Course Description
This is a survey of the history of Russia from Peter the Great through the Revolution of 1917. We will study Peter’s reforms and their legacy, the formation and functioning of the Russian Empire and society in the 18th and 19th centuries, and the problems and tensions that ripped the old regime apart, ultimately leading to its collapse in 1917. The central issues discussed in the course include the nature of Russian statehood, the relationship between government and society, Russian imperial and colonial policies, modernization efforts in a peasant country, serfdom as a social institution, political consciousness and social caste, reform and revolution, and the intelligentsia as a social and cultural phenomenon. While discussing society and state, we will pay special attention to culture – particularly to literature, which for the past 250 years has played a major role in shaping the Russian civilization.

Course Website on Blackboard
Access the course website through My.Dal → BbLearn (OWL). The course materials are there, usually under “Course Content.” Please check regularly, as I will place some readings, lecture outlines, exam study questions, and assignments on the website.

Required Reading:
Available at the Dalhousie University Bookstore and on course reserve at Killam Library

1. Evtuhov, Catherine, David Goldfrank, Lindsey Hughes, and Richard Stites. *A History of Russia: Peoples, Legends, Events, Forces*
2. Cracraft, James, ed. *Major Problems in the History of Imperial Russia*
4. Lermontov, Mikhail. *A Hero of Our Time*. Translated by Vladimir Nabokov
5. Tolstoy, Leo. *Hadji Murad*. Translated by Aylmer Maude

In addition, we will read articles and book chapters available electronically – in JSTOR, Project MUSE, and other electronic resources (access through the Dalhousie Libraries website, via Databases or Novanet). The handouts will be available on the course Blackboard website.
**Course Requirements**
The readings are mandatory and are to be done prior to the class for which they are assigned. The examinations (mid-term and final) will be based on all the readings as well as on the content of the lectures.

Although this is a lecture course, we will occasionally have in-class discussions of the readings. Your participation in the discussions is important. *Five meaningful contributions to the discussions will count as an additional 15% toward the course grade.* If you so prefer, you may hand in written responses to the readings.

The textbook (Evtuhov et al.) is intended primarily to help you with historical contextualization, references, and preparation for the examinations. In our class discussions, we will focus on the other readings.

**Course Grade**

Midterm: 40%; Final Exam: 60%
or:
Midterm 30%; Final Exam: 40%; Paper: 30% – *for those who choose to write a paper*. The paper should be approximately 12-15 pages long. You need to discuss and agree on the topic with me well in advance of writing the paper. A good time to do this is after the midterm.

Participation – extra credit of 15% for five meaningful contributions to the class discussions.

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**Accommodation Policy for Students**

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

**Academic Integrity**

All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections of the [academicintegrity.dal.ca](http://academicintegrity.dal.ca) website. Ignorance of such policies is no excuse for violations.
Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, adherence to the values of academic integrity and related policies is a requirement of being part of the academic community at Dalhousie University.

What does academic integrity mean?
Academic integrity means being honest in the fulfillment of your academic responsibilities thus establishing mutual trust. Fairness is essential to the interactions of the academic community and is achieved through respect for the opinions and ideas of others. Violations of intellectual honesty are offensive to the entire academic community, not just to the individual faculty member and students in whose class an offence occurs.

How can you achieve academic integrity?

- make sure you understand Dalhousie’s policies on academic integrity
- give appropriate credit to the sources used in your assignment such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- Use RefWorks to keep track of your research and edit and format bibliographies in the citation style required by the instructor - http://www.library.dal.ca/How/RefWorks
- do not download the work of another from the Internet and submit it as your own
- do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor
- do not write an examination or test for someone else
- do not falsify data or lab results

[these examples should be considered only as a guide and not an exhaustive list]

What will happen if an allegation of an academic offence is made against you?
I am required to report a suspected offence. The full process is outlined in the Discipline flow chart and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- The AIO decides whether to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive an INC (incomplete) grade until the matter is resolved
- If you are found guilty of an academic offence, a penalty will be assigned ranging from a warning to a suspension or expulsion from the University and can include a notation on your
transcript, failure of the assignment or failure of the course. All penalties are academic in nature.

Where can you turn for help?

- If you are ever unsure about anything, contact me
- **Academic Integrity website**. Policies, definitions, online tutorials, tips on citing/paraphrasing
- **Writing Center**. Assistance with proofreading, writing styles, citations
- **Dalhousie Libraries**. Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- **Dalhousie Student Advocacy Service**. Assists students with academic appeals and student discipline procedures.
- **Senate Office**. List of Academic Integrity Officers, discipline flow chart, Senate Discipline Committee

**Feel free to come to my office, as well as contact me by e-mail, if you have any questions about the course.**

1. **September 4 (Th)**
   Introduction to the course. Russia: names and borders over time. Geography and ethnicities. Russia as a civilization

2. **September 9 (Tu)**
   Russia at the end of the 17th century: A political and cultural crisis
   **Read:**
   Evtuhov, chs. 9-10
   Cracraft: 4-21 (Richard Pipes, “The Environment and Its Consequences”);
   37-46 (Nancy Shields Kollmann, “Muscovite Patrimonialism”)
   46-58 (Richard Hellie, “Enserfment in Muscovite Russia”)
   67-78 (Archpriest Avvakum Describes His Struggle for the Lord, ca. 1673)
   Dmytryshyn, *Imperial Russia* (handout):
   1-12 (The Revolt and Punishment of the Streltsy in 1698: An Eyewitness Account)
   Kaiser and Marker (handout): 205-212 (Gary Marker, “Literacy and Literacy Texts in Muscovy”)

3. **September 11 (Th)**
   Peter the Great and his reforms: the idea of a well-ordered state. Peter as a monarch. Westernization, modernization, and their costs. Historians about Peter’s reforms
   **Read:**
   Evtuhov, chs. 11-12
   Cracraft: 82-99 (Evgenii Anisimov, “Peter I: Birth of the Empire”);
   99-110 (James Cracraft, “Kliuchevsky on Peter the Great”)

4. **September 16 (Tu)**
   The Great Northern War (1700-1721) and the making of the empire under Peter the Great. The army. The state and law. Industry and serfdom
   **Read:**
   Evtuhov, chs. 11-12
Cracraft: 110-126 (Documents on Peter’s reforms)
224-34 (Cracraft, “Empire versus Nation: Russian Political Theory under Peter I”)
245-248 (P. P. Shafirov Justifies the Empire)

5. September 18 (Th)
Read:
Evtuhov, ch. 13
Dmytryshyn, Imperial Russia (handout):
44-50 (Events Surrounding the Assumption of Power by Elizabeth, 1741)
Cracraft: 128-146 (Evgenii V. Anisimov, “Empire of the Nobility”)
151-153 (Peter III’s Manifesto Emancipating the Russian Nobility)
153-165 (Mikhail M. Shcherbatov Laments Corruption at Court)
248-249 (Mikhail V. Lomonosov Extols Russian Greatness, 1755)

6. September 23 (Tu)
Catherine the Great: her rule and reforms. “Enlightened absolutism.” The making of the estates. Catherine’s nobility. Lords and peasants. The Pugachev rebellion
Read:
Evtuhov, chs. 14-15
Dmytryshyn, Imperial Russia (handout):
59-64 (Catherine II’s Account of Her Accession to the Throne, 1762)
Cracraft: 167-179 (Isabel de Madariaga, “Catherine as Woman and Ruler”)
179-197 (Marc Raeff, “Pugachev’s Rebellion”)
200-205 (Catherine Instructs the Legislative Commission)
205-212 (Catherine’s Charter to the Nobility, 1785)

+ Take a virtual tour of the Hermitage (especially the first floor):
http://www.hermitagemuseum.org/

7. September 25 (Th)
Russian Enlightenment. Women in late 18th-century Russia.
Read:
Evtuhov, chs. 14-15
Labzina, Days of a Russian Noblewoman, entire. CLASS DISCUSSION

8. September 30 (Tu)
Empire and foreign policy under Catherine II: Expansion and colonization. Partitions of Poland. Russia, the Ottoman Empire, and Sweden. The American and French revolutions and the Russian Enlightenment. The emergence of noble opposition
Read:
Evtuhov, chs. 14-15
Cracraft: 212-220 (Alexander Radishchev Excoriates Russia’s Social System)
234-243 (Marc Raeff, “Imperial Policies of Catherine II”)
249-251 (Russia Annexes Crimea)

Dmytryshyn, *Imperial Russia* (handout):
89-93 (Russo-Polish Treaty on the First Partition of Poland, September 18, 1773)
97-107 (The Treaty of Kutchuk Kainardzhi, July 21, 1774)

**9. October 2 (Th)**

**Read:**
Evtuhov, ch. 16
Cracraft: 256-268 (Marc Raeff, “The ‘Constitutionalism’ of Alexander I”)
283-292 (N.M. Karamzin Defends the Established Order, 1811)

Dmytryshyn, *Imperial Russia* (handout):
126-127 (Paul’s Decree on Reduction of Work Days for Serfs, April 5, 1797; newspaper advertisements for the sale of serfs, 1797)
128-139 (Czartoryski’s Account of the Events Surrounding the Assassination of Paul, 1801)
139-141 (Alexander I’s Decree on Free Agriculturists, February 20, 1803)
152-157 (Speranskii’s Proposed Brief Outline of State Organization, 1809)

**10. October 7 (Tu)**
Russia in the age of the Napoleonic Wars. The War of 1812 and its legacy: Russia in Europe

**Read:**
Evtuhov, chs. 16-17

Dmytryshyn, *Imperial Russia* (handout):
142-152 (The Franco-Russian Arrangements at Tilsit, July 7, 1807)
157-160 (Alexander I’s Proclamations During the War of 1812)
161-162 (The Holy Alliance, September 26, 1815)

+ Take a virtual tour of the War Gallery of 1812 in the Hermitage – within the Hermitage website: [http://www.hermitagemuseum.org/html_En/05/hm5_8.html](http://www.hermitagemuseum.org/html_En/05/hm5_8.html)

  - The Moscow Campaign 1812
  - The Burning of Moscow as Seen by One of Napoleon’s Generals
  - The Effect of the Russian Winter Described by a General
  - The Russian Campaign as Seen by an Ordinary Soldier
  - The Russian Campaign as Seen by a Female Russian Soldier

**11. October 9 (Th)**
Decembrists and the problem of noble opposition. Monarchy and constitutionalism

**+ REVIEW FOR THE MIDTERM**

**Read:**
Evtuhov, ch. 17

Dmytryshyn, *Imperial Russia* (handout):
178-196 (The Decembrist Movement)

**12. October 14 (Tu) MIDTERM**

**13. October 16 (Th)**


*Read:*

Evtuhov, ch. 18

Cracraft: 268-282 (Nicholas V. Riasanovsky, “The Supreme Commander: Nicholas I”)
292-302 (The Marquis de Custine is Dazzled by the Imperial Court, 1839)
329-340 (Alexander Herzen Defends the “Hidden Russia”)

Dmytryshyn, *Imperial Russia* – handout:

221-228 (Belinskii’s Letter to Gogol, July 15, 1847)
229-232 (Program of the Society of Sts. Cyril and Methodius)

Petr Chaadaev, First Philosophical Letter (from: Petr Chaadaev, *Philosophical Letters Addressed to a Lady* (1829)) – handout

**14. October 21 (Tu)**


*Read:*

Evtuhov, chs. 17-18

Lermontov, *A Hero of Our Time* CLASS DISCUSSION


**15. October 23 (Th)**

Serfdom as a problem under Nicholas I. Peasants, lords, and the issue of social control. Reforms and modernization

*Read:*

Evtuhov, ch. 19

Cracraft: 302-312 (Haxthausen, 1844)

Dmytryshyn, *Imperial Russia* (handout):

197-198 (Nicholas I’s Manifesto on Peasant Unrest, May 2, 1826)

From Daniel Kaiser and Gary Marker, *Reinterpreting Russian History* (handout):

297-303 (Steven L. Hoch, “The Peasant Commune”)
303-311 (Peter Kolchin, “Peasant Patterns of Resistance”)
352-354 (The Noble Head of the Household: The Memoirs of Sergei Aksakov (Nineteenth Century))
356-362 (Peter Czap Jr., “A Large Family: The Peasant’s Greatest Wealth”)

**16. October 28 (Tu)**

The Multi-Ethnic Empire. Russia and Poland. Russia and the Caucasus. “The Black Seven Years” and the Crimean War

*Read:*

Evtuhov, ch. 18, 20
Leo Tolstoy, *Hadji Murad*  CLASS DISCUSSION  
Cracraft, 398-403 (Andreas Kappeler, “The Multi-Ethnic Empire”)  
410-411 (The Gorchakov Circular on Russia’s Mission in Central Asia)  
Dmytryshyn, *Imperial Russia (handout)*:  
163-173 (Polish Freedoms under the Constitution of 1815)  
275-283 (Katkov’s Views on the Polish Situation, 1863)  
+ Browse through the color photographs of Imperial Russia from the collection of the tsar’s photographer, Sergei Prokudin-Gorskii: [http://www.loc.gov/exhibits/empire/](http://www.loc.gov/exhibits/empire/)  
[http://www.loc.gov/exhibits/empire/ethnic.html](http://www.loc.gov/exhibits/empire/ethnic.html)

17. October 30 (Th) 

Read:  
Evtuhov, ch. 21  
Cracraft: 315-316 (Wcislo, “The Dilemmas of Emancipation”)  
316-327 (Richard Wortman, “Towards the Rule of Law”)  
340-344 (Alexander II’s Manifesto Emancipating the Serfs, 1861)  
344-358 (Donald Mackenzie Wallace Explains the *Mir* and the *Zemstvo*)  
From Daniel Kaiser and Gary Marker, *Reinterpreting Russian History (handout)*:  
430-435 (Documents on the Great Reforms)  
436-441 (Larissa Zakharova, “The Government and the Great Reforms of the 1860s”)  
441-445 (Terence Emmons, “The Emancipation and the Nobility”)

18. November 4 (Tu) 
The commotion of the minds after the Great Reforms. Literature and the press. The “Sixtiers”: ideals and images of society. The intelligentsia. The Populist movement. The Russo-Turkish War of 1877-78 and the political crisis of 1878-81

Read:  
Evtuhov, ch. 22  
Cracraft: 362-369 (Richard Pipes, “Towards the Police State”)  
370-381 (Thomas Pearson, “The Failure of Reform”)  
383-388 (Vera Figner Defends Assassination in the Name of the People)  
Dmytryshyn, *Imperial Russia (handout)*:  
298-302 (Turgenev’s Definition of Nihilism)  
303-308 (The Catechism of the Revolutionary, 1868)  
309-316 (Demands of the Narodnaia Volia)  

19. November 6 (Th) 
Alexander III and strategies of “counter-reform.” Russification. The city and the countryside at the turn of the 20th century. Nobles and peasants. Russian industrialization

Read:  
Evtuhov, chs. 23-24  
Cracraft: 389 (Manifesto of Alexander III Affirming Autocracy)  
390-397 (Constantine Pobedonostsev Attacks Democracy, 1896)  
403-410 (Edward C. Thaden, “Russification”)  
442-453 (Arcadius Kahan, “The Government’s Role”)
469-479 (V.I. Gurko Recalls Sergei Witte’s Years in Power)
491-494 (Gary Hamburg, “The Nobility in Crisis”)
494-504 (Alfred Rieber, “The Fragmented ‘Middle Ranks’”)
528-548 (S.I. Kanatchikov Recounts His Adventures as a Peasant-Worker Activist)

+ Browse through color photographs of Imperial Russia from the collection of the tsar’s photographer, Sergei Prokudin-Gorski: http://www.loc.gov/exhibits/empire/
http://www.loc.gov/exhibits/empire/work.html
http://www.loc.gov/exhibits/empire/transport.html

NOVEMBER 11: REMEMBRANCE DAY – NO CLASSES

20. November 13 (Th)
Russian educated society on the verge of the 20th century. The growing tension in the early 1900s: the monarchy and liberal opposition. The emergence of revolutionary political parties and groups. The ethics of the new era
Read:
Evtuhov, chs. 25, 27
Anton Chekhov, The Duel CLASS DISCUSSION

21. November 18 (Tu)
The Russo-Japanese War (1904-05) and the beginning of the Revolution of 1905
Read:
Evtuhov, ch. 27
Cracraft: 552-578 (Terence Emmons, “The Constitutional Movement”)
579-593 (Richard Stites, “The Feminist Movement”)
596-602 (Father George Gapon Describes Bloody Sunday)
602-604 (V.I. Lenin Exhorts the Proletariat to Revolution)
605-611 (Katerina Breshkovskaya Evokes the Struggle to Liberate the Peasantry, 1906-1917)

22. November 20 (Th)
Russian society during and after the Revolution of 1905. The Stolypin reforms. Landmarks (Vekhi)
Read:
Evtuhov, chs. 27-28
Cracraft: 614-618 (Leonard Schapiro, “Stolypin”)
Dmytryshyn, Imperial Russia (handout):
386-393 (The Fundamental Laws of the Russian Empire, 1906)
394-416 (Programs of Russian Political Parties)

23. November 25 (Tu)
“The Silver Age” of Russian culture: lull before a thunderstorm?
Read:
Evtuhov, ch. 26
Aleksandr Kuprin, The Duel CLASS DISCUSSION
24. November 27 (Th)
World War I as a factor in Russian history

Read:
Evtuhov, ch. 29
Cracraft: 634-642 (A.I. Guchkov Warns of the Impending Disaster, 1913)

Project MUSE (access through Dalhousie Libraries – Databases):
   Peter Holquist, “Violent Russia, Deadly Marxism? Russia in the Epoch of Violence, 1905-21,”
   *Kritika: Explorations in Russian and Eurasian History*, vol. 4, no. 3 (Summer 2003), 627-652

25. December 2 (Tu) PAPERS DUE, FOR THOSE WHO OPTED TO WRITE THEM
The Revolution of 1917: February and the collapse of the monarchy. The Provisional Government, the Bolsheviks, October, and the advent of Soviet power. The contours of the new order

Read:
Evtuhov, ch. 30
Cracraft: 619-633 (Hans Rogger, “The Last Act”)


FINAL EXAM REVIEW

FINAL EXAM – Time and place TBA