      [[1]](#footnote-1)

**EUH 3570 23180—3 credits**

**History of Modern Russia--Fall 2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| W F | 12:30PM | 01:50PM | LEC | AL | 344, Boca Raton campus |

**Dr. Patricia Kollander** ([*http://www.fau.edu/history/kollander.php*](http://www.fau.edu/history/kollander.php) *)*

AL 156, Ext 4156-- kollande@fau.edu (preferred contact)

Office Hours: T and F 3-5pm and by appointment

***Course Description***: Between 1917 and 1991, communist Russia was a closed society. But even with the opening of Soviet archives in the wake of the collapse of the Soviet Union, important questions about Russian history remain unanswered. To wit: what factors account for the 1917 collapse of two governments--imperial Russia and the republican Provisional Government--and the subsequent rise of the ultra-radical Bolshevik party? How did the Bolsheviks suppress nationalist revolt and create a functional multi-national state? Why did the Soviet Union succumb to totalitarian rule under Stalin? Why did Soviet citizens abide by oppressive Stalinist programs such as forcedindustrialization, collectivization, and his massive purge of Soviet government and society? How were Soviet citizens able to rise above Stalinist oppression to defeat Hitler during the Second World War? How effectively did subsequent Soviet leaders deal with the legacy of Stalinism? What elements of the Soviet system served as obstacles to reform? What forces led to the system's collapse, and how have Russians adjusted to their new society?

Through lectures, class discussions, films and analysis of primary and secondary sources, this course will delve into Russia’s past in order to examine these questions, and assess Russia’s position today as a world power. Students will gain understanding of major themes in Russian history and historiography, and will learn how to interpret and analyze primary sources from Soviet era.

***Lectures*:** This class will meet on WF from 12:30-1:50pm. Attendance at all lectures is expected and will be taken at each and every class meeting. Students who attend class are expected to take notes and participate in class discussions. ***Students who miss class must get notes from another student.***

***Course Materials***: Syllabi, handouts and other course materials will appear on Canvas. Log on to<http://canvas.fau.edu> to set up your account. ***Please note: PowerPoint presentations utilized in lecture will not be available on Canvas or reproduced for students who miss class***

***Required Reading:*** Students must purchase all of these books from the bookstore or a reputable online bookseller***:***

1. N. Riasanovsky & J. Steinberg, A History of Russia  Oxford University Press. ISBN 978-0-19-534197-3
2. Valerie Kivelson, & Ronald G. Suny, Russian’s Empires, Oxford University Press. ISBN: 978-0199924394
3. Eugenia Ginzburg, Journey Into the Whirlwind, Mariner Books. ISBN 978-0602751-9
4. Martin McCauley, Stalin and Stalinism**,** Longman; 3 edition . ISBN 978-1-4058-7436-6

***Grading:***

**Written Work**:

1. Worksheets: Students are required to fill out worksheets as films are being shown in class
2. Book review of Journey Into the Whirlwind (3-5 pages 750-1250 words)
3. Final paper (8-10 pages; 2000-2500 words) based on documents in the McCauley book, excerpts from your review of Journey Into the Whirlwind, and the Riasanovsky and Kivelson textbooks. **Other sources (books, articles, websites, etc.) may NOT be consulted for writing assignments.**

***Students must write papers in their own words (see plagiarism policy as outlined below).***

***Late papers will not be accepted***

**Exams**: There will be a midterm and a final examination in the multiple choice format. *Students may opt to take essay examinations in lieu of multiple choice exams by notifying the instructor no later than one week prior to each exam*. Please note—the final will test students on material covered since the midterm.

***Makeup or early exams will NOT be given***

**Grade Breakdown**

Book Review-- 15% of the total grade

Film worksheets-- 5%

Paper - 30%

Midterm-- 20%

Final-- 30%

***Grading scale***

A 94-100

A- 90-93

B+ 87-89

B 83-86

B- 80-83

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 and below

***Classroom Etiquette****:*

1**. *Students must use class time to engage course material and learn*.** This involves taking careful notes during lectures and engaging in effective class discussion. It has been the experience of the instructor that laptops serve as a distraction to this crucial educational mission, and that overall student performance can suffer if even a handful of students are surfing the net instead of taking notes during class time.

 ***For this reason, laptop computers are not permitted in the classroom. Please refer to articles on pages 9-12 of the syllabus for further clarification.***

2. Please do your very best to arrive to class on time.

3. If you are late for class, use the rear door of the lecture hall.

4. Do not leave early. Attendance will be taken during the final class hour; students leaving early will therefore

 lose attendance points

5. All students must adhere to appropriate classroom behavior at all times, which includes respect for the

instructor and peers. Disruptive classroom behavior (this includes eating, talking, “texting” or any other kind of

 cell phone use) is distracting and unfair to other students who are in class to learn, as well as to the instructor,

 and will not be tolerated.

-Students discovered using class time to “text” will hand over phones to the instructor. Students wishing to

 talk, play electronic games or correspond with friends via computer or cell phone, must do this outside of the classroom.

***Approaching the Professor:***

Please feel free to come and talk with me about any aspects of your experiencein this course. I will be

available **after** most lectures to talk and will always be found in my office during the hours listed above.

 If neither of these times are appropriate for you, please make an appointment with me.I will do my best

 to respond to all of your e-mail questions and will schedule extra office hours around exam times and

paper deadlines.

**Plagiarism and Academic Dishonesty**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism,[[2]](#footnote-2) is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:<http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.>

# Plagiarism includes failing to properly cite any material, language or ideas from a source (i.e. lectures, textbooks, internet sources, etc.), as well as copying a fellow student’s paper or a paper posted on the web. Guidelines for proper citations will be given in the paper assignments. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism. Use of the Safeassign.com service is subject to the Terms and Conditions of Use posted on the site.

***Students guilty of plagiarism will automatically flunk the course and will be subject to additional penalties under the Academic Code of Conduct.***

**Students with Disabilities**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

**Counseling Services**: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services -- individual counseling, support meetings, and psychiatric services, to name a few -- offered to help improve and maintain emotional well-being. CAPS is located on the second floor above the Breezeway food court of the Boca Raton campus. For more information, go to <http://www.fau.edu/counseling>  or call 561-297-3540

***Schedule of Classes and Assignments:***

**August 23 & 25** ***Introduction and Course Overview***

 Background: Rise of the Kiev State and Impact of the Mongol invasion

***Reading:*** Riasanovsky & Steinberg, chapters 1, 2, 8 & 11; Kivelson, & Suny, Russian’s Empires, chapters 1-3

**August 30 & September 1 *Imperial Russia, 1462-1861***

***Reading:*** Riasanovsky & Steinberg, skim chapters 15-24; read 25-28. Kivelson, & Suny, Russian’s Empires, chapters 4-6

**September 6 & 8 *The Decline of Imperial Russia, 1861-1914***

***Reading:*** Riasanovsky & Steinberg, chapters 29-31; Kivelson, & Suny, Russian’s Empires, chapters 7-8.

**September 13 and 15 *World War, Revolution and Civil War***

***Reading:*** Riasanovsky & Steinberg, chapter 32-34; Kivelson, & Suny, Russian’s Empires, chapter 9

**Extra credit opportunity--Tuesday, September 19, 2 p.m.**

**“Fake News and the Modern Presidency,” with White House Correspondent April Ryan--University Theatre, FAU Boca Raton**

**FAU Students, Faculty, Staff FREE - must present ID at the Box Office in FAU’s Student Union by Friday, Sept. 8 at 5 p.m.**

White House Correspondent April Ryan has a unique vantage point as the only black female reporter covering urban issues from the White House – a position she has held since the Clinton era.  She also can be seen almost daily on CNN as a political analyst. Ryan’s books include “The Presidency in Black and White” and “At Mama’s Knee: Mothers and Race in Black and White.” Ryan is at FAU as part of the Fifth Annual Robert J. Bailyn Symposium on the First Amendment.*. Book signing to follow lecture.*

Lecture is presented by the Departments of Political Science, the School of Communication and Multimedia Studies, and the Jack Miller Forum as part of FAU’s commemoration of Constitution Day.

To earn extra credit, attend the lecture, and type up a 1-page summary of the main points presented in the lecture and what you learned from it.

**September 20 & 24** ***The Lenin Revolution***

***Reading*** : Riasanovsky & Steinberg, chapter 35-36, McCauley, Stalin and Stalinism, ch1;

Begin Ginzburg’s memoir, Journey into the Whirlwind;

**September 27 & 29 *Stalin’s Revolution: Industrialization, Collectivization***

 ***and the Purges***

***Reading:*** Riasanovsky & Steinberg, chapter 37, McCauley, Stalin and Stalinism, chapter 2;

**October 4 & 6** ***Culture and Society During the Stalin Era***

***Reading:*** McCauley, chapter 3, Kivelson, & Suny, Russian’s Empires, chapter10.

**October 11** ***Soviet Foreign Policy & World War II***

***Reading:*** Riasanovsky & Steinberg, chapter 38, McCauley, chapter 4 **Friday, October 13: Midterm Exam**

**October 18 & 20**  ***Stalin's Last years***

***Reading:*** Riasanovsky & Steinberg, chapter 39, McCauley, Part Four, McCauley, chapter 5.

**Extra credit opportunity**: The 2017 John O’Sullivan Memorial Lecture will feature William H. Chafe, Alice Mary Baldwin Professor Emeritus of History at Duke University, **Wednesday, October 25, 2017 at 4 p.m**. in the FAU University Theatre on the Boca Raton Campus.

 William Chafe will examine how personality helped shape the politics of many of our modern presidents.  He will look at the presidencies of John F. Kennedy, Lyndon Johnson, Richard Nixon, Bill Clinton and Donald Trump, dealing with issues as varied as the Cuban Missile Crisis, the Vietnam War, Watergate and the Clinton health care bill.

Chafe has written 13 books on American history, including a major new overview of 20th century America titled "The Rise and Fall of the American Century"; a history of personality and politics in modern America titled "Private Lives/Public Consequences, Personality and Politics in Modern America"; and a book about the Clinton titled "Bill and Hillary:  The Politics of the Personal."

A book signing will follow the lecture in the University Theatre lobby.

To earn extra credit, attend the lecture, and type up a 1-page summary of the main points presented in the lecture and what you learned from it.

**October 25 & 27: *Collective Leadership, Khrushchev and the Thaw***

***Reading:*** Riasanovsky & Steinberg, chapter 40, and McCauley, chapters 6 and 7

 **Friday, October 27—Book Review Due**

**November 1 & 3** ***The Brezhnev Era: Progress, Stagnation and the Cold War***

***Reading:*** Riasanovsky & Steinberg, chapters 40-41

**November 8 & 10** ***Decline of the Soviet system***

***Reading:*** Riasanovsky & Steinberg, chapter 42

**November 15 & 17: *The Gorbachev Era***

***Reading:*** Riasanovsky & Steinberg, chapter 43; Kivelson, & Suny, Russian’s Empires, chapter11.

 ***Friday, November 17 LONG PAPER DUE at beginning of class***

**November 22: *The Disintegration of the USSR***

***Reading:*** Riasanovsky & Steinberg, chapter 44

***November 29: The Putin Years: Review for Final***

Kivelson, & Suny, Russian’s Empires, chapter12

***FINAL EXAMINATION* Friday, December 8-- 10:30am - 1:00pm**

***Guidelines for Preparation of Book Review of Journey into the Whirlwind***

***Due at the beginning of class on Friday, October 27***

**Form**

-Use 8 1/2 X 11 standard white paper. Staple the pages and number them: do not use glassine covers for book reports or any other writing assignments. Times New Roman, or Courier fonts are fine—no larger than 12 point)

-Reviews should be written in coherent and grammatically correct English. Papers exhibiting grammatical errors and poor spelling will be reduced in grade. Proofread your reports carefully for errors. Description and analysis should be clear and definite. Avoid confused and rambling statements.

***The phrases “in my opinion” or “I believe that” must not appear in this review; it is a critical analysis of the book’s contents, not an editorial***

-The review should be at least 500 words in length (2 full pages of text)

-All direct quotations from the Ginzburg text may be cited parenthetically; i.e. (Ginzburg, p. 42)

-the only other sources that can be used for the review are course textbooks, which may also be cited parenthetically (Engel, p. 56)

--a bibliography page or sources cited page is not necessary

**Content**

- -the first two paragraphs (at the most) should summarize the scope of the book and the main topics covered.

-the remaining portion of the review must not consist of a summary of the book’s contents; rather, it must be devoted to a critical analysis of the value of the book in terms of its ability to shed light on Stalin’s purges, including in some fashion the following:

1. Reliability of information in the book—sources used; use of evidence, i.e. are the statements and generalizations sufficiently supported by definite facts?
2. Judgment: What is the author’s viewpoint? How is his/her presentation influenced by his/her perspective?
3. Literary quality of the book: clarity, vigor and skill in presenting persons and situations. ***Use examples from the book-- i.e., direct quotes -- to illustrate these points***
4. Summary: Your estimate of the book as a contribution to the understanding of the subject of Stalin’s purges, and the value and interest of the book for you personally (**without** using “I” and “in my opinion”)

**In accordance with the blind grading policy in this course, the only place your name should appear is on the back of the last page of the review.**

JOSEPH T. FUHRMANN. Rasputin: A Life. New York: Praeger. 1990. Pp. x, 276. $24.95.

Grigorii Rasputin, the Siberian peasant charlatan whose ready access to the inner circle of Nicholas II and his wife Alexandra appalled responsible Russians at the beginning of this century, has been a favorite subject for writers searching for scandal to darken the twilight of imperial Russia. Their accounts have portrayed Rasputin as a sinner, a saint, a devil, or a deity dedicated (in the opinion of some) to Russia's salvation or responsible (in the view of others) for the outbreak of revolution and the fall of the Romanovs in 1917. Over the years, we have been introduced to Rasputin "the Mad Monk," Rasputin "the Holy Devil," and Rasputin "Neither Devil Nor Saint" to quote from some of the most striking subtitles that have appeared. We have had a book that promised to show us "the Real Rasputin" (by his daughter), another that promised to reveal "the Man Behind the Myth" (also by his daughter), and a number of others, the titles of which promised less but supplied no more.

Every piece of gossip, every bit of scandal, and every hint of perversion connected with Rasputin has been chewed over by writers anxious to highlight his influence peddling or recount his sexual escapades among St. Petersburg's females. The consistently low quality of such work makes a reader wary of anything written on the topic. One comes to any new volume about Rasputin-especially one that its publisher advertises as "an unforgettable journey into the life and times of Grigory Rasputin"-with a powerful sense of deja vu. Almost without meaning to, one asks: Do we really need to read all this again?

In the case of Joseph T. Fuhrmann's biography of Rasputin, the answer is a surprising and emphatic "yes" that underlines again the fact that good popular history is best written by professional historians who have the training, willingness, and patience to analyze the source materials at hand. Fuhrmann resists the temptation to highlight scandal, shape gossip into the fabric of history, and emphasize sexual intrigues and sexual perversity at the expense of careful analysis and humane understanding. His book carefully chronicles its subject's influence on Russian affairs during the decade before the revolution of 1917 and makes a serious effort to evaluate the impact of Rasputin on the course of Russia's history.

 To write about Rasputin in this fashion, Fuhrmann has had to sift through an immense quantity of sources that are heavily laced with rumor and gossip, test them against each other, and extract the grains of truth from the proverbial mountains of sand. This is precisely where earlier studies of Rasputin have failed so miserably, and it is to Fuhrmann's great credit that he has produced a solid historical biography, not another recounting of Rasputin's escapades through the brothels and boudoirs of St. Petersburg. Fuhrmann's examination of Rasputin's religious views is easily the best to appear anywhere. And his study of precisely how, why, and to what extent Rasputin gained a prominent place in the political intrigues of St. Petersburg during World War I is well and care-fully done.

As a chronicle of the weaknesses of the inept men among whom Russia's last empress and emperor felt most at ease and with whom they surrounded them-selves, this study serves as a much-needed corrective to the sentimental vision of Russia's last rulers that continues to endure despite the overwhelming evidence that has accumulated against it over the past seventy years. If Fuhrmann's volume has a failing, it is that the tragedy of World War I and the gathering clouds of revolution remain slightly out of focus and fade too far into the background. But such criticism is not meant to detract from the author's accomplishment, which is considerable. The book is a portrait of a complex and, at times, much-confused man who allowed forces he could not control to draw him too deeply into political undertakings that he did not understand. That he did so to the detriment of his imperial benefactors and of Russia was as much their fault as his, a conclusion that Fuhrmann's a conclusion that Fuhrmann's careful research makes abundantly clear.

W. BRUCE LINCOLN

Northern Illinois University

# Leave Your Laptops at the Door to My Classroom

**Darren Rosenblum**

[**ON CAMPUS**](http://www.nytimes.com/column/on-campus)**JAN. 2, 2017**

When I started teaching, I assumed my “fun” class, sexuality and the law, full of contemporary controversy, would prove gripping to the students. One day, I provoked them with a point against marriage equality, and the response was a slew of laptops staring back. The screens seemed to block our classroom connection. Then, observing a senior colleague’s contracts class, I spied one student shopping for half the class. Another was surfing Facebook. Both took notes when my colleague spoke, but resumed the rest of their lives instead of listening to classmates.

Laptops at best reduce education to the clackety-clack of transcribing lectures on shiny screens and, at worst, provide students with a constant escape from whatever is hard, challenging or uncomfortable about learning. And yet, education requires constant interaction in which professor and students are fully present for an exchange.

Students need two skills to succeed as lawyers and as professionals: listening and communicating. We must listen with care, which requires patience, focus, eye contact and managing moments of ennui productively — perhaps by double-checking one’s notes instead of a friend’s latest Instagram. Multitasking and the mediation of screens kill empathy.

Likewise, we must communicate — in writing or in speech — with clarity and precision. The student who speaks in class learns to convey his or her points effectively because everyone else is listening. Classmates will respond with their accord or dissent. Lawyers can acquire hallmark precision only through repeated exercises of concentration. It does happen on occasion that a client loses millions of dollars over a misplaced comma or period.

Once, a senior associate for whom I was working berated me for such a mistake and said, “Getting these things right is the easy part, and if you can’t get that right, what does it say about your ability to analyze the law properly?” I learned my lesson. To restore the focus-training function of the classroom, I stopped allowing laptops in class early in my teaching career. Since then research has confirmed the wisdom of my choice.

Focus is crucial, and we do best when monotasking: Even [disruptions of a few seconds](https://www.ncbi.nlm.nih.gov/pubmed/23294345) can derail one’s train of thought. Students process information better when they take notes — they don’t just transcribe, as they do with laptops, but they think and record those thoughts. One study found that laptops or tablets consistently undermine exam performance by 1.7 percent (a significant difference in the context of the [study](http://seii.mit.edu/wp-content/uploads/2016/05/SEII-Discussion-Paper-2016.02-Payne-Carter-Greenberg-and-Walker-2.pdf)). Other studies reveal that [writing by hand](http://www.medicaldaily.com/why-using-pen-and-paper-not-laptops-boosts-memory-writing-notes-helps-recall-concepts-ability-268770) helps memory retention. Screens block us from connecting, whether at dinner or in a classroom. [Kelly McGonigal](http://kellymcgonigal.com/), a psychologist and lecturer at Stanford University, [says](https://www.nytimes.com/2016/05/01/fashion/monotasking-drop-everything-and-read-this-story.html) that just having a phone on a table during a meal “is sufficiently distracting to reduce empathy and rapport between two people.”

For all these reasons, starting with smaller classes, I banned laptops, and it improved the students’ engagement. With constant eye contact, I could see and feel when they understood me, and when they did not. Energized by the connection, we moved faster, further and deeper into the material. I broadened my rule to include one of my large upper-level courses. The pushback was real: A week before class, I posted the syllabus, which announced my policy. Two students wrote me to ask if I would reconsider, and dropped the class when I refused. But more important, after my class ends, many students continue to take notes by hand even when it’s not required.

Putting aside medical exemptions, many students are just resistant. They are used to typing and prefer it to writing. They may feel they take better notes by keyboard. They may feel they know how to take notes by hand but do not want to have to do so. They can look up material, and there’s no need to print assignments. Some may have terrible handwriting, or find it uncomfortable or even painful to write.

To them, I’ll let the Rolling Stones answer: You can’t always get what you want, but sometimes you get what you need. My students need to learn how to be lawyers and professionals. To succeed they must internalize an ethos of caution, care and respect. To instill these values and skills in my students, I have no choice but to limit laptop use in the classroom.

***Correction: January 3, 2017***

*An earlier version of this article misstated how much laptops and tablets in the classroom hurt exam performance. Their presence lowered results by 1.7 percent, according to a study, not 18 percent.*

[Darren Rosenblum](http://www.law.pace.edu/faculty/darren-rosenblum) is a professor at the Elisabeth Haub School of Law at Pace University.

# Attention, Students: Put Your Laptops Away

NPR STAFF

JAMES DOUBEK

As laptops become smaller and more ubiquitous, and with the advent of tablets, the idea of taking notes by hand just seems old-fashioned to many students today. Typing your notes is faster — which comes in handy when there's a lot of information to take down. But it turns out there are still advantages to doing things the old-fashioned way.

For one thing, research shows that laptops and tablets have a tendency to be distracting — it's so easy to click over to Facebook in that dull lecture. And a study has shown that the fact that you have to be slower when you take notes by hand is what makes it more useful in the long run.

In the study published in [Psychological Science](https://sites.udel.edu/victorp/files/2010/11/Psychological-Science-2014-Mueller-0956797614524581-1u0h0yu.pdf), Pam A. Mueller of Princeton University and Daniel M. Oppenheimer of the University of California, Los Angeles sought to test how note-taking by hand or by computer affects learning.

"When people type their notes, they have this tendency to try to take verbatim notes and write down as much of the lecture as they can," Mueller tells NPR's Rachel Martin. "The students who were taking longhand notes in our studies were forced to be more selective — because you can't write as fast as you can type. And that extra processing of the material that they were doing benefited them."

Mueller and Oppenheimer cited that note-taking can be categorized two ways: generative and non-generative. Generative note-taking pertains to "summarizing, paraphrasing, concept mapping," while non-generative note-taking involves copying something verbatim.

And there are two hypotheses to why note-taking is beneficial in the first place. The first idea is called the encoding hypothesis, which says that when a person is taking notes, "the processing that occurs" will improve "learning and retention." The second, called the external-storage hypothesis, is that you learn by being able to look back at your notes, or even the notes of other people.

Because people can type faster than they write, using a laptop will make people more likely to try to transcribe everything they're hearing. So on the one hand, Mueller and Oppenheimer were faced with the question of whether the benefits of being able to look at your more complete, transcribed notes on a laptop outweigh the drawbacks of not processing that information. On the other hand, when writing longhand, you process the information better but have less to look back at.

For their first study, they took university students (the standard guinea pig of psychology) and showed them TED talks about various topics. Afterward, they found that the students who used laptops typed significantly more words than those who took notes by hand. When testing how well the students remembered information, the researchers found a key point of divergence in the type of question. For questions that asked students to simply remember facts, like dates, both groups did equally well. But for "conceptual-application" questions, such as, "How do Japan and Sweden differ in their approaches to equality within their societies?" the laptop users did "significantly worse."

The same thing happened in the second study, even when they specifically told students using laptops to try to avoid writing things down verbatim. "Even when we told people they shouldn't be taking these verbatim notes, they were not able to overcome that instinct," Mueller says. The more words the students copied verbatim, the worse they performed on recall tests.

And to test the external-storage hypothesis, for the third study they gave students the opportunity to review their notes in between the lecture and test. The thinking is, if students have time to study their notes from their laptops, the fact that they typed more extensive notes than their longhand-writing peers could possibly help them perform better.

But the students taking notes by hand still performed better. "This is suggestive evidence that longhand notes may have superior external storage as well as superior encoding functions," Mueller and Oppenheimer write.

Do studies like these mean wise college students will start migrating back to notebooks?

"I think it is a hard sell to get people to go back to pen and paper," Mueller says. "But they are developing lots of technologies now like Livescribe and various stylus and tablet technologies that are getting better and better. And I think that will be sort of an easier sell to college students and people of that generation."

**Selected Russian history sites with links**

[Seventeen Moments in Soviet History](http://www.soviethistory.org/) (collection of documents, images, sound files, and film clips)

[Alexander Palace Time Machine](http://www.alexanderpalace.org/palace/mainpage.html) (documents, text, and images of the Romanovs)

[Beyond the Pale:  A History of Russia's Jews](http://www.friends-partners.org/partners/beyond-the-pale/english/guide-cond.html) (images and text--in addition to the exhibit, very good web links)

[Imperial Russia 1862-1918](http://www.columbia.edu/itc/history/wortman/course.html#Terms) (a list of names, dates, and Russian terms prepared for a Richard Wortman's course at Columbia University

[The Lenin Internet Archive](http://www.marxists.org/archive/lenin/index.htm) (English translations and original language-versions of works by Lenin, photographs and other materials, from the [Marxist Internet Archive](http://www.marxists.org/))

[Soviet Archives Exhibit](http://www.sunsite.unc.edu/expo/soviet.exhibit/soviet.archive.html) (an excellent selection of translated documents from central archives from an exhibit at the Library of Congress)

[Translations of the Laws of Rus'](http://www.grinnell.edu/individuals/kaiser/Trans.html) (several of the major pre-Imperial law codes, translated and posted by Daniel Kaiser)

**Selected Russian Culture Sites**

[The Hermitage State Museum](http://www.hermitagemuseum.org/html_En/index.html) (English language museum site of the Hermitage in St. Peteresburg, with virtual exhibits and images)

[The Russian State Museum](http://www.rusmuseum.ru/eng/index.html) (English language museum site of the Russian State Museum in Moscow, with virtual exhibits and images)

[Russian Religion News](http://www.stetson.edu/~psteeves/relnews/) (from the Stetson University Department of History)

[Window to Russia](http://www.wtr.ru/) (a rather dated Moscow-based bilingual site with information on "contemporary" culture and religion)

**Selected Russian News Sites**

[Interfax News Agency](http://www.interfax-news.com) (in English)

[Moscow Times](http://www.moscowtimes.ru/) (in English)

[Radio Free Europe/Radio Liberty Online](http://www.rferl.org/newsline/index.html) (in English)

[Russia Today](http://www.russiatoday.com/) (in English)

**Organizations Related to Russian History**

[American Association for the Advancement of Slavic Studies](http://www.fas.harvard.edu/~aaass/) (includes links to Russian studies materials and to other important organizations in Slavic studies)

[International Research and Exchange Commission (IREX)](http://www.irex.org/) (an organization that arranges research exchanges with Eurasian countries)

[Jewish Studies in Russia](http://eshnav.narod.ru/) (English page with links from the Russian Association of Jewish Studies Students)

[Russian Archives Database (Archeo-Biblio Base)](http://www.iisg.nl/~abb) (an important project presenting detailed descriptions of archival collections in the former USSR, compiled by Patricia Grimsted and posted by the International Institute of Social History)

[Slavic Review Homepage](http://www.econ.uiuc.edu/~slavrev/frames.html) (includes full text of some issues of this important journal)

[The Wildman Group for the Study of Workers and Society](http://history.colstate.edu/Pate/wildman/) (scholars interested in Russian and Soviet workers and labor history)

[The Yivo Institute for Jewish Research](http://www.yivoinstitute.org/) (one of the major centers for Eastern European Jewish studies, includes links to photos and other resources)

**Plagiarism: Questions and Answers**

***What is the plagiarism policy?***
Students who plagiarize will receive a grade of “F” for the course and a notation of academic irregularity on their transcripts. On the second occurrence, plagiarism can result in expulsion from the University.

***What is the basis of this policy?***
The policy is governed by the Florida Administrative Code, a collection of regulations implemented at the state level that govern all institutions of higher learning in Florida. For the full text of this code as it relates to plagiarism, see the University Catalog or simply read it below.

***What is plagiarism?***
Plagiarism is a form of theft.  It means presenting the work of someone else as though it were your own, that is, without properly acknowledging the source.  Sources include both published and unpublished material written by anyone else, including other students.  If you do not acknowledge the source, you show an intention to deceive.  Plagiarism can take several forms:

* If you use someone else’s words without enclosing them in quotation marks and identifying the author and work cited, you are plagiarizing.
* If you put someone else’s original ideas in your own words without identifying the author and work cited, you are plagiarizing.
* If you present new, unique, or unusual ideas and facts that are not the result of your own investigations or creativity without identifying whose they are, you are plagiarizing.

Some of you may have turned in papers in high school that followed one or more of the practices above, and some of you may even have been encouraged to think that these practices were acceptable.  In the world outside of high school and college, however, such practices regularly lead to lawsuits, lost jobs, and permanent disgrace.  FAU’s responsibility is to prepare you for that world, and so the university takes plagiarism very seriously.  *Plagiarism will result in academic failure, and it can result in expulsion.*

***What should I do if I’m not sure whether or not to cite something?***
If you are uncertain whether you are making the proper use of sources in your papers, do one or both of the following:

* Play it safe, and cite the source even if the ideas you are using may turn out to be common knowledge.
* Consult your instructor (not your friends) in advance.

***What does “academic irregularity” mean?***
Academic irregularities are defined by Regulation 4.001 of the Honor Code (a subsection of the Florida Administrative Code), which forbids cheating, plagiarism, and “other activities which interfere with the educational mission within the classroom.”

***It’s only plagiarism when you present someone else’s whole paper as your own, right?***
Wrong: plagiarism includes more than just that. Yes, plagiarism includes submitting an essay that you did not write. It also means taking someone else’s essay and “changing” it, then submitting it as your own work. It also means including others’ phrase(s), sentence(s), paragraph(s), data, and/or ideas in your work without citing the source, making it appear as though they were your own. No matter the particular form, each case of plagiarism is considered theft. Consequences are severe.

***Don’t people do this all the time, and doesn’t that make it okay?***
No. You may have been taught otherwise, but that is no excuse: students are regularly failed and dismissed for plagiarism. Don’t become a statistic. Don’t plagiarize.

***But students usually get away with this, don’t they?***
Actually, plagiarism is almost always easy to spot.  Your teachers are professionally attuned to unexplained inconsistencies of writing style, and they have access to an Internet service that can conduct large-scale searches for the sources of suspicious papers.

***What if I use language from the assignment prompts?***
That is plagiarism; any time you take someone else’s words and present them as your own, it’s plagiarism.

***What if I use a definition from a dictionary, without citing it?***
That is plagiarism; if you take someone else’s definition and present it without quoting and citing the source, it’s plagiarism.

***What if I take something from*****Wikipedia*? Isn’t that for everyone’s use?***
Stealing from *Wikipedia* is no different from stealing from *The Encyclopedia Britannica*; if you take someone else’s words without quoting and citing, it’s plagiarism.

***What if I use a Web site to help me write my paper?***
If you do not cite the source, it’s plagiarism. Keep in mind that your instructors, too, have access to Google and are likely to find the same site you did.

***I bought a paper off the Web, so that makes it mine to use, right?***
No. If you submit the paper as your own work, it’s plagiarism.

***But it was just a rough draft of a paper… I can’t get in trouble for that, can I?***
*Any* work you submit to your instructor must be yours and yours alone. Drafts, homework assignments, response papers: if you plagiarize any of these in whole or in part you will fail the course.

***But I just had someone “clean up” my sentences for me… that’s editing, not plagiarizing, right?***
If someone changes your sentences for you, then you are plagiarizing. If you are getting help with a paper, ask someone to mark the confusing or awkward sentences for you, but *change them yourself*.

***As an international student, I learned a technique called “pasting,” where I build new sentences from sentences I know are correct… that’s not plagiarism is it?***
It might be. You should check with your instructor.

***I was really pressed for time… I had no choice… can’t you forgive me just this once?***
The History department has a zero-tolerance approach to plagiarism. If, for *whatever* reason, you feel you need to plagiarize, contact your instructor instead. Ask for an extension, explain the situation, work out an alternative—*but don’t plagiarize!*

***Are there other options for me, then?***Yes. You can speak with your instructor or attend her or his office hours if you need help, guidance, feedback, or assistance. You can also make an appointment with a writing consultant at UCEW, the University Center for Excellence in Writing (see the information on UCEW later in this textbook). You can even visit the English department to make an appointment with the Director of Writing Programs. There’s always an alternative to plagiarism.

***What are the consequences if I plagiarize and get caught?***
You will immediately fail the course in which you plagiarized, and a mark will be placed on your transcript indicating that your failure of this course was due to academic irregularity. FAU’s “forgiveness” policy cannot be applied to courses which were failed due to academic irregularity, nor can you withdraw from these courses. If you plagiarize a second time, punishment ranges from suspension to expulsion.

***What do I do if I am accused of having academic irregularities?***
Your instructor will meet with you first. If there has been some misunderstanding, then it should be resolved at this conference. However, if by the end of that conference your instructor remains convinced that you have plagiarized then he or she will give you written notice of the charges and consequences. Your instructor will provide a copy of that written notice to the Director of Writing Programs, who will notify the registrar.

***How can I appeal these charges?***
After your instructor has given written notice to you and the Director of Writing Programs, you are entitled to a departmental conference with the chair of the English department. You should contact the English department for the email address of the Director of Writing Programs and email your request for a departmental conference.

***What happens at the departmental conference?***
You will have a chance to explain yourself at the departmental conference. After the conference, you will receive a written notice of the outcome from the English Chair.

***What if I still wish to contest the charges?***
There are further levels of appeal after the departmental conference. Refer to the excerpt of the Honor Code below, particularly paragraph 5.

***What is Turnitin?***
Turnitin ([http://www.turnitin.com](http://www.turnitin.com/)) is a service whose system is designed to prevent plagiarism. FAU currently has a license to use Turnitin’s technology to detect plagiarism. Essays are submitted to Turnitin and added to their database. Newly submitted essays are compared to previously submitted essays and to essays on the Internet, to help confirm that the essays are original. Essays which are plagiarized, in whole or in part, are very often discovered this way.

***Will my work be submitted to Turnitin?***
Possibly; in any case, you should assume so.

***I like reading long regulations written in legalese; can you help?***
Florida Atlantic University
Regulation 4.001 Honor Code, Academic Irregularities, and Student’s Academic Grievances.

**(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet** University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:
    (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.
    (b) The presentation of words or ideas from any other source as one’s own – an act defined as plagiarism.
    (c) Other activities which interfere with the educational mission within the classroom.

(3) Initially, the Instructor will determine whether available facts and circumstances demonstrate that there is reason to believe that a student is involved in an academic irregularity.
    (a) The Instructor will, in conference, apprise the student with the Instructor’s perception of the facts. Early appraisal is desirable.
    (b) If, after this conference, the Instructor continues to believe that the student was involved in an academic irregularity, the Instructor will mail or give the student a brief written statement of the charges and the penalty.
    (c) A copy of this statement shall be sent to the Department Head, who will notify the Registrar that an electronic notation of the irregularity should be attached to the student’s transcript. The notation will be part of the student’s internal University record, but will not appear on the printed transcript. If the charges are dropped in the appeal process, or if there is no second offense during the student’s stay at the University, the notation will be expunged from the record upon written request from the student following graduation from or two semesters of non-attendance at, the University. (d) The student may appeal the Instructor’s actions by requesting a departmental conference within ten (10) days. The conference, held as soon as possible, will be among the student, the Instructor, and the Head of the Department administering the course. An advisor may attend to provide counsel to the student, but not to answer in place of the student. The Department Head’s written statement of action taken pursuant to the conference will be delivered to the student and the Dean of the College administering the course.

(4) When the Department Head notifies the Registrar of the irregularity (paragraph (3)(c)), the Registrar will inform the Department Head as to whether the student is a repeat offender. If the student is a repeat offender, the Department Head will recommend to the Dean a penalty suspension or expulsion. The Dean will make the decision as to the penalty and notify the student in writing.

(5) The student may appeal the actions of the departmental conference or the Dean, at a faculty-student council. This council will be established by each College and will be composed of the Dean, two faculty members, and two students. Requests for a hearing must be presented in writing within ten (10) days of the departmental conference. Records of appeals and minutes will be maintained by the Dean. These hearings are considered to be educational activities. The strict rules of evidence do not apply. Students may be assisted by attorneys, but may not abdicate the responsibility to respond to charges to their legal advisors.

(6) The student may appeal the faculty-student council’s action to the Vice President of Academic Affairs by requesting a hearing within ten (10) days of the committee’s decision. These appeals are limited to the following bases:
    (a) Failure to receive due process.
    (b) Arbitrary actions including lack of commensurateness of penalty to offense.
    (c) New pertinent information not available during earlier proceedings.

(7) Penalties will vary with the offenses.
    (a) The Instructor’s penalty, paragraph (3)(b) above, ranges from a grade of F on any work up to an F for course.
    (b) Penalty grades cannot be removed by drop or forgiveness policy.
    (c) Penalties assigned by the Dean, subsection (4) above, may include suspension or dismissal.
    (d) Each College or Department may adopt a policy of penalties more severe than prescribed above. Such a policy must be widely distributed in the Colleges.

(8) The Vice-President for Academic Affairs may act on an appeal as follows:
    (a) Dismiss the appeal and uphold the action taken by the College.
    (b) Order a new hearing by a different student-faculty council.
    (c) Reduce the severity of the penalty administered.

(9) Student grievances arising from academic activities require a written request for conference with the Instructor. If unsatisfied, the student may request further discussion in a department conference similar to the one in paragraph (3)(d) above. Grades will not be changed except by the Instructor, and grievances involving the judgment and discretion of a faculty member in assigning grades shall not proceed under this rule beyond the conference with the Instructor. This is an application of the concept of academic freedom. The exception to this rule occurs if the student can demonstrate malice on the part of a faculty member. A grievance involving a charge of malice may be appealed to the student-faculty council, as above, and subsequently to the Vice President of Academic Affairs. In the event of a finding of malicious action, the University may take disciplinary action against the faculty member and, at the option of the student, remove the grade from the record and refund the student’s fees for the courses. Students, whose accusations of malice are found to be frivolous by the Vice President of Student Affairs, are subject to disciplinary action.

*Book review faux pas*

1. In large part what made this book good author’s way with words.
2. *Journey Into the Whirlwind* is her account of the suffrage felt during Stalin’s reign of terror.
3. As Eugenia books goes on she does couple weeks in a train to another prison.
4. The Great Purge was a cataclysmic within the Soviet Union that killed up to one million people.
5. As the years pass Eugenia’s description of people, places and events reveal of how aware she was of her immediate surrounding s in light of being cut from the outside world and all its distractions and sheds light on her perspective of her current predicament and that of her fellow prisoners, such as convincing an inmate not to expose another woman to the authorities due to the fact she was hiding gold in her hair by convincing the would be informant to act on her “moral” instinct, meaning that Eugenia always attempted to keep herself from harming others in any way, such as signing forms identifying “fellow conspirators” that would have condemned so many other people to death.
6. The book has rightly documented about the rampant insecurity among the certain sections of the Communist Party.
7. Ginzburg narrates in elaborate detail her undergoing of interrogations and experiences both witnessing and enduring torturous acts inflicted on her and her comrades.
8. This memoir is a representative portrayal of an extremely conflicted time in Russian history, when a respectable woman could be stripped of all her dignities and entitlements and then treated as if she were a caged animal.
9. Ginzburg’s novel, on the other hand, is Genia retelling and reliving her personal experiences during the actual purges creating a sense of reliability that is only achieved through these types of primary sources.
10. She takes you on her journey from loyal party member, wife, mother and university professor to enemy of the state.
11. The book explores the true strength of a person and how we can overcome the most inhuman treatment and still survive.
12. Eugenia Ginzburg is peacefully living her life as a loyal member of the communist party when she is accused of being an enemy of the state.
13. Without proper car, and inadequate food or water she has begun one hell of a roller coaster.
14. Ginzburg goes on to have a miserable life, I believe this novel is a huge testament to the strength one has deep inside.
15. As many know, Stalin was known to become very suspicious and paranoid over the years of him being leader of the Soviet Union.
16. She also goes into detail about how prisoners of opposing parties.
17. In the 1930s, the assignation of Sergey Kriov was the initiation of the Stalin Purges to follow in Russia that began the constant drive for total control and power of the country and its people.
18. As well as her two years of solitary confinement Yaroslavl, including her days spent within punishment cells there.
19. As well as get her first taste at what life in a labor camp in fact entails.
20. Although the narration of events reveals important on the plight of prisoners, it additionally sheds light on the Stalin purges.
21. It reveal the hate that the Stalin administration had on those that were perceived to oppose government ideologies.
1. Ivan the Great, Peter the Great, Catherine the Great, Nicholas II and Alexandra, Lenin and Stalin, Gorbachev, Vladimir Putin [↑](#footnote-ref-1)
2. There should be no need to remind students that plagiarism is "to take and pass of as one's own (the ideas, writings, etc., etc., of another.)" [Source: Webster's World Dictionary of the English Language, (Cleveland, 1964), p. 1116]. [↑](#footnote-ref-2)