

**UNIVERSITY OF WISCONSIN-MADISON  
DEPARTMENT OF HISTORY  
FALL SEMESTER 2022**

**HISTORY 201 (HISTORIAN'S CRAFT): COLD WAR ON ICE—THE 1972 “SUMMIT  
SERIES” IN CONTEXT**

**In-person lectures:** MW 2:30-3:45, 1221 Humanities; weekly **in-person** discussion section meeting – consult MyUW for time and location.

Prof. David McDonald, 5134 Humanities  
Office Hours: M 11-12, 4-5, T 11-12, 4-5 and by appointment,  
email: [dmmcdon1@wisc.edu](mailto:dmmcdon1@wisc.edu)  
TA Steven Dueck, [location and office hours]

**COURSE SYLLABUS:**

COURSE INFORMATION AND REQUIREMENTS:

**Learning objectives**

Students taking this course should achieve the following objectives through their work for this course:

- Learn how to make productive use of the writing process, including brainstorming, outlining, drafting, incorporating feedback, and revising, to develop a fledgling idea into a formal paper, presentation, and/or project.
- Refine their ability to locate – in libraries and online – read, contextualize and explain to diverse audiences and through various media the meaning of a broad variety of historical sources. These will include a broad range of materials, from the course's assigned readings to primary sources, newspaper accounts, television broadcasts and subsequent commemorations or memories as the basis for formulating interpretations and arguments.
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- Learn how to frame, express and accept constructively judgments of their own and peers' work.
- Develop an ability to use evidence provided by your own research and course readings to write a clearly expressed, well-organized and persuasive argument about assigned topics in term papers, teamwork and presentations.
- Learn how to collaborate and allocate tasks in a team setting.

**Learning outcomes**

Assuming that you've fulfilled all the reading, writing and presentation assignments, you should gain new perspectives on sport in contexts beyond the rink, field, court, pool, diamond, etc.:

- Gain an understanding of how spectator sport draws on social, historical, ideological, and other contexts to acquire deep symbolic and experiential meaning to local and national communities.
- Learn the ways in which the political and systemic rivalries in the Cold War found expression in the supposedly apolitical realm of international sport.
- Gain the ability to recognize forces for change, rupture and continuity in Soviet/Russian and Canadian history.
- Acquire a stronger understanding of Canadian and Soviet history during the Cold War.
- Acquire the ability to incorporate insights from the Summit Series into a broader understanding of international politics and challenges in the contemporary world.

September 2022 marks the fiftieth anniversary of the legendary "Summit Series," which saw the first-ever encounter between Canadian professional hockey players and the "amateur" stars of the USSR, the dominant power in international hockey at the time. Over the course of four weeks, the teams played eight games--four in Canada and four in Moscow--in a match-up whose outcome was resolved only in the final minute of the final game. During the four weeks that the series lasted, observers, politicians, and commentators in both countries set this competition in interpretive frames defined by the larger themes of Cold War competition: individualism versus collectivism; innovation and creativity as opposed to discipline and system; and market competition against collectivist socialism. The victors regarded each triumph as a vindication of their values and political order. This series replicated in distilled form the symbolic power of systemic competition that dominated international sport--and politics--for four decades, from the USSR's first entry into the modern Olympics in 1952 until the collapse of the Soviet Union at the end of 1991. Participants in this Comm-B class will learn the elements of historical research and writing through close study of these events of September 1972, which fascinated audiences in both Canada and the Soviet Union.

### **Course workload, requirements and expectations**

*This **four-credit writing-intensive** class meets for two 75-minute lecture periods and one 50-minute discussion session each week over the fall semester. As a Comm-B class, it satisfies a university Gen Ed. HIS 201 also meets the Humanities breadth requirement and counts as an Intermediate-level offering. It carries the expectation that students will work on course learning activities (reading, writing, research, and review, etc.) for about 3 hours per class period. The syllabus includes more information about meeting times and expectations for student work.*

This course meets satisfies important departmental and university requirements, both of which shape the structure and the content of the classwork. Thus, as a prerequisite for the History major, this class will teach you to learn how to conduct historical research in a broad variety of source-materials that you can convert into a clearly argued and well-documented set of arguments in written and oral form. These elements also satisfy the university's Comm-B requirement, which also stipulates a given amount of written work and oral presentations. Given these requirements, our work in the course will consist of two related elements, reading/discussion *and* technical aspects of research, writing and oral presentation:

**First** and foremost, most of this class will fall into four related sorts of works: Lecture/Class; Presentations – Team and Individual; Weekly Discussions; Written and Oral Work

**1.** For the first several weeks, class time will feature lectures on the background and contexts for the series, including overviews of Soviet and Canadian history from 1945 to the early 1970s, the role of politics in Cold War athletic competitions, and the approaches to hockey, its play and the sport's meaning in both countries. During this part of the course, the lectures will proceed on the basis of two key assumptions: 1. that you actually *attend*; and 2. that you will have read the assigned materials *before* lecture. These readings will also form a continuing element in your weekly discussion sessions, attendance in which is *mandatory*. In addition to the substantive topics addressing the background to the series, occasional lecture periods will address issues having to do with writing, research and presentations.

**2. Teams and collaborative presentations:** One of the skills required by the Comm-B requirements involves learning how to work consultatively with a larger group of peers. As you will see in a separate that you will find in this Canvas module, we have assigned each member of the class to one of four “teams”: Team Canada 1, Team Canada 2, Soviet Selects 1 and Soviet Selects 2. In mid-October, when the class shifts its attention directly to the series itself, each team will take responsibility for leading a class. The tasks associated with this part of your activity include: finding and assigning/distributing journalistic accounts, print or video from the time, as well as such print materials as memoirs and secondary literature; team representatives will also lead the actual discussion in partnership with the instructor. Each team will take responsibility for one game or pair of games. As a guide to possible materials—and for your written assignments—I have provided an introductory bibliography in the course's Canvas module that also houses this syllabus and the schedule of assignments. Needless to add, I hope, participation in these teams and appearance at your team's class session are *mandatory*.

**3. Discussion sections:** Each of you has registered for one of three weekly discussion sessions – the composition of sections does not correspond to that of the “teams.” As noted above, attendance at these weekly sections is *mandatory*. These discussions will serve several purposes. During the earlier lecture sequence, they will serve to clarify and/or amplify on points raised in lecture. They will also hold discussion of the week's assigned readings, in which students will point to themes, ideas or issues that emerge as *motifs* in the broader arc of events, as well as other issues that arise at specific junctures in the series. Finally, the discussions will serve as a venue in which to assess peers' presentations or those written assignments shared for the purposes of peer review. The course TA assigns grades for written work and for participation in discussion – and also for attendance.

On the basis of the foregoing elements, lecture periods and discussion sections will devote students' attention to reconstructing and contextualizing the “Summit Series,” as reflected in printed texts – journalistic accounts, secondary sources, memoirs – as well as

any and all materials accessible via the internet. As this is a milestone anniversary year for the Summit Series, a great many Canadian and even some Russian content providers have begun to post new pages and documents related to the series and how it is remembered by players, management, political leaders and fans in both societies. drawing on assigned readings from primary and secondary sources in a variety of media, including video files of each full game. These are available in several editions on YouTube. Perhaps the best and most fun of these is the set of full of video recordings posted by a group called Swiss Habs (search: Summit Series 1972 Swiss Habs on Google or YouTube). This collection provides in full the CBC telecast of all eight games, capturing the emotion and, often, perplexity and frustration of Canadian play-by-play announcers from *Hockey Night in Canada*, the Saturday-night broadcast of NHL games and the highest-rated program in Canada.

Thus, during the first several weeks, readings will come from a list of background secondary materials assigned by the instructor. These comprise detailed surveys from textbooks for the history of each country. We will finish this part of the course by focusing on the circumstances that made this series seem feasible—and even necessary—to the principals involved in its organization. After that, we move on to the series itself as presented by the four teams and discussed generally in class and section.

**3. Written work:** As a Comm-B course, this class places special emphasis on historical research, as well as the written and oral presentation of your work. This process entails familiarizing yourself with such technical aspects of historical writing as the use of footnotes, the formulation of “research questions” and the structuring of an extended argument. We will explore these skills in class and also in discussion, supported by short written assignments listed in the schedule of assignments. These exercises will give you the opportunity to practice these skills, partly through revising these assignments after initial evaluation by the TA. Ideally, this process of writing and revision, with an emphasis on specific skills, will demonstrate the value and utility of multiple drafts of a project. In order for students and the instructor to track their progress over the semester, ***students will keep a dossier of their written work for submission along with their research paper at the end of the semester.***

Of course, as a class dedicated to historical research and presentation, the main body of your work will comprise the research, writing and presentation of a 15-page research paper. *Before the fifth week of the semester*, you will choose a research topic on *any* aspect of the “Summit Series.” Possible topics run the gamut from sport-centered issues – players, coaches, national styles, the politics of international hockey, etc. – to international/national politics, or popular culture and national identity. Each student will meet with the instructors to discuss and refine their research project. Assignments for this part of the course will entail the submission of a thesis statement and preliminary bibliography, followed in Thanksgiving week by the submission of a full draft of your paper. After receiving the instructor’s edits and comments on this version of your paper, you will submit the final draft by 4PM, as well as a two-page written self-assessment based on your dossier, on the Wednesday of Exam Week, i. e. December 21. Finally, during the last three weeks of meetings, each student will present a brief oral overview

of their topic and argument for discussion by the entire class in class and, if desired, in sections.

The grading for the course will assess students' progress and performance in each of these three areas. Given the importance of substantive, well-grounded, and collegial discussion to the making of historical scholarship, **30%** of the final grade will reflect participants' work in weekly discussions and performance in the shorter written assignments. Presentations, both as members of a team and the individual research reports, will make up **30%** of the final grade, meaning that the final paper will be worth **40%**. Research papers will be judged for the quality and rigor of their research, clarity of presentation and expression, and strength of argument supported by strong evidence. In all phases of coursework, we reward evidence of both effort and general improvement throughout the semester.

Throughout, and especially during the research and writing of the seminar paper, students should consult closely with the instructors. Such consultation can, and should, include submitting drafts of the research paper in progress. This is not a mandatory element of the course, but such consultations often result in an improved final paper.

### **Diversity and inclusion**

Diversity, broadly conceived, serves UW-Madison is a source of strength, creativity, and innovation. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. While postwar Canada and the USSR often strike casual viewers as ethnically homogeneous, each society – as well as its predecessors and successors – has been profoundly shaped by ethnic, religious and racial difference, in addition to regional and social status diversity.

At the time of the Summit Series, Canadians were still reflecting on a terrorist episode in 1970 that had sought revolution in and independence for francophone Québec. At the same time, communities of “new” Canadians were growing rapidly during a broad influx of immigrants from the West Indies, southern Europe, and many parts of Asia. These new communities took their place alongside the long-dominant British- and French- descended populations that counted themselves as “founding nations” in a “bicultural” society (Ironically, Indigenous Canadians did not gain constitutional recognition as “founding” until the early 1980s). All of these developments sparked and inflected ongoing debates over what it meant to be Canadian. For its part, the Soviet Union was made up of a dizzying array of national, religious and ethnic communities – many at odds with one another – and some of which had already begun to assert demands for greater autonomy and authority in their respective republics. By the early 1970's, demands for parity and recognition had also begun to emerge from both country's Indigenous populations. While often unacknowledged in the spectacle of the Summit Series, the claims that these differences made on players, coaches and spectators played their own part in the framing of the series and the ways in which both societies remembered it. Both examples also remind us that diversity in different societies takes its own forms in response to the unique histories and circumstances that gave rise to each.

At UW-Madison, we commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. To these ends, the university fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. Concretely, this inclusivity stems from class members' mutual respect, a willingness to listen to views different from their own, offering courteous and grounded responses or critiques. These requests apply both to discussion, peer-review exercises, and the collaborative work required for team presentations. Through, students should extend to one another the appreciation and consideration they hope and expect to receive in return.

### **UW-Madison academic policies and statements**

The links listed below take those interested to web-pages documenting the university's policies and positions that student should regard as a valuable set of resources. Keep this list as a reference for use when the need arises.

- [Teaching and Learning Data Transparency Statement](#)
- [Privacy of Student Records and the Use of Audio Recorded Lectures Statement](#)
- [Campus Resources for Academic Success](#)
- [Course Evaluations](#) and [Digital Course Evaluations](#)
- [Students' Rules, Rights and Responsibilities](#)
- [Diversity and Inclusion Statement](#)
- [Academic Integrity Statement](#)
- [Accommodations for Students with Disabilities](#)
- [Academic Calendar and Religious Observances](#)

### **Other helpful information**

*History Lab – a key resource!!!*

As students in a History class, you have access to the History Lab, an often overlooked resource. Those seeking assistance or extra guidance in framing and writing research papers should consult with the Lab. A representative of this valuable resource will visit our class early in the semester. As the Lab's web-site states:

*The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter what stage you are at in the writing process – choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts – the History Lab staff can help you sharpen your skills and become a more successful writer. Drop by Humanities 4255 or schedule a one-on-one consultation at <http://go.wisc.edu/hlab>.*

**FINALLY**, all students should make every effort to familiarize themselves thoroughly with the university's position on academic integrity, a core value in the wide variety of research and creative endeavors that anchor the institution's various missions

## **Academic Integrity Statement**

*By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.*

**MEETINGS, READING AND ASSIGNMENTS**  
All assigned readings posted as pdf files on Learn@UW

9/7      **Week 1: Introduction: Sport history and “history”**

READINGS:

- A. Guttman, “Sport, Politics and the Engaged Historian.”
- D. McDonald, “Sports History and the Historical Profession.”

**ASSIGNMENT FOR MONDAY, 9/12:** A *brief* statement on what you know about this series or about sports in the Cold War.

**FIRST PERIOD: PRELUDE—CANADA AND THE USSR DURING THE COLD WAR**

9/12-14      **Week 2: The Soviet Union in the Brezhnev Era; Soviet Cold War foreign policy**

READINGS:

- M. McCauley, Chapter from *The Soviet Union, 1917-1991*
- V. Zubok, *A Failed Empire*
- Raleigh*, Soviet Baby-Boomers, *excerpt*

DISCUSSION: THE USES OF THE FOOTNOTE

9/19-21      **Week 3: Cold War Canada, 1945-72**

- READINGS (all from J. Bumsted, *A History of the Peoples of Canada*):
- (optional) Post-War Canadian Politics
  - Canadian Society, 1946-72
  - Canadian Culture after World War II
  - Canadian Foreign Policy in the Cold War (for Wednesday)

**ASSIGNMENT FOR MONDAY, SEPT. 26:** Write a 3 pp. essay on the *similarities* in Soviet and Canadian societies after World War II. *Be sure to use footnotes as discussed to indicate your source materials.*

**PRELUDE, II: HOCKEY AND NATION IN THE COLD WAR**

9/26-28      **Week 4: International sports in the Cold War**

- J. Riordan, “The Role of Sport in Soviet Foreign Policy.”
- M. Jokisipila, “Maple Leaf, Hammer and Sickle.”
- J. Soares, “Cold War, Hot Ice.”

10/3-5      **Week 5: Library Orientation; Hockey and Identity in Canada and the USSR**

*Class on Oct. 3 will meet in Room 126 in Memorial Library for presentations on research materials available in Memorial Library and the library of the Wisconsin Historical Society.*

- S. Watson, “Everyday Nationalism.”
- K. Allain, “Real Fast and Tough.” (optional)
- A. Tarasov, excerpt from *The Road to Olympus*.
- R. MacSkimming, *Cold War*, chapter on Soviet hockey development.

**ASSIGNMENT FOR MONDAY, OCT. 10:** *Write a 750-word (3 pp., double-spaced) proposal for your research paper. Introduce your subject – virtually anything having to do with the Summit Series, Cold War or Canadian/Soviet histories or mutual relations. State why the question merits research and provide a initial bibliography of four or five sources not listed on the Canvas site. **Schedule a brief meeting with either Prof. McDonald or Steve Dueck to take place by Oct. 21.***

10/10-12      **Week 6: Preparing for Team Presentations; Researching and Writing Your Paper**

10/17-19      **Week 7: The Eve of the Series; Team meetings (locations of each team’s choice)**

- D. MacIntosh and D. Greenhorn, “Hockey Diplomacy.”
- R. MacSkimming, “Great Expectations.”
- M. Kobierecki, “Canada-USSR Hockey Exchanges.”

**ASSIGNMENT FOR MONDAY, OCT. 24:** Find out what you can about *Montreal Star* sports columnist John Robertson’s prediction of the Series’ outcome *OR* find and summarize in writing the predictions from *three* publications, whether newspapers or magazines. Write up your findings as a 750-1,000 word (3-4 pp., double-spaced) paper, with footnotes. Extra points for “hard copy” sources, i.e. newspapers, magazines, books, etc. vs. web-generated content.

**SECOND PERIOD: COLD WAR ON ICE—THE SUMMIT SERIES/СУПЕРСЕРИЯ**

*EACH TEAM WILL LEAD THE MEETINGS AS INDICATED: IN ADDITION TO PREPARING QUESTIONS TO GUIDE DISCUSSION, TEAM WILL FIND AND DISTRIBUTE PRESS COVERAGE FROM AT LEAST THREE SOURCES, INCLUDING AT LEAST ONE WEEKLY MAGAZINE—GRADES WILL BE ASSIGNED TO THE TEAMS COLLECTIVELY. TEAM MEMBERS WILL DISTRIBUTE THEIR RESPONSIBILITIES TO ENSURE MAXIMUM AND EQUITABLE PARTICIPATION BY ALL. ALL STUDENTS RESPONSIBLE TO KNOW COURSE OF EACH GAME, WHICH THEY CAN FIND AND WATCH ON YOUTUBE (PREFERABLY*

*SWISS HABS)—PRESENTERS AND AUDIENCE CAN TURN TO THE CANVAS MODULE FOR OPTIONAL READINGS TO SUPPLEMENT THE MACSKIMMING ACCOUNT.*

10/24-26      **Week 8: Game 1 and aftermath (Team Canada 1);**  
MacSkimming on Game 1.

**ASSIGNMENT FOR WEDNESDAY, NOV. 2:** SUBMIT REVISED AND EXPANDED PAPER STATEMENT AND LONGER BIBLIOGRAPHY (10-12 SOURCES) BY END OF CLASS 11/2.

10/31-11/2    **Week 9: Games 2-4—reactions (Team Canada 2)**  
MacSkimming on Games 2 and 3

11/7-9        **Week 10: Interlude through Game 6 (Soviet Select 1)**  
MacSkimming on Europe and Games 5 and 6.

11/14-16     **Week 11: War on Ice (Soviet Select 2)**  
MacSkimming on Games 7 and 8 and chapter on reactions to the outcome.

11/21-23     THANKSGIVING, NO MEETINGS—***DRAFTS TO DUECK VIA EMAIL BY NOV. 30***

**THIRD PERIOD: WRAP-UP AND RESEARCH PRESENTATIONS**

11/28-30     **Week 13: STUDENT PRESENTATIONS**

12/5-7        **Week 14: STUDENT PRESENTATIONS**

12/11-14     **Week 15: STUDENT PRESENTATIONS—WRAP UP**  
DRAFTS RETURNED BY 12/14

12/21         **EXAM WEEK: PAPERS AND DOSSIERS DUE IN HARD COPY BY NOON, WEDNESDAY, DEC. 21**