

Spring 2016: History 391 (02); (3:3) WI, RI
TTh 12:30-1:45 in MHRA 2204

Historical Skills and Methods

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Office Hours: M 10-10:50; T 9-10:15; Th 11-11:50 and by appointment	

Course Description

This is a required course for all history majors (except for social studies concentration candidates, who take HIS-430 as the equivalent of it). It fulfills the Writing Intensive (WI) marker, the Research Intensive (RI) marker required for history majors, and also serves as a prerequisite for the capstone course in the major, the Seminar in Historical Research and Writing (HIS-511). The main goal of HIS-391 is to outline and practice a set of skills students can take with them to other upper-level history classes, especially the capstone course. Among these skills are the following: 1) producing feasible research questions and topics from the reading of primary and secondary sources; 2) becoming familiar with the main categories of (and attributes of) primary sources pertinent to a topic; 3) becoming familiar with the locations and/or databases in which these sources can be accessed; 4) analyzing primary sources as texts (i.e., asking Who? When? Where? Why?); 5) identifying the arguments of secondary sources and evaluating those arguments; and more. We will divide the semester into roughly two halves, the first half dealing with the Soviet-Afghan War and the Soviet 1980s as a case study in research methodology, and the second half dealing with the (tentative) HIS-511 options for the Fall 2016/Spring 2017 semesters, preparing students for those courses.

Student Learning Outcomes

Upon successful completion of this course students will be able to ...

- Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
- Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing.
- Critically appraise varying historical arguments and clearly express their own interpretations.
- Think creatively about different kinds of research questions inspired by primary source documents and recognize the kinds of questions that can be addressed by historical research.
- Identify and evaluate appropriate scholarly sources for investigating different kinds of research questions.
- Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
- Present research findings in a way that offers audiences a clear understanding of the complexity of the topic and recognizes that writing is integral to the research process.
- Practice history with integrity based on the [American Historical Association Standards of Professional Conduct](#).
- Use peer review, instructor feedback, self-analysis, and research findings to effectively revise research design and written communication.

Course Materials

- Svetlana Alexievich, *Zinky Boys: Soviet Voices from the Afghanistan War* (New York: W. W. Norton & Company, 1992; ISBN: 978-0-393-33686-3);
- William Kelleher Storey, *Writing History: A Guide for Students*, 5th ed. (Oxford University Press, 2016; ISBN: 978-0-19-023894-0);
- Films: “Cargo 200” (2007; 89 mins.) directed by Aleksey Balabanov; “Selma” (2015; 128 mins.) directed by Ava DuVernay; “The Return of Martin Guerre” (1982; 122 mins.) directed by Daniel Vigne
- Other materials identified below and available online or at the library

Course Activities

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| • Book Review | 10% |
| • Analysis of <i>Zinky Boys</i> (1 st Draft & Revision) | 20% |
| • Primary Source Analysis | 10% |
| • Secondary Source Analysis | 10% |
| • Participation | 20% |
| • Oral Report | 10% |
| • Research Proposal for HIS-511 (or) Research Paper | 20% |

Attendance & Technology Policies: Attendance is *very* important and students are expected to attend all classes. Students with more than 3 unexcused absences or 5 total absences will fail the course; if you have to miss class, let me know beforehand (and/or provide documentation afterward) to have it counted as an excused absence. Technology is welcome in the classroom if used appropriately; those caught texting, emailing, facebooking, etc. will lose technology privileges.

Book Review: Students will write a review of a title from the list below dealing with either the Soviet-Afghan War or the collapse of the Soviet Union. Students are encouraged to identify published reviews of the book in major scholarly journals (i.e. *The American Historical Review*; *Slavic Review*; *Russian Review*; etc.) as a starting point. **Your review should be double-spaced, 12-pt. font, and ~500 words (2 pages) in length.** Briefly summarize the main points of the author’s thesis and assess the strengths and weaknesses of the book’s argument. Consider the following questions: What is the author’s thesis? What sources/evidence does the author rely on? Where does the book fit with historiographical trends in the field? How convincing is the author’s interpretation and the book’s overall argument?

Analysis of *Zinky Boys*: Students will read this oral history of the Soviet-Afghan War by Nobel Prize winning author Svetlana Alexievich and write a **double-spaced, 12 pt. font, ~500-750 word (2-3 pages)** analysis, worth 20% of the overall course grade, addressing the following questions: What type of source is this, what is its intended purpose, and what problems or flaws do you see with a source of this nature? Who is the author of this source and what is its intended audience? What major themes and issues about the Soviet-Afghan War would you identify in this account (feel free to list them as bullet points if you prefer)? **Students will revise the original analysis based on feedback from the Instructor** and turn in both the original and revised versions (stapled together) on the date designated below. The grade for the assignment will be based on the revised version only and will reflect in part how well students responded to the instructor’s feedback and suggestions on the first draft of the assignment.

Primary Source Analysis: For this assignment, worth 10% of the overall course grade, students should investigate the assigned documents for depth and meaning in a **double-spaced, 12 pt. font, ~250-500 word (1-2 pages)** written analysis addressing the follow questions: What type of source is this and what is its intended purpose? Who is/are the author(s) of this source and what is its intended audience? Most importantly, as a historian what significant conclusions can one draw based on this/these source(s)?

Secondary Source Analysis: There will be one graded Secondary Source Analysis (as designated below) worth 10% of the overall course grade. For this assignment you need to locate an article on an ideal HIS-511 topic of your choosing in an academic journal (i.e. *The American Historical Review*; *Journal of American History*; etc.); seek assistance from a reference librarian if necessary. Analyze the article in a written piece, making clear citations of your chosen article in proper footnote and bibliographic format, **double-spaced, 12 pt. font, ~250-500 words (1-2 pages) in length**: What is the article about (*briefly* summarize)? What is the author's argument/thesis? What is the source base for the article? How does the article fit into broader historiographical trends in the field? What are the strengths and weaknesses of the article?

Participation: Students are expected to be engaged in the course material and to come prepared and ready to discuss course readings, assignments, etc. The Participation grade, which is 20% of the overall course grade, will reflect a number of short in-class tasks as well as students' level of engagement in course discussions with an emphasis on *quality* of involvement, *not* quantity. The assigned library quizzes (designated below) are also part of this grade.

Oral Report: The oral reports, which comprise 10% of the overall course grade, will be 5-7 minutes in length with an additional 3-5 minutes for discussion. Students are encouraged to visit the Speaking Center for help. [The University Speaking Center](#) provides online services as well as one-on-one tutoring and instructional workshop services designed to help students further develop their oral communication confidence and competence. Assistance is offered in the preparation and delivery of speeches and presentations and development of knowledge and skill in interpersonal, group, or team communication. The Oral Report on the Research Proposal/Research Paper will be graded according to the following criteria:

- 1) Description of topic. Tell us *briefly* what your Research Proposal/Research Paper will focus on, why you chose this topic, and what your investigative question(s) are at this point in the process.
- 2) Analysis. The heart of your talk should be a clear summation of what you see as the main points regarding your Research Proposal/Research Paper with specific examples from the written proposal/paper, key secondary sources as well as the main primary source base you intend to tap for your project.
- 3) Clarity of communication. Convey your points clearly and succinctly.

<p>A = excellent performance on all three criteria. B = above average on all three, or excellent on some tempered by flaws in others. C = average across the board, or above average in part but with significant flaws. D = below average overall performance.</p>

Research Proposal for HIS-511 or Research Paper: Students have a choice for their final project between writing a Research Proposal for HIS-511 or a Research Paper on the Soviet-Afghan War/Soviet 1980s; whichever you choose it will be worth 20% of the course grade.

- If you choose to write a **Research Proposal** to help prepare for one of the *tentatively-scheduled* HIS-511 sections for the FALL 2016 semester the current choices are:
 - HIS-511a (US) “Popular Movements, Reform, and Conservative Reaction in the 1930s and the 1960s” by Dr. Thomas Jackson;
 - HIS-511b (Europe) “The Great Hunger: Ireland, Empire, & Fame” by Dr. Jill Bender;
 - HIS-511c (Wider World) “The Transatlantic Slave Trade” by Dr. Linda Rupert.

For the SPRING 2017 semester the *very tentative* currently-scheduled choices are:

- HIS-511b “Self and Society in Europe: 1350-1700” by Dr. Jodi Bilinkoff;
- HIS-511c “Town and Country in the Medieval Islamic World” by Dr. Asa Eger;
and/or possibly one of these:
 - HIS-511a “The Making of Modern America” by Dr. Susan Thomas;
 - HIS-511a “Using Photographs as Historical Evidence” by Dr. Lisa Tolbert.

Students choosing this option are to write their Research Proposal based on one of these course offerings, preferably the one they think they may be taking. Specifically, a Research Proposal will consist of an opening paragraph (the “hook”); followed by (1-2) explanatory paragraph(s) explaining the student’s research topic/question and investigative question(s); a justification of the chronological boundaries of the study; a description of the student’s methodology and primary source base; and (1-3) historiographical paragraph(s) identifying the 2-3 key secondary sources dealing with the student’s topic, a *brief* summary of the authors’ arguments in those secondary accounts, and a clear statement as to how the student’s proposed topic offers a different perspective on the proposed research topic. **This part of the proposal should be double-spaced, 12-pt. font, and ~1000-1250 words (4-5 pages) in length.** The rest of the proposal consists of an **Annotated Bibliography** of secondary and primary sources you intend to utilize for your HIS-511 project. For the section on **secondary sources**, list all book titles, book chapters in anthologies, and/or journal articles relevant to your chosen topic *in proper bibliographic format (double-space between listings)* with a brief summary **(3-5 lines, single-space within each listing)** of each title clarifying the author’s argument and primary source base (feel free to consult published reviews of the works). For the section on **primary sources**, list all materials you identify relevant to your chosen HIS-511 topic and give a brief description of the source, its relevance to your topic, and how you intend to approach this source base analytically (i.e. what methodology you intend to employ in utilizing this particular source). Thus **the Annotated Bibliography in total should be ~750-1250 words (3-5 pages) in length,** making the **entire Research Proposal ~1750-2500 words (7-10 pages) in length.**

- If however you prefer to write a **Research Paper** you will choose a topic on the Soviet-Afghan War/Soviet 1980s in consultation with the instructor, identify relevant secondary and primary sources, and write a final product based largely on primary source material that is **double-spaced, 12-pt. font, and a total of 1750-2500 words (7-10 pages) in length.**

Course Schedule

Tuesday, January 12. Introduction to the Course

Thursday, January 14. Introduction to the Course (cont'd): The "Hook"

- Assignment & Reading for Tuesday, January 19: Write the first paragraph of a research paper on a topic of great interest to you; Storey, *Writing History: A Guide for Students*; list 5 useful tips from Storey's Guide to discuss in class

Tuesday, January 19. Writing History: Discussion of Storey's *Guide*

Thursday, January 21. Writing History: Discussion of Storey's *Guide* (cont'd)

- Reading for Tuesday, January 26: Karen Petrone, "[Coming Home Soviet Style: The Reintegration of Afghan Veterans into Soviet Everyday Life](#)" in Chatterjee, Choi; Ransel, David L.; Cavender, Mary; and Petrone, Karen, *Everyday Life in Russia Past and Present* (Indiana University Press, Bloomington, IN: 2015), 350-367; and Alan J. Kuperman, "[The Stinger Missile and U.S. Intervention in Afghanistan](#)," *Political Science Quarterly* 114 (1999), 219-263

Tuesday, January 26. Secondary Sources: Discussion of Readings

- Reading for Thursday, January 28: Jeff Jones, "[Ideological Reflections of the Cold War: Andrew Eiva, the KGB, and the Soviet-Afghan War](#)" (SKIM the 1st DRAFT for structure/organization); Read [Dr. Michael Hunt's comments on the Draft](#) (look through his comments on the first page and his marginal comments on the draft itself); Read [Draft 2](#) of the article, renamed "A Cold War Crusader: Andrew Eiva, the KGB, and the Soviet-Afghan War," and be prepared to make comments for revisions

Thursday, January 28. Secondary Sources (cont'd): Discussion of Readings

- Reading for Tuesday, February 2: Reviews of *Everyday Life and the "Reconstruction" of Soviet Russia During and After the Great Patriotic War, 1943-1948* (Bloomington: Slavica, 2008) by Jeffrey W. Jones: a) by [Karl Qualls](#); and b) by [Richard Bidlack](#); and Review of *Soviet Veterans of World War II: A Popular Movement in an Authoritarian Society, 1941-1991* (Oxford University Press, 2009) by [Jeffrey W. Jones](#)

Tuesday, February 2. Secondary Sources (cont'd): Discussion of Book Reviews

Thursday, February 4. Secondary Sources (cont'd): Discussion of Book Reviews. **Book Review due in class (bring a hard copy to share in class)**

BEGIN READING *Zinky Boys*; 1st Draft of the Analysis due Thursday, February 18

Tuesday, February 9. Secondary Sources (cont'd): Discussion of Book Reviews

Thursday, February 11. Secondary Sources (cont'd): Discussion of Book Reviews

Tuesday, February 16. Secondary Sources (cont'd): Discussion of Book Reviews

Thursday, February 18: Primary Source Analysis: Discussion of *Zinky Boys*; **1st Draft of the Analysis due in class—revised version due Tuesday, March 1**

- Reading for Tuesday, February 23: [The Report of an Arab Traveler in Kievan Rus](#) by Ibn Fadlan; [My Impressions of Kiev](#) by Jeff Jones

Tuesday, February 23. Primary Source Analysis: Discussion of Readings

- Assignment for Thursday, February 25: Per the directions above write a **Primary Source Analysis** (due in class) for these two documents: 1) [KGB Report on Discos in Kiev in 1980](#); 2) [KGB Report on Cafes and Restaurants in Kiev in 1980](#)

Thursday, February 25. Primary Source Analysis (cont'd): Discussion of Readings

- Assignment for Tuesday, March 1: **Revised Analysis of *Zinky Boys* due in class** (staple the original draft and the revised version together to turn in in class)

Tuesday, March 1. Primary Source Analysis (cont'd) & the Importance of Making Revisions

- Assignment for Thursday, March 3: Per the directions above write a **Secondary Source Analysis** and come to class prepared to discuss the article you chose in detail

Thursday, March 3. Secondary Source Analysis

- Assignment for Tuesday, March 15: Write up a 1-2 page preliminary proposal for the topic you want to pursue in HIS-511 or your Research Paper on the Soviet-Afghan War/Soviet 1980s, including a preliminary/working title; an investigative question; several secondary sources; and at least some of the *primary sources* you plan to use to investigate this topic

Tuesday, March 15. Preparing for HIS-511: Discussion of Possible Topics

- Assignment for Thursday, March 17: Read the library tutorial modules 2, 4 and 6 <http://library.uncg.edu/tutorials/> and do the quizzes at the end of each module.

Thursday, March 17. Library Day: Locating Secondary Sources. Meet in the UNCG Library

- Assignment for Tuesday, March 22: Read the library tutorial [primary vs secondary sources](#).

Tuesday, March 22. Library Day: Locating Primary Sources. Meet in the UNCG Library

Thursday, March 24. TBD

Tuesday, March 29. Film as a Historical Source: “Cargo 200”

Thursday, March 31. Film as a Historical Source: “Cargo 200” (cont'd)

Tuesday, April 5. Film as a Historical Source: “Selma”

Thursday, April 7. Film as a Historical Source: “Selma” (cont'd)

Tuesday, April 12. Film as a Historical Source: “The Return of Martin Guerre”

Thursday, April 14. Film as a Historical Source: “The Return of Martin Guerre” (cont'd)

Tuesday, April 19. Oral Reports on Research Proposals/Research Papers

Thursday, April 21. Oral Reports on Research Proposals/Research Papers

Friday, April 29 3:30-6:30. Oral Reports on Research Proposals/Research Papers

- **Final Research Proposals for HIS-511 project or Research Papers due in class**

List of Titles for the Book Review:

- Beissinger, Mark R. *Nationalist Mobilization and the Collapse of the Soviet State* (New York: Cambridge University Press, 2002).
- Bradsher, Henry S. *Afghan Communism and Soviet Intervention* (New York: Oxford University Press, 1999).
- Braithwaite, Rodric. *Afgantsy: The Russians in Afghanistan, 1979-1989* (New York: Oxford University Press, 2011).
- d'Encausse, Hélène Carrère. *The End of the Soviet Empire: the Triumph of the Nations* (New York: Basic Books, 1993).
- Feiffer, Gregory. *The Great Gamble: The Soviet War in Afghanistan* (New York: Harper, 2010).
- Galeotti, Mark. *Afghanistan: the Soviet Union's Last War* (London: Frank Cass, 1995).
- Graham, Lauren. *The Ghost of the Executed Engineer: Technology and the Fall of the Soviet Union* (Boston: Harvard University Press, 1996).
- Grau, Lester W. and Michael A. Gress. *The Soviet-Afghan War: How a Superpower Fought and Lost* (Lawrence, KS: University of Kansas Press, 2002).
- Kakar, Hasan M. *Afghanistan: the Soviet Invasion and the Afghan Response, 1979-1982* (Berkeley, Calif.: University of California Press, 1997).
- Kalinovsky, Artemy. *A Long Goodbye: The Soviet Withdrawal From Afghanistan* (Cambridge: Harvard University Press, 2011).
- Kotkin, Stephen. *Armageddon Averted: the Soviet Collapse, 1970-2000* (New York: Oxford University Press, 2008).
- Krile, George. *Charlie Wilson's War: The Extraordinary Story of the Largest Covert Operation in History* (New York: Atlantic Monthly Press, 2003).
- Laquer, Walter. *The Dream that Failed: Reflections on the Soviet Union* (New York: Oxford University Press, 1994).
- Marples, David. *The Collapse of the Soviet Union, 1985-1991* (New York: Longman, 2004).
- Plokhyy, Serhii. *The Last Empire: the Final Days of the Soviet Union* (New York: Perseus, 2014).
- Remnick, David. *Lenin's Tomb: the Last Days of the Soviet Empire* (New York: Random House, 1993).
- Smith, Jeremy. *The Fall of Soviet Communism* (New York: Palgrave Macmillan, 2005).
- Strayer, Robert W. *Why did the Soviet Union Collapse? Understanding Historical Change* (Armonk, NY: M. E. Sharpe, 1998).
- Suny, Ronald G. *The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union* (Stanford, Ca.: Stanford University Press, 1993).