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## Course Information

**Course Title:** Russia in War & Revolution

**Credit Hours:** 3

**Prerequisites:** N/A

**Semester:** Fall 2020

## Instructor and Contact Information

Instructor name: Jonathan Daly  
Office location: UH 1019  
Office phone: n/a  
E-mail address: [daly@uic.edu](mailto:daly@uic.edu)  
Office hours: By appointment

Co-Instructor/TA name: Padmapani Muzquiz  
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Office hours: By appointment

Co-Instructor/TA name: Christopher Anderson  
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Office hours: By appointment

## Communicating with the Instructor

This course uses a “three before me” policy in regard to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. The “Water Cooler” discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Water Cooler” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. I will usually respond to emails within an hour or so except late at night.

## Course Requirements

### Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

### Computer Requirements

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following software packages:

A web browser (Internet Explorer, Google Chrome, or Mozilla Firefox)

Adobe Acrobat Reader (free)  
 Adobe Flash Player (free)  
 Microsoft Word

You are responsible for having a reliable computer and internet connection throughout the course.

## Course Description

The revolutionary era in Russia. Exploration of the historical background of the Russian Revolution, the social and political tensions leading to revolutionary upheaval, and the roles of major leaders and ordinary citizens.

## Course Materials

### Required Texts

Jonathan Daly and Leonid Trofimov, eds., *Russia in War and Revolution, 1914–1922: A Documentary History* (2009), available at the UIC Bookstore, Amazon, and other booksellers.

Jonathan Daly and Leonid Trofimov, eds., *The Russian Revolution and Its Global Impact: A Short History with Documents* (2017), available at the UIC Bookstore, Amazon, and other booksellers.

## Course Schedule

Module	Topic / Lesson	Activities / Assignments
Week 1 August 24 – August 30	Introduction & Historical Background	Read Daly/Trofimov 1, pp. xiv-xli; Daly/Trofimov 2, pp. 1-5 Lectures 1 & 2 Introduction Discussion Board
Week 2 August 31 - September 6	The Great Reforms and Political Terrorism	Read Hosking, pp. 285–319; Daly/Trofimov 2, pp. 5–6 Lecture 3 Discussion Board 2
Week 3 September 7 - September 13	Politics and Economics, 1881-1903	Zelnik, pp. 234–50; Daly/Trofimov 2, pp. 7–8 and doc. 1.1 Lectures 4 & 5 Discussion Board 3
Week 4 September 14 - September 20	Constitutional Crisis of 1903–1906	Read Hosking, pp. 359–72; Daly/Trofimov 2, pp. 9–10 Lectures 6 & 7 Discussion Board 4
Week 5 September 21 - September 27	Politics in Russia, 1906–1914	Read Zelnik, pp. 257–65; Daly/Trofimov 1, pp. 5–9 Lectures 8 & 9 Discussion Board 5
Week 6 September 28 - October 4	Society and Culture between the Revolutions	Read Riasanovsky and Steinberg, pp. 415–38 Lectures 10 & 11 Discussion Board 6
Week 7 October 5 – October 11	Russia in World War I	Read Daly/Trofimov 1, pp. 1–4, 9–30; Daly/Trofimov 2, pp. 10–14 Lectures 12 & 13 Discussion Board 7
Week 8 October 12 – October 18	The Collapse of the Romanov Dynasty	Read Daly/Trofimov 1, pp. 31–58; Daly/Trofimov 2, pp. 14–17 and docs. 1.5, 1.6 Lectures 14 & 15 Discussion Board 8 Research paper proposal due
Week 9 October 19 – October 25	A Popular Revolution	Read Daly/Trofimov 1, pp. 59–99; Daly/Trofimov 2, pp. 17–20 and docs. 1.8, 1.10, 1.14, 1.15 Lectures 16 & 17 Discussion Board 9
Week 10 October 26 – November 1	The Bolsheviks Come to Power	Read Daly/Trofimov 1, docs. 44–52, 54, 83–85, 95–104, 108; Daly/Trofimov 2, pp. 21–24 and doc. 1.9

Module	Topic / Lesson	Activities / Assignments
		Lectures 18 & 19 Discussion Board 10 Map Project due
Week 11 November 2 - November 8	The Russian Civil War	Read Daly/Trofimov 1, docs. 53, 57, 58, 68, 69, 72, 80, 82, 88, 92, 105–7, 111, 113–14, 117–18, 120, 123; Daly/Trofimov 2, pp. 24–37 and docs. 1.13, 2.1–2, 2.4. Lectures 20 & 21 Discussion Board 11
Week 12 November 9 - November 15	Economic retreat, political crackdown	Read Daly/Trofimov 1, docs. 60, 71, 73–74, 119, 121–22, 124–27, 131–38, 141–43, 154–155 Lectures 22 & 23 Discussion Board 12 Bibliography for the research paper due
Week 13 November 16 - November 22	Building Socialism	Read Daly/Trofimov 1, docs. 58, 63, 65–67, 70, 86–87, 89–91, 140, 144–158; Daly/Trofimov 2, docs., 1.11–12 Lectures 24 & 25 Discussion Board 13
Week 14 November 23 - November 29	The Bolsheviks Engage the World	Read Daly/Trofimov 1, docs. 23–24, 59, 64, 66, 92–94, 112, 128, 130; Daly/Trofimov 2, pp. 37–47 and docs. 2.3, 2.5–11 Lectures 26 & 27 Discussion Board 14
Week 15 November 30 – December 4	The Russian Revolution and the Power of Communism	Read Daly/Trofimov 1, docs. 66–67, 92, 109, 115–16, 129; Daly/Trofimov 2, pp. 47–62 and docs. 3.1–16 Lectures 28 & 29 Discussion Board 15 Submit all outstanding assignments by 9 PM* on December 4 <sup>th</sup> .

\*Note that the only time assignments are due at 9 PM is during Week 15; assignments are due at 11:59 PM for all other course modules.

## Course Grading, Methods of Evaluation, & Grading Policies

### Grades and Grading Scale

Assignment of letter grades is based on **points earned**, not a percentage. The letter grade will correspond with the following points achieved. All course requirements must be completed before a grade is assigned.

A	90 or more points
B	80 –89 points
C	70 – 79 points
D	60 – 69 points
F	59 points and below

### Summary of Assignments

Item	Points	Date
<b>Discussion board participation</b>	30	Weekly (Sun. at 11:59 PM; 9 PM for Week 15 discussion)
<b>Research paper proposal</b>	3	Due by end of Week 8
<b>Map Project</b>	10	Due by end of Week 10
<b>Research bibliography</b>	2	Due by end of Week 12
<b>Research paper</b>	40	Due by end of Week 15
<b>Summary/analysis</b>	15	Due by end of Week 15
<b>Extra Credit</b>	Up to 5 extra points	Due by end of Week 15

See requirements for the specific Assignments on Blackboard.

## Rubrics and Evaluation Criteria

### Rubric for Final Research Paper

Criterion (Score 0 if element is absent)	Novice	Apprentice	Proficient	Expert
<b>Introduction</b>	Problem is not introduced or is not clearly identified. (.50 points)	Problem is vaguely identified. (1 point)	Introduction contains only minor issues with problem presentation. (1.5 points)	Introduction sets up the problem which the paper addresses. (2 points)
<b>Thesis</b>	Does not specify the thesis the paper is constructed to demonstrate based on evidence and argumentation. (1 point)	Introduction merely describes what the paper will discuss and may only vaguely specify the thesis the paper is constructed to demonstrate. (1.5 points)	The thesis is stated but could more clearly specify the proposition that the paper is meant to demonstrate. (2.25 points)	Thesis specifies the proposition that the paper is meant to demonstrate and clearly states the author's arguments. (3 points)
<b>Organization</b>	Paragraphs do not have a topic sentence that supports the thesis, supporting information, and/or a summary/concluding sentence which transitions to the next paragraph, and there is no perceptible organization to the essay. (4 points)	Paragraphs do not have a topic sentence that supports the thesis, supporting information, and/or a summary/concluding sentence which transitions to the next paragraph, but despite a lack of topic sentences, there is a perceptible organization to the essay. (7 points)	Paragraphs are generally well constructed and nearly always contain a topic sentence that supports the thesis, supporting information, and a summary/concluding sentence which transitions to the next paragraph. (9.5 points)	Paragraphs are well constructed and are mini-essays containing a topic sentence that supports the thesis, supporting information, and a summary/concluding sentence which transitions to the next paragraph. (12 points)
<b>Support</b>	Assertions are based on empty citations: citation information is given as support for an assertion, but no information is provided about the content of the cited work or how or why the cited work/author supports the assertion made. Factual errors: the cited work does not actually support the assertion made in the assignment and/or is described inaccurately. Assertions based on personal opinion only. (3 points)	Some assertions are supported with appropriate evidence; others are either unsupported or not supported by appropriate evidence. Appropriate evidence includes an interpretation of empirical data, description of arguments and evidence presented in scholarly (or secondary) sources and especially in eyewitness accounts or primary sources. Appropriate citation of the sources is made. (6 points)	Assertions are supported with appropriate evidence, though an insufficient number and range of secondary and primary sources are used. Appropriate citation of the sources is made. Evidence provided in support of an argument is described and interpreted correctly. (10 points)	Assertions are supported with evidence. Assertions are supported with sufficient secondary and primary sources. When relevant, opposing positions are considered and arguments discounting these positions are supported with relevant scholarly evidence. Synthesizes evidence to draw new, relevant, logical inferences. (13 points)
<b>Conclusion</b>	Conclusion does not answer the "so what?" question. No connection is made to a larger point in history or the course's fundamental questions relating to the Russian	"So what" question is somewhat answered, but reasoning or logic contain flaws or are not fully supported with evidence. Conclusion may not relate to a	The conclusion largely answers the "so what?" question, though it may only vaguely relate to a larger point in history or	The conclusion answers the "so what?" question. Conclusion relates to a larger point in history or the course's fundamental

Criterion (Score 0 if element is absent)	Novice	Apprentice	Proficient	Expert
	Revolution (1.25 points)	larger point in history or the course's fundamental questions relating to the Russian Revolution (2.75 points)	the course's fundamental questions relating to the Russian Revolution. (4 points)	fundamental questions relating to the Russian Revolution. (5 points)
<b>Grammar &amp; Structure</b>	Many grammatical errors throughout the paper and/or sources not cited using Chicago/Turabian format. (1.25 points)	A fair amount of grammatical errors throughout the paper and/or sources not cited using Chicago/Turabian format. (2.75 points)	Minor grammatical errors and/or minor issues with improper source citation. (4 points)	No grammatical errors. Sources cited properly using Chicago/Turabian format. (5 points)

### Rubric for Online Discussion Participation

	Below Expectations	Good	Excellent
<b>Length</b>	The student does not post anything.	The student reaches at least 80% of the word count requirement.	The student meets or exceeds the word count requirement of 250 words.
<b>Content</b>	The student does not post anything.	The student does not connect the post to the discussion board prompt and/or refers to one important element or only minor elements discussed within the chapter. The student's response demonstrates some understanding of the content and weak familiarity with the main themes of the chapter. The post contains spelling, grammar, and/or punctuation errors, or lacks narrative flow. The student does not use specific citations and/or quotes from the text.	The student responds to the discussion board prompt (the question) and includes references (with page numbers) to at least two important relevant textbook passages. The student's response demonstrates a general understanding of the content and familiarity with main themes from the chapter. The post is free of spelling, grammar, and punctuation errors, and has some sort of narrative flow as opposed to a list of facts or statements. The student uses citations and/or quotations from the text.
<b>Timely Interaction</b>	The student does not reply to classmates' posts. OR Replies lack substantive feedback, thoughtful commentary, and/or respectful critique. OR The student fails to observe proper online etiquette and/or is disrespectful and rude to classmates and/or instructors.	The student replies to 1 classmate's post before due date, writing at least 2-3 sentences. The student's replies consist of substantive feedback, thoughtful commentary, and/or respectful critique. The student observes proper online etiquette and is respectful and polite to classmates and instructors. OR The student replies to 2 classmates' posts before the due date, but does not write 2-3 sentences, and/or does not provide substantive feedback, thoughtful commentary, and/or respectful critique in at least one reply.	The student replies to at least 2 classmates' posts before due date, writing at least 2-3 sentences. The student's replies consist of substantive feedback, thoughtful commentary, and/or respectful critique. The student observes proper online etiquette and is respectful and polite to classmates and instructors.

## Midterm Grades

Since most course assignments are due after the mid-point of the semester, midterm grades will not be posted. Students may inquire of the instructor at any point in the semester his or her standing in the course.

## Final Exams

There is no final exam in this course. All written assignments must be completed by the end of Week 15, at 9pm, on December 4.

## Grievance Procedures

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's "[Nondiscrimination Statement](#)". Students are also urged to read the document "[Public Formal Grievance Procedures](#)". Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>.

## Course Policies

In addition to those below, other policies may be included, such as a policy regarding calculator usage on exams, penalties for late work, field work, rules for class discussion, etc.

## Attendance Policy

*Preparation* for class means reading the assigned readings & reviewing all information required for that section. *Attendance* in an online course means students are expected to log onto Blackboard at least biweekly to complete assignments, but you will likely need to log into Blackboard multiple times per week in order to *participate* in the activities that are posted in the course.

## Policy for Missed or Late Work

All written assignments are due by the last day of the Week 15 module at 9 pm. Written assignments submitted late will be marked down.

Discussion boards must be completed by their due dates. Required posts to discussion boards must be completed by the due date in order to facilitate timely interaction. If you are unable to meet a discussion board due date, please contact me immediately. No late work will be accepted without written proof of hardship or incapacity (doctor's note, police report, etc.).

## Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm until 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59 pm).

## Student Courtesy Policy

Students are expected to show respect and professional courtesy while interacting with the professor and classmates in discussion boards, email, phone, or in person.

## Academic Integrity Policy

Academic and professional honesty are essential values of research, learning, and scholarship. Therefore, instances of academic misconduct by students will be taken very seriously. Plagiarism (copying other people's work without attribution) will result in the assignment receiving a **zero**. Keep in mind that Safe Assignment will recognize most instances of plagiarism.

## Religious Holidays

Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

<http://oae.uic.edu/religious-calendar/>

## Academic Deadlines

August 24: First day of fall semester

December 11: End of fall semester

## Disability Accommodation

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that on-ground and online students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome but must be registered with the Disability Resource Center (DRC). Please note that services take some time to put into place, therefore, it is important that you call DRC as early as possible. You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following:

<http://drc.uic.edu/guide-to-accommodations>.