

**Eurr 4205/5205 and Hist 4607/5607
Imperial Russia and the Russian Revolution**

Tues 14:35-17:25, 3110 Richcraft Hall

Professor Jeff Sahadeo
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Office Hours: Friday 1-3 or by appointment

Winter 2017
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Objectives: Content

This course will analyze fundamental political, social, and cultural changes across the Russian Empire from the sixteenth century to the Russian revolution. The course will trace the tsars' efforts to shape ever-expanding territories, while focusing on the diversity of social and cultural life in the capital and beyond. We will investigate the nature of power, evolutions in identity and society as well as the richness of daily life. The question as to the extent to which Russia was a European state or empire will also provide a focus for debate. We will discuss debates among historians, and the people of the time, as to the legitimacy, vitality and (in)equality of the tsarist system.

Objectives: Skills

This course seeks to develop skills that will assist students either in further academic pursuits or at the early stages of their careers. Included among these are critical thinking; public speaking (oral participation/ reports); ability to write concise, focused papers (short writing assignments); ability to conduct and integrate secondary research (long writing assignment). We will also do small group work (project management). We will discuss over the semester how to leverage classroom skills on the job/ academic markets.

Readings

Readings will be available through the library reserve or CULearn; details to follow.

*Those unfamiliar with the basic background of Russian history may want to consider a basic background text, such as recent editions of Paul Dukes, *A History of Russia* or Nicholas Riasanovsky and Mark Steinberg, *A History of Russia*.

Requirements and Grading

Undergraduate Students

Oral Participation: 25%

Three Critical Analysis Papers (3-4 pp; ~1000 words): 3x 10%= 30%

Proposal and Bibliography for Major Written Assignment (2 pp; ~500 words) (due **Feb 23, by email**): 10%

Major Written Assignment (10-12 pp; ~3000 words) (due **April 7**; no late papers permitted): 35%

Graduate Students

Oral Participation: 25%

Oral Report: 10%

Four Critical Analysis Papers (3-4 pp; ~1000 words): 4x 7.5%= 30%

Proposal and Bibliography for Major Written Assignment (2 pp; ~500 words) (due **Feb 23, by email**): 10%

Major Written Assignment (15pp; ~4000 words) (due **April 21**; no late papers permitted): 25%

Students will be graded on in-class participation and written assignments. Active and consistent class participation is VITAL to succeeding in this class. Questions or comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks. **Graduate students will, and undergraduate students may, give one 10 minute oral report**, on a topic selected in conjunction with the instructor, related to the themes of the week. **Attendance is mandatory**: penalties for not attending (without medical documentation) are: 1 absence= 15% deduction from *entire* participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction from participation grade. **Each late arrival will cost 25% of that day's attendance/ participation grade for every 15 minutes late**. Ringing cellphones, note passing, under (or over) the table texting and other disruptions will also result in deductions.

Note: NO LAPTOPS/ TABLETS/ SMARTPHONES OR OTHER SIMILAR DEVICES will be allowed in class, except as needed during oral reports.

Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that: (i) displays knowledge of the subject; (ii) contributes to the flow of conversation; (iii) shows knowledge of the readings; (iv) offers critical analysis of the readings and subject

The critical analysis papers will discuss selections from **more than one, but not necessarily all** the required readings for the week. The papers will engage authors' arguments and pinpoint major issues within a selected theme. Examples are posted on the CULearn site. Papers will be due the day of class discussion, or one week later; in the latter case, the student will not receive credit for ideas engaged in class. One of these papers must be handed in on or before **January 31**; the second on or before **February 14**; the third (for 5000-level) by **March 7**; the fourth (for 5000 level) and the third (for 4000 level) by **March 28**. **Late penalties= 1 letter grade (i.e. A- to B+) per day late.**

The major written assignment may take one of a number of forms. Students may write a "traditional" research paper. This can be based on primary sources (most likely in translation) or secondary sources (in this case, you are expected to engage the historiography of the issue). There are two other (and preferred—especially for graduate student) variants. The first is to write an introduction to a primary source (novel, memoir) that contextualizes the work in a scholarly fashion. The second is to write a book review in the *New York Review of Books* style on 2 or 3 primary or secondary sources. You will receive further details on the major written assignments in mid-late January.

*Assignments sent electronically to the instructor or Institute without prior permission will not be accepted. It is not acceptable to hand in the same assignment for two or more courses. To obtain credit in a course, students must meet **all** course requirements for attendance and term work*

Class Schedule

(I reserve the right to make minor changes to the schedule/ readings over the course of the semester.)
(note: readings with ** are primary source readings)

Jan 10: Introduction

Charles J. Halperin, *Russia and the Golden Horde: The Mongol Impact on Medieval Russian History* (1987), 1-9

Robert E. Crummey, "Ivan IV: Reformer of Tyrant" in Daniel H. Kaiser and Gary M. Marker, eds. *Reinterpreting Russian History: Readings, 860s-1860s* (1994), 158-63

Jan 17: Russia before Peter

Eve Levin, "Muscovy and Its Mythologies: Pre-Petrine History in the Last Decade" *Kritika: Explorations in Russian and Eurasian History* 12, no. 4 (2011): 773-788

Matthew Romaniello, "Ethnicity as Social Rank: Governance, Law and Empire in Muscovite Russia" *Nationalities Papers* 34, no. 4 (2006): 447-469

Richard Hellie, "Thoughts on the Absence of Elite Resistance in Muscovy" *Kritika* 1, no. 1 (2000): 5-20

Russell E. Martin, "Gifts for the Bride: Dowries, Diplomacy and Marriage Politics in Muscovy" *Journal of Medieval and Early Modern Studies* 38, no. 1 (2008): 119-45

Valerie Kivelson, "Male Witches and Gendered Categories in Seventeenth-Century Russia" *Comparative Studies in Society and History* 45, no. 3 (2003): 606-32

Jan 24: Peter the Great and after

M.S. Anderson, "Peter the Man: Character and Personality" In *Peter the Great Transforms Russia* ed. James Cracraft (1991), 219-30

Evgenii K. Akelev and Leann Wilson, "The Barber of All Russia: Lawmaking, Resistance and Mutual Adaptation during Peter the Great's Cultural Reforms" *Kritika* 17, no. 2 (2016): 241-275

Paul R. Keenan, "Card-Playing and Gambling in Eighteenth Century Russia" *European History Quarterly* 42, no. 3 (2012): 385-403

Tracy Nichols Busch, "Connecting an Empire: Eighteenth-Century Russian Roads, from Peter to Catherine" *Journal of Transport History* 29, 2 (2008): 240-258

Paul Keenan, "The Summer Gardens in the Social Life of St. Petersburg, 1725-1762" *Slavonic and East European Review* 88, nos. 1-2 (2010): 134-155

Jan 31: Catherine the Great

Isabel de Madariaga, "Catherine as Woman and Ruler" In *Major Problems in the History of Imperial Russia* ed. James Cracraft (1994), 167-79

Graham Clure, "Rousseau, Diderot and the Spirit of Catherine the Great's Reforms" *History of European Ideas* 41, no. 7 (2015): 883-908

Katia Dianina, "Art and Authority: The Hermitage of Catherine the Great" *Russian Review* 63, no. 4 (2004): 630-54

Andreas Schonle, "Garden of the Empire: Catherine's Appropriation of the Crimea" *Slavic Review* 60, no. 1 (2001): 1-23

Aljona Brewer, "The Perceptions of Law, Justice and a 'Just Authority' in the Petitions of Russian Peasants in the Second Half of the Eighteenth Century" *Cahiers du Monde Russe* 53, no. 1 (2012): 41-64

Feb 7: Alexander I

Donald Ostrowski, "The End of Muscovy: The Case for 1800" *Slavic Review* 69, no. 2 (2010): 426-38

Richard Wortman, "The Angel on the Throne" in *Scenarios of Power: Myth and Ceremony in Russian Monarchy* (abridged, 2006), 98-119

William Nestor, "Why Did Napoleon Do It?: Hubris, Security Dilemmas, Brinkmanship and the 1812 Russian Campaign" *Diplomacy and Statecraft* 24, no. 3 (2013): 353-64

Susan P. McCaffray, "Ordering the Tsar's Household: Winter Palace Servants in Nineteenth-Century St. Petersburg" *Russian Review* 73, no. 1 (2014): 64-82

Feb 14: Eighteenth-Nineteenth Century Society and Culture

John W. Randolph, "The Singing Coachman, or the Road and Russia's Ethnographic Invention in Early Modern Times" *Journal of Early Modern History* 11, no. 1-2 (2007): 33-61

- Daniel Kaiser, "Icons and Private Devotion among Eighteenth-Century Moscow Townsfolk" *Journal of Social History* 48, no. 1 (2011): 125-47
- Alexander M. Martin, "Sewage and the City: Filth, Smell and Representations of Urban Life in Moscow, 1770-1880" *Russian Review* 67, no. 2 (2008): 243-74
- Alison Smith, "Eating out in Imperial Russia before the Great Reforms" *Slavic Review* 65, no. 4 (2006): 747-68

Feb 21: No Class—Reading Week

Feb 28: Nation

- Hubertus F. Jahn, "'Us:' Russians on Russianness" In *National Identity in Russian Culture: An Introduction*, ed. Simon Franklin and Emma Widdis (2004), 53-73
- Richard Wortman, "Epitomes of the Nation" in *Scenarios of Power: Myth and Ceremony in Russian Monarchy* (abridged, 2006), 142-165
- Faith Hillis, *Children of Rus: Right-Bank Ukraine and the Invention of a Russian Nation* (2013): 21-57
- **Peter Chaadaev, "First Philosophical Letter: Letters on the Philosophy of History" in Marc Raeff, ed., *Russian Intellectual History: An Anthology*, 159-173 **READ: 162-8**
- **"Belinskii's Letter to Gogol, July 15, 1847" Basil Dmytryshyn, ed., *Imperial Russia: A Source Book 1700-1917*, 184-192
- **Nikolai Danilevsky, "The Slav Role in World Civilization" Thomas Riha, ed., *Readings in Russian Civilization*, 383-9

Mar 7: The Great Reforms and Russian Upper/ Middle Classes in the late 19th century

- Richard Wortman, "Rule by Sentiment: Alexander II's Journeys through the Russian Empire" *American Historical Review*, 95, no. 3 (1990): 745-771
- Larissa Zakharova, "Autocracy and the Reforms of 1861-74 in Russia: Choosing Paths of Development" *Russia's Great Reforms, 1855-1881* ed. Ben Eklof et. al, 19-39
- David Moon, *The Abolition of Serfdom in Russia, 1762-1907* (2001), 110-20
- **The Political Debates (1856-61) *Reinterpreting Russian History: Readings, 860s-1860s* ed. Daniel H Kaiser and Gary Marker (1994), 430-2
- **Alexander II's Manifesto Emancipating the Serfs, 1861, in Cracraft, ed., 340-344
- Victoria Frede, "Radicals and Feelings: The 1860s" in *Interpreting Emotions in Russia and Eastern Europe* ed. Mark Steinberg and Valeria Sobol (2011), 82-101
- ** Manifesto of Alexander II Affirming Autocracy, 1881, in Cracraft, ed., 389
- **Constantine Pobedonostsev Attacks Democracy, 1896, in Cracraft. ed., 390-7
- Joan Neuberger, "Culture Besieged: Hooliganism and Futurism" In *Cultures in Flux: Lower-Class Values, Practices, and Resistance in Late Imperial Russia* ed. Stephen Frank and Mark Steinberg, (1994), 185-204

Mar 14: The Russian Lower Classes and Society in the late 19th century

- Stephen L Hoch, "The Peasant Commune" in Kaiser and Marker, eds., 297-303
- Leonid Heretz, *Russia on the Eve of Modernity: Popular Religion and Traditional Culture under the Last Tsars* (2008), 119-129
- **Petitions from Peasants, in Gregory Freeze, ed., *From Supplication to Revolution: A Documentary History of Imperial Russia*, 170-9
- **Olga Semyonovna Tian-Shanskaia, *Village Life in Late Tsarist Russia* (reprinted 1993), 6-10, 20-21, 50-61

Daniel Field, "Peasants and Propagandists in the Russian Movement to the People of 1874," *Journal of Modern History*, 59, no. 3 (1987): 415-438

Barbara Alpern Engel, *Between the Fields and the City: Women, Work, and Family in Russia, 1861-1914* (1995) 64-99

Mar 21: On the Edges of Empire

Mark Bassin, "Russia between Europe and Asia: The Ideological Construction of Geographical Space" *Slavic Review* 50:1 (1991) 1-17

Thomas M. Barrett, "The Remaking of the Lion of Dagestan: Shamil in Captivity" *Russian Review* (July 1994), 352-66

**The Gorchakov Circular on Russia's Mission in Central Asia, 1864, in Cracraft, ed., 410-11

Jeff Sahadeo, "Epidemic and Empire: Ethnicity, Class, and 'Civilization' in the 1892 Tashkent Cholera Riot" *Slavic Review*, 64, no. 1 (2005): 117-39.

Adeeb Khalid, "Representations of Russia in Central Asian Jadid Discourse" *Russia's Orient: Imperial Borderlands and Peoples, 1700-1917* ed. Daniel Brower and Edward Lazzerini (1997): 188-202

Daniel Brower, *Turkestan and the Fate of the Russian Empire* (2003), 153-175

Mar 28: Twilight of Tsarism

**Society in Revolution, 1905-6, Gregory Freeze, ed., *From Supplication to Revolution: A Documentary Social History of Imperial Russia*, 240-1, 278-280

Laura Engelstein, *The Keys to Happiness: Sex and the Search for Modernity in Fin-de-Siècle Russia* (1992) 232-53

Mark D. Steinberg, "Black Masks: Appearance, Spectacle, and Knowledge on the Streets of the Modern City: St. Petersburg, 1906-1916" (unpublished ms)

**A.I. Guchkov Warns of Impending Disaster, 1913 in Cracraft.ed., 634-43

**V.I. Lenin, (excerpts of) "What is to be Done" *A Documentary History of Communism in Russia: From Lenin to Gorbachev* ed. Robert V. Daniels (1993), 7-13

Hubertus Jahn, "For Tsar or Fatherland: Russian Popular Culture and the First World War" In *Cultures in Flux*, ed. Steinberg (1994), 131-46

William G. Rosenberg, "Russian Military Censorship and the Configuration of Feeling in World War I" *American Historical Review* 119, no. 3 (2014): 714-40

April 4: Revolution

I. Debates

Richard Pipes, *Russian under the Bolshevik Regime* (1994) 490-511 **AND/ OR** Ronald G. Suny, "Toward a Social History of the Russian Revolution" *American Historical Review* 88, no. 1 (1983) 31-52

II. New Directions

Orlando Figes and Boris Kolonitskii, *Interpreting the Russian Revolution: The Language and Symbols of 1917* (1999) 9-38, 57-60

III. Primary Documents on Revolution

**Mark Steinberg, *Voices of Revolution in Russia, 1917* (2001) 85-91, 98, 120-1, 207-14, 230-2, 291-2

**documents at Seventeen Moments in Soviet History: <http://soviethistory.msu.edu/1917-2/>

Blogs

<http://russianhistoryblog.org/>

Journals

Slavic Review

Russian Review
Kritika: Explorations in Russian and Eurasian History
Slavonic and East European Review
Ab Imperio
Religion, State, and Society
Revolutionary Russia
Nationalities Papers
Canadian Slavonic Papers
Europe-Asia Studies
Cahiers du Monde russe

Databases

Historical Abstracts, J-stor, Social Science Fulltext

Academic Accommodations:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism:

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own”. This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. Late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to EURUS website is the official course outline.