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T: 8:30 – 10:25; Th: 9:35 – 10:25
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M: 11-1; T: 12-1
(or by appointment)

HIS 3942: History Practicum
The Russian Revolution

Course Description:

What is the History Practicum? If you are in the course, you probably know that it is a prerequisite for being a History major. This course has two purposes:

1. To teach the fundamental principles and practices of history.
2. To apply these fundamentals to the case of the Russian Revolution.

Every history is a reconstruction of the past. But not every reconstruction of the past is good history. A good history starts with reliable sources. We will discuss what are appropriate primary sources (documents from the past) and secondary sources (works about the past), how to find them, and how to use them in ethical ways. A good historian thinks about problems and biases these sources pose. Then a good historian brings these sources together in a narrative, ideally one that makes a broader point about how the past unfolded or what it meant. Finally, academic historians think a lot about where their work fits in the historiography, which is a fancy way of saying “how does my paper agree or disagree with what other historians have said in the past.”

We are using as our case study the Russian Revolution of 1917. This was a year-long process from February to October 1917 that began with the overthrow of Tsar Nicholas II and the Romanov Dynasty and ended with Vladimir Lenin and the Bolsheviks in control of a new state—Soviet Russia. It is a rich and vibrant event to study, filled with many fascinating accounts and disagreements over its representation in history. It is also a useful case study because it is impossible to write the history of 1917 without thinking about how people have remembered the revolution.

Course Assignments:

Class Participation (15%): Engagement in discussions that demonstrate a student’s having read and understood assigned materials. I do not take attendance but always have a sense of who is attending and who is not. Additionally, participation is not possible without attendance, but attendance does not guarantee full participation points.

Weekly Assignments (60%, 12x5%): Most weeks there will be a short assignment, involving no more than a page of writing usually. Some will involve short answers or composing bibliographies. Unless otherwise noted, weekly assignments are due on Canvas before the beginning of the Thursday class.

Final Proposal (25%): The final project will be a 1000-word (~four pages, double-spaced) proposal of a larger history research project. Students should identify a problem related to the history of the Russian Revolution.

Required Text:

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History* 9th ed. Bedford St. Martin's, 2018. (This is the edition I am using. Newer or older editions are also acceptable.)

Other materials will be available on our Canvas page as PDFs or links.

Academic Integrity: The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral to the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium.

Lateness Policy: An important part of students' work is meeting deadlines. Late assignments will be docked three (3) percentage points per day overdue. Under extraordinary circumstances extensions will be granted but every effort should be made to avoid the need to take an extension.

Accommodations for Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Online Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

Grading Policy:

You can find University of Florida's grading policies here:

<http://catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/>

Letter Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62

Recording:

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded.

If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Course Schedule:

- Jan. 6: Course Introduction
Materials:
Rampolla, *Pocket Guide*, 1-7 (Introduction)
- Jan. 11: The Russian Revolution, Basic Overview
What Is History?
Reading:
Carr, *What Is History?* (excerpt, on Canvas)
Fitzpatrick, *The Russian Revolution* (“Introduction,” on Canvas)
- Jan. 13: What Is a Historian?
Reading:
Assignment:
Listen/Read: Billy Joel, “We Didn’t Start the Fire”
(<https://www.youtube.com/watch?v=eFTLKWw542g>)
(<https://genius.com/1002308>)
Respond: How are Billy Joel and E.H. Carr different or similar as historians? (300 words)
- Jan. 18: Revolutionary Movements
Sources of History I
Reading:
Nechaev, “The Revolutionary Catechism”
(<https://www.marxists.org/subject/anarchism/nechayev/catechism.htm>)
- Jan. 20: Sources of History II
Assignment:
Identify the type of source from a list of sources primary and secondary sources and justify your conclusion.
- Jan. 25: World War I
Primary Sources
Reading:
Rampolla, *Pocket Guide*, 33-42
Kerensky, “Russia on the Eve of World War I” (Canvas)

- Jan. 27: Evaluating Sources
 Reading:
 Willy-Nicky Letters:
 1906-14: [https://wwi.lib.byu.edu/index.php/%27Willy-Nicky%27 Letters XLIX - LXXV \(22 August 1905 - 26 March 1914](https://wwi.lib.byu.edu/index.php/%27Willy-Nicky%27%20Letters%20XLIX%20-%20LXXV%20(22%20August%201905%20-%2026%20March%201914))
 1914: [https://wwi.lib.byu.edu/index.php/The_Willy-Nicky Telegrams](https://wwi.lib.byu.edu/index.php/The_Willy-Nicky_Telegrams)
 Lenin, “The Tasks of Revolutionary Social-Democracy in the European War” (<https://www.marxists.org/archive/lenin/works/1914/aug/x01.htm>)
 Rampolla, *Pocket Guide*, 12-25
 Assignment:
 Take either the Kerensky article, the Willy-Nicky Letters, or Lenin’s pamphlet and analyze the reliability of the source. What can these sources tell us about the unfolding of World War I? What are their limitations? Are the authors in positions of authority? Do the authors have motives or biases that might skew the perspectives of the sources?
- Feb. 1: The February Revolution
 The Cultural Turn
 Reading:
 From *Seventeen Moments of Soviet History*: 1917, “Revolution in the Army”
 Introductory Essay (<http://soviethistory.msu.edu/1917-2/revolution-in-the-army/>)
 Order No. 1 (<http://soviethistory.msu.edu/1917-2/revolution-in-the-army/revolution-in-the-army-texts/order-no-i/>)
 Conditions of Troops on the Front (<http://soviethistory.msu.edu/1917-2/revolution-in-the-army/revolution-in-the-army-texts/condition-of-the-troops-at-the-front/>)
 Boris Kolonitskii, “Antibourgeois Propaganda and Anti-‘Burzhui’ Consciousness in 1917,” *Russian Review* (PDF on Canvas)
 Rampolla, *Pocket Guide*, 8-12
- Feb. 3: Library (Virtual?) Trip
 Assignment:
 Library Hunt (due after library trip on Feb. 8)
- Feb. 8: The October Revolution
 Secondary Sources I: Reliable Sources
 Reading:
 From *Seventeen Moments of Soviet History*: 1917, “Bolsheviks Seize Power”:

Introductory Essay (<http://soviethistory.msu.edu/1917-2/bolsheviks-seize-power/>)

Lenin Calls for Insurrection (<http://soviethistory.msu.edu/1917-2/bolsheviks-seize-power/bolsheviks-seize-power-texts/lenin-calls-for-insurrection/>)

The Revolution Has Triumphed
(<http://soviethistory.msu.edu/1917-2/bolsheviks-seize-power/bolsheviks-seize-power-texts/the-revolution-has-triumphed/>)

Newsreel Video (<http://soviethistory.msu.edu/1917-2/bolsheviks-seize-power/the-october-revolution-in-petrograd-1917/the-october-revolution-in-petrograd-1917/>)

Rampolla, *Pocket Guide*, 42-48

Feb. 10: Secondary Sources II: The Internet and Sources

Assignment:

Find five secondary sources about the Russian Revolution. At least one should be an article. For each, write briefly why they are a reliable source. Find one questionable source about the history of the Russian Revolution and explain why it is not reliable.

Feb. 15: Gender and the Russian Revolution

Notetaking I: The Start of Learning

Reading:

Rampallo, *Pocket Guide*, 26-32

Anna Litveiko, "In 1917" (on Canvas)

Assignment pt. 1:

We will have a quiz on the readings for today (think basic "who what when where why" questions). You can use one handwritten page of notes. The quiz is pass/fail. Turn in your notes with the quiz.

Feb. 17: Notetaking II: The Start of Research

Assignment pt. 2:

Take your notes from the previous class. Now, instead of writing notes as preparation for a quiz, make notes as preparation to write an essay to answer the question: "How did gender impact the experience of the Russian Revolution?" Turn in a short explanation of how the strategy changed (100 words) alongside the new notes.

Feb. 22: The Civil War

What Is an Argument?

Reading:

Rampolla, *Pocket Guide*, 54-62

Holquist, "'Information Is the Alpha and Omega of Our Work'" (Canvas)

- Feb. 24: Historiography
Assignment:
Take one article from your list of secondary sources from the assignment above. In a paragraph (~100 words), summarize the main argument of the article without quoting the author.
- Mar. 1: The Empire in the Civil War
Formulating a Research Topic
Reading:
Rampolla, *Pocket Guide*, 83-103
Budnitskii, *Russian Jews between the Reds and the Whites* (excerpt, on Canvas)
- Mar. 3: Research Topic Workshop
Assignment:
Take the same article from the assignment above. What is the research topic in the article? What question does the author ask?
- Mar. 15: The Empire/Internationalism
Writing Like a Historian
Reading:
Dziga Vertov, *Three Songs about Lenin* (especially first part, roughly 20 minutes, <https://www.youtube.com/watch?v=mSfXW15bWck>)
Rampolla, *Pocket Guide*, 62-82
- Mar. 17: Writing Workshop
Assignment:
Take one of the given documents about the Russian Revolution and write a short comparative analysis (500-750 words). The analysis should do three things: 1. Analyze the content of the first source. 2. Analyze the content of the second source. 3. Describe how the two sources intersect.
- Mar. 22: The End of the Civil War
Citations: Why?
Reading:
Guillory, “The Shattered Self of Komsomol Civil War Memoirs”
Rampolla, *Pocket Guide*, 112-150
- Mar. 24: Citations: How?
Assignment:
Based on a list of works provided, produce footnotes and bibliographic entries for all the works.
- Mar. 29: The Russian Revolution and the West

What Is Plagiarism?

Reading:

Guillory, "The Reddest of the Blacks"

(<https://www.youtube.com/watch?v=aOkMSn4tQrE>)

Mickenberg, "Suffragettes and Soviets: American Feminists and the Specter of Revolutionary Russia." *Journal of American History*, 100 no. 4, 1021-1051.

Rampolla, *Pocket Guide*, 104-111

Mar. 31: Plagiarism Workshop

Assignment:

Take a section from an article (article TBD). Write a paragraph (~100 words) summarizing this section using your own words and providing a footnote at the end.

Apr. 5: Russian Revolution Remembered
Film and Fiction as Sources

Viewing:

Lenin in October

Apr. 7: Memory and Oral History

Assignment:

Submit a preliminary topic for the final paper. Failure to turn in a topic will result in an automatic 10% deduction to the final project.

Apr. 12: Russian Revolution in 2017

Digital History

Reading:

Chatterje-Doody, Tolz, "Regime legitimization, not nation-building: Media commemoration of the 1917 revolutions in Russia's neo-authoritarian state," *European Journal of Cultural Studies* (Canvas)

Graham, Milligan, and Weingart, *The Historian's Macroscope: Big Digital History* (Chapter 1, "The Joys of Big Data for Historians,"

http://web.archive.org/web/20160315231252/http://www.themacroscope.org/?page_id=595)

Programming Historian (<http://programminghistorian.org>, review briefly)

Apr. 14: Revising and Rethinking

Assignment:

Take your assignment from March 17. Record yourself reading it aloud (ie, with a phone, computer, tape recorder etc.). Revise the assignment based on problems you noticed in the reading.

Apr. 19: The Historical Profession

Summarizing

*****Final project due no later than April 25, Noon**