Eurr 4305/5305 and Hist 4607
Imperial Russia and the Russian Revolution

Thurs. 14:35-17:25, 3220 Richcraft Hall

Professor Jeff Sahadeo
Office: 3305 Richcraft Hall
Office Hours: Friday 1-3 or by appointment
Winter 2019
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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 Revolutions of 1917. 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 on the extent to which Russia was a European state or empire will also provide a focus for discussion. We will consider 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 or perform other experiential learning tasks (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 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): 3 x 10% = 30%
Proposal and Bibliography for Major Assignment (2 pp; ~500 words) (due Feb 25, on CULearn): 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): 4 x 7.5% = 30%
Proposal and Bibliography for Major Assignment (2 pp; ~500 words) (due Feb 25, 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 CULearn. 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 can write a “traditional” research paper. This will 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 other (and preferred—especially for graduate student) variants. One is to write an introduction to a primary source (novel, memoir) that contextualizes the work in a scholarly fashion. Another is to write a book review in the *New York Review of Books* style on 2 or 3 primary or secondary sources. Guides to proposed museum exhibitions, proposals for historical monuments/ theme parks and multimedia/ online projects are also possible projects.

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**
Reinterpreting Russian History: Readings, 860s-1860s (1994), 158-63

Jan 17: Russia before Peter
Richard Hellie, “Thoughts on the Absence of Elite Resistance in Muscovy” Kritika 1, no. 1 (2000): 5-20

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

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

Feb 7: Alexander I
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

Feb 14: Eighteenth-Nineteenth Century Society and Culture
Alison Smith, “Eating out in Imperial Russia before the Great Reforms” Slavic Review 65, no. 4 (2006): 747-68
Igor Fedukin, “Sex in the City that Peter Built: The Demimonde and Sociability in mid-Nineteenth Century St. Petersburg” Slavic Review 76, no. 4 (2017): 907-930

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
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
**“Belinski’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
David Moon, The Abolition of Serfdom in Russia, 1762-1907 (2001), 110-20
**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


Mar 21: On the Edges of Empire


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


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


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


April 4: Revolution

I. Debates


III. Primary Documents on Revolution


**documents at Seventeen Moments in Soviet History: [http://soviethistory.msu.edu/1917-2/](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 ACCOMMODATION

Requests for Academic Accommodation
You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities
If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.caPMC
Survivors of Sexual Violence
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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.

All suspicions of plagiarism will be dealt with according the Carleton’s Academic Integrity Policy (http://carleton.ca/studentaffairs/academic-integrity/). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. 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. If permitted in the course outline, late assignments may be submitted to the drop box in
the corridor outside room 3305 Richcraft Hall. 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:

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<th>Percentage</th>
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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.