

History 201: Historian's Craft
Russia Engages America; America Engages Russia

Prof. F. Hirsch
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MWF 9:55-10:45

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Office Hours: Wednesdays 12-2 and by appointment

This course investigates the relationship between Russia and the United States, focusing on how the two states and their peoples influenced each other and each other's development. The course will look at traditional diplomatic relations as well as at formal and informal economic and cultural relations. The first two-thirds of the course will focus on the period before World War II, looking at mutual perceptions and at opportunities for economic and cultural cooperation and exchange. It will devote considerable attention to America's reaction to the revolutions of 1917 and to the rise of Stalin and Stalinism. The last third of the course will focus on the Cold War. Themes will include superpower competition, espionage, and Soviet reactions to the idea of the American dream.

This course has a sizable historical methods component and offers an opportunity to experience the excitement and rewards of doing original historical research and conveying the results of that work to others. One session a week will be devoted explicitly to the development and honing of skills essential to the historian's craft. These skills include critical reasoning, research, source evaluation, and analytical writing. Students will gain hands-on experience doing archival research and will share their research findings with the class in oral presentations. Attendance and participation are mandatory. At the end of the semester each student will submit a 12-page research paper on a topic relating to the course theme. (A number of the shorter course papers are designed to help students develop a research proposal, a research plan, and ultimately the paper itself.)

Sections: Students will meet in smaller discussion sections for 50 minutes once a week with TA Roberto Carmack. Discussion section will focus on the course theme of Russian-American engagement and on the research and writing process.

In section, students will have the opportunity to read and comment on one another's work.

Goals: This course, which satisfies the Comm-B requirement, will focus on developing the following skills:

-Asking questions, including questions that may generate new directions for historical research. Developing historical questions through engagement with different kinds of sources. Asking historical questions to guide individual research. Posing questions to prompt productive group discussion.

-Finding and citing sources. Learning the logic of footnotes, bibliographies, search engines, libraries, and archives, and consulting them to identify and locate source materials. Identifying the purposes, limitations, authorities, and parameters of various search engines. Taking advantage of the range of library resources including interlibrary loan.

-Evaluating sources. Determining the perspective, credibility, and utility of source materials. Distinguishing between primary and secondary material for a particular topic. Identifying the perspective or authorial stance of a source. Summarizing an argument presented in a text. Distinguishing between the content of a source and its meaning in relation to a particular question.

-Developing and presenting an argument. Using sources appropriately to create, modify, and support tentative conclusions and new questions. Writing a strong, clear thesis statement. Revising a thesis statement based on additional research or analysis. Identifying the parts of an argument necessary to support a thesis convincingly. Citing evidence to support each part of an argument. Identifying the contribution of an argument to existing scholarship.

-Planning further research. Drawing upon preliminary research to develop a plan for further investigation. Writing a research proposal, annotated bibliography, and outline.

-Communicating ideas and research findings effectively through formal and informal written and oral presentations.

Grades: Course grades will be determined as follows: short writing assignments (including the project proposal, annotated bibliography, and outline) 40%; participation in weekly discussions in class and in section, combined with your final self-assessment 25%; formal oral presentation 10%; final research paper 25%.

Readings: There are no textbooks for this class. There is a course packet that will be available for purchase at StudentPrint on East Campus Mall. The course packet will also be on reserve at College Library. *All of the readings below are in the course packet [P] unless otherwise indicated.

Consultations: Students are expected to come to office hours throughout the semester to discuss the progress they are making on their research papers. I will schedule extra office hours during Weeks 5 and 12 and ask everyone to sign up for one-on-one consultations.

Week 1: Introduction

W 1/22, F 1/24: Thinking Like an Historian; Narratives of Engagement

Readings:

Start reading for next week.

Theme:

This week we'll be talking in general terms about the historian's craft and about how historians, journalists, and politicians put together narratives about current and past events.

Assignment for 1/24 Lecture:

Read *The New York Times* this week and find an article about Russia. Bring a copy of the article to class on Friday 1/24.

Week 2: 1890-1914—The Russian Empire and the United States

M 1/27, W 1/29: Diplomatic Relations; Mutual Perceptions

F 1/31: Analyzing Sources I: What is a Primary Source?

Readings:

1. Eugene P. Trani, "Russia in 1905: The View From the American Embassy," *The Review of Politics*, vol. 31, no. 1 (1969): 48-65. [P 1-18]
2. "The Student Strike in Russia," *The World To-Day*, no. 8 (1905): 487-491. [P 19-23]
3. Maxim Gorky, "The City of the Yellow Devil, 1906," in *America Through Russian Eyes*, pp. 128-143 (1988). [P 24-32]
4. Stephen Bonsul, "Tolstoy Prophesies the Fall of America," 1907. [P 33-37]

Theme:

How do we read first-hand accounts and judge whether narrators are "reliable"?

Assignment for Section:

Write a one-page paper reflecting on the following: What makes a narrator "reliable"? Are all narrators "unreliable" in one way or another? Are some more "reliable" than others? Give examples from this week's readings.

Week 3: 1914-1917—World War I and New Opportunities

M 2/3, W 2/5: World War I, Economic Relations

F 2/7: Memorial Library

Readings:

1. Norman Saul, *War and Revolution: The United States and Russia, 1914-1921* (2001), pp. 98-135. [P 38-57]
2. Jeanette E. Tuve, "Changing Directions in Russian-American Economic Relations, 1912-1917," *Slavic Review*, vol. 31, no. 1 (March 1972): 52-70. [P 58-76]

Theme:

What are secondary sources? How can we find books and academic articles to help us with our research?

Assignment for Section:

Write a one-page paper analyzing the Tuve article. What is the author's main argument? What kinds of primary sources does she cite in her footnotes? Does she cite other secondary sources to support her argument?

Week 4: 1917—Russia's Revolutions and America's Response

M 2/10, W 2/12: The Russian Revolutions; American Responses

F 2/14: Wisconsin State Historical Society Archive

Readings:

1. "Special Diplomatic Mission of the United States of America to Russia," from the Cyrus McCormick Papers in the Wisconsin State Historical Society Archive. [P 77-117]
2. Louise Bryant, *Six Red Months in Russia* (1918), pp. 1-28, 99-109, 153-161. [P 118-144]
3. Emma Goldman, *My Disillusionment in Russia* (1923), pp. 1-30, 48-57. [P 145-166]

Theme:

What is a research question? What is a thesis?

Assignment for Section:

Write a one-page paper reflecting on what the Bryant and Goldman memoirs and the archival documents tell us about Russia's Revolutions. Are the authors "reliable" narrators? Explain.

Week 5: 1918-1921—Fear and Opportunities

M 2/17, W 2/19: Civil War and American Intervention; The Red Scare of 1918-1921

F 2/21: Analyzing Sources II: Using Visual Sources—Cartoons, Posters, Photos

Readings:

1. David MacKenzie and Michael W. Curran, *Russia and the USSR in the Twentieth Century* (1997), pp. 144-158. [P 167-175]
2. Donald E. Carey, *Fighting the Bolsheviks* (1997), pp. 1-4, 41-50. [P 176-185]
3. A. Mitchell Palmer, "The Case Against the 'Reds,'" *Forum*, vol. 63 (1920): 173-185. [P 186-191]
4. "Report of Trip to Russia, October 1921," From S. G. McAllister to H. F. Perkins, International Harvester, from the Cyrus McCormick Papers in the Wisconsin State Historical Society Archive. [P 192-200]
5. Spend some time browsing the following websites:
http://www.baruch.cuny.edu/library/alumni/online_exhibits/digital/redscare/
http://digitalgallery.nypl.org/nypldigital/explore/dgexplore.cfm?topic=history&collection_list=PostersoftheRussianC&col_id=195Theme:

Theme:

How can we use cartoons, photographs, posters and other visual primary sources in research papers? How should we approach visual sources?

Assignment for Section:

Choose a political cartoon or poster or photograph from one of the above websites that you think sheds light on American-Russian relations during the period of 1918-1921. Print out a copy of this source and bring it to section this week. Be prepared to tell your classmates why you chose the source and to explain how you are interpreting it.

Week 6: Politics Culture, and Road Trips

M 2/24, W 2/26: Americans in Bololand (with PhD candidate Athan Biss); Soviets in America (with Professor Tony Michels)

F 2/28 Memorial Library

Readings:

1. Claude McKay, *A Long Way From Home* (1969), pp. 153-166, 172-184. [P 201-216]
2. Richard Cartwright Austin, *Building Utopia: Erecting Russia's First Modern City*, 1930 (2004), pp. 1-43. [P 217-258]

3. George S. Counts, *A Ford Crosses Soviet Russia* (1930), pp. i-x, 61-84. [P 259-278]

4. Ilya Ilf and Evgeny Petrov, *Little Golden America* (1936), pp. 53-65, 71-76, 96-103. [P 279-294]

Theme:

This week we'll continue to talk about different avenues of Russian-American engagement and about the research process.

Assignment for Section:

Write a one-page research proposal and bring it to section this week. (This is a draft. You will have the opportunity to revise it in a couple of weeks.) Be sure to clearly state your research question(s) and to attach a short list of primary and secondary sources. In section, you will read and discuss one another's proposals. You will also talk about the process of revising.

Week 7: John Scott and the Economics of Socialism

M 3/3, W 3/5: John Scott's Memoir; John Scott's Archive

F: 3/7 Visual Sources II: Using Film as a Primary Source (with Professor Maria Belodubrovskaya)

Readings:

1. John Scott, *Behind the Urals: An American Worker in Russia's City of Steel* (1942), pp. 3-6, 9-51, 55-92. [P 295-371]

2. Documents from the John Scott Papers in the Wisconsin State Historical Society Archive. [P 372-395]

3. Spend some time browsing the following websites:

Prelinger Archives: <https://archive.org/details/prelinger>

Kinoglaz Online: <http://kinoglazonline.weebly.com/index.html>

Theme:

This week we'll continue to talk about the research process.

Assignments for Section:

1. Bring in one of the primary sources that you have identified for your research paper. Be prepared to tell your classmates about this source and to explain how you might use it in your research paper.

2. Choose one of the one-page papers that you wrote during weeks 2, 3, and 4 and revise it based on the comments that you received. Submit your original paper and your revised paper.

Week 8: Hopes, Dreams, and Terror

M 3/10, W 3/12: Walter Duranty; Joseph E. Davies

F: 3/14 Visual Sources II (Exploring the Davies collection at the Chazen Museum)

Readings:

1. Joseph E. Davies, *Mission to Moscow* (1941), pp. 1-12, 21-31, 36-38, 65-71. [P 396-410]
2. Robert C. Williams, "The Quiet Trade: Russian Art and American Money," *The Wilson Quarterly* (Winter 1979): 162-175. [P 411-424]
3. Walter Duranty articles in *The New York Times*. [P 425-433]
4. Correspondence among Alexander Gumberg, Walter Duranty, and Raymond Robins, from the Alexander Gumberg Collection in the Wisconsin State Historical Society Archive. [P 434-443]

Theme:

This week we'll spend some time talking about footnotes and bibliographies.

Assignment for Section:

Submit a revised one-page research proposal and a short list of primary and secondary sources.

Week 9: Spring Break

Week 10: World War II and the Postwar Moment

M 3/24, W 3/26: The Wartime Alliance; 1946

F 3/28: Wisconsin State Historical Society Archive

Readings:

1. John Lewis Gaddis, *Russia, the Soviet Union, and the United States* (1990), pp. 175-197. [P 444-456]
2. "The Novikov Telegram," 1946. [P 457-467]
3. George F. Kennan, "Telegraphic Message," 1946. [P 468-487]

Theme:

This week we'll continue to talk about sources.

Assignment for Section:

Submit a four-page annotated bibliography for your research paper. It should include at least four primary sources and four secondary sources.

Week 11: Postwar Reconfigurations

M 3/31, W 4/2: Independent Research, The Senator from Wisconsin

F 4/4: Memorial Library

Readings:

1. Committee on Un-American Activities, "100 Things You Should Know About Communism in the USA," 1949. [P 488-505]
2. "Senator Joseph McCarthy's Speech on Communists in the State Department," 1950. [P 506-510]
3. "The Conspiracy Against Sen. Joe McCarthy," *The Wisconsin State Journal*, September 9, 1952. [P 511]

Theme:

This week we'll talk about using newspaper databases for historical research.

Assignments for Section:

1. Use the ProQuest Historical Newspapers database (available at <http://researchguides.library.wisc.edu/content.php?pid=48126&sid=354447>) via the UW Library website to find a newspaper article that could serve as a primary source for your research paper. Bring a copy of the article to section. Be prepared to tell your classmates about the newspaper article and how it relates to your topic.
2. In section, submit a two-page outline of your research paper. Use the outline to map out the narrative and the main arguments.

Week 12: Cold War Realities and Fantasies

M 4/7 W 4/9: Duck and Cover; From Research to Writing I

F 4/11: Khrushchev Comes to America

Readings:

1. Nikita Khrushchev, *Khrushchev in America* (1960), pp. 104-113, 152-163. [P 512-523]
2. Nina Khrushcheva, "The Case of Khrushchev's Shoe," *New Statesmen*, October 2, 2000. [P 524-527]
3. William Taubman, "Did he bang it? Nikita Khrushchev and the Shoe," *The New York Times*, July 26, 2003. [P 528-529]
4. *Use the ProQuest Historical Newspapers database (available through the UW Library website) to find a newspaper article about Khrushchev's 1960 visit to America. Read the article and bring a copy of it to lecture on Wednesday.

Theme:

This week we'll talk about writing. How do you tell an engaging story and make an historical intervention at the same time?

Assignment for Section:

Write a two-page paper introducing the reader to the most interesting character or event in your research paper. This paper might ultimately serve as part of the introduction to your research paper. You will spend time in section reading and discussing one another's papers.

Week 13: Superpower Showdowns

M 4/14, W 4/16: From Research to Writing II; The Space Race

F 4/18: Espionage and the Cuban Missile Crisis

Readings:

1. Anatoly Dobrynin, *In Confidence: Moscow's Ambassador to Six Cold War Presidents* (2001), pp. 51-95. [P 531-553]
2. Articles about Sputnik in the October 21, 1957 issue of *Life* magazine. Use the link below to access this issue of the magazine via Google Books. Read one article from the issue and be prepared to tell the class about it.
<http://books.google.com/books/about/LIFE.html?id=QFYEAAAAMBAJ>
3. Spend some time on-line looking at the Cold War International History Project Archive <http://digitalarchive.wilsoncenter.org>

Theme:

This week we'll continue to talk about writing. How do you quote sources? When is it best to paraphrase? How do you write a compelling introduction and organize your ideas?

Assignment for Section:

Choose an article from *Life* magazine or a document from the Cold War International History Project Archive website (see above). Select an interesting quote from the source. Write it down verbatim and explain in one paragraph why it is compelling. Then paraphrase the quote—taking it out of the quotation marks and restating it (capturing its essence) in your own words.

Week 14: Brezhnev-Era Drama

M 4/21, W 4/23: From Research to Writing III; The 1980 Olympics (with Professor Alfred Senn)

F 4/25: Rock and Roll and Radio Free Europe

Readings:

1. "Olympics: To Go Or Not to Go the U.S. Weighs Hitting Moscow Where It Would Really Hurt," *Time*, January 28, 1980. [P 554-557]
2. Stephen Smith and Bruce Nelan, "Bearish Beginning in Moscow: The Clouded Games Get Under Way In A Grand Setting," *Time*, July 21, 1980. [P 558-561]
3. Vladimir Voinovich, "All at Sea: A Fairy Tale," *Radio Liberty Research*, January 22, 1988. [P 562-566]
4. Oxana Antic, "CPSU Tries To Distance Itself From Persecution of the Church," *Radio Liberty Research*, April 22, 1988. [P 567-570]
5. Victor Ripp, "Discovering America," in *Pizza in Pushkin Square: What They Think of Us in the USSR* (1990), pp. 105-121. [P 571-580]

Theme:

This week we'll spend some time talking about public speaking and communicating our research findings through formal oral presentations.

Assignment for Section:

Submit a revised two-page outline of your research paper and a four-page draft of part of your research paper. Be sure to indicate where the draft fits into your outline. You will get these drafts back next week.

Week 15: Research and Results

M 4/28, W 4/30: Student Presentations

F 5/2: Memorial Library: Wrap-up loose ends in your research

Week 16: Research and Results

M 5/5, W 5/7: F 5/9: Student Presentations

Final Research Papers are due Wednesday 5/14 by 3 pm.