Russian to be read in the boyar duma on a regular basis. Russian culture changed rapidly after about 1650, with knowledge of Polish and Latin spreading among the elite and much geographic knowledge in translation as well. In Moscow by the 1690s the Polish ambassador was part of a group that included emissaries from the Netherlands, Sweden, Denmark and the Holy Roman Emperor, but Russia sent out permanent ambassadors only from 1699. The first two were Andrei Matveev (1699) to the Netherlands and Prince Petr Golitsyn to Vienna (1701). These were men with knowledge of Latin, and some reading on European states, and they also brought their wives and servants. The new diplomats were men of considerable learning, as Matveev's writings and library demonstrate. Prince Boris Kurakin, his successor in the Hague and later ambassador to other countries, spoke Italian best of all, a language he learned in Venice. Peter sent him there in 1697 to learn languages and navigation, and he seems to have passed his navigation tests, but learned his Italian also from the famous Venetian courtesans.

Most of the Russian ambassadors were indeed great aristocrats (Matveev the exception here). Peter also found foreigners to serve him in this capacity, the unfortunate Patkul but also James Bruce, Heinrich Ostermann. At the centre of this network in Russia was Gavriil Ivanovich Golovkin. His second in command was Petr Pavlovich Shafirov, the son of a converted Jew brought to Moscow in the 1650s. It was their administrative and other talents that kept them where they were, not aristocratic origins or court alliances. They were, however, what Peter needed, knowledgeable executors of his will, good organisers of diplomacy, not policy-makers.

Peter was the policy-maker. In the early years of the reign, Gordon and Lefort seem to have exerted their influence to encourage Peter to return to war with the Ottomans, and after their death the rise of Golovin and Menshikov similarly reflected the new foreign policy. Golovin died in 1706, and by the time of Poltava Peter seems to have made his foreign policy with much consultation with his favourites, but less with the aristocracy. Menshikov certainly had opinions, and as Peter's commander in Germany in 1713 made decisions on his

own that Peter did not like, but they were not major changes of direction, and Peter reversed them. Later on there is no information to suggest that Prince V. V. Dolgorukii in his time of favour (1709–18) or Iaguzhinskii, a favourite from about 1710 onwards had any consistent vision of foreign policy or influence over it. The basic factional breakdown at court after 1709 was about the position of the aristocracy, pitting the Dolgorukiis and their allies against Menshikov and his. Legends aside, Peter was not a monarch who refused to consult his ministers and generals, like Charles XII. On campaign he regularly held councils of war and seems to have generally gone with the majority, even when he had doubts, as in the decision not to invade Sweden from Denmark in 1716. Yet his foreign policy was his own, made with the technical assistance of Golovkin, Shafirov, the diplomats and the generals, but not with the great men of the court.

Nationalities before Peter

When Peter the Great came to the throne, the Russian Empire already stretched from the White Sea and Pskov in the west all the way to the Pacific Ocean. While some small Finnic tribes lived in Muscovite territory from an early date, the real beginning of Russia as a multinational empire can be dated rather precisely in the years 1552–6. At this point Ivan IV ('the terrible') seized the Volga khanates of Kazan and Astrakhan, bringing at a stroke thousands of Muslim Tatars under Muscovite rule. The conquest of Kazan and Astrakhan also opened the way for further Russian expansion to the east, into Siberia. On the whole, Moscow allowed the Tatar elite to retain its status and property demanding, however, loyalty to the Russian centre. Only in the eighteenth century did Peter and, with less consistency, his successors press Muslim landowners to accept Russian Orthodoxy or give up their estates. Here again the key issue was not ethnicity or national culture but religion. The baptised Tatar landowners did not soon give up their ethnic and cultural distinctiveness.

Having gained power over the Volga Muslim khanates but stymied in their attempts to seize territory to the west and south, the natural direction of expansion lay to the east. To be sure, Russian traders – in particular the Stroganov family – had even earlier ventured beyond the Urals, but consistent exploration leading to permanent territorial claims began only in the late sixteenth century. Conquest of Siberia is usually connected with the Stroganov family and in particular the Cossack commander in their employ, Ermak, who helped defeat the Muslim overlords of western Siberia in the 1580s, opening the way to Russian conquest of the entire sparsely-populated expanse of territory between the Ural mountains and the Pacific. The city of Tobolsk was founded in 1587, Tomsk in 1604 and Okhotsk on the Pacific Ocean in 1648. Russian expansion over this huge area proceeded slowly but without encountering serious

obstacles. The local peoples, a hugely various collection of linguistic, cultural and religious groups, were seldom in a position to oppose the better-armed and organised Russians. Nor did Russian rule particularly impinge on their everyday lives. On the whole, Moscow had no particular interest in direct rule, but was ruthless in enforcing a tribute paid in furs, the *yasak*. Certain groups, most notably the nomadic Kalmyks, did oppose accepting Muscovite rule (and the *yasak*), but their raids could not prevent the steady Russian march to the east over the seventeenth century. This process of territorial expansion was capped by the Treaty of Nerchinsk in 1689, which set down the Sino-Russian border that would not change for nearly two centuries.

Era of Palace Revolutions

The early post-Petrine era exhibited clear elements of the continuity of Peter's policy in foreign affairs.¹ The most significant such element was the continuation of Russian policy in the experienced hands of Vice-Chancellor Andrei Ostermann. In the circumstances, Ostermann defined Russian policy naturally by forming an Austrian alliance hostile to France.

As the name of the period suggests, discontinuity and volatility were as conspicuous features of the time as was continuity. Ostermann, having served as foreign minister during four transient reigns since 1725, was unseated by a web of intrigues culminating in the palace coup of Elizabeth Petrovna in November 1741. Elizabeth brought a semblance of stability to the throne, and she appointed Alexis P. Bestuzhev-Riumin to the office of vice-chancellor and the duties of foreign minister.

The first challenge to the European order of the time came from the youthful new king of Prussia, Frederick II, who seized the opportunity of the death of Emperor Charles VI in May 1740 to invade and conquer the rich Habsburg province of Silesia, thus precipitating the War of Austrian Succession. Europe at once divided into its two traditional warring camps, Prussia and France against Austria and Britain, and Bestuzhev continued the spirit of Ostermann's policy in the form of the Austrian alliance. Thus he naturally listed Prussia among Russia's enemies and Austrian ally Britain among Russia's friends. The bulk of Bestuzhev's activity during this war consisted not of genuine foreign policy, however, but rather of combating the plethora of intrigues mounted by the foreign powers in St Petersburg for the favours of Russian diplomatic and military assistance. In particular, a strong and well-financed French party appealed with some success to the sentiments of Empress Elizabeth, who had as a child entertained romantic illusions, fostered by Peter I, of marrying Louis XV of France. Bestuzhev succeeded in maintaining an independent Russian policy, but

the intrigue and counter-intrigue confined that policy largely to an awkward neutrality such that Russia took little part in the war and none in the peace settlement. The only power to profit by the war was Prussia, which maintained its conquest of Silesia.

Frederick fought with characteristic genius, exploiting the opportunities that ramshackle coalitions always provide their enemies, but it was an awesome and daunting challenge that he confronted. The Russian army in particular administered him damaging defeats. The Russians occupied Königsberg and East Prussia in 1758 and Berlin in 1760. Frederick despaired of victory and actually sought an honourable death fighting in the front lines of battle. He was saved, however, by fortunes beyond his influence.

The heir to the Russian throne was Elizabeth's nephew, Grand Duke Peter, Duke of Holstein, an enthusiastic admirer of Frederick. The commanders of the Russian armies all dreaded the consequences of dealing to Frederick's armies a death-blow only to discover on the morrow the demise of Elizabeth, who was well known to be aged and ailing, and the accession to the Russian throne of Frederick's protector, Peter III. Hence they refused to press their campaign with the customary vigour and opportunism. Peter III left the coalition and offered Frederick both peace and an alliance. Peter was himself, however, one of those royal transients of the era of palace revolutions. He ruled a mere half year before being overturned and murdered. In the Peace of Hubertusburg, Frederick retained Silesia, and Russia acquired nothing.

Russian foreign policy of the era of palace revolutions, then, had cost the country a good deal and gained it little but unrealised potential influence.

Russian Military Campaign in the Swiss Alps

On September 24, 1799, Russian units under the command of Russia's military genius, Aleksandr Suvorov, broke through the Saint Gotthard pass following three days of bloody battles, part of their legendary 190-mile march over the Swiss Alps. This operation was undertaken as part of the Napoleonic wars in Europe, becoming one of the most heroic, and tragic pages, in Russian military history.

As Napoleon was advancing deeper into European territory in 1799, Austria, a coalition partner, requested Aleksandr Suvorov be named Supreme Commander for a united military operation in Northern Italy, which Suvorov accepted with enthusiasm as he took command in February. However, Suvorov's success aroused Austrian fears for their position in Italy. As early as July, Austria and Great Britain pressed Pavel I, the Russian Emperor, to send Suvorov and his army into Switzerland to back up depleted Austrian regiments.

To effectively undertake the Swiss offensive, Suvorov had to reunite with troops commanded by General Rimsky-Korsakov. Suvorov, worried about Rimsky-Korsakov's units, abandoned by retreating Austrians and left to fight one-on-one against a stronger and well-armed French army, he chose the fastest, yet most difficult route to Switzerland, that is, a march through a series of ridges in the Swiss Alps.

At the town of Taverna, Suvorov learned that ammunition and supplies promised by his Austrian allies had not been delivered. Such mishaps cost Suvorov's army five days of advancing, which was fatal for the ultimate outcome of the campaign, robbing the army of the advantage of spontaneity. On 21 September, Suvorov's troops reached the Saint Gotthard Pass, the fastest means through the most difficult route through the Alps. Suvorov sent General Rosenberg to outflank the French position as he attacked it directly and, on 24 September after three attacks, the Russians broke, though 2000 soldiers lost their lives in the battle.

This is how Suvorov described the battle in his report to Emperor Pavel. "Every step in this realm of horror resembled open graves, ready to swallow... It was there that Mount Saint Gotthard appeared before our eyes – this mighty colossus, higher than the drifting thunder clouds, and the other one, aspiring to it, Vogelsberg. All dangers and hardships were overcome and, even confronted by the forces of nature, the bravery of the warriors who appeared suddenly on this site defeated the foe, nestling in the holes and inaccessible and advantageous locations... The troops of Your Imperial Majesty passed through the mountain cave, Lucerne-Lach, and occupied the Devil's Bridge – a creation of mischievous nature and two mountains. It was destroyed by the enemy. But it didn't stop the victors. The logs were tied together with the officers' scarves, and they ran down these logs, descending from the tops and, reaching the enemy, defeated him everywhere."

After a series of bloody battles, with almost no food supplies left and amidst heavy snow storms, what was left of Suvorov's army finally reached safety. Shortly before, Suvorov learned that the Russian regiments of Rimsky-Korsakov, abandoned by the Austrian allies, were defeated in Zurich on September 26.

As soon as Russian Emperor Pavel saw the united actions with such allies as Austrians had proved tragically ineffective, he called Suvorov and what was left of his army back to Russia. For this operation, Suvorov was promoted to Generalissimo. At the Saint Gotthard Pass a monument has been erected to honor the bravery of the Russian Army, and annual celebrations take place to commemorate the great event.

Reforms Under Alexander I

During the period of the Napoleonic wars Russia gained two important new provinces on its western frontier. The first, Finland, was annexed from Sweden in 1808/9. Already during Peter's Great Northern Wars there had been talk of incorporating Finland into the empire as had been done with the Baltic provinces. But actually annexation took place in the context of the Peace of Tilsit (1807) which allowed Alexander I to invade and occupy Finland. Finland became a part of the Russian Empire, but as a highly autonomous province with its own laws, currency and legislature. Later Finnish jurists were to argue that the Grand Duchy of Finland, as it was now styled, was linked with the Russian Empire only through the person of the Tsar who was ex officio the Grand Duke of Finland. While such an interpretation certainly overstates the province's autonomy, it is clear that Russia respected local rights – at least to the last decades of the century – and in so doing created a space for Finnish national institutions to develop. The only other major territorial acquisition of this period was Bessarabia, bordering on Ottoman territory (now Romania) in the south. The initially granted autonomy here did not last long. After 1828 Bessarabia was administered, with minor exceptions, like other 'Russian' provinces.

In the early morning hours of 12 June 1812 Napoleon's Grande Armée crossed the Niemen (Nemunas) River into Russia, taking St Petersburg by surprise. Days later Napoleon entered Vilnius (Wilno) where the city's Polish residents welcomed him. As is well known, by September Napoleon's armies had advanced all the way to central Russia where they took Moscow – but without the city's occupants. The 'Great Fatherland War' of 1812 became a central myth in the Russian national pantheon, as novels like *War and Peace* and Tchaikovsky's '1812 Overture' testify. Napoleon's stay in Moscow was short, his army's retreat painful and humiliating, and in early 1814 Russian troops entered Paris, where they stayed rather longer than the Grande Armée in Russia. But more important than the military episode itself was its aftermath, in particular the creation of the Kingdom of Poland at the Congress of Vienna (1815).

From the start, the Kingdom of Poland was a rather peculiar entity. Napoleon had created a 'Grand Duchy of Warsaw' out of Polish lands previously seized by Prussia and Austria; now this 'Grand Duchy', stripped of Poznan to the west and Krakow to the south, was handed over to Russia at the Congress of Vienna and renamed the Kingdom of Poland. Just as the Russian tsar was Grand Duke of Finland, he was also the King of Poland. Polish autonomy was even greater than Finnish, for the Poles not only had their own legislature (sejm), army, currency, school system and administration (all official business was to be conducted exclusively in Polish) but furthermore were granted a quite liberal constitution by Tsar Alexander I. Inevitably, the existence of a constitutional Polish entity within the autocratic Russian Empire led to strains between Warsaw

and St Petersburg. As long as Alexander remained on the throne (to 1825) these differences did not have to mount into a crisis. Once Alexander was replaced by his younger and considerably more conservative brother Nicholas, however, tensions grew increasingly acute.

Decembrist Revolt Decembrist societies

Historians have generally agreed that a revolutionary movement was born during the reign of Alexander I. From the late seventeenth and early eighteenth centuries, the Russian nobility were increasingly exposed to European intellectual trends such as liberalism. During the period of rapprochement between Napoleon and Alexander, liberalism was encouraged on an official level, creating high expectations.

The driving force for reform in Alexander's regime was Mikhail Speransky. During his early years in the regime, Speransky helped inspire the organization of the Ministry of the Interior, the reform of ecclesiastic education, and the formulation of the government's role in the country's economic development. Speransky's role increased greatly in 1808. From then until 1812, Speransky developed plans for the reorganization of Russia's government. These plans held for a time the promise of a new constitutional regime. Speransky's most noted essay pushed for a code of laws. Such a code of laws would have created a uniform legal system, and replaced the arbitrary decisions of government officials with objective procedures. This was the first step in the creation of a liberal style government. However, court intrigue slowly undermined Speransky's influence with Alexander, and he was removed from the court.

The officer corps of the Russian army, which vanquished Napoleon in 1812, was composed of young men of the aristocratic class. These young officers were the same men who, a couple of years earlier, could have been found exalting Napoleon in cocktail parties across Europe. Now, while occupying Western Europe, Russian officers were able to see Western society first hand. They attended classes at the liberal universities where they heard the same teachings that had inspired the Jacobins. They experienced the prosperity of nations where serfdom had been abolished, and where monarchical power was limited. They returned to Russia with strengthened liberal ideas, including human rights, representative government, and mass democracy.

The intellectual Westernization that had been fostered in the eighteenth century by a paternalistic, autocratic Russian state now included opposition to autocracy, demands for representative government, calls for the abolition

of serfdom, and, in some instances, advocacy of a revolutionary overthrow of the government. Officers were particularly furious that Alexander had granted Poland a constitution while Russia remained without one. Several secret organizations created projects to draft a Russian constitution, one project providing for a constitutional monarchy with another favoring a democratic republic.

These societies were Masonic in style, and consisted primarily of military officers. The first of these societies formed was the Union of Salvation, established in St. Petersburg in 1816. A group of officers gathered together and formed this secret society of vague purpose. The later testimony of some Decembrists claimed the society was dedicated to the emancipation of serfs while others insisted its purpose was to expel foreign influences from Russia. Other testimony claimed that the objectives of the society, known only to the most senior members, were representative government and the refusal to take the oath of allegiance to the new sovereign unless he agreed to a limited monarchy.

A founding member of the Union of Salvation, Nikita Muraviev, had been educated by an admirer of Robespierre. Muraviev was among the soldiers to enter Paris at the end of the war against Napoleon, and there he met many of the major political actors of the time.

When internal politics and betrayal forced the dissolution of the society and the formation of the Northern and Southern Societies, Muraviev was chosen as the architect and leader of the Northern Society. Muraviev began the constitution by addressing the origin and nature of philosophy, providing an intellectual challenge to the tsar's absolute right to rule. The Northern Society's constitution was based on the theory of the social contract, arguing that the sovereignty of the state resides with the Russian people, and is relegated by them to the tsar. Muraviev expected implementation of this less radical constitution to meet with less resistance from the tsar and the other nobles than one that called for a representative government. Once the country had accepted the constitution, there would be time for further liberalization and movement towards a republic.

Leading the Southern Society, Pavel Ivanovich Pestel wrote a far more radical constitution. Pestel desired the complete destruction of the Tsarist regime through revolution, and the introduction of a republic by a temporary dictatorship. Pestel designed his final plan to destroy any possible resumption of Romanov rule. The idea, based on that of Riego in Spain, called for a swift coup d'état to limit instability, and the elimination of the entire royal family. Following assumption of power, the Southern Society planned for the complete "Russification" of the empire. The republican government would recognize the autonomy of Poland, incorporate smaller nations on the borders, and require the conversion of all

other peoples within, except for the Jews who would be deported to Asia Minor, where they were expected to establish an independent state. Among his more radical plans, Pestel's agrarian reforms demonstrated familiarity with the French revolutionary literature. In his constitution, Pestel granted land to every Russian with a desire to farm.

The two societies remained independent, and their leaders maintained philosophical differences all the way through the revolt. In the mid-1820s, the Northern Society in St. Petersburg and the Southern Society in Kishinev were preparing for an uprising when Alexander's unexpected death on December 1, 1825 spurred them to action.

Alexander I died having left no direct heir to the throne. The populace expected that on the death of Alexander, his liberal-minded brother, Grand Duke Constantine Pavlovich, would ascend the throne in accordance with house law. Unbeknownst to the public, upon Constantine's marriage to a non-royal Polish woman, Constantine had agreed to renounce his claim to the throne in favor of his autocratic younger brother Nicholas I. In 1822, Alexander had signed a declaration to the effect that Nicholas would take the throne upon his death. This document had only been seen by a few trusted members of the royal family.

At the Senate Square

When Alexander died on December 1, 1825, the royal guards swore allegiance to Constantine. When Constantine made his renunciation public, and Nicholas stepped forward to assume the throne, the Northern Society acted. With the capital in temporary confusion, and one oath to Constantine having already been sworn, the society scrambled in secret meetings to convince regimental leaders not to swear allegiance to Nicholas. These efforts would culminate in the events of December 14.

On the morning of December 14, 1825, a group of officers commanding about three thousand men assembled in Senate Square, where they refused to swear allegiance to the new tsar, Nicholas I, proclaiming instead their loyalty to the idea of a Russian constitution. They expected to be joined by the rest of the troops stationed in St. Petersburg, but they were disappointed. Nicholas spent the day gathering a military force, and then attacked with artillery. With the firing of the artillery came the end of the revolt in the north.

On December 14 the leaders (many of whom belonged to the high aristocracy) elected Prince Sergei Petrovich Troubetzkoy as interim dictator and marched to the Senate Square. The subordinate soldiers had to follow suit.

The revolt suffered because those in charge communicated poorly with the soldiers involved in the uprising. According to the story, soldiers in St. Petersburg were made to chant "Constantine and Constitution," but when questioned, many of them professed to believe that "Constitution" was Constantine's wife. However, this may just be a rumor because in a letter from Peter Kakhovsky to General Levashev, Kakhovsky wrote, "The story told to Your Excellency that, in the uprising of December 14 the rebels were shouting 'Long live the Constitution!' and that the people were asking 'What is Constitution, the wife of His Highness the Grand Duke?' is not true. It is an amusing invention." Kakhovsky claims that this is nothing but a story.

When Prince Trubetskoy failed to turn up at the square, Nicholas sent Count Mikhail Miloradovich, a military hero who was greatly respected by ordinary soldiers, to pacify the rebels. While delivering a speech, Miloradovich was shot dead by the officer, Peter Kakhovsky.

While the Northern Society scrambled in the days leading up to December 14, the Southern Society took a serious blow. On December 13, acting on reports of treason, the police arrested Pestel. It took two weeks for the Southern Society to learn of the events in the capital. Meanwhile, other members of the leadership were arrested. The Southern Society and a nationalistic group called the United Slavs discussed revolt. Upon learning the location of some of the arrested men, the United Slavs freed them by force. One of the freed men, Muraviev-Apostol, assumed leadership of the revolt. After converting the soldiers of Vasilkov to the cause, Muraviev-Apostol easily captured the city. The rebelling army was soon confronted by superior forces armed with artillery loaded with grapeshot, and with orders to destroy the rebels.

On January 3, the rebels met defeat and the surviving leaders were sent to St. Petersburg to stand trial with the Northern leaders. The Decembrists were interrogated, tried, and convicted. Kakhovsky was executed by hanging together with four other leading Decembrists: Pavel Pestel; the poet Kondraty Ryleyev; Sergey Muravyov-Apostol; and Mikhail Bestuzhev-Ryumin. Other Decembrists were exiled to Siberia, Kazakhstan, and the Far East.

Suspicion also fell on several eminent persons who were on friendly terms with the Decembrist leaders and could have been aware of their concealed organizations, notably Alexander Pushkin, Alexander Griboyedov, and Aleksey Petrovich Yermolov. Wives of many Decembrists followed their husbands into exile. The expression Decembrist wife is a Russian symbol for the devotion of a wife to her husband.

Assessment

With the failure of the Decembrists, Russia's monarchical absolutism would continue for another century, although serfdom would be officially abolished in 1861. Though defeated, the Decembrists did effect some change on the regime. Their dissatisfaction forced Nicholas to turn his attention inward to address the issues of the empire. In 1826, a rehabilitated Speransky began the task of codifying Russian law, a task that continued throughout Nicholas's reign. Anecdotally, after being defeated in the Crimean war, Nicholas is said to have lamented that his corrupt staff treated him worse than the Decembrists ever had.

Although the revolt was a forbidden topic during Nicholas' reign, Alexander Herzen placed the profiles of executed Decembrists on the cover of his radical periodical *Polar Star*. Alexander Pushkin addressed poems to his Decembrist friends, Nikolai Nekrasov wrote a long poem about the Decembrist wives, and Leo Tolstoy started writing a novel on that liberal movement, which would later evolve into *War and Peace*.

To some extent, the Decembrists were in the tradition of a long line of palace revolutionaries who wanted to place their candidate on the throne. But because the Decembrists also wanted to implement a liberal political program, their revolt has been considered the beginning of a revolutionary movement. The uprising was the first open breach between the government and liberal elements, and it would subsequently widen.

Reforms and Their Limits, 1855-92

Tsar Alexander II, who succeeded Nicholas I in 1855, was a conservative who saw no alternative but to implement change. Alexander initiated substantial reforms in education, the government, the judiciary, and the military. In 1861 he proclaimed the emancipation of about 20 million privately held serfs. Local commissions, which were dominated by landlords, effected emancipation by giving land and limited freedom to the serfs. The former serfs usually remained in the village commune, but they were required to make redemption payments to the government over a period of almost fifty years. The government compensated former owners of serfs by issuing them bonds.

The regime had envisioned that the 50,000 landlords who possessed estates of more than 110 hectares would thrive without serfs and would continue to provide loyal political and administrative leadership in the countryside. The government also had expected that peasants would produce sufficient crops for their own consumption and for export sales, thereby helping to finance most of the government's expenses, imports, and foreign debt. Neither of the government's expectations was realistic,

however, and emancipation left both former serfs and their former owners dissatisfied. The new peasants soon fell behind in their payments to the government because the land they had received was poor and because Russian agricultural methods were inadequate. The former owners often had to sell their lands to remain solvent because most of them could neither farm nor manage estates without their former serfs. In addition, the value of their government bonds fell as the peasants failed to make their redemption payments.

Reforms of local government closely followed emancipation. In 1864 most local government in the European part of Russia was organized into provincial and district zemstva (sing., zemstvo), which were made up of representatives of all classes and were responsible for local schools, public health, roads, prisons, food supply, and other concerns. In 1870 elected city councils, or dumy (sing., дума), were formed. Dominated by property owners and constrained by provincial governors and the police, the zemstva and dumy raised taxes and levied labor to support their activities.

In 1864 the regime implemented judicial reforms. In major towns, it established Western-style courts with juries. In general, the judicial system functioned effectively, but the government lacked the finances and cultural influence to extend the court system to the villages, where traditional peasant justice continued to operate with minimal interference from provincial officials. In addition, the regime instructed judges to decide each case on its merits and not to use precedents, which would have enabled them to construct a body of law independent of state authority.

Other major reforms took place in the educational and cultural spheres. The accession of Alexander II brought a social restructuring that required a public discussion of issues and the lifting of some types of censorship. When an attempt was made to assassinate the tsar in 1866, the government reinstated censorship, but not with the severity of pre-1855 control. The government also put restrictions on universities in 1866, five years after they had gained autonomy. The central government attempted to act through the zemstva to establish uniform curricula for elementary schools and to impose conservative policies, but it lacked resources. Because many liberal teachers and school officials were only nominally subject to the reactionary Ministry of Education, however, the regime's educational achievements were mixed after 1866.

In the financial sphere, Russia established the State Bank in 1866, which put the national currency on a firmer footing. The Ministry of Finance supported railroad development, which facilitated vital export activity, but it was cautious and moderate in its foreign ventures. The ministry also founded the Peasant Land Bank in 1882 to enable enterprising farmers to acquire more land. The Ministry of Internal Affairs countered

this policy, however, by establishing the Nobles' Land Bank in 1885 to forestall foreclosures of mortgages.

The regime also sought to reform the military. One of the chief reasons for the emancipation of the serfs was to facilitate the transition from a large standing army to a reserve army by instituting territorial levies and mobilization in times of need. Before emancipation, serfs could not receive military training and then return to their owners. Bureaucratic inertia, however, obstructed military reform until the Franco-Prussian War (1870-71) demonstrated the necessity of building a modern army. The levy system introduced in 1874 gave the army a role in teaching many peasants to read and in pioneering medical education for women. But the army remained backward despite these military reforms. Officers often preferred bayonets to bullets, expressing worry that long-range sights on rifles would induce cowardice. In spite of some notable achievements, Russia did not keep pace with Western technological developments in the construction of rifles, machine guns, artillery, ships, and naval ordnance. Russia also failed to use naval modernization as a means of developing its industrial base in the 1860s.

In 1881 revolutionaries assassinated Alexander II. His son Alexander III (r. 1881-94) initiated a period of political reaction, which intensified a counterreform movement that had begun in 1866. He strengthened the security police, reorganizing it into an agency known as the Okhrana, gave it extraordinary powers, and placed it under the Ministry of Internal Affairs. Dmitriy Tolstoy, Alexander's minister of internal affairs, instituted the use of land captains, who were noble overseers of districts, and he restricted the power of the zemstva and the dumy. Alexander III assigned his former tutor, the reactionary Konstantin Pobedonostsev, to be the procurator of the Holy Synod of the Orthodox Church and Ivan Delyanov to be the minister of education. In their attempts to "save" Russia from "modernism," they revived religious censorship, persecuted non-Orthodox and non-Russian populations, fostered anti-Semitism, and suppressed the autonomy of the universities. Their attacks on liberal and non-Russian elements alienated large segments of the population. The nationalities, particularly Poles, Finns, Latvians, Lithuanians, and Ukrainians, reacted to the regime's efforts to Russify them by intensifying their own nationalism. Many Jews emigrated or joined radical movements. Secret organizations and political movements continued to develop despite the regime's efforts to quell them.

Russian industrialization

During the early 19th century Russia developed trade relationships with other European countries and exported large amounts of grain. But most of the export revenue that flowed into the empire simply lined the pockets of aristocrats and powerful land-owners; it was not used as capital to develop an industrialised economy. Industrial projects and incentives were often proposed – but they were rarely embraced, since they threatened the financial interests of conservative landowners. There was some heavy industry – mining, steel production, oil and so on – but this was small when compared to Russia’s imperial rivals: Britain, France and Germany. It took defeat in the Crimean War (1853-56) to expose the empire’s lack of development and the urgent need for Russian industrialisation. Russian factories were unable to produce sufficient amounts of weapons, munitions or machinery. There was very little technical innovation; most of Russia’s new technologies were imported from the West. And the empire’s railway system was woefully inadequate, with insufficient rail lines and rolling stock to move men or equipment in large amounts.

The reforms embraced by Alexander II in the early 1860s were partly designed to stimulate transitions in the Russian economy. Emancipating the serfs (1861) was not just a social reform, it was also intended to release them from the land and the control of conservative land-owners. Alexander and his advisors anticipated that a large proportion of freed serfs would become a mobile labour force, able to relocate to areas where industrial workers were needed. They also believed that given greater freedom, the peasants would develop more efficient and productive ways of farming. One of the anticipated outcomes of 1861 was the emergence of a successful peasant class, the kulak. The kulak would be proto-capitalist: he would own larger tracts of land and more livestock or machinery; he would hire landless peasants as labourers; he would use more efficient farming techniques; and he would sell surplus grain for profit. But while the 1861 emancipation did release millions of peasants from their land, the strength of peasant communes prevented the widespread development of a kulak class.

The emancipation had significant social outcomes but it failed to contribute much to Russia’s economic development. In the 1870s the government initiated several large infrastructure programs, particularly the construction of railways. The 1880s saw the emergency of Sergei Witte, a qualified mathematician with a proven track record of achievement, both in the tsarist bureaucracy and the private sector. In 1889 Witte was placed in charge of the Russian railway system, where he oversaw the planning and construction of the Trans-Siberian Railway. By 1892 Witte was minister for transport, communication and finance. Identifying a need for capital investment, Witte made it easier for foreigners to invest in Russian

industrial ventures. Existing barriers were removed, while foreign individuals and companies were offered incentives if they invested in certain industrial and manufacturing sectors. Witte also undertook currency reform: in 1897 he moved the Russian rouble to the gold standard, strengthening and stabilising it and improving foreign exchange. He also borrowed to fund public works and infrastructure programs including new railways, telegraph lines and electrical plants.

By the late 1890s, Witte's reforms had had a visible impact on the Russian economy. Large amounts of foreign capital, mostly from France and Britain, had funded new plants and factories in St Petersburg, Moscow, Kiev and other cities. By 1900 around half of Russia's heavy industries were foreign-owned – but the Russian empire was the world's fourth-largest producer of steel and its second-largest source of petroleum. New railways allowed transport into remote parts of the empire, allowing the construction and operation of factories, mines, dams and other projects there. Russia's industrial economy had progressed more in one decade than it had in the previous century. Its development was so rapid that the economic historian Alexander Gerschenkron later dubbed it "the great spurt".

But for all its advances, the economic transformation of Russia also delivered unforeseen consequences, some of them problematic for the regime. The construction of new factories drew thousands of landless peasants into the cities in search of work. In time they formed a rising social class: the industrial proletariat. Russia's cities were not equipped for the rapid urban growth that accompanied industrialisation. In the early 1800s only two Russian cities (St Petersburg and Moscow) contained more than 100,000 residents; by 1910 there were twelve cities of this size. In the decade between 1890 and 1900, St Petersburg swelled by around 250,000 people. This growth was not matched by the construction of new housing, so industrial employers had to house workers in ramshackle dormitories and tenements. Most lived in unhygienic and often freezing conditions; they ate meals of stale bread and buckwheat gruel (porridge) in crowded meal-houses. Things were even worse in the factories, where hours were long and the work was monotonous and dangerous. Witte's economic reforms had met, even exceeded national goals – but they also gave rise to a new working class that was exploited, poorly treated, clustered together in large numbers and therefore susceptible to revolutionary ideas.

1. For much of the 1800s Russia was a comparatively backward economy, dominated by agrarian production.

2. Defeat in the Crimean War triggered reforms, such as the abolition of serfdom to facilitate a mobile labour force.

3. The main instigator of economic reform was Sergei Witte, who attracted foreign investment in Russian industries.

4. Witte's changes triggered a marked growth in industrial production and the movement of workers into the cities.

5. In economic terms the policy reforms were successful and helped Russia 'catch up' to western European powers – but they also created an industrial working class prone to grievances and revolutionary ideas.

The Path to Revolution

Since the reign of Ivan the Terrible, the Russian Tsars had followed a fairly consistent policy of drawing more political power away from the nobility and into their own hands. This centralization of authority in the Russian state had usually been accomplished in one of two ways—either by simply taking power from the nobles and braving their opposition (Ivan the Terrible was very good at this), or by compensating the nobles for decreased power in government by giving them greater power over their land and its occupants. Serfdom, as this latter system was known, had increased steadily in Russia from the time of Ivan the Terrible, its inventor. By the time of Catherine the Great, the Russian Tsars enjoyed virtually autocratic rule over their nobles. However, they had in a sense purchased this power by granting those nobles virtually autocratic power over the serfs, who by this time had been reduced to a state closer to slavery than to peasantry.

By the nineteenth century, both of these relationships were under attack. In the Decembrist revolt in 1825, a group of young, reformist military officers attempted to force the adoption of a constitutional monarchy in Russia by preventing the accession of Nicholas I. They failed utterly, and Nicholas became the most reactionary leader in Europe. Nicholas' successor, Alexander II, seemed by contrast to be amenable to reform. In 1861, he abolished serfdom, though the emancipation didn't in fact bring on any significant change in the condition of the peasants. As the country became more industrialized, its political system experienced even greater strain. Attempts by the lower classes to gain more freedom provoked fears of anarchy, and the government remained extremely conservative. As Russia became more industrialized, larger, and far more complicated, the inadequacies of autocratic Tsarist rule became increasingly apparent. By the twentieth century conditions were ripe for a serious convulsion.

At the same time, Russia had expanded its territory and its power considerably over the nineteenth century. Its borders extended to

Afghanistan and China, and it had acquired extensive territory on the Pacific coast. The foundation of the port cities of Vladivostok and Port Arthur there had opened up profitable avenues for commerce, and the construction of the Trans-Siberian Railway (constructed from 1891-1905) linked the European Russia with its new eastern territories.

In 1894 Nicholas II acceded to the throne. He was not the most competent of political leaders, and his ministers were almost uniformly reactionaries. To make matters worse, the increasing Russian presence in the far east provoked the hostility of Japan. In January of 1905, the Japanese attacked, and Russia experienced a series of defeats that dissolved the tenuous support held by Nicholas' already unpopular government. Nicholas was forced to grant concessions to the reformers, including most notably a constitution and a parliament, or Duma. The power of the reform movement was founded on a new and powerful force entered Russian politics. The industrialization of the major western cities and the development of the Batu oil fields had brought together large concentrations of Russian workers, and they soon began to organize into local political councils, or soviets. It was in large part the power of the soviets, united under the Social Democratic party, that had forced Nicholas to accept reforms in 1905.

After the war with Japan was brought to a close, Nicholas attempted to reverse the new freedoms, and his government became more reactionary than ever. Popular discontent gained strength, and Nicholas countered it with increased repression, maintaining control but worsening relations with the population. In 1912, the Social Democrats split into two camps--the radical Bolsheviks and the comparatively moderate Mensheviks. In 1914, another disastrous war once again brought on a crisis. If the Russo-Japanese war had been costly and unpopular, it was at least remote. The First World War, however, took place right on Russia's western doorstep. Unprepared militarily or industrially, the country suffered demoralizing defeats, suffered severe food shortages, and soon suffered an economic collapse. By February of 1917, the workers and soldiers had had enough. Riots broke out in St. Petersburg, then called Petrograd, and the garrison there mutinied. Workers soviets were set up, and the Duma approved the establishment of a Provisional Government to attempt to restore order in the capital. It was soon clear that Nicholas possessed no support, and on March 2 he abdicated the throne in favor of his brother Michael. No fool, Michael renounced his claim the next day.

The Provisional Government set up by the Duma attempted to pursue a moderate policy, calling for a return to order and promising reform of worker's rights. However, it was unwilling to endorse the most pressing demand of the soviets--an immediate end to the war. For the next 9 months, the Provisional Government, first under Prince Lvov and then under

Alexandr Kerensky, unsuccessfully attempted to establish its authority. In the meanwhile, the Bolsheviks gained increasing support from the ever more frustrated soviets. On October 25, led by Vladimir Ilyich Lenin, they stormed the Winter Palace and deposed the Kerensky government.

Although the Bolsheviks enjoyed substantial support in St. Petersburg and Moscow, they were by no means in control of the country as a whole. They succeeded in taking Russia out of the war (though on very unfavorable terms), but within months civil war broke out throughout Russia. For the next three years the country was devastated by civil strife, until by 1920 the Bolsheviks had finally emerged victorious.

Islam in the Russian Empire

Part I

Topics of Muslim resistance to Russian expansion, and controversies between Islamic ‘reformism’ and ‘traditionalism’ were of great importance for specific Muslim regions in limited historical periods. Islam and the empire seemed to have interacted with each other more often than they engaged in conflict.

Tsarist Russia brought under its control numerous diverse populations inhabiting traditionally Muslim lands in the Volga-Ural region, western Siberia, the North Caucasus and Central Asia. The Volga-Ural region was Islamised more than other Muslim lands of the empire. In the North Caucasus, Siberia and the Kazakh steppe a gradual Islamisation continued until the first half of the nineteenth century. The century and a half from the 1730s until the mid- 1880s was a period of rapid growth and shift for both the polity and Muslim communities within it. At the end of the nineteenth century Russia housed a diverse population of some 14 million Muslims (out of a total population of 150 million subjects).

The history of Islam in Imperial Russia can be roughly divided into four periods. The first continued from Peter I’s reign (1682–1725) until the late 1760s. While oscillating between relative toleration and missionary attacks against non-Orthodox confessions, the government had no distinct Muslim policy yet. The second period started under Catherine II (r. 1762–96) and finished in the middle of the nineteenth century. It resulted in the acknowledgement of Islam and the creation of official Islamic hierarchies. The third period was related to the Great Reforms and continued until the beginning of the twentieth century. The confessional policy became more complicated and contradictory. Different projects of constructing a Muslim

clergy came into tension with one another. In the fourth period (1905–17) between the two Russian revolutions Islam acquired a new political dimension. It was a time of new fears and expectations of Islam both in the central government and in regional elites.

There were some constants characterizing the position of Islam during the imperial period. Most of the Russian Muslims belonged to the Hanafi religious legal school in Sunni Islam. Historically, Shafi‘is were dominant in Dagestan and Chechnia only. The majority of Muslims in Transcaucasia and a number of congregations in Central Asia belonged to Shi‘is. Muslim identity was granted by membership in mosque congregations, which were mostly rural and often scattered among larger non-Muslim populations. Basic Islamic institutions included Friday and daily mosques, primary (maktab) and/or higher (madrasa) mosque schools, as well as Sufi lodges with their own schools or khanaqahs (holy places). All these institutions are often taken for granted. None of these institutions was funded by the state. Depending on private funding they disappeared if it stopped.

The religious leader of a community was the mullah (imam), known also as khatib. He conducted the five daily prayers, pronounced the Friday sermon and ensured that the month of Ramadan and religious feasts were properly observed. In addition, he could teach in mosque school as mudarris and resolve disputes between community members as Muslim lawyer. The highest office in the Muslim administration at the district (uezd) level was held by a specialist in shari‘a law known as akhund. He was elected by the community and then appointed by a Russian governor of the province.

Supervising the political loyalty of Muslim elites, the Russian administrators and central government did not meddle in the religious affairs of the Muslim communities. Peter I and his successors of the first half of the eighteenth century followed these principles of governance dating back to the reign of Ivan IV’s son, Fedor Ioanovich (r. 1584–98). Adherents of all non-Orthodox faiths were granted a moderated toleration, if they were ‘loyal subjects, good tax-payers and soldiers’ of the empire. Members of the Muslim military elite (*mirzas/murzas*) had entered the Russian nobility under Muscovite rule.

On the other hand, Muslims were viewed with suspicion. Though Islam had never been outlawed, conversion to Christianity was always encouraged. From the 15th century onwards it was common for the Muslim elites to convert to Orthodoxy and become Russian nobles. Godunovs, Iusupovs, Urusovs, Tenishevs and dozens of other Orthodox noble families were of Muslim origin. Muslims were attracted to Christianity by various material and legal benefits or a fear of loss of privileged status. Sometimes new converts received direct payment in money and goods. In return for

baptism, Peter I offered a three-year tax break, freedom from the military draft and work in state factories. A decree of 1713 forced the Muslim nobility in Kazan and Azov provinces either to be deprived of their estates and Orthodox serfs or to convert to Christianity.

The position of Russian Muslims worsened under Anna Ioanovna and Elizabeth Petrovna, when a missionary campaign was launched in the Volga region. Orthodox missionaries baptised about 8,000 Muslims in Kazan and Nizhnii Novgorod provinces. Between 1740 and 1744 missionaries destroyed 418 of the 536 mosques in Kazan province. Construction of new mosques was outlawed. Since many baptised Muslims continued practising Islam secretly, severe penalties were set up.

Part II

A new period in the history of Islam in Russia began under Catherine II. Given the importance of Islam as a means of Muslim political mobilisation, Catherine II changed the state's confessional policies. The empress launched a new policy of toleration of Islam and other non-Orthodox faiths. In 1773 her famous 'Toleration to All Faiths' edict became law. Its purpose was mainly to grant Islam legally recognised status. The construction of mosques was permitted all over Russia. The empress's Manifesto issued on 8 April 1783 confirmed a general trend towards the toleration of Islam.

. According to the edict of 1784, Muslim princes and murzas were granted noble status and privileges (except that they could not own Christian serfs) in exchange for military or civil service. The state was engaged in mosque construction. In 1769 Catherine II charged D. I. Chicherin, the governor of Siberia, with building mosques for Central Asian migrants. In 1782 a new, more ambitious programme was funded to build a series of mosques along the Kazakh steppe acquired by the empire between 1731 and 1743. Tatar mullahs were sent to propagate Islam among 'wild nomads' of the region. According to the empress's edict, the first Arabic version of the Koran was printed in 1787 under the supervision of the Tatar mullah Usman Ismail. Between 1789 and 1798 five successive editions of the Koran appeared, the last one in 3,600 copies. A Muslim state publishing house had been established in St Petersburg and later moved to the town of Kazan.

A more regulated pattern of confessional policy, fashioned according to principles of the well-ordered police state, was adopted under Alexander I and Nicholas I. Mikhail Speranskii, the influential adviser to Alexander I,

created a Department of Spiritual Affairs in order to ‘protect rites of all the Russian and foreign faiths’. In 1810 the Main Directorate of Religious Affairs of Foreign Confessions was set up and in 1832 turned into the *Departament dukhovnykh del inostrannykh isповedanii (DDDII)* within the Ministry of Internal Affairs, the most important ministry in the imperial government. From the 1830s the ministry was responsible for maintaining the ‘principle of religious toleration as far as this toleration corresponded to state interest’.

In the eighteenth and nineteenth centuries the toleration laws and recognition of Islam brought about the blossoming of Muslim societies and their institutions, in particular the growth of mosques, Muslim schools and the appearance of a dynamic Muslim nobility and commercial bourgeoisie in the Volga-Ural region and western Siberia. Muslim elites were involved in lively discussions, touching upon religious, social and political innovations affecting the Muslim communities at large.

From the middle of the nineteenth century a new period in the history of Islam in Russia began. Under Alexander II and Alexander III new fears about Muslims emerged. New approaches to Islam were partly adopted by the Ministry of Internal Affairs.

Russian conservatives and Muslim reformers shared the Orientalist critique of isolated and inward-looking Muslim communities in Russia.²⁹ Both sides insisted on improving the Muslim administration to make the empire more homogeneous. In reality, they proposed to transform the empire into a nation-state. But the background of such a state was sought in different ‘national traditions’ – either among the Turkic Muslims or among the Orthodox Great Russians. A new scenario of imperial power elaborated under the rules of Alexander III and Nicholas II projected the government as a unitary Russian master subjecting lesser peoples and promoting the spread of Russian Orthodox culture among non-Russian populations.

The outbreak of the 1905–7 Revolution gave Islam a new political dimension. Muslims were permitted to organise public gatherings and form political movements. Muslim elites were involved in the political struggle concerning elections to the Parliament (*Duma*) and the emergence of new political parties.



Most of the Muslim political groups in late tsarist Russia were created secretly. Some were closed by the authorities later. Much more influential appeared to be the Muslim press, which emerged in the post-1905 period especially in Kazan and Baku.



In conclusion, the relationship between the tsarist state and Islam should be understood as involving interaction sooner than confrontation. Having recognised Islam at the end of the eighteenth century, the authorities



constructed a complicated imperial network of Islamic institutions including Muslim clergy, parishes and four regional muftiates. The administration of Muslims differed in central Russia and the borderlands. In a number of frontier regions such as the North Caucasus and Central Asia, Islam had not been institutionalised even at the end of the old regime. New Muslim elites emerged in response to these new Islamic institutions, which were accepted by most Russian Muslims. Despite this long history of interaction, however, the crisis of the tsarist regime beginning in the last third of the nineteenth century generated new fears and trepidations concerning Islam among tsarist functionaries. And indeed Muslims were involved in the political opposition that finally crushed the imperial regime in 1917.



Historical Background



Romanov's Dynasty

	Peter the Great	Пётр I Алексеевич	1682 – 1721	Peter I Alexeyevich was the 13th tsar of Russia and the first Emperor of the Russian Empire. He is known in history as Peter the Great. One of the most outstanding statesmen in world history, who determined directions of development of Russia in the XVIIIth century.
	Catherine I (Ekaterina I)	Екатерина I	1684-1727	Russian Empress from 1721 as the spouse of reigning Emperor Peter I the Great. After the Emperor's death she was crowned to the throne. In 1725-1727 she was second All-Russian Empress with actual governance by Alexander Danilovich Menshikov. Mother of Empress Elizaveta

	<p>Peter II Alexeyevich</p>	<p>Пётр II</p>	<p>1727 - 1730</p>	<p>Petrovna. Peter II was Emperor of Russia from 1727 to 1730, the only son of Prince Alexius, grandson of Peter the Great. His death ended the male line of the Romanov dynasty.</p>
	<p>Anna Ioannovna</p>	<p>Анна Ивановна</p>	<p>1693-1740</p>	<p>Fourth All-Russian Empress (1730-1740). The second daughter of Ivan V (joint ruler of Peter I) from Praskovya Fyodorovna. After the death of Peter II she was invited to the Russian throne by the Supreme Privy Council as a sovereign with restricted powers but she took all the power after disbanding the Council. The period of her reign was named “Bironovshchina” after her minion Ernst-Iogan Biron.</p>

	<p>Ivan VI</p>	<p>Иван VI</p>	<p>1740 - 1741</p>	<p>He was the son of Prince Anton Ulrich of Brunswick-Wolfenbüttel and Anna Leopoldovna, niece of Empress Anna Ioannovna. The boy was named after his great-grandfather, Tsar Ivan V, who was the half-brother and co-ruler of Peter the Great.</p>
	<p>Elizabeth of Russia (Elizaveta Petrovna)</p>	<p>Елизавета Петровна</p>	<p>1709-1762</p>	<p>Russian Empress, daughter of Peter I the Great and Martha Skavronskaya (future Ekaterina I). After the marriage of her parents had the title of the Princess Royal. In the period of her reign, in 1755 the Moscow University was opened, the Academy of Arts was established, outstanding cultural monuments were created. She promoted reinstatement of the role of the Senate, abolished death penalty and eliminated internal</p>

	<p>Peter III</p>	<p>Пётр III</p>	<p>January 1762 – July 1762</p>	<p>country customs. Peter III was emperor of Russia for a mere six months in 1762. During his reign, he withdrew from the Seven Years War and formed an alliance with Prussia to wage war against Denmark, which made him an unpopular leader. His wife, Catherine the Great, suspected he was set to divorce her and conspired with her lover to overthrow him. He was subsequently assassinated on July 17, 1762, in Ropsha, Russia.</p>
	<p>Catherine the Great (Ekaterina II)</p>	<p>Екатерина Великая</p>	<p>1729-1796</p>	<p>8th All-Russian Empress (1762-1796). The period of her reign was called the “Golden Age” of the Russian Empire, and the Senate presented Ekaterina II with the epithet of “the Wise Great Mother of the Fatherland”. She was the only Russian ruler woman named “the Great”</p>

	Pavel I	Павел I	1754-1801	<p>similar to Peter I.</p> <p>9th All-Russian Emperor (1796-1801). He planned to establish in Russia, under the aegis of autocracy, strict lawful governance, restriction of rights of nobility, introduction of rigorous discipline. His foreign and home policies were characterized with inconsistency.</p>
	Alexander I	Александр I	1777-1825	<p>10th All-Russian Emperor (1801-1825). In historiography he received a special epithet – Blessed. In the beginning of his reign he carried out moderate liberal reforms. After the Patriotic War of 1812, in 1813-1814, he headed the anti-French coalition of European states. He was one of the heads of the Vienna Congress (1814-1815) and organizers of the Holly Alliance.</p>








Grand Duke
Konstantin
Pavlovich

КОНСТАНТИН
ПАВЛОВИЧ

Never
reigned and
never
acceded the
throne

Grand duke and tsesarevich of Russia, was prepared by his grandmother, Catherine the Great, to become an emperor of a would-be restored Byzantine Empire. Although he was never crowned, he is sometimes listed among the Russian emperors as Constantine I. He is mainly known for his abdication from the throne in 1825, which led to the Decembrist rebellion later that year. He eschewed court etiquette and took frequent stands against the wishes of his brother Alexander I, for which he is remembered fondly in Russia, but in his capacity of the commander-in-chief and de facto viceroy of the Congress Poland, he is remembered in his adopted home of Poland as a ruthless ruler.

	<p>Nicholas I</p>	<p>Николай I</p>	<p>1796-1855</p>	<p>11th All-Russian Emperor (1825-1855). His reign was marked with the uprising of the Decembrists on December 14, 1825, Caucasian War (1817-1864), Russian-Persian War (1826-1828), Russian-Turkish War (1828-1829) and Crimean War (1853-1856).</p>
	<p>Alexander II</p>	<p>Александр II</p>	<p>1818-1881</p>	<p>12th All-Russian Emperor (1855-1881). He abolished serfdom and carried out a number of reforms – zemstvo, judicial, military and others. He is known in history as Alexander II Liberator. He died in the result of a terrorist attack in the day when he was going to sign the Constitution.</p>
	<p>Alexander III</p>	<p>Александр III</p>	<p>1845-1894</p>	<p>13th All-Russian Emperor (1881-1894). In historiography he received a special epithet - Peacemaker. He carried out the course of “counter reforms” and issued the Edict about construction of the Great</p>

				Siberian Way (Trans-Siberian Railway). He was the last but one Emperor of Russia.
	Nicholas II	Николай II	1868-1918	Last of the Emperors of the Romanov dynasty, the fourteenth All-Russian Emperor (1894-1917). His reign fell on the period of sharp aggravation of political struggle in the country and international situation. He was shot by Bolsheviks together with his family. He was canonized as a martyr.
	Grand Duke Michael Alexandrovich	Михайл Александрович	Never reigned	Grand Duke Michael Alexandrovich was the youngest son of Tsar Alexander III of Russia. He was asked to be Tsar after Nicholas II abdicated in 1917 but he never accepted. He was imprisoned by the Bolsheviks and murdered in 1918 at the age of 39.



Nicholas II

Николай II

As
pretender to
the throne

Chronology of Historical Events in Imperial Russia

- 1689 overthrow of regency of Tsarevna Sophia
- 1697–8 Peter I in Western Europe
- 1700 Great Northern War begins with Sweden
- 1703 foundation of Saint Petersburg
- 1709 Battle of Poltava: defeat of Swedes and Ukrainian Hetman Mazepa
- 1711 establishment of Senate
- 1717 formation of administrative colleges
- 1721 foundation of the Holy Synod: disappearance of the patriarchate
- 1721 Treaty of Nystadt ends Great Northern War: Baltic provinces gained
- 1722 creation of Table of Ranks
- 1725 foundation of Academy of Sciences
- 1725 death of Peter I. Accession of Catherine I
- 1727 death of Catherine I. Accession of Peter II
- 1730 death of Peter II. Accession of Anna. Failed attempt to limit autocracy
- 1740 death of Anna. Accession of Ivan VI
- 1741 overthrow of Ivan VI. Accession of Elizabeth
- 1753 abolition of internal customs duties
- 1754 foundation of Moscow University
- 1755 outbreak of Seven Years War
- 1761 death of Elizabeth. Accession of Peter III
- 1762 'emancipation' of the nobility from compulsory state service
- 1762 overthrow of Peter III. Accession of Catherine II
- 1765 death of Lomonosov
- 1767 Catherine II's *Nakaz* (Instruction) and Legislative Commission
- 1768 war with Ottoman Empire
- 1773 beginning of Pugachev revolt
- 1774 Treaty of Kuchuk-Kainardji: victory over Ottomans
- 1775 reform of provincial administration
- 1783 annexation of Crimea
- 1785 charter of the nobility
- 1790 publication of Radishchev's *Journey from St Petersburg to Moscow*
- 1795 final partition of Poland
- 1796 death of Catherine II. Accession of Paul I
- 1797 new succession law: male primogeniture established
- 1801 overthrow of Paul I. Accession of Alexander I
- 1802 creation of ministries
- 1804 university statute
- 1807 Treaty of Tilsit
- 1810 creation of State Council

1811 Karamzin's 'Memoir on Ancient and Modern Russia'
 1812 defeat of Napoleon's invasion
 1814 Russian army enters Paris
 1815 constitution for Russian Kingdom of Poland issued
 1825 death of Alexander I. Accession of Nicholas I. Decembrist revolt
 1826 foundation of Third Section
 1830–1 rebellion in Poland
 1833 Code of Laws (*Svod zakonov*) issued
 1836 first performance of Glinka's *A Life for the Tsar*
 1836 Chaadaev's *First Philosophical Letter*
 1837 death of Pushkin
 1847–52 publication of Turgenev's *Zapiski okhotnika* (*A Huntsman's Sketches*)
 1854 French, British and Ottomans invade Crimea
 1855 death of Nicholas I. Accession of Alexander II
 1856 Treaty of Paris ends Crimean War
 1861 emancipation of the serfs
 1862 foundation of Saint Petersburg Conservatoire
 1863 rebellion in Poland
 1864 local government (*zemstvo*) and judicial reforms introduced
 1865–6 publication begins of Tolstoy's *Voina i mir* (*War and Peace*)
 1866 Karakozov's attempt to assassinate Alexander II
 1866 foundation of Moscow Conservatoire
 1866 publication of Dostoevsky's *Prestuplenie i nakazanie* (*Crime and Punishment*)
 1874 introduction of universal military service
 1874 first performance of Mussorgsky's *Boris Godunov*
 1875 the 'To the People' movement goes on trial
 1877–8 war with Ottoman Empire. Treaty of Berlin
 1878 formation of 'Land and Freedom' revolutionary group
 1880 Loris-Melikov appointed to head government
 1880 publication of Dostoevsky's *Brat'ia Karamazovy* (*The Brothers Karamazov*)
 1881 assassination of Alexander II. Accession of Alexander III
 1881 introduction of law on 'states of emergency'
 1884 Plekhanov publishes *Nashi raznoglasiia* (*Our Differences*)
 1889 introduction of Land Captains
 1891 construction of Trans-Siberian railway begins
 1894 Franco-Russian alliance ratified
 1894 death of Alexander III. Accession of Nicholas II
 1898 first congress of the Social Democratic party
 1899 foundation of journal *Mir iskusstva* (*World of Art*)

1901 formation of the Socialist Revolutionary party
1902 Lenin publishes *Chto delat'?* (*What Is to Be Done?*)
1903 Kishinev pogrom
1904 outbreak of war with Japan
1904 assassination of Plehve: Sviatopolk-Mirsky's 'thaw' begins
1905 'Bloody Sunday' ushers in two years of revolution
1905 defeats at battles of Mukden and Tsushima
1905 Treaty of Portsmouth (September) ends war with Japan
1905 October 17 Manifesto promises a constitution
1906 First Duma (parliament) meets and is dissolved
1906 Stolypin heads government: agrarian reforms begin
1907 entente with Britain
1907–12 Third Duma in session
1910 death of L. N. Tolstoy
1911 Western Zemstvo crisis
1911 assassination of Stolypin
1912 Lena goldfields shootings: worker radicalism re-emerges
1913 first performance of Stravinsky's *Rite of Spring*
1914 outbreak of First World War
1915 Nicholas II assumes supreme command and dismisses 'liberal' ministers
1916 first performance of Rachmaninov's *Vespers (vsenochnaia)*
1916 Brusilov offensive
1917 overthrow of monarchy in 'February Revolution'

VOCABULARY

A

abdicate, v ['æb.di.keɪt] - отречься
abolition, n [abə 'liʃ(ə)n] – отмена
access, n ['aksɛs] – подход, доступ
accuse, v [ə 'kju:z] – обвинять
acquire, v [ə 'kwɪə] – приобретать
advance, n [əd 'vɑ:ns] - наступление
ally, n ['ælaɪ] – союзник
anticipation, n [æn ,tɪs.ɪ 'preɪ.ʃən] – предвкушение
appointment, n [ə 'pɔɪntm(ə)nt] - назначение
approval, n [ə 'pru:vəl]– одобрение
ascend the throne [ə 'send θrəʊn] – взойти на трон
aspiration, n [,æspɪ 'reɪ.ʃən] – стремление
assassination, n [ə ,sasi 'neɪʃn] - убийство
assume, v [ə 'sju:m] – вступать, принимать
at all cost [kɒst] – любой ценой
attention, n [ə 'tenʃn] – внимание
autocratic, adj [ɔ:tə 'kratik] - самодержавный

B

backwardness, n ['bɜ:kwəd nə s] – отсталость
be crowded by ['kraʊdɪd] – завершаться чем-либо
be troubled by ['trʌb.lɪd] – быть омраченным чем-либо
be marred by [bi mɑ:d baɪ] – быть омраченным чем-либо
blame, v [bleɪm] – обвинять

C

carve, v [kɑ:v] - проложить
cede, v [si:d] – передавать, сдавать
censorship, adj ['sensəʃɪp] - цензура
come under, v [kʌm 'ʌndə(r)] – подпадать
complaint, adj [kəm 'pleɪnt] - уступчивый
concession, n [kən 'seʃ(ə)n] –уступки
confine, v [kən 'faɪn] - заточать
consequence, n ['kɒnsɪkw(ə)ns] - следствие
contradictory, adj [kɒntrə 'dɪkt(ə)rɪ] - противоречивых
corporal, adj ['kɔ:p(ə)r(ə)l] – телесное

correspond to smth [kɒrɪ'spɒnd 'sɪmθɪŋ] – соответствовать чему-либо
counter-reform, n ['kaʊntə - rɪ 'fɔ:m] - противоречивые реформы
court, adj [kɔ:t] – военный
courtier, n ['kɔ:tiə] – придворный
criticism, n ['krɪtɪsɪz(ə)m] – критика
crucial, adj ['kru:ʃ(ə)l] - ключевой, решающий

D

defeat, n [di 'fi:t] - поражение
defuse, v [di: 'fju:z] – пытаться разрядить
deprive, v [di 'prɪvɪv] – лишать
designate, v ['deziɡneɪt] - обозначать, определять
direct, adj [di'rekt] - прямая, непосредственная
disagreements, n [dɪsə'ɡri:mənt] – разногласия
disaster, n [dɪ'zɑ:stə] – провал
discourage, v [dɪ'skʌrɪdʒ] – препятствовать
dismissal, n [dɪs'mɪsl] – роспуск, отставка
doubt, n [daʊt] – сомнение
drill, n [drɪl] – строевая подготовка

E

ease, v [i:z] - облегчать
electoral, adj [ɪ'lekt(ə)r(ə)l] – избирательный
eliminate, v [ɪ'lmɪneɪt] - устранить, исключить
embark, v [ɪm'bɑ:k] - начинать
event, n [ɪ'vent] – событие
evoke, v [ɪ'vəʊk] – вызывать
escape, v [ɪ'skeɪp] – избежать
exile, v ['ek.sail] – сослать, ссылать
expense [ɪk'spəns] – счет
expose, v [ɪk'spəʊz] – скрывать
extent, n [ɪk'stɛnt] – размер
extract, v ['ekstrækt] - добывать

F

faith, n [feɪθ] – вера
fate, n [feɪt] - участь
for the benefit ['benɪfɪt] – в угоду, на пользу

G

go much too far [gəʊ mʌtʃ tuː fɑː(r)] – заходить слишком далеко
goldfield, n [ˈgəʊl(d)fiːld] - прииск
grant, v [grɑːnt] – пожаловать, даровать
grip, n [grɪp] – власть
grasp, v [grɑːsp] – усвоить, схватывать

H

harsh, adj [hɑːʃ] – суровый
heir, n [eə] – наследник
holy, v [ˈhəʊli] - святой
humiliate, v [hjuːˈmɪl.i.ət] - унижать

I

incite, v [ɪnˈsaɪt] - подстрекать
induce, v [ɪnˈdjuːs] - склонять, побуждать
influence, n [ˈɪnfluəns] – влияние
inherit, v [ɪnˈhɛrɪt] – наследовать
institute, v [ˈɪnstɪtjuːt] – устанавливать, учреждать

J

judicial, adj [dʒuːˈdɪʃ(ə)l] - судебный

L

law, n [lɔː] – закон

M

martial, n [ˈmɑːʃ(ə)l] – суд
maritime, adj [ˈmæɪ.taɪm] – морской
matter, n [ˈmæt.ər] – дело

N

nobility, n [nə(ʊ)ˈbɪlɪti] – знать, дворянство
noose, n [nuːs] – казнь через повешение

O

obsession, n [əb'seʃ.ən] – навязчивая идея, одержимость
officiate, v [ə'fiʃ.i.ət] – исполнять обязанности
ongoing, adj ['ɒŋ.gəʊ.ɪŋ] - непрерывный
opposition, n [ɒpə'ziʃ(ə)n] –противоположность.
outlet, n ['aʊt.let] – выход
overthrow, v [,əʊ.və'θrəʊ] – свергать

P

persistent, adj [pə'sist(ə)nt] – постоянный
plot, n [plɒt] – участок земли
point, n [pɔɪnt] – пункт, перелом
prompt, v [prɒm(p)t] – побуждать
prospect, n ['prɒspekt] – перспектива, планы на будущее
provoke, v [prə'vəʊk] – вызывать
predecessor, n ['pri:.di,ses.ər] - предшественник
preference for smb over smb ['prefrəns] – предпочтение кого-либо
prevail over [pri'veɪl 'əʊvə(r)] – преобладать над
punishment, n ['plʌnɪʃm(ə)nt] – наказание
put down, v [pʊt daʊn] – подавить

R

raise, v [reɪz] – воспитывать, растить
ravage, v ['ræv.ɪdʒ] – опустошать, разорять
regain, v [ri'geɪn] – вернуть себе, восстанавливать
restrict, v [ri'strɪkt] - ограничивать
riot, n ['raɪ.ət] – бунт, беспорядок
rest on laurels [rest 'lɔːr.əl] – почивать на лаврах
resume, v [ri'zju:m] – возобновить, продолжить
revolt, n [ri'vəʊlt] – восстание
route, v [ru:t] – дорога, маршрут
rule, n [ru:l] – правило
rural, adj ['rʊər(ə)l] – сельский

S

secular, adj ['sekjʊlə] – светский
sedition, n [si'diʃ(ə)n] –призыв к мятежу
seize, v [si:z] – захватывать

sentence, v ['sent(ə)ns] - приговаривать
serfdom, n [sɜ:fdəm] – крепостное право
setback, n ['set.bæk] – неудача
sign, n [saɪn] –признак
shortage, n ['ʃɔ:.tɪdʒ] – нехватка, дефицит
stick, v [stɪk] – придерживать
span, v [spæn] - охватывать
state, adj [steɪt] - государственный
strike, n [straɪk] - забастовка
struggle, n ['strʌɡ(ə)l] - борьба
succeed, v [sək'si:d] – наследовать, сменять
succession, n [sək'seʃ(ə)n] - последовательность
suppression, n [sə'preʃ(ə)n] –подавление
surrender, n [sə'rendə] - сдача, капитуляция

T

tacit, adj ['tæs.ɪt] – молчаливый
threaten, ['θret(ə)n] – угрожать
throne, n [θrəʊn] - трон
topicality, n ['tɒpɪkəlɪti] – актуальность
turning, adj ['tɜ:nɪŋ] – поворотный
turn out [tɜ:n aʊt] – оказаться

U

undermine, v [ˌʌn.də'maɪn] – подрывать, разрушать
unprecedented, adj [ʌn'preʃɪdəntɪd] - беспрецедентный
unrest, n [ʌn'rest] - беспорядок
upheaval, n [ʌp'hi:v(ə)l] – переворот
uprising, n [ˌʌp,raɪ.zɪŋ] –восстание

V

victorious, adj [vɪk'tɔ:riəs] – победоносный
violent, adj ['vɪələ(ə)nt] – жестокий

W

war, n [wɔ:(r)] –война
womanizing, n [ˈwʊmənəɪzɪŋ] – распутство

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