

**Eurr 4305/5305 and Hist 4607/5607
Imperial Russia and the Russian Revolutions
Fall 2023**

Tues. 14:35-17:25; check location on Carleton Central

Professor Jeff Sahadeo

Office: 3312 Richcraft Hall

Office Hours: M 1:30-2:30 and W 1-2 and by appointment (in person or online)

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Objectives: Content

This course will analyze fundamental political, social and cultural changes across the Tsarist Empire from the sixteenth century to the Revolutions of 1917. The course will trace the tsars' efforts to shape ever-expanding territories, while focusing on the diversity of social, cultural and ethnic lives 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 of the relationship with Europe—as a culture, state and empire—will also undergo analysis. 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 Brightspace

*Those new to imperial history may want to consider a basic background text, such as recent editions of Nicholas Riasanovsky and Mark Steinberg, *A History of Russia*.

Requirements and Grading

Undergraduate Students

Oral Participation: 25%

Oral Presentation (5 minutes): 10%

Three Critical Analysis Papers (~900 words): 3x 10%= 30%

Major Project Proposal (~900 words) (due **Nov 10**): 15%

Major Project (~2500 words or equivalent) (due **Dec 7**; no late papers permitted): 20%

Graduate Students

Oral Participation: 25%

Oral Presentation (5 minutes): 10%

Four Critical Analysis Papers (~900 words): 4x 7.5%= 30%

Major Project Proposal (~900 words) (due **Nov 10**): 15%

Major Project (~3500 words or equivalent) (due **Dec 18**; no late papers permitted): 20%

Diversity

This class aims to foster diversity in identity, profession and outlook. Please contact the professor if you wish to be referred by different pronouns than in Carleton Central. Contact the professor directly with any questions/concerns on this (or any other) issue—we will discuss in class in the first weeks.

Oral Participation

Students will be graded on in-class participation. Consistent class participation is VITAL to succeeding in this class. **Attendance is mandatory**: penalties for not attending (without medical attestation) are: 1 absence= 10% deduction of overall participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction. Each **late arrival** (after 2:40) will cost 25% of that day's attendance/ participation grade for every 15 minutes late. Ringing cellphones, texting, using a device for non-class material and other disruptions will also result in a loss of the participation mark on the same scale as absences. Students who do not use a device in class will receive a 10% bonus to their participation mark. Students absent with a medical attestation will (on one or two occasions) be given a chance to earn participation marks through an informal discussion paper on the week's readings.

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

Oral Presentation

Each student will give one **SHORT** (5 minute) presentation over the semester, on a topic of their choice, usually (but not necessarily) related to the week's material. The presentation should be designed to stimulate discussion and can concentrate on one artefact (song, document, monument, person). It can focus on how events from the tsarist empire are memorialized and remembered today.

Critical Analysis Papers

The critical analysis papers will analyze the individual week's readings—**more than one but not necessarily all**. *Only one paper may be handed in for each week*. The essays will involve identification of a selected theme that runs across the readings and development of an argument that will involve critical analysis of the authors' views and use of their findings. Papers will be due on the day of discussion, or one week later; in the latter case, the student will not receive credit for ideas discussed in class. Papers may be handed in on any week, BUT **the first paper must be handed in ON OR BEFORE:**

(Undergrads): Oct. 3, the second, Oct 31; the third, Nov 21

(Grads): Oct. 3, the second, Oct 17; the third, Nov 7, the fourth Nov 28

(Early submissions are encouraged)

Major Project and Proposal

The major project may take various forms. Students can write a "traditional" research paper of approximately 2500 words (undergraduate) and 3500 words (graduate). This will be based on primary sources (most likely in translation) or secondary sources (in this case, you are expected to engage debates of the issue), which you will have discussed in your proposal. Other variants that equate to the workload of this research paper include: a podcast or online project; guides to a museum exhibit; a visual/mapping project, etc. Another format would be to write an introduction to a primary source (novel, memoir) that contextualizes the work in a scholarly fashion. Or to write a book review in the *New*

York Review of Books style on 2-3 primary or secondary sources. Details will be discussed in class; new ideas are welcome. Grades will be based on how you develop material from your proposal.

The major project proposal will be about 900 words. It will include (a) a paragraph on your topic, its central “puzzle”/ inspiration/justification and your approach (b) 1-2 paragraphs on research strategy (how you went about finding sources); (c) About 3 paragraphs (or annotated bibliography) with how 5-6 sources you have collected will be used for your paper (not simply a description of them).

Do **NOT** use Chat GPT or other AI sources in any submissions or assignments. Grading will focus on how you engage specific source material; assignments found to be generated using AI will receive a grade of 0. The instructor may request students follow their written work by an in-person conversation. Do **NOT** cite Wikipedia or similar crowd-sourced pages in written work and be careful and critical of websites not included on the list at the end of the syllabus (even these will have their own issues/lean). You may, of course, use non-academic websites, etc. as primary sources as long as you engage them critically.

Late papers will be penalized **one letter grade (i.e., A- to B+) per day late**. No work will be accepted after the end of classes.

It is not acceptable to submit 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.)

(*are primary sources)

Sep 12: 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

Sep 19: Russia before Peter

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

Sep 26: 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

Paul R. 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

Oct 3: 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

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

Oct 10: Alexander I

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

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

Oct 17: 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

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

Oct 24: No Class—Reading Week

Oct 31: 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

Gulmira Sultangalieva, Ulzan Tuleshova and Paul Werth, "Nomadic Nobles: Pastoralism and Privilege in the Russian Empire" *Slavic Review* 81, no.1 (2022):77-96

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

Nov 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

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

** Manifesto of Alexander II Affirming Autocracy, 1881, in Cracraft, ed., 389

**Constantine Pobedonostsev Attacks Democracy, 1896, in Cracraft. ed., 390-7

Nov 14: State, Space. Elites and Empire

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

Edyta M. Bojanowska, "Was Tolstoi a Colonial Landlord? The Dilemmas of Private Property and Settler Colonialism on the Bashkir Steppe" *Slavic Review* 81, no. 2 (2022): 324-348

Jennifer Keating, "Amid the Horrors of Nature: 'Dead' Environments at the Margins of the Russian Empire" in *Empty Spaces: Perspectives on Emptiness in Modern History* ed. Courtney J Campbell, Allegra Glovine and Jennifer Keating (2021): 33-57

Nov. 21: People, Movement and Empire

Peasants (and City)

Stephen L Hoch, "The Peasant Commune" in Kaiser and Marker, eds., 297-303

**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

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

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

Edges of Empire

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

Nov 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)

Siobhan Hearne, "To Denounce or Defend: Public Participation in the Policing of Prostitution in Imperial Russia" *Kritika* 19, no. 4 (2018): 717-744

**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

Dec 4: War and the End of Empire

Irina Roldugina, "Homosexuality in the Late Imperial Russian Navy: A Microhistory" *Kritika* 22, no. 3 (2021): 451-78

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

Ian W. Campbell, "Nationalizing Violence in a Collapsing Empire: A View from the Steppe" *Ab Imperio* no. 3 (2020): 98-113

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

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

Canadian-American Slavic Studies

Europe-Asia Studies

Cahiers du Monde russe

Databases

Historical Abstracts, J-stor

Appendix

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There

are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**
 - Mental Health and Wellbeing: <https://carleton.ca/wellness/>
 - Health & Counselling Services: <https://carleton.ca/health/>
 - Paul Menton Centre: <https://carleton.ca/pmc/>
 - Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
 - Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
 - Equity & Inclusivity Communities: <https://carleton.ca/equity/>
- **Off Campus Resources:**
 - Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
 - Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
 - Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
 - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: <https://walkincounselling.com>

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 accommodation: 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: 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 [click here](#).

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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student

activities 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. For more information, please [click here](#).

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

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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 and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. 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 Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student’s responsibility to monitor their Carleton University email accounts and Brightspace.