

# AMST 445: The Cold War and American Culture

Fall 2015 • Tu Th 11:30 am-12:45 pm • E-321



Susie Woo

Email: [suwoo@fullerton.edu](mailto:suwoo@fullerton.edu)

Phone: (657)278-3625

Office: UH-409

Office Hours: Tuesdays 8:45-9:45 am and 1-2 pm; Thursdays 1-2 pm; and by appt.

## Course Description

The Cold War is often understood as a struggle between two countries—the United States and the Soviet Union—and their opposing ideologies—democracy vs. Communism; but the Cold War was much more than this. Occupying the second half of the Twentieth Century from 1947 to 1991, the Cold War radically altered the landscape of U.S. policy, its economic and military commitments, as well as race, gender, and sexual identities, processes that redefined the nation and its global presence after World War II.

This course explores the Cold War through the lens of culture to better understand how it affected the daily lives of Americans as well as those outside of the U.S. who came in contact with America through ambassadors, film, music, consumer goods, and, for those unlucky enough to find themselves embroiled in war, its military and technological power. From atom bomb beauty contests to Civil Rights activism to transnational adoption to Vietnam, this course brings together the vast and diverse cultural moments that came to define the Cold War.

## Course Objectives and Learning Goals

By taking this course, you will learn the history of the Cold War and how to think critically about the politics of culture as it shaped and defined the nation during this period. Through class discussion and the written assignments, you will engage with themes of race, gender, sexuality, class, and performance to understand how the Cold War redefined the United States after World War II.

This upper-division class is designed to hone critical thinking and communication skills. Throughout the semester, you will learn to read effectively, formulate original ideas, draw connections between readings, discussions, and films, and communicate these ideas in oral and written form.

## Required Texts

The following books are required for this course and can be purchased at Little Professor Text Books (725 North Placentia Avenue, Fullerton, 92831).

With the exception of David Serlin's *Replaceable You*, all of the books are available through the Pollak Library website as e-books.

- Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*
- David Serlin, *Replaceable You: Engineering the Body in Postwar America*
- Penny von Eschen, *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War*
- Christina Klein, *Cold War Orientalism: Asia in the Middlebrow Imagination, 1945-1961*

## Course Assignments

For this course you will participate in weekly discussions, lead one discussion session, write four short book reviews (five if you are a graduate student), and one cultural artifact essay. It is essential that you complete the weekly reading assignments, attend each class, and contribute to discussion.

### Participation (100 points)

This is your class, which means that your contributions are essential to its success. Come to class having read all of the assigned readings and ready to discuss. To help you prepare for discussion, each Tuesday you are required to bring in reading notes. This is a short piece, literally your notes, and should include one of the following: a **question** that you have about the readings; a **quote** that you've analyzed; or a **comment** that expands upon points from that week's readings or connects to other readings/topics.

### Discussion Leader (100 points)

Once during the semester you and a classmate will lead discussion. In a brief 5- to 10-minute presentation, sum up your opinions of that week's readings: What did you find interesting and why? What do you think was the author's primary contribution to our understanding of the Cold War? Rather than a summary of the readings, these presentations should reflect your critical analysis of them. Be sure to come up with one or two questions at the end of your presentation to kick off discussion.

### Book Reviews (400 points)

For this class, we will be reading 4 books. You will write short 2-page reviews of each book that answer the following questions:

- What was the author's primary argument? What sources did he or she use to support the argument?
- How did this book contribute to your understanding of the Cold War?
- What are the strengths and weaknesses of the book?

Undergraduate: 4 book reviews x 100 points each=400 points

Graduate: 5 book reviews x 80 points each= 400 points. Graduate students are required to read an additional book from the list below (or one selected in consultation with me) and write a 2-page review. You can submit the additional book review at any point during the semester on or before the last day of class on December 10<sup>th</sup>.

- Peter Boyer, *By the Bomb's Early Light: American Thought and Culture at the Dawn of the Atomic Age*
- Mary Dudziak, *Cold War, Civil Rights: Race and the Image of American Democracy*
- Melani McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East, 1945-2000* (updated edition with Post-9/11 Chapter)
- Caroline Chung Simpson, *An Absent Presence: Japanese Americans in Postwar American Culture, 1945-1960*
- Penny Von Eschen, *Race against Empire: Black Americans and Anticolonialism, 1937-1957*
- Reinhold Wagnleitner, *Coca-Colonization and the Cold War: The Cultural Mission of the United States in Austria After the Second World War*
- Stephen Whitfield, *The Culture of the Cold War* (second edition)

Book Review Due Dates	
Week 6: Thursday, October 1	Book Review #1 on <i>Homeward Bound</i>
Week 8: Thursday, October 15	Book Review #2 on <i>Replaceable You</i>
Week 12: Thursday, November 12	Book Review #3 on <i>Satchmo Blows Up the World</i>
Week 15: Thursday, December 10	Book Review #4 on <i>Cold War Orientalism</i>
Week 15: Thursday, December 10	Book Review #5 due (Grad students only)

**Cultural Analysis Essay (400 points)**

For this paper, you will analyze a primary source document of your choice through which you will explore a larger theme(s) from the course. Your cultural source may be a photograph, an advertisement, song, comic strip, newspaper or magazine article, government correspondence, etc. that you use to examine the Cold War. Writing is a process! There are several components to this assignment that are intended to help keep you on track.

Undergraduate: 5-pages. Examine 1 primary source artifact. Engage with at least 2 secondary sources.

Graduate: 8-pages. Examine 3 primary source artifacts. Engage with at least 3 secondary sources.

Cultural Analysis Essay Assignments		
Date	Assignment and Points	Description
Week 4: Thurs., September 17	Library Workshop (class meets in PLN-103)	Learn how to search for your cultural artifact and find secondary sources.
Week 9: Thurs., October 22	Proposal and Bibliography (25 points)	In 1-2 pages, identify your cultural artifact (include link or image of your source). Describe how and why your artifact will help you explore one or more of the themes from the class.  Include a bibliography of 3 secondary sources (Only one of the three sources may be a book from the class). Upload the word doc on TITANium by midnight.
Week 14: Thurs., December 3	Draft due (25 points) and Peer Review workshop (50 points)	Bring in a complete draft of your paper. You can receive up to 25 points for your draft and can earn up to 50 additional points for providing helpful feedback on a classmate's essay. Attendance is mandatory.
Week 14: Tues., December 8	Peer Review Workshop (continued)	Attendance is mandatory.
Finals week: Thurs., December 17 at noon	Final cultural analysis essay due via TITANium (300 points)	Submit your essay via TITANium (use the Turnitin link). Your final paper will be a significantly revised version of your draft that considers the peer reviewer's comments and reflects a significant improvement over your original draft.  You will also upload to TITANium a separate word doc that has your thesis statement and topic sentences from the draft version of your essay.

**Guidelines for written work**

- All written work should be double-spaced; 1-inch margins; Times New Roman, size 12 font
- For your cultural analysis essay, use endnotes or footnotes. A separate bibliography is not necessary. Use Chicago Manual Style (16<sup>th</sup> edition) for citations:  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
- Late papers will be reduced 1/3 of a grade for each day it is late.

## Course Policies

We all play a critical role in the success of this class. By following the codes of conduct below, we will learn how to think critically and analytically, and how to productively articulate our thoughts. We will also learn how to actively listen, build upon each other's ideas, and create a democratic space where a multitude of perspectives are welcomed and valued.

By taking this course, you agree to:

- Attend each class and arrive on time
- Complete all of the assigned weekly readings and come to class with your written notes
- Actively engage in discussions and contribute to group activities
- Be fully present when you are in class (i.e. turn off cell phones, no texting, no web surfing, no wandering in and out of the classroom, etc.)
- Do your own work. See the "Academic Honesty" section below.
- Come to my office hours with any questions, concerns about your performance, etc.

Email: I prefer that you come to my office hours, but if you have a quick question feel free to email me.

Phones: No phones. Please turn phones off and keep them in your bags.

Computers and Tablets: Please only use these devices for note taking. I know it seems impossible to stay off Facebook, Twitter, Instagram, etc. but out of respect for me and your classmates, please refrain from checking into your social media world—I promise you that it will still be there when class is over!

Student Accommodations: If you have a disability or special need for which you are or may be requesting an accommodation, please inform the instructor and contact the Office of Disability Support Services as early as possible in the term. The Office of Disability Support Services is located in University Hall 101. For more information, call (657) 278-3117 or visit their website at <http://www.fullerton.edu/DSS/>

Academic Honesty: Academic honesty is essential to maintaining an optimal learning environment. Cheating on exams or assignments is, of course, not permitted. Plagiarism—taking the work (words, ideas, concepts, data, graphs, artistic creation, etc.) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source—will result in an automatic F on the assignment and will be reported to the campus Judicial Affairs Officer. All students are expected to understand and abide by the University's policies on Academic Dishonesty: <http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>

Writing Center: The Writing Center offers all registered students the opportunity to receive writing assistance. In half-hour long sessions, students work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Tutors and students can work together to develop strong thesis statements, decide upon the best organization for a paper, improve sentence structure, and build an argument with sufficient evidence, for example.

The Writing Center is located on the first floor of Pollak Library North. Walk past the research desk, turn left after the clusters of computers, and look for the Writing Center Sign near the northwest corner. For more info call (657) 278-3650 or visit: [http://english.fullerton.edu/writing\\_center/index.asp](http://english.fullerton.edu/writing_center/index.asp)

To schedule an appointment online go to: [http://english.fullerton.edu/writing\\_center/appointments.asp](http://english.fullerton.edu/writing_center/appointments.asp)

University Learning Center: The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. <http://www.fullerton.edu/ulc/>

Emergency Procedures: Please familiarize yourself with CSUF's emergency preparedness procedures. <http://prepare.fullerton.edu/>

NOTE: The contents of this syllabus are subject to change.

COURSE SCHEDULE		
<b>UNIT I: WHAT WAS THE COLD WAR?</b>		
Date	Topic	To Do
<b>Tu 8/25</b> <b>wk 1</b>	Course Introduction	
<b>Th 8/27</b> <b>wk 1</b>	What was the Cold War and why was culture so central to it?	<b>Read</b> entire syllabus. Come to class with questions
<b>UNIT II: COLD WAR AT HOME</b>		
<b>Tu 9/1</b> <b>wk 2</b>	Discussion Leaders:	<b>Read</b> May, Introduction and Ch. 1 “Cold War, Warm Hearth”  <b>Read</b> Betty Friedan, “The Problem That Has No Name,” from <i>The Feminine Mystique</i> , p. 15-32 (1963) (available on TITANium)
<b>Th 9/3</b> <b>wk 2</b>	Gender and Family in the 1950s	
<b>Tu 9/8</b> <b>wk 3</b>	Discussion Leaders:	<b>Read</b> May, Ch. 4 “Explosive Issues” and Ch. 5 “Brinkmanship”
<b>Th 9/10</b> <b>wk 3</b>	Atomic Fears Film: <i>Atomic Café</i>	
<b>Tu 9/15</b> <b>wk 4</b>	Discussion Leaders:	<b>Read</b> May, Ch. 6 “Baby Boom and Birth Control” and Ch. 7 “The Commodity Gap”  <b>Read</b> Susan Southard, “What U.S. citizens weren’t told about the atomic bombing of Japan” <i>Los Angeles Times</i> , August 7, 2015 (available on TITANium)
<b>Th 9/17</b> <b>wk 4</b>	Library workshop with Jie Tian *Class meets in PLN-103	
<b>Tu 9/22</b> <b>wk 5</b>	Discussion Leaders:	<b>Read</b> May, Ch. 9 “The End of Containment” and Epilogue  <b>Read</b> Randall Jarrell, “A Sad Heart at the Supermarket” <i>Daedalus</i> 89:2 (Spring 1960), pp. 359-372 (available on TITANium)
<b>Th 9/24</b> <b>wk 5</b>	Suburbs and Consumerism	

<b>UNIT III: MAKING THE COLD WAR BODY</b>		
<b>Date</b>	<b>Topic</b>	<b>To Do</b>
<b>Tu 9/29 wk 6</b>	Discussion Leaders:	<b>Read</b> Serlin, Introduction, Ch. 1 “The Other Arms Race,” and Ch. 2 “Reconstructing the Hiroshima Maidens”
<b>Th 10/1 wk 6</b>	Technology of Healing	<b>Book Review #1</b> on <i>Homeward Bound</i> due
<b>Tu 10/6 wk 7</b>	Discussion Leaders:	<b>Read</b> Serlin, Ch. 3 “Gladys Bentley” and Ch. 4 “Christine Jorgensen”
<b>Th 10/8 wk 7</b>	Sexuality and the Cold War	
<b>UNIT IV: RACE, INTERNATIONALISM, AND THE COLD WAR</b>		
<b>Tu 10/13 wk 8</b>	Discussion Leaders:	<b>Read</b> Von Eschen, Ch. 1 “Ike Gets Dizzy” and Ch. 2 “Swinging into Action”
<b>Th 10/15 wk 8</b>	U.S. Cultural Ambassadors	<b>Book Review #2</b> on <i>Replaceable You</i> due
<b>Tu 10/20 wk 9</b>	Discussion Leaders:	<b>Read</b> Von Eschen, Ch. 3 “The Real Ambassador” and Ch. 4 “Getting the Soviets to Swing”
<b>Th 10/22 wk 9</b>	Cold War, Civil Rights	<b>Cultural Analysis proposal</b> due via TITANium
<b>Tu 10/27 wk 10</b>	No class. Individual conferences	<b>Read</b> Von Eschen, Ch. 5 “Duke’s Diplomacy” and Ch. 6 “Jazz, Gospel, and R&B”
<b>Th 10/29 wk 10</b>	No class. Individual conferences	
<b>Tu 11/3 wk 11</b>	Discussion Leaders:	<b>Read</b> Von Eschen, Ch. 7 “Improvising Détente,” Ch. 8 “Playing the International Changes,” and Epilogue

<b>UNIT V: COLD WAR ORIENTALISM</b>		
<b>Date</b>	<b>Topic</b>	<b>To Do</b>
<b>Th 11/5 wk 11</b>	In-class film: <i>Manchurian Candidate</i>	
<b>Tu 11/10 wk 12</b>	Discussion Leaders:	<b>Read</b> Klein, Introduction and Ch. 1 “Sentimental Education”
<b>Th 11/12 wk 12</b>	Cold War Orientalism	<b>Book Review #3</b> on <i>Satchmo Blows Up the World</i> Due
<b>Tu 11/17 wk 13</b>	Discussion Leaders:	<b>Read</b> Klein, Ch. 2 “Middlebrow Aesthetic of Commitment” and Ch. 3 “How to Be an American Abroad”
<b>Th 11/19 wk 13</b>	Transnational Adoption In-class film: <i>First Person Plural</i>	
<b>FALL BREAK (NOVEMBER 23-29) ENJOY!</b>		
<b>Tu 12/1 wk 14</b>	Discussion Leaders:	<b>Read</b> Klein, Ch. 4 “Family Ties as Political Obligation” and Ch. 5 “Musicals and Modernization”
<b>Th 12/3 wk 14</b>	Mandatory peer review workshop	<b>Cultural analysis draft</b> due in class
<b>Tu 12/8 wk 15</b>	Mandatory peer review workshop	<b>Read</b> Klein, Ch. 6 “Asians in America” and Conclusion
<b>Th 12/10 wk 15</b>	Concluding Remarks	<b>Book Review #4</b> on <i>Cold War Orientalism</i> due <b>Book Review #5</b> due (Grad students only)
<b>Th 12/17 finals week</b>	<b>Final paper due via TITANium at NOON on Thursday, December 17<sup>th</sup>.</b> Also due via TITANium: Word doc that has your original thesis statement and topic sentences.	