

## DRAFT ONLY

### **Eurr 4203/5203 and Hist 4603/5603 Imperial and Soviet Russia Thurs 8:35-11:25, 240 Paterson Hall**

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

Winter 2016  
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#### **Objectives: Content**

This course will analyze fundamental political, social, and cultural changes across the Russian Empire and the Union of Soviet Socialist Republics in the nineteenth and twentieth centuries. We will examine power, foundations of empire and nation, social issues of class and gender, and everyday life.

We begin as the tsars' hold over the empire weakens, with successors unable to recall the authority of Peter and Catherine the Great. Intellectuals who feel Russia has become a "backward" land compared to the rest of Europe; non-Russian peoples chafing under imperial rule; workers and peasants toiling in poverty; women seeking to overturn male domination: all rose to challenge, and eventually overthrow, the regime. We will then dissect the Soviet Union, and its balance of social classes, gender, power and empire. We will question interpretations of "totalitarianism," and consider the dynamic of resistance and accommodation between state and society. In the end, many citizens resent the passing of the USSR, which provided measures of stability and social support following the Second World War.

#### **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.

#### **Required Texts**

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 Robert Service, *A History of Modern Russia*, Paul Dukes, *A History of Russia*, Nicholas Riasanovsky and Mark Steinberg, *A History of Russia* or John Thompson *A Vision Unfulfilled* or *Russia and the Soviet Union*.

#### **Requirements and Grading**

##### Undergraduate Students

Oral Participation: 25%

Critical Analysis Papers (3 x 3 pp): 30%

Proposal and Bibliography for Major Written Assignment (1-2 pp) (due **Feb 23, by email**): 10%

Major Written Assignment (10 pp) (due **April 7**; no late papers permitted): 35%

##### Graduate Students

Oral Participation: 25%

Oral Report: 10%

Critical Analysis Papers (4 x 3 pp): 30%

Proposal and Bibliography for Major Written Assignment (1-2 pp) (due **Feb 23, by email**): 10%

Major Written Assignment (12 pp) (due **April 21**; no late papers permitted): 25%

## DRAFT ONLY

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 5-10 minute oral report, on a topic of your choice, using supplementary readings; the report may be related to your major assignment. **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.

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 3 page critical analysis papers will discuss selections (more than one, but not necessarily all articles) from the required readings for the week. The papers will engage authors' arguments and pinpoint major issues within a selected theme. 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 **February 4**; the second on or before **February 25**; the third (for 5000-level) by **March 17**; the fourth (for 5000 level) and the third (for 4000 level) by **March 31**. **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.

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

*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 the course requirements for attendance, term work, and examinations*

### **Class Schedule**

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

#### **Jan 7: Introduction**

Background discussion: Legacies of the Muscovite and the Early Imperial Periods  
Marc Raeff, *Understanding Imperial Russia: State and Society in the Old Regime* (1984), 147-71  
For those unfamiliar with Russian history, read Dukes' *History of Russia* or another survey text.

## DRAFT ONLY

### Jan 14: Tsar, Nation, and Empire in the Early Nineteenth Century: Stasis or Change?

- Richard Wortman, *Scenarios of Power: Myth and Ceremony in Russian Monarchy v. 1* (1995), 169-70, 297-332
- 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 Stites, “On the Dance Floor: Royal Power, Class, and Nationality in Servile Russia” in *Space, Place and Power in Modern Russia: Essays on the New Spatial History* ed. Mark Bassin et. al. (2010), 100-118
- \*\*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
- Thomas M. Barrett, “The Remaking of the Lion of Dagestan: Shamil in Captivity” *Russian Review* (July 1994), 352-66

### Jan 21: The Great Reforms and Russian Upper/ Middle Classes in the late 19<sup>th</sup> 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.
- Philip Pomper, *The Russian Revolutionary Intelligentsia*, 148-58
- Richard Pipes, “Towards the Police State” in Cracraft, ed., 362-9
- \*\* Manifesto of Alexander II Affirming Autocracy, 1881, in Cracraft, ed., 389
- \*\*Constantine Pobedonostsev Attacks Democracy, 1896, in Cracraft. ed., 390-7

### Jan 28: The Russian Lower Classes and Society in the late 19<sup>th</sup> century

#### I. Rural Russia

- 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

#### II. Transitions

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

#### III. Urban Russia

- 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

## DRAFT ONLY

### **Feb 4: On the Edges of Empire**

#### I. Russia and Eurasia

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

Dietrich Geyer, *Russian Imperialism: The Interaction of Domestic and Foreign Policy, 1860-1914* (1987), 64-5 (65-85 optional), 86-100

#### II. The Tsarist Conquest of Central Asia

\*\*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 Lazzarini (1997): 188-202

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

### **Feb 11: 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

### **Feb 18: Winter Break Week**

**\*Note: For those unfamiliar with the early revolutionary era, an excellent background reference work is Sheila Fitzpatrick, *The Russian Revolution, 1917-32***

### **Feb. 25: Revolution and the 1920s**

#### 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

#### IV. Civil War and the New Economic Policy

Sheila Fitzpatrick, "The Civil War as a Formative Experience" in Abbott Gleason et. al. eds, *Bolshevik Culture* (1985) 57-76

Diane Koenker, "Men against Women on the Shop Floor in Early Soviet Russia: Gender and Class in the Socialist Workplace," *American Historical Review*, vol. 100, no. 5 (December 1995), 1438-64

\*\*Innokenty Zhukov, "Voyage of the Red Star Pioneer Workers to Wonderland" *Mass Culture in Soviet Russia*, ed. James Von Geldern and Richard Stites, 90-112 (and anecdotes, 118-9)

## DRAFT ONLY

### Mar 3: Stalin and the “Great Turn”

#### I. The Politics of the “Great Turn”

Sheila Fitzpatrick, “Cultural Revolution as Class War” *The Cultural Front: Power and Culture in Revolutionary Russia* (1992), **READ** 115-8, 125-9

#### II. Industry

Stephen Kotkin, “Coercion and Identity: Workers’ Lives in Stalin’s Showcase City” In Lewis Siegelbaum et. al., eds. *Making Workers Soviet: Power, Class, Identity* (1994) **READ** 274-303

Paul Josephson, “Technology and the Conquest of the Soviet Arctic” *Russian Review* 70, no. 3 (2011): 419-39

#### III. The Countryside

Kate Brown, *A Biography of No Place: From Ethnic Borderland to Soviet Hinterland* (2004), 92-117

Hiroaki Kuromiya, “The Soviet Famine of 1932-33 Reconsidered” *Europe-Asia Studies* 60 no. 4 (2008):

663-675 **AND/ OR** David Marples, “Ethnic Issues in the Famine of 1932-33 in Ukraine” *Europe-Asia Studies* 61, no. 3 (2009): 505-518

#### IV. The Everyday

Sheila Fitzpatrick, *Everyday Stalinism* (1999) 40-66

#### V. OPTIONAL Primary

\*\*Valentine Kataev, *Time, Forward!* (1932, reprinted 1995), 1-14

### Mar 10: Terror and Stalin

#### I. Stalin

Robert McNeal, *Stalin: Man and Ruler* (1987), 165-8, 181-3, 227-30, 312-6

Robert Conquest, *Great Terror: A Reassessment* (1990), 53-70 (endnotes 495-7)

Alfred J. Rieber, “Stalin, Man of the Borderlands” *American Historical Review* 106, no. 5 (2001): **READ** 1661-3, 1677-81

#### II. Towards Terror

Sheila Fitzpatrick, *Everyday Stalinism*, 89-106

Gabor Rittersporn “The Omnipresent Conspiracy” in J. Arch Getty and Roberta Manning, eds. *Stalinist Terror: New Perspectives* (1992) 99-115

Peter Whitewood, “The Purge of the Red Army and Soviet Mass Operations, 1937-38” *Slavonic and East European Review* 93, no. 2 (2015): 286-314

Fitzpatrick, *Everyday Stalinism*, 190-217

\*\*“NKVD Operational Order” Getty and Naumov, *The Road to Terror*, 473-80

### Mar 17: World War II to Khrushchev

#### I. World War II

Kate Brown, *A Biography of No Place: From Ethnic Borderland to Soviet Hinterland* (2004), 192-225

Catherine Merridale, *Ivan’s War: Life and Death in the Red Army, 1939-1945* (2006), 153-186

#### II. Late Stalin and Early Khrushchev Periods

Mark Edele, “More Than Just Stalinists: The Political Sentiments of Victors, 1945-1953,” in *Late Stalinist Russia: Society between Reconstruction and Reinvention*, ed. Juliane Fürst (2006), 167-191

\*\*Nikita Khrushchev’s “Secret Speech” to the 20<sup>th</sup> Party Congress, 1956, Suny, ed. *The Structure of Soviet History: Essays and Documents* (2003), 340-50

Miriam Dobson, “The Post-Stalin Era: Destalinization, Daily Life and Dissent” *Kritika* 12, no. 4 (2011): 905-24

### Mar 24: The Late Soviet Union

Austin Jersild, “The Soviet State as Imperial Scavenger: ‘Catch up and Surpass’ in the Transnational Socialist Bloc, 1950-1960” *American Historical Review* 116, no. 1 (2011): 109-132

## DRAFT ONLY

- Oleg Khlevniuk and Simon Belokowsky, "The Gulag and non-Gulag as One Interrelated Whole" *Kritika* 16, no. 3 (2015): 479-498
- Susan E. Reid, "Cold War in the Kitchen: Gender and the De-Stalinization of Consumer Taste in the Soviet Union under Khrushchev" *Slavic Review* 61 no. 2 (2002): **READ** 223-52
- Kristin Roth-Ey, "Finding a Home for Television in the USSR, 1950-1970" *Slavic Review*, 66 no. 2 (2007): 278-306
- Maïke Lehmann, "Apricot Socialism: The National Past, the Soviet Project and the Imagining of Community in Late Soviet Armenia" *Slavic Review* 74, no. 1 (2015): 9-31

### **Mar 31: Professor at Conference—Work on Final Papers**

#### **Apr 7: The End of the USSR**

- John Bushnell, *Moscow Graffiti: Language and Subculture* (1990), 44-7, 82-7, 152-5, 206-7
- John Bushnell, "The New Soviet Man Turns Pessimist" *The Soviet Union since Stalin* (1986), 179-99
- David Remnick, *Lenin's Tomb* (1994), 198-215, 234-47
- Martin Malia, *The Soviet Tragedy: A History of Socialism in Russia, 1917-1991*, (1994), 491-504
- Alexander Dallin, "Causes of Collapse of the USSR, Suny, ed. *The Structure of Soviet History: Essays and Documents* (2003), 549-64
- Mark Beissinger, "Nationalism and the Collapse of Soviet Communism" *Contemporary European History* 18, no. 3 (2009): 331-347
- OR Vladislav Zubok, "With His Back against the Wall: Gorbachev, Soviet Demise and German Reunification" *Cold War History* 14, no. 4 (2014): 619-645

#### Blogs

<http://russianhistoryblog.org/> (see its own list of other Russian history blogs)

#### Websites

Seventeen Moments in Soviet History: <http://soviethistory.msu.edu/>  
Soviet Harvard Interview Project (<http://hcl.harvard.edu/collections/hpsss/about.html>)  
(see others on cuLearn site)

#### 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

## DRAFT ONLY

(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](mailto: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](http://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

## DRAFT ONLY

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.