

Carleton University
Fall 2013
Department of English
ENGL 5608G: Literature and the Cold War

Tuesdays 11:35-2:25
Location: DT 1816

Instructor: Arnd Bohm, PhD
E-mail: arnd_bohm@carleton.ca
Office: DT 1907
Office hours: Thursdays 1-2 p.m.

Course Description

A study of English-language literature in the context of the broad intellectual culture--strategic, ideological, philosophical, aesthetic, and economic--engendered by the conflict between the United States ("the West") and the Soviet Union from 1945 to 1991.

This course will attempt to map some of the relations between the Cold War and the development of prose fiction in the decades following World War II.

Six clusters of questions might drive at issues like:

- 1) Exactly what is a "cold war"? How does it differ from other forms of war? How is it similar to them? Under what circumstances—technological, strategic, tactical, ideological, and political—could a nation prosecute a cold war?
- 2) What is the relationship between liberalism and the Cold War? Between conservatism and the Cold War? Between patriotism and the Cold War?
- 3) What were the implications of ongoing, extended, and displaced military deployment for the broader contours of culture from the 1940s through the 1990s? In what way could cultural settings become theatres of strategic engagement in the period? In what ways did political and cultural institutions seek to enlist literature as propaganda in the period?
- 4) Why should we think of literature as bearing a relationship to questions of diplomacy and national security? In what ways might we understand postmodernism to be precipitated by these questions?
- 5) How does the Cold War lead or contribute to the emergence of postcolonialism? What does this entail for Canada?
- 6) What are some implications of the Cold War for developments in personal identity?

Texts

See course outline below.

Course outline

1 Sept. 10

Topic: Methodology/Approaches; C.S. Lewis
Roger Chapman. "The Lion, the Witch and the Cold War: Political Meanings in the Religious Writings of C.S. Lewis." *Journal of Religion and Popular Culture* 24.1 (2012): 1-14

2 Sept. 17

Topic: Historical overview of the Cold War

Les K. Adler, and Thomas G. Paterson. "Red Fascism: The Merger of Nazi Germany and Soviet Russia in the American Image of Totalitarianism, 1930's-1950's." *American Historical Review* 75.4 (1970): 1046-64.

Orwell, *Animal Farm*

Tony Shaw. "Some writers are more equal than others": George Orwell, the state, and cold war privilege." *Cold War History* 4.1 (2003) (2008): 143-70.

3 Sept. 24

Topic: McCarthyism

Miller, *The Crucible*

Phillip Deery. "Running with the Hounds?: Academic McCarthyism and New York University, 1952-1953." *Cold War History* 10.4 (2010): 469-92.

Timothy Melley. "Brainwashed! Conspiracy Theory and Ideology in the Postwar United States." *New German Critique* 35.1 (= Nr. 103) (2008): 145-64.

4 Oct. 1

Topic: External subversion

Coover, *The Public Burning*

5 Oct. 8

Topic: Masculinity

Salinger, *Catcher in the Rye*

Aaron S. Lecklider, "Inventing the Egghead: The Paradoxes of Brainpower in Cold War American Culture." *Journal of American Studies* 45.2 (2011): 245-65

Emily Rosenberg. "Foreign Affairs' After World War II: Connecting Sexual and International Politics." *Diplomatic History* 18 (1994): 59-78.

Geoffrey S. Smith. "National Security and Personal Isolation: Sex, Gender, and Disease in the Cold-War United States." *International History Review* 14.2 (1992): 307-37.

Robert D. Dean. Dean, Robert D. "Masculinity as Ideology: John F. Kennedy and the Domestic Politics of Foreign Policy." *Diplomatic History* 22.1 (1998): 29-62.

6 Oct. 15

Topic: The Dangerous Family

Albee, *Who's Afraid of Virginia Woolf?*

Clare Virginia Eby. "Fun and Games with George and Nick: Competitive Masculinity in *Who's Afraid of Virginia Woolf?*" *Modern Drama* 50.4 (2007): 601-19.

Heinlein, *Starship Troopers*

Christopher Lockett. "Domesticity as Redemption in 'The Puppet Masters': Robert Heinlein's Model for Consensus." *Science Fiction Studies* 34.1 (2007): 42-58

Michael Rogin. "Kiss Me Deadly: Communism, Motherhood, and Cold War Movies."

Representations 6 (1984): 1-36.

- 7 Oct. 22
Topic: Gaming
Daniel Grausam. "Games People Play: Metafiction, Defense Strategy, and the Cultures of Simulation." *ELH* 78.3 (2011): 507-32.
Steven Belletto. "The Game Theory Narrative and the Myth of the National Security State." *American Quarterly* 61.2 (2009): 333-57.
- 8 Oct. 29 Fall break; no classes
- 9 Nov. 5
Topic: The System Alright or Awry
Heller, *Catch-22*
Joan Robertson. "They're After Everyone: Heller's *Catch-22* and the Cold War." *Clio* 19.1 (1989): 41-50.
- 10 Nov. 12
Term paper proposal (1-2 pages) and outline due
Topic: Some Poetry
Ginsberg, Rukyser; (selections on handout)
Steven Gould Axelrod. "Between Modernism and Postmodernism: The Cold War Poetics of Bishop, Lowell, and Ginsberg." *Pacific Coast Philology* 42.1 (2007): 1-23.
Alex Houen. "'Back! Back! Back! Central Mind-Machine Pentagon ...' Allen Ginsberg and the Vietnam War." *Cultural Politics* 4.3 (2008): 351-74.
- 11 Nov. 19
Topic: Nuclear End
Dr. Strangelove
- 12 Nov. 26
Topic: Sense/Non-sense
DeLillo, *Libra*
- 1
3 Dec. 3
Term paper due at beginning of class
Topic: PostWhat: Postmodernism? Postcolonialism?
Ann Douglas. "Periodizing the American Century: Modernism, Postmodernism, and Postcolonialism in the Cold War Context." *Modernism/modernity* 5.3 (1998): 71-98.
Paresh Chandra. "Marxism, Homi Bhabha and the Omissions of Postcolonial Theory." *Critique: Journal of Socialist Theory* 40.2 (2012): 199-214.
Daniel Grausam. "'It is only a statement of the power of what comes after': Atomic Nostalgia and the Ends of Postmodernism." *American Literary History* 24.2 (2012): 308-36.
Pietz, William. "The Post-Colonialism of Cold War Discourse." *Social Text* 19/20 (1988): 55-75.
- Dec. 9 Fall term ends

- **READ THIS ENTIRE COURSE OUTLINE CAREFULLY. KEEP IT FOR ANSWERS TO PROCEDURE QUESTIONS.**
- **READ THE *GRADUATE CALENDAR* CAREFULLY. IT HAS IMPORTANT INFORMATION ON REGULATIONS OF THE UNIVERSITY AND THE FACULTY THAT ALSO APPLY TO THIS COURSE AND OTHER COURSES.**
- THE LISTING OF A COURSE AS “LECTURE” DOES NOT PREVENT OR FREE YOU FROM DISCUSSION AND ANSWERING QUESTIONS.

Instructor: Arnd Bohm

Office: Dunton Tower
1907

Office hours: Thursdays 1-2:00

Appointments cannot be made during office hours: just come by. Except when assignments are due, wait times are usually no more than 10 minutes.

Appointments outside of regular office hours are possible; please plan for at least one week's advance notice. Missed appointments will not be rescheduled until the following week. When e-mailing me for an appointment, please provide a couple of possible times you might be available to meet.

E-mail: arnd_bohm@carleton.ca

Grading

Term paper: 60%

10-12 pages of text, not counting quoted material or apparatus

Late essays will be corrected but not graded

Participation: 40%

attendance; thoughtful discussion; clear evidence of reading

Writing advice

Fluff you throw together at the last minute will not be very successful. That is why you should have an outline of your argument done before you start writing. If you do not know how to do an outline, come see me well beforehand.

I am a real stickler for details of spelling and formatting. Those things count heavily. A grading sheet will be distributed in plenty of time.

There should be no separate title page.

In matters of form, follow the *MLA Style Handbook*. Use 12-point serif font throughout, including title pages and headers. Select a font that most resembles "Times Roman" (for example the font in which this text is printed). Do not use fancy display fonts and be very sparing with **bolding**. Important: use *italics* instead of underlining for book and journal titles and emphases. No underlining; use the correct rules.

Proofreading at least 24 hours before the deadline is essential.

No electronic submissions will be accepted for any reason.

E-Mail

All students have been assigned an e-mail account. You **must** activate your account since I will be using it to mail handouts, announcements and information about the assignments.

Because of privacy issues arising from Ontario's FIPPA legislation, I will only answer e-mail sent by you on it. All other e-mail (such as from hotmail) is deleted automatically.

Please note that e-mail is not the same as "texting." First, replies are not instantaneous. E-mails will be answered in a timely fashion, usually **within 5 working days** from when they are received. You should not simply hit the "reply" button if you are mailing on a different subject than the one you received a message about; indicate the actual subject. And finally, if you are asking me to do something, a simple "please" somewhere in the message is always appreciated.

I archive all e-mail received.

E-mail is intended for short answers to specific questions. For inquiries that require more extensive discussion, please come see me.

General Academic Regulations

All students are required to be familiar with the rules and regulations as published in the *Graduate Calendar 2013-2014*. The rules and regulations there are not all reprinted in this course outline, but do apply. Note especially the rules about deadlines for assignments.

Academic Freedom

Attention is drawn to the University's statements on "Discrimination and Sexual Harassment" in the *Graduate Calendar*.

Students enrolling this course are warned that studying the literature, culture and ideas of societies other than their own will expose them to unfamiliar and sometimes provocative attitudes, images, language and values. All participants in the course must be willing to examine the relevant texts, must make a sincere effort to understand the presuppositions of others, and be willing to discuss, verbally and in writing, the objects of study. By enrolling in this course, students accept a commitment to academic freedom for all participants, themselves, and the instructor.

Special Accommodations

For Disability

If there is any student in this course who, because of a disability, may have a need for special accommodations, please come and discuss this with me. As well, students must contact the Paul Menton Centre for Persons with Disabilities to obtain a Letter of Accommodation for any special examination arrangements. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or assignment. **November 8** is the last day for requests for December examinations at the PMC.

For Religious Obligation

Any student who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory, or other compulsory event, must make a formal request in writing for alternative dates or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist, but in no case later than the penultimate week of classes in that term. I will make **reasonable** accommodation in a way which shall avoid academic disadvantage to the student. I cannot re-teach material we have covered in class.

For Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact

an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

For Work or Travel

No accommodations are made for conflicts with work schedules or for travelling.

Research Ethics and Infractions

Plagiarism

Plagiarism is a serious academic offence. **I am required by the University to report all cases of plagiarism to the appropriate Dean.** The penalties can be severe from an "F" in the course to expulsion from the University. It is not a pleasant experience for anyone.

More often than not, students commit plagiarism because they do not know what it is, but ignorance is no defence. Plagiarism is fraud. A good rule of thumb is that any sentence or passage with three or more words taken from another source must be carefully documented with a footnote. But be careful: even if you put quotation marks around everything and cite the sources, relying too much on someone else's work could still constitute plagiarism. If in doubt, come see me before handing in the final version of your work.

The best ways to avoid plagiarism are to think for yourself, do your own research, make careful notes in class and leave enough time to do the job properly.

Note that **all** material stored electronically, whether as software, on diskette or CD-ROM, or on the "Internet" is governed by the same rules and regulations about plagiarism and copyright as printed matter. Downloading material and handing it in as your own work is forbidden.

Ideas you get from lectures and discussions in class should also be properly credited. They may be cited as "Lecture, [name of person], [course number], [date]" or "Class discussion, [course number], [date]. But papers that rely heavily on what I said in class about a text will not get a very good grade, since they do not demonstrate much independent thought or research effort on your part.

The use of the same (substantially unchanged) paper for different assignments in other courses is considered by Carleton University to constitute plagiarism.

Fairness in Citing

Quotations must be reproduced exactly as in the original with quotation marks; evidence must be cited accurately. It is wrong to alter evidence to fit your arguments or for grammatical reasons. If the quotation does not fit grammatically, you must rewrite your own text accordingly.

Respect for Others

In keeping with Carleton University's "Policy on Discrimination and Sexual Harassment," you should avoid sexist language and language that could be hurtful to others, both in class and in written assignments. Yes, I do take off points in essays for sexist language.

Respect for Common Property

Do not write in or deface library materials. New books are very expensive (\$100-\$300 at a minimum once they are catalogued and shelved) and there is no money to replace them.

Classroom Etiquette

We start and end on time.

Please go to the washroom before class, so you can make it through. It is rude to disturb everyone else for the sake of your bladder.

Drinks in class are ok; food only if it does not crunch or make those around you queasy.