



EUROCLIO – the European Association of History Educators, in cooperation with St. Petersburg Academy of In-Service Teachers' Training, St. Petersburg Branch of All-Russian public organization "Association of teachers of History and Social Sciences, is organizing the International Scientific and Practical conference "Revolutions in contemporary history: facts, interpretations" in Saint-Petersburg (Russia) from 27-28 October 2017.

The Russian Revolution of 1917 is considered one of the major events in Russian historiography as this revolution brought dramatic changes not only to the peoples of Russia but impacted the shape of the world order and determined the course of history for the following seventy years and beyond. The legacy of the Russian revolution still exists in current domestic, international and global politics, cultures, economies and societies.

We hope to welcome you at the International Scientific and Practical Conference "Revolutions in contemporary history: facts, interpretations, educational strategies" which promises to be an event that is geared toward knowledge exchange, peer learning of methods, techniques and approaches to teaching the Russian revolution and dialogue between European and Russian history educators.

This paper will guide you through conference aims and preliminary programme.



St. Petersburg Branch of
All-Russian public organization
"Association of teachers of History
and Social Science"



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Call for Participation

EUROCLIO invites interested individuals to register for the conference before May 2017. Registration is possible via Google Form:

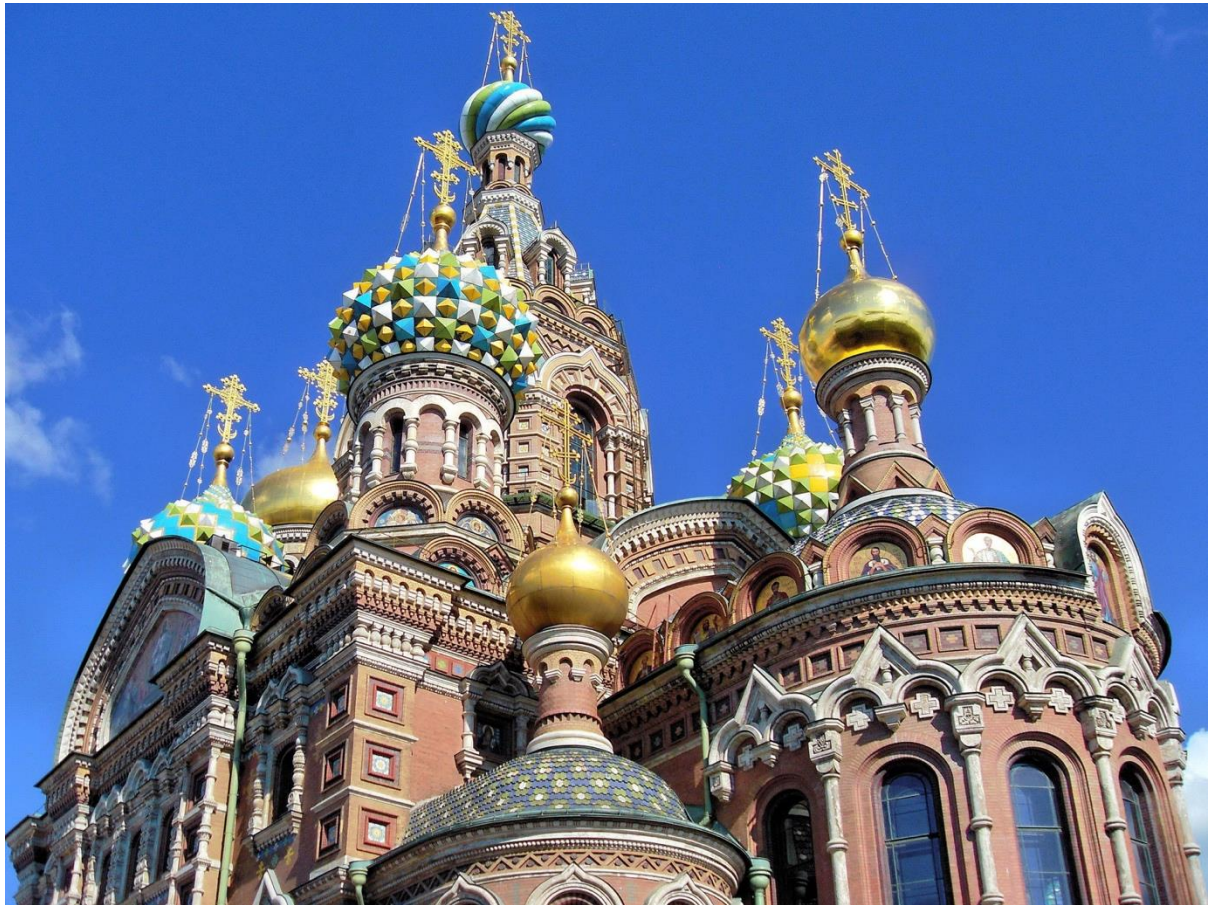
<https://docs.google.com/a/euroclio.eu/forms/d/e/1FAIpQLSffemh6RGyMx6n4oHxRbMjJ4nhwXKS2EiKj8eAZmZzq4o47MA/viewform>

For more information, the registration page, full or daily conference fees, and other logistics, please follow this link:

<http://euroclio.eu/event/revolutions-contemporary-history-international-scientific-practical-conference/>

For queries, do not hesitate to contact Rivka Otten through rivka@euroclio.eu and Larissa Wiegelmann through larissa@euroclio.eu

We are looking forward to your registration and welcoming you in vibrant Saint-Petersburg!



Church of the Savior-on-the-Blood in Saint Petersburg, Russia. Photo by DEZALB

Teaching about Russian Revolution Today: What is in it for us?

Even though it has been 100 years since the February and October revolutions of 1917, or as sometimes referred to as the Russian Revolution, it does not seem that time has made it easier for us to conceive and make sense of this difficult and controversial period in Russian history. The Russian Revolution played a major role not only in the immediate course of Russian history and history of countries in Eastern Europe and Middle Asia, but also shaped and influenced the flow of events in the whole world history. It was the first revolution in the series of revolutions that followed in the 20th and 21st centuries that shook the world. Some people argue that the consequences and results of the Russian revolution can still be observed and traced back in modern and postmodern history: WWII, the Cold War, Anti-Imperial movements, and it is difficult to disagree with them.¹

The Russian Revolution is dealt with very differently in various parts of the world and in diverse societies. Its role is evaluated differently as well - **positively or negatively**. In Russia, there is no officially approved narrative of 1917 and even the government finds it difficult to take a clear position and form an attitude towards the past revolutionary events. Only in December 2016 did Vladimir Putin authorize to create a committee that would be responsible for organizing a series of activities, events and exhibitions dedicated to commemoration of the events of 1917. Following the rhetoric of the Russian officials about the Color revolutions and the Arab springs, it can be concluded that **any revolution is a tragic and undesirable experiment**.² Nevertheless, Vladimir Putin called for an **honest and deep assessment of those events**.³ Unarguably, the Russian Revolution still causes heated debates not only in Russia, but in other parts of the world as well.

But what is crucial is the fact that it is still of vital importance and should be studied by people around the world, notably because it is **an ideologized issue**. The question is *how should the Russian revolution be studied? What stances and positions should be taken towards it? Should we glorify the Russian Revolution just like the French Revolution, condemn it, or take a neutral position in between?* And, taking into account the diversity and interconnectivity of people around Europe, the conference will also attempt to engage people in a discussion on *how the Russian revolution has influenced history in MY country, hence the home country of each participant: the entwinement of making a common issue more personal and a personal issue more common*.

As far as education is concerned, trends and norms have been changing rapidly in the last twenty years of the new millennium. Schoolchildren read less and less books these days and tend to use more **digital technology** for digging for information, such as computers,

¹ Sputnik. "Flashback to 1917: How the Russian Revolution Changed the World." Sputnik International - Breaking News & Analysis - Radio, Photos, Videos, Infographics. February 25, 2017. Accessed May 15, 2017. <https://sputniknews.com/russia/201702251051038503-russia-revolution-impact/>.

² Matthew Rendle Senior Lecturer in Russian History, University of Exeter. "Why Putin is shy about celebrating the centenary of the Russian revolution." The Conversation. May 10, 2017. Accessed May 15, 2017. <http://theconversation.com/why-putin-is-shy-about-celebrating-the-centenary-of-the-russian-revolution-74394>.

³ "Putin calls for honest assessment of 1917 revolution in Russia." TASS. Accessed May 15, 2017. <http://tass.com/politics/915903>.

smartphones and tablets with internet access. The focus should not be on textbooks or other printed materials anymore, but on **audio-visual materials, museum visits, re-enactments of certain historical events**, etc. This discussion will take place on the 2nd day of the conference. The last topic that will be addressed during the conference, which is of high importance nowadays, is **responsible history teaching**. *How do we teach politicized and ideologized issues, how do we deal with contested heritage and how do we make sense of sensitive past, especially in the current age of military conflicts and political instabilities?*

That is the reason why EUROCLIO in cooperation with St. Petersburg Branch of All-Russian public organization “Association of teachers of History and Social Sciences” and St. Petersburg Academy of In-Service Teachers’ decided to launch this conference, especially coinciding with the centennial of the Russian Revolution. This conference will be unique in the sense that all these questions will be answered to the best of our capabilities, in a shared effort and cooperation between European and Russian history and social sciences teachers. We believe that through blending different perspectives, enhancing dialogues, bridging different historical cultures, sharing expertise and knowledge transfer, we will enrich the comprehension, knowledge and perceptions about the Russian revolution and come to a better understanding of our common history.

General Conference Themes

Revolutions now and then. What's changed? Case study of the revolutions with the example of the Russian Revolution. The digital age of (in)stability: separatist movements, transnational terrorism, political protests and demonstrations.

History educators across Europe teach the Russian Revolution to school students. Through obtaining more information about the context, flow and aftermath of the Russian revolution, as well as a re-assessment of the legacy and consequences, we hope to enhance the perception of this historic event. Moreover, we hope to encourage, enrich and improve the teaching on the topic through sharing the methods, techniques, views and attitudes towards the Russian revolution from a shared European and local Russian perspective. In this sense we hope this conference will offer a fresh perspective on the events that happened 100 years ago. Understanding of the past revolutions will help both the educators and their students to make connections between the past and the present, critically reflect on the past and assess contemporary events, such as current protests, demonstrations and revolutions, with proper analytical and rational skills.

Educational strategies in the digital age of information overflow (digital learning, responsible teaching, interactive education).

On the one hand, teaching history is becoming more and more difficult and challenging in the digital age of information overflow, but on the other hand, the potential for using ICT in teaching history offers numerous opportunities for improvement.⁴ The availability, reachability and accessibility of sources adds to multiperspectivity and plurality in history. However, it is important to not only provide sources, but also teach how to work with them and how to distinguish between a trustworthy and an untrustworthy source. Apart from digital learning and responsible teaching, the conference will cover educational strategies to teaching the Russian revolution in a series of workshops that will include teaching history with the help of visualization techniques (cinematography, documentaries, media and re-enactment), animation, computer games as well as the general use of international online sources.⁵

⁴ Jakub Lorenc, Krzysztof Mrozowski, Klaudia Jasik, Jacek Staniszewski, Andrzej Walczak, 2016. *Innovating History Education for All Needs Assessment*, Warszawa, Educational Research Institute.

⁵ Maren Tribukait, Katharina Baier, Hanna Grzempa, Antigoni Loukovitou, Romana Sijakovic, Nadin Tettschlag, Denis Vuka, 2017, *Digital Learning in European Education Policies and History Curriculum*, IHEA Project, EUROCLIO.

Aims and Objectives

- to encourage the Europe-wide debate on how the Russian revolution influenced both world, European, Russian and other national histories in the course of the 20th and the 21st centuries
- evaluate what lessons can be learned from the case of the Russian revolution in order to make sense of the past revolutions as well as those that are taking place in the most contemporary history (e.g. Velvet Revolutions in the CIS region and the Arab revolutions in the Middle East)
- to compare and contrast views, perceptions and perspectives on the Russian revolution both in Europe and Russia as well as teaching techniques, approaches and strategies to teaching the Russian Revolution in the 21st century
- to facilitate theoretical knowledge exchange in the field of studies of the revolutions
- to explore the teaching techniques, approaches and attitudes of history educators both from Europe and Russia towards the Russian revolutions as well as its influence on the national histories of Europe by spreading the questionnaire and consequent data analysis
- to develop a common understanding of responsible history teaching in the current world dynamic as a bridge for peace, citizenship, human rights and democracy education
- to strengthen the capacity building and professional development of both European and local Russian educators in a multicultural learning environment
- to foster cooperation and networking between European and Russian history teaching associations and individual history educators

Why in Russia, Saint-Petersburg?

The location for holding this conference was quite straightforward – Saint-Petersburg, the city that became the epicenter of the revolutionary events, subsequently renamed Petrograd in 1914, Leningrad in 1924 and returning its original name in 1991 after the dissolution of the Soviet Union.

In this section we would like to present you a couple of places related to the Russian Revolution which will be visited during the conference as a part of the cultural programme.

Winter palace

The Winter palace was built by Francesco Bartolomeo Rastrelli in the course of the 18th century. The Winter palace was the official residence of the Russian monarchs from the middle of the 18th century to 1917. In the years between 1905-1917, the Winter Palace was rarely inhabited by the Russian Imperial family. Following Nicholas II's abdication in favor of his brother, Grand Duke Mikhail Alexandrovich, the palace became the center of political decision-making again when the Provisional Government based itself in the north west corner of the palace, with the Malachite Room being the chief council chamber. Most of the other staterooms were still occupied by the military hospital. The storming of the palace in 1917, as depicted in Soviet paintings and Eisenstein's 1927 film *October*, became an iconic symbol of the Russian Revolution.⁶ Today the restored palace is a part of the Hermitage Museum, one of the oldest and largest art collections in the world.

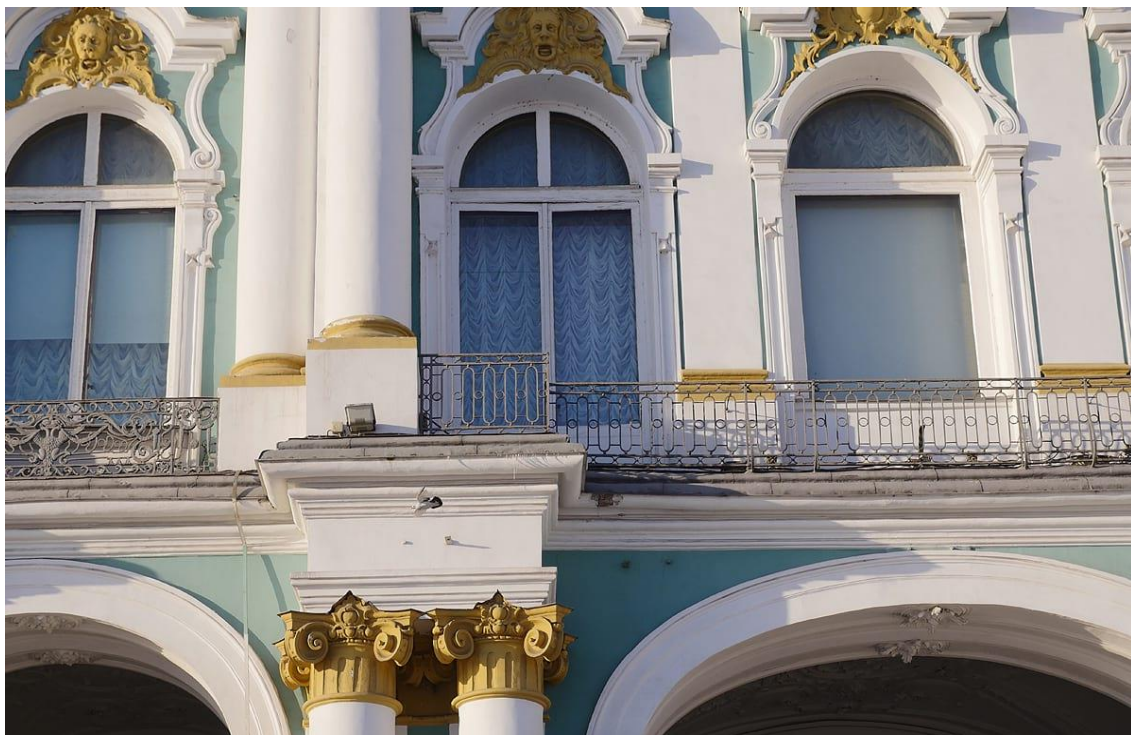
The State Hermitage occupies six magnificent buildings, situated along the embankment of the River Neva, right in the heart of St Petersburg (four others are scattered around the city). The leading role in this unique architectural ensemble is played by the Winter Palace, the residence of the Russian tsars that was built to the design of Francesco Bartolomeo Rastrelli in 1754-62. This ensemble, formed in the 18th and 19th centuries, is extended by the eastern wing of the General Staff building, the Menshikov Palace and the recently constructed Repository.

Put together throughout two and a half centuries, the Hermitage collections of works of art (over 3,000,000 items) present the development of the world culture and art from the Stone Age to the 20th century. Today the Museum is creating its digital self-portrait for a worldwide display. Computer technologies enable the State Hermitage Museum to provide people from all over the world with wider access to information about the Museum and its treasures.

⁶ Read more about the storming of the Winter Palace on <https://www.theguardian.com/world/1917/dec/27/russia.fromthearchive>



Nicholas II in the Winter Palace, 1914. Picture from <https://www.rferl.org/a/footsteps-of-1917-revolution/28311776.html>



The Winter Palace balcony, nowadays. Picture from <https://www.rferl.org/a/footsteps-of-1917-revolution/28311776.html>

Smolny Institute

The building of Smolny Institute was commissioned from its architect, Giacomo Quarenghi, by the Society for Education of Noble Maidens. It was constructed in 1806–1808 to house the Smolny Institute for Noble Maidens, established at the urging of Ivan Betskoy and in accordance with a decree of Catherine II in 1764, borrowing its name from the nearby Smolny Convent. The establishment of the institute was a significant step in making education available for females in Russia. In 1917, the building was the seat of the Petrograd Soviet during the October Revolution. It was Lenin's residence for several months, until the national government was moved to the Moscow Kremlin in March 1918. During the

communist era, the building hosted the communist leaders of Leningrad. After 1991, the Smolny Institute continued serving its cause and was used as the seat of the city mayor (governor after 1996) and city administration in post-Soviet Saint-Petersburg.



Smolny Institute in 1917. Picture from <http://globalromancematch.com/wp-content/uploads/2013/11/schoolmaidens.jpg>



Smolny Institute nowadays. Picture by George Shuklin, Wikipedia

Aurora Cruiser

Aurora Cruiser is a 1900 Russian protected cruiser, currently preserved as a museum ship in Saint Petersburg. Originally, she was made for service in the Pacific together with two other ships from the same line. Aurora Cruiser served during the Russo-Japanese War. One of the first incidents of the October Revolution in Russia took place on the cruiser. At 9.45 p.m on 25 October 1917 (O.S.) a blank shot from her forecandle gun signaled the start of the assault on the Winter Palace, which was to be the symbolic beginning of the storming of the Winter Palace – the seat of the Provisional government at that time. In summer 1918, she was relocated to Kronstadt and placed into reserve. She served during the Civil War in Russia

and her canons were used for armored trains during WWII. From 2013 to 2016, the Aurora was restored again and was made the flagship of the Russian Navy due to her historical and cultural importance.



Aurora Cruiser in 1917. Picture from Wikipedia



Aurora Cruiser, nowadays. Picture from Wikipedia

Nevsky prospekt

Nevsky prospekt (avenue in English) is the central street of Saint-Petersburg. It got its name in 1781 after the Russian national hero Alexander Nevsky, whose surname in return was taken after the Neva river, on which shores Saint-Petersburg was founded. The street is remarkable, not only because of its centrality and symbolic meaning, but because many demonstrations related to the Communist revolution as well as the Bloody Sunday took place right on the Nevsky prospekt.

In October 1918, the street got a new name: the 25th October Avenue to commemorate the first anniversary of the October revolution. In 1944, during the siege of Leningrad, it was decided to give the old name, Nevsky prospekt, back to the street.



Nevsky prospekt. 1915. Picture from <https://www.rferl.org/a/footsteps-of-1917-revolution/28311776.html>



Nevsky prospekt, nowadays. Picture from <https://www.rferl.org/a/footsteps-of-1917revolution/28311776.html>

More interesting places of Saint-Petersburg related to the Russian revolution to visit in your free time:

https://rbth.com/travel/destinations/petersburg/2017/01/20/conquering-st-petersburg-in-two-days-the-revolutionary-atmosphere-in-1917_686028

Conference Thematic Workshops

During the conference, the two general themes are broken down into six unique thematic workshops, where the programme is structured to foster a shared thinking process. The conference will try to answer a series of questions through interactive panels and a varied range of thematic workshops.

Day 1, 27 October

Workshop 1 «Violence and freedom in revolutions».

Role of the army in revolutions, terror, foreign interventions – reflection and remembrance.

Two themes - violence and freedom - have become inseparable notions of any revolution that contradict and supplement each other at the same time. Is it that freedom is not reachable without violence and that too much freedom can lead to violence? Any revolution that is a combination of these two notions is always a threat in the face of crimes, assaults, armed struggles and foreign interventions. How can we avoid violence? If we look at the most contemporary history, how was violence avoided in Czech Republic, but not in Romania? Why was the Russian revolution of 1917 so bloody and cruel, later flowing from a revolution into a civil war, while the collapse of the USSR and the establishment of the Russian Federation in 1991 was smooth and did not involve mass victims? Different historical context, position and situations determined what price the nation was to pay for its freedom.

Workshop 2 «Cultural memory: destroying to the ground or creating a new world».

The Black square and a boy on red horse – cultural symbols and premonition of the revolutionary upheavals. Russian emigrants in Europe in 1920s – an example of cultural migration

How is cultural memory formed nowadays if young people tend to read less and less, and use social media and internet as their main sources of information? How are historical culture and cultural memory formed, apart from family and community influences and formal education? Our cultural history is all around us: street and park names, monuments, museums, shopping malls and train stations. The question is how every day notions and places influence our sense of historicity, shape our historical culture and form cultural memory.

What did culture mean and what does it mean now, in the age of revolutions and wars? How does art help to heal and become a national remedy? How do violence and crimes cherish culture and art, and become their inspiration? This workshop will attempt to tell the story of how violence, freedom and culture were intertwined and interconnected in the Russian Revolution.

Workshop 3 «Personality and masses in revolutions. Great events through the prism of daily life». What are the limits of personality influence in the revolutions? What are the myths created about them?

Revolutions, just like any other significant historical event, involve masses and personalities. We remember personalities in the Russian revolution, the key figures such as Vladimir Lenin and Leon Trotsky, and very often common people that actually made the core of the revolutionary activities are excluded and simply forgotten. The questions that this workshop will discuss are whether we can speak of heroes and antiheroes among the personalities involved in the revolutions and where are the boundaries of their involvement and influence on the flow of events? What did ordinary people mean for the revolution?

Day 2, 28 October

Workshop 1 “History visualization as an information source for history learning”. Teaching to analyze documentary, publicist and fiction films, home video and mass-media

In this workshop, that is more practical and skill-oriented, there will be a focus on the use of visuals in history teaching, namely watching documentaries, publicist and fiction films as well as home chronicles and mass media visuals such as photographs and journalist videos. What is the most efficient way to work with a primary or secondary source like that? How to choose a source, use it for analysis and take the most out of it?

Theatrical and role play re-enactment of a certain historical event, be it in the form of a dialogue or an imposing performance, is becoming a common practice in many classrooms these days. How do we reconstruct a certain historical event? Is it based on the knowledge from within and without, so that we can call reconstruction not only a method, but see it as a result of the construction of influences and perceptions through history learning that takes place at home, school, in mass media, in the streets.

Workshop 2 “Animation and counterfactual history: cartoons and computer games in history teaching at school”

In the 21st century schoolchildren tend to spend more time in front of a computer than reading a book. There is an urgent need to address this trend and adapt to the constantly changing teaching and learning environments. The discussion that will be set up by this workshop includes consideration of how computer animation, such as cartoons and computer games, can affect history teaching and learning. Certain examples of such cartoons and computer games will be presented and discussed as well as teaching techniques and methods to the use of such sources during in-class and out-of-class learning.

Workshop 3 “Usage of online international sources in history teaching – the case of Historiana”

Historiana, EUROCLIO’s initiative for cross border history education will develop a common unit on the Russian Revolution in 2017. One of the interesting perspectives that educators will be able to use in this unit is to see how at the time of the Russian Revolution in many different countries there were so many different perspectives in the way that the revolution was reported on. Collecting reports from that time from 20 to 30 countries will be a great benefit to multiperspectivity of the unit under development. Prior to the conference,

participants are encouraged to already collect their materials and to share and identify cross cutting themes and connections during this workshop.

The deadline for submitting a workshop presentation is Fall 2017.

Conference Outcomes

- Increased participation, dialogue and knowledge transfer in European Community of History Educators
- Improved English-language competence through facilitated and engaged dialogues
- Raised awareness of cultures and identities through reflection on the teaching of history (Russian Revolution) across Europe and Russia
- Access to new partnerships, including schools, local, regional, national and international educational authorities and institutes in Russia
- Recognition of developed competences in history education through lifelong learning in the international context
- Access to innovative history education tools from across Europe with a focus on education for democratic citizenship
- To transform the shared experiences of integrated and cross-border history education in diverse societies into tangible guidelines for educators and policy-makers
- Understanding the challenges related to dealing with sensitive issues in history
- Conference report for wider dissemination, including educational resources, and academic papers.

About Conference Organizers

St. Petersburg Branch of All-Russian public organization “Association of teachers of History and Social Sciences”

<http://school.historians.ru/> - general website

http://school.historians.ru/?page_id=1684 - regional sub-page

St. Petersburg Branch of All-Russian public organization “Association of teachers of History and Social Sciences” is a regional branch of the All-Russian public organization Association of teachers of History and Social Sciences that connects not only history and social sciences teachers across Russia, but ensures cooperation with European and Asian colleagues.

EUROCLIO – European Association of History Educators

<http://euroclio.eu>

EUROCLIO - European Association of History Educators is an umbrella association of more than seventy history, heritage, and citizenship educators' associations and other organizations active in the field. The organization was established in 1992 on request of the Council of Europe. A special focus has been on countries in political transformation and in particular those with inter-ethnic and inter-religious tensions such as Bulgaria, Estonia, Latvia, Romania, Russia and Ukraine. It also worked in regions that have experienced recent violent conflicts such as Former Yugoslavia, Cyprus, Lebanon and the Caucasus. The work has brought together hundreds of historians and history educators to share experiences, to implement innovative learning about the past, discussing also sensitive and controversial issues and therefore creating new and inclusive historical narratives.

St. Petersburg Academy of In-Service Teachers' Training

<http://www.spbappo.ru/>

St. Petersburg Academy of In-Service Teachers' Training is a scientific and methodological center of Russia and Europe in the field of additional professional pedagogical education, comprehensively solving the tasks of improving the qualification, training, retraining of teaching staff, fundamental and practice-oriented research in the field of education.



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Additional Reading Online and in the Media

The centenary of the Russian Revolution has attracted attention not only in Russia but also in international media and internet sources around the world. EUROCLIO has been following the media and herewith would like to present some links that we have come across so far online to suggest different perspectives on the Russian Revolution.

The given links do not necessarily represent or reflect EUROCLIO's position and are suggested merely to offer a multiplicity of perspectives and opinions in the media, and to activate brainstorming for the conference. If you encounter more interesting links and/or sources, do not hesitate to share them with us and other (prospective) participants in Saint-Petersburg Conference Facebook Group!

Russian Revolution and Women

The women's protest that sparked the Russian Revolution

<https://www.theguardian.com/world/2017/mar/08/womens-protest-sparked-russian-revolution-international-womens-day>

The Women Warriors of the Russian Revolution

<http://www.smithsonianmag.com/history/women-warriors-russian-revolution-180963067/>

Remembering the women of the Russian Revolution

<http://www.peoplesworld.org/article/remembering-the-women-of-the-russian-revolution/>

Russian Revolution and Art

We cannot celebrate revolutionary Russian art – it is brutal propaganda

<https://www.theguardian.com/artanddesign/jonathanjonesblog/2017/feb/01/revolutionary-russian-art-brutal-propaganda-royal-academy>

Rebels and realists: the art of survival in post-revolutionary Russia

<https://www.theguardian.com/artanddesign/2017/feb/03/rebels-and-realists-the-art-of-survival-in-post-revolutionary-russia>

The Russian Revolution, as painted by children

<https://www.rferl.org/a/russian-revolution-children-art/28444776.html>

The Royal Academy's epic Russian Revolution retrospective is more than just a history lesson

<http://www.telegraph.co.uk/art/what-to-see/royal-academys-epic-russian-revolution-retrospective-just-history/>

Russian Revolution and the Contemporary events

Want to understand what Trump and Bannon are up to? Look to the Russian Revolution of 1917

<https://qz.com/898053/want-to-understand-what-trump-and-bannon-are-up-to-look-to-the-russian-revolution-of-1917/>

Why does the Russian revolution matter?

<https://www.theguardian.com/books/2017/may/06/russian-revolution-matter-china-mieville>

Flashback to 1917: How the Russian Revolution Changed the World

<https://sputniknews.com/russia/201702251051038503-russia-revolution-impact/>

Russian Revolution: An awkward moment for Putin 100 years on

<http://edition.cnn.com/2017/03/08/europe/russian-revolution-100-years-putin/>

Other Sources on Russian Revolution

<https://1917resources.aseees.hcommons.org/>

1917: Digital Resources on the Russian Revolution seeks to provide students, educators, and the general public a central place for online resources on the Russian Revolution, 1917. This resource site includes links to online texts, images, video, films, and audio pertaining to the Revolution.

The site was created and sponsored by the Association for Slavic, East European, & Eurasian Studies to commemorate the centennial of the Russian Revolution and promote its multilayered history, legacies and memory.

<https://project1917.com/?mobile>

“1917. Free History” is a project that enables participants to find out about the history of 1917 from those who lived during this defining moment of twentieth century history. The project consists entirely of primary sources. It includes not a trace of invention. All the texts used are taken from genuine documents written by historical figures: letters, memoirs, diaries and other documents of the period. “1917. Free History” is like a series, but in the form of a social network. Every day, when you go onto the site, you will find out what happened exactly one hundred years ago: what various people were thinking about and what happened to each of them in this eventful year. You may not fast-forward into the future, but must follow events as they happen in real time. “1917. Free History” is a way of bringing the past to life and bringing it closer to the present day. It is a way of understanding what the year 1917 was like for those who lived in Russia and in other countries. We have scoured archives and storerooms for texts, photographs and videos, many of which have never seen the light of day before.

The project is the work of a team of journalists, experts, designers, animators and illustrators.

Alpha History: <http://alphahistory.com/russianrevolution/russian-revolution-documents/>
Marxists Internet Archive: <https://www.marxists.org/history/ussr/events/revolution/>

Two websites, one is Alpha History Foundation that provides a large thematic framework of primary sources on the Russian revolution in English. Another website, from the Marxists internet archive, contains primary sources like contemporaries' accounts of the revolution, transcriptions of speeches as well as short biographies of leading characters in the revolution and the timeframe of the significant events.