

CARLETON UNIVERSITY * WINTER 2014
INSTITUTE OF EUROPEAN, RUSSIAN & EURASIAN STUDIES

EURR 4202/5202
SPECIAL TOPICS IN RUSSIAN AND EURASIAN STUDIES
CULTURE AND POLITICS IN THE COLD WAR:
THE SOVIET UNION, UNITED STATES AND EUROPE, 1945-1991
Loeb Building B243
Thurs. 8:35–11:25AM

Professor: Dr. Erica L. Fraser
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Office: River Building 3317
Office Hours: Wed. 1:00-2:30PM;
Thurs. 11:30AM-1:00PM

COURSE DESCRIPTION

The Cold War shaped two generations in the Soviet Union, as well as the entire continent of Europe and the United States. Based on the “cultural turn” in historical methodology, this course will examine the Cold War as a conflict with multiple “battlefields” in which political issues also became cultural issues – including debates about West German jazz music, Soviet television shows, presidential masculinity, life in atomic research communities, travel, tourism, and defections, the Olympics and Cold War sports, and Nixon and Khrushchev’s famous fight over kitchen appliances. We will discuss the many ways in which “the cultural was political” and vice versa during the Cold War.

REQUIRED READINGS

Three required books are available for purchase at Haven Books, 43 Seneca Street (at Sunnyside), 613-730-9888, havenbooks.ca:

- Dean, Robert D. *Imperial Brotherhood: Gender and the Making of Cold War Foreign Policy*. Amherst, MA: University of Massachusetts Press, 2001. ISBN: 9781558494145.
- Poiger, Uta G. *Jazz, Rock, and Rebels: Cold War Politics and American Culture in a Divided Germany*. Berkeley & Los Angeles: University of California Press, 2000. ISBN: 9780520211391.
- Roth-Ey, Kristin. *Moscow Prime Time: How the Soviet Union Built the Media Empire That Lost the Cultural Cold War*. Ithaca and London: Cornell University Press, 2011. ISBN: 9780801448744.

The rest of our readings are available electronically via ARES and CU Learn.

GRADING & EVALUATION

Undergraduate students (EURR 4202)

Seminar Participation:	25%
Presentation & Discussion Lead	5%
3 Reading Response Papers (3-4 pages; 10% each)	30%
Proposal & Bibliography for Research Essay	10%
Final Research Essay (10-12 pages)	30%

Graduate students (EURR 5202)

Seminar Participation:	25%
Presentation & Discussion Lead	10%
5 Reading Response Papers (3-4 pages; 5% each)	25%
Proposal & Bibliography for Research Essay	10%
Final Research Essay (15-18 pages)	30%

ASSIGNMENT DETAILS AND DATES

Presentation & Discussion Lead:

Once during the semester, students will give joint presentations (in teams of two, to be determined during the first class) of 15 minutes each that will give some background and offer a way to frame the issues of the week. Students are encouraged to use additional readings or audio-visual aids (film clips, posters, radio files) if applicable. After the presentation, the team will also lead the rest of the class in discussion (usually for the first hour only, not the entire class time). “Leading” the discussion means facilitating the conversation among your classmates after your presentation (and *not* continuing to do all the talking yourself!) You should prepare some guiding questions to get things started (generally avoiding basic ‘yes’ or ‘no’ questions), know when to jump in and emphasize a point or redirect, and ensure that everyone with something to say gets a chance to say it. Despite preparing in pairs, you will be graded individually on your presentation, preparation, and leadership in the discussion, so make sure both of you are engaged with the assignment.

Reading Response Papers:

The short discussion papers (3-4 pages) will compare and analyze the readings for the week, discussing the authors’ arguments and pinpointing major issues within the selected theme. Papers will be due the week of class discussion, at the beginning of class (ie: I am interested in your thoughts about the reading *before* the rest of the class has discussed it). What are the main arguments? How has the author conducted his or her research? Most importantly, how do the articles *compare*? Be sure to tie them together within the week’s theme. What broader trends do they collectively show? While brief (2-3 sentence) summaries might be required at some points in the paper, the entire thing should not be a summary. You may write in first person and provide your own reactions to the reading if you wish, but maintain an academic tone (ie: this is not a casual blog post!) Alternately, you may write it more formally as a short review essay.

- Undergraduate students: should choose at least 2 different readings to compare in their response papers, and will write 3 papers throughout the semester (10% each). If you choose to write more, I will take your 3 highest grades.
- Graduate students: should choose at least 3 different readings to compare in their response papers, and will write 5 papers throughout the semester (5% each). If you choose to write more, I will take your 5 highest grades.

Reading Response Due Dates:

You are responsible for deciding on which weeks to write and handing them in accordingly. You may *not* hand them all in at once at the end of the semester. I recommend either writing them early, to allow more time for your final essay near the end of the term, or spacing them out evenly (ie: every 2-3 weeks). Look at the reading schedule early in the semester and set due dates for yourself based on the weeks where the reading most interests you or based on which weeks are best for you in your overall workload schedule. I suggest doing the first one in January, the earlier the better, so that you can introduce me to your writing and I can better offer you feedback early in the term.

Feb. 13: Final Research Essay proposal, with bibliography:

Describe, in 1-2 pages, the general problem you will investigate and the specific sources you will use, including a bibliography, formatted properly according to Chicago style. Include a provisional title.

The proposal should convince me that the project is both interesting and *feasible*. (It is one thing to come up with a fascinating topic, but quite another to have given it enough thought and preliminary research to know *how* you will do it). Convey a clear sense that you know what to do and how to achieve it in the

time available. The bibliography does not need to be finalized, but it should give me a clear sense that you have done your preliminary research. By the time this assignment is due, you will already have met individually with me to discuss your ideas and research agenda.

Final Research Essay:

In this essay, the capstone for the course, the student will focus on a particular subject related to the course and their own area of interest; we will meet individually early in the term to determine the subject and approach. The topic may be chosen in relation to the broad subjects of the weekly class meetings, or another subject if the student wishes and I approve, as long as it falls within the purview of the course.

* Note 1: Although we are reading a fair bit of American history in this class, the final paper cannot focus *solely* on the U.S. You may write about U.S. topics only in comparison with Europe and/or the USSR. Similarly, topics about Cold War battlegrounds in Africa, Asia, or Latin America are also possible if done comparatively with Europe or the USSR. Talk to me further if this is your intent.

* Note 2: There are of course many topics as well as states that we cannot cover in the class readings due to time constraints. Feel free to use the final essay to develop your interests in, say, Cold War Romania, or Turkish views of the USSR, or Canadian-Czech student exchanges during the Cold War, etc.

The essay will take one of two forms:

Focus on primary sources: the student will rely mainly on a body of primary sources to write an essay. The paper will be about 10-12 pages for undergraduates and about 15-18 pages for graduate students. Some primary source ideas include: tourism brochures, comic books, science fiction novels or films, newspapers, advice manuals, posters, political cartoons, television or radio broadcasts, advertisements, pamphlets, Boy/Girl Scouts or Young Pioneers manuals, memoirs, diaries, government documents, music, dance performances, documentary or newsreel footage, museum exhibits, fallout shelters (ie: the Diefenbunker!), toys, games, etc. Students with language proficiency in their area of research are of course encouraged to use sources in that language; otherwise, be sure to search carefully for sources in (reliable) translation.

** Note: if you do not have a background in History classes and primary source research, come see me before embarking on this essay option.

Focus on historiography: the student will write a historiographical essay identifying major contributions to a particular subject and analyzing the approaches and methods that scholars have used, taking into account any theoretical perspectives that arise from the readings that we have done. The paper will be about 10-12 pages for undergraduates and about 15-18 pages for graduate students. Some historiography ideas include: varied approaches to women's history in the Cold War, history of youth cultures, countercultures, how cultural history has changed diplomatic, political, or military history, etc. Or, you can examine how certain events, such as the Cuban Missile Crisis, the 1972 hockey series, the construction of the Berlin Wall, etc. have developed in the historical study of culture from the 1970s to the 1980s, 1990s, and through to today. How have historians' questions changed, and why? Or, you can do a critical comparative review of 3-4 key books in your field of interest. In that case, be careful not to summarize; you must develop your own argument about the state of the field you are investigating and critically discuss the authors' methodology, sources, and overall place in the field as you see it.

CLASS FORMAT & POLICIES

Class Format: As most students will likely already know, seminars are not lecture-based classes. The readings are intensive, but you are expected to participate and contribute much more than simply "doing" the reading. As you prepare for class each week, think *actively* rather than *passively*, ie: rather than

waiting for me or the discussion leaders to set the agenda, what do *you* want to discuss? Read carefully, critically, and identify questions, problems, contradictions, critiques, etc. about what you have read. Bring those issues to the group when we meet, and be prepared to respond to the questions, problems, contradictions, critiques, etc. your classmates have also brought forth for the day. With that kind of active reading and participation from everyone in the group, we will have productive discussions that will help you not only to come to terms with the topics we are discussing, but in a broader way to develop your own voice as a scholar.

Note: A big component of active learning is also active listening. For shy students who are often careful listeners, I would advise you to challenge yourself to come out of your shell at least once per class and engage with a question or problem that I or another student has posed. For the more gregarious students, however, I would coach you to practice active listening, and to engage directly with comments that other students have made, in order to make sure you are not dominating the discussion with all your own ideas.

Your participation grade will also take your attendance record into account (ie: if you aren't in class, you can't participate). Absences may be excused due to emergencies, serious illness, or religious holidays; please see me about discussing excused absences. Unexcused absences include: weather, or our early time slot. I understand that snowy, early mornings in the Winter semester can be difficult, but we all need to make a commitment to arrive on time and ready to work at 8:30. (And if you know you will need to be in line for coffee for 20 minutes at that time of day, you need to adjust your schedule accordingly!)

Student Responsibilities and Etiquette

We are all responsible for cultivating a productive and comfortable class environment. To help us all focus on the material and demonstrate respect for each other:

- I expect all students to arrive on time and stay for the entire class. Barring an emergency, you may not come and go as you please during class time.
- Please turn off cell phones at the beginning of class. Texting during class time will not be tolerated. It distracts you, me, and everyone around you.
- A copy of this syllabus and all essay assignments can be found on CU Learn. Use this copy of the syllabus to verify readings, class assignments, or schedules. You will be referred to the website if you contact me for information that is available on the syllabus.
- Laptops and tablets may only be used for taking notes or pulling up the readings. Other uses are distracting to everyone around you (and to you). If you don't think you will be able to resist other uses, stick to a pen and paper.
- Your assignments must be submitted on time (or earlier), according to the dates on the syllabus. If you believe you have a legitimate excuse for an extension, come talk to me (ie: serious illness, bereavement). Having too much homework or managing your time poorly is not a legitimate excuse.
- Please keep copies of all graded assignments until you receive your final grade.
- Please respect a 24-hour waiting period on discussing any individual grade.
- Please do not interrupt others (myself or other students) during our discussions. Wait until the speaker is finished, or raise your hand.
- Chatting with your friends during class time will not be tolerated.
- We will generally take a break halfway through the seminar when students can do many of the above things that I asked you not to do during our discussion, ie: leave for a few minutes, check phones or email, and chat. Thus, while we are in seminar, let's focus on the material.

STANDARDS FOR WRITTEN ASSIGNMENTS

Assignments must all meet the following general guidelines:

Format:

- Written work must be typed (word-processed), double-spaced, 12 pt. font, black ink on white paper.
- Number all pages.
- Please staple your essay. Paperclips fall off, and the “folded corner” strategy never works, alas.
- Papers must be submitted in hard copy (*not* email) unless you’ve made arrangements with me.
- References to sources of interpretation, fact, and evidence should always be duly noted in footnotes.
- References to outside sources should be footnoted according to *The Chicago Manual of Style*.

Quick guide: http://www.chicagomanualofstyle.org/tools_citationguide.html

Deadlines:

- All assignments are to be turned in at the beginning of class, on the date specified in the syllabus or the assignment sheet.
- No late work will be accepted without a verifiable reason. Late essays will be deducted a 1/2 letter grade per day (ie: B to B-).

Grading Standards for Written Work:

D or F Grade = Below Standard: Contains numerous grammatical or spelling errors; fails to contain a coherent thesis; does not provide relevant evidence, or provides only skimpy evidence; does not fulfill the assignment either in length or content; or is otherwise very poorly written.

C Grade = Average: Contains several grammatical or spelling errors; has a thesis, but not a precise or provable one; uses some evidence, but not sufficient, or very well analyzed evidence; or is hard to read (for example, it is confusing, wordy, or poorly organized).

B Grade = Good: Contains few grammatical or spelling errors; has a provable if not exceptional thesis; uses appropriate evidence and analysis to support it; and reads well beginning to end (that is, it has a clear introduction, middle, and conclusion).

A Grade = Excellent: Not only has no grammatical or spelling errors but has an engaging prose style; has an insightful and original thesis; uses robust amounts of evidence and analysis to support it; and is a pleasure to read (that is, it tells a clear analytical story, and does so with style).

STATEMENT ON PLAGIARISM

Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research in Institute for European, Russian and Eurasian Studies. Students are responsible for being aware of the University’s Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy. **Any suspected violations of the academic integrity policy will be referred to the Director and then to the appropriate Dean for further investigation.** Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University’s Academic Integrity Policy is available at:

<http://www1.carleton.ca/studentaffairs/academic-integrity/>

and the full policy at:

http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms- files/academic_integrity_policy.pdf

See the back page of this syllabus for more on academic integrity.

You might also find this a useful reference for essay writing in general: University of Ottawa Department of History Essay Guide: http://www.history.uottawa.ca/pdf/history_essay_guide.pdf

TOPICS & READING SCHEDULE

As a general rule, I will not change this schedule (barring campus closures or emergency cancellations). From my side of things, that means I will not give you any surprises regarding new readings or assignments. From your side, it means that you know the dates and deadlines well in advance, and so you will complete the readings and assignments on time.

January 9 – Introduction: Cold War Historiography

Optional reading for background:

- Odd Arne Westad, “The Cold War and the International History of the Twentieth Century,” in M.P. Leffler and O.A. Westad, eds., *The Cambridge History of the Cold War, Vol. 1: Origins* (Cambridge University Press, 2012).

January 16 – Method, Sources, and the Politics of Cold War Culture

- David Caute, Introduction, “The Culture War” and Chap. 1, “Propaganda Wars and Cultural Treaties,” in *The Dancer Defects: The Struggle for Cultural Supremacy during the Cold War* (Oxford University Press, 2003).
- Robert Griffith, “The Cultural Turn in Cold War Studies,” *Reviews in American History* 29, no. 1 (March 2001): 150-157.
- Jessica Gienow-Hecht, “Culture and the Cold War in Europe,” in M.P. Leffler and O.A. Westad, eds., *The Cambridge History of the Cold War, Vol. 1: Origins* (Cambridge University Press, 2012): 398-419.
- Sheldon M. Stern, “History: From Reel to Real,” in *The Cuban Missile Crisis in American Memory: Myth Versus Reality* (Stanford, CA: Stanford University Press, 2012).

January 23 – Germany at the Centre of the Cultural Cold War

- Uta Poiger, *Jazz, Rock, and Rebels: Cold War Politics and American Culture in a Divided Germany*.
 - Required pages: 1-13, 29-105, 130-36, 168-82, 205.
 - Optional pages: 13-29, 106-130, 182-204, 206-end. (Save all of Chap. 4 for our March 6 class)

January 30 – Science and Technology

- Charles Thorpe, “Disciplining Experts: Scientific Authority and Liberal Democracy in the Oppenheimer Case,” *Social Studies of Science* 32, no. 4 (Aug. 2002): 525-562.
- David Holloway, “How the Bomb Saved Soviet Physics,” *The Bulletin of the Atomic Scientists* 50, no. 6 (Nov.-Dec. 1994): 46-55.
- Sonja D. Schmid, “Celebrating Tomorrow Today: The Peaceful Atom on Display in the Soviet Union,” *Social Studies of Science* 36, no. 3 (June 2006): 331-365.
- John Krige, “The Politics of Phosphorus-32: A Cold War Fable Based on Fact,” *Historical Studies in the Physical and Biological Sciences* 36, no. 1 (Sept. 2005): 71-91.

February 6 – Home, Family, and Community

- Elaine Tyler May, “Introduction” and Chap. 1, “Containment at Home: Cold War, Warm Hearth,” in *Homeward Bound: American Families in the Cold War Era* (New York: Basic Books, 1988).
- Kate Brown, excerpts from *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (Oxford University Press, 2013).
- Ruth Oldenziel and Karin Zachmann, “Kitchens as Technology and Politics: An Introduction,” in Oldenziel and Zachmann, eds., *Cold War Kitchen: Americanization, Technology, and European Users* (Massachusetts Institute of Technology, 2009).

- Kenneth Rose, Chap. 6, “The Shelters That Were Not Built, the Nuclear War That Did Not Start,” in *One Nation Underground: The Fallout Shelter in American Culture* (New York University Press, 2001).

February 13 – The Cold War Olympics

***Research essay proposal and bibliography due ***

- John Soares, “‘Very Correct Adversaries’: The Cold War on Ice from 1947 to the Squaw Valley Olympics,” *The International Journal of the History of Sport* 30, no. 13 (July 2013): 1536-1553.
- Noel D. Cary, “Olympics in Divided Berlin? Popular Culture and Political Imagination at the Cold War Frontier,” *Cold War History* 11, no. 3 (August 2011): 291-316.
- Stefan Wiederkehr, “We Shall Never Know the Exact Number of Men who Have Competed in the Olympics Posing as Women”: Sport, Gender Verification and the Cold War,” *The International Journal of the History of Sport* 26, no. 4 (March 2009): 556-572.
- Evelyn Mertin, “The Soviet Union and the Olympic Games of 1980 and 1984: Explaining the Boycotts to Their Own People,” in Stephen Wagg and David L. Andrews, eds., *East Plays West: Sport and the Cold War* (London: Routledge, 2007).

February 17-21 – Winter Break

February 27 – Culture and American Governance, Case Study: The Kennedy Administration

- Robert Dean, *Imperial Brotherhood: Gender and the Making of Cold War Foreign Policy*
Required: Introduction, Chap. 1, Chap. 3 (pp. 37-52 only), Chap. 4, Chap. 6, Chap. 7 (pp. 169-87 only), Afterword.
Optional: Chap. 2, Chap. 3 (pp. 52-end), Chap. 5, Chap. 7 (pp. 187-end), Chap. 8.

March 6 – Race and the Global Cold War

- Uta Poiger, *Jazz, Rock, and Rebels: Cold War Politics and American Culture in a Divided Germany*, Chap. 4: “Jazz and German Respectability” (pp. 137-67).
- John David Skrentny, “The Effect of the Cold War on African-American Civil Rights: America and the World Audience, 1945-1968,” *Theory and Society* 27, no. 2 (April 1998): 237-285.
- Julie Hessler, “Death of an African Student in Moscow: Race, Politics, and the Cold War,” *Cahiers du monde russe* 47, no. 1/2 (Jan.-June 2006): 33-63.
- Mary L. Dudziak, “Josephine Baker, Racial Protest, and the Cold War,” *The Journal of American History* 81, no. 2 (Sept. 1994): 543-570.

March 13 – East/West Encounters

- Brian A. McKenzie, “Creating a Tourist’s Paradise: The Marshall Plan and France, 1948 to 1952,” *French Politics, Culture & Society* 21, no. 1 (Spring 2003): 35-54.
- Anne Gorsuch, “Fighting the Cold War on the French Riviera,” in *All This is Your World: Soviet Tourism at Home and Abroad After Stalin* (Oxford University Press, 2011).
- Annabel Jane Wharton, “Appropriating the Present: Berlin and London,” in *Building the Cold War: Hilton International Hotels and Modern Architecture* (Chicago: University of Chicago Press, 2001).
- David Caute, Chap. 17, “The Ballet Dancer Defects,” in *The Dancer Defects: The Struggle for Cultural Supremacy during the Cold War* (Oxford University Press, 2003).

March 20 – The Space Race

- Sue Bridger, “The Cold War and the Cosmos: Valentina Tereshkova and the First Woman’s Space Flight,” in Melanie Ilič et al., eds., *Women in the Khrushchev Era* (New York: Palgrave Macmillan, 2004).

- Robert L. Griswold, “‘Russian Blonde in Space’: Soviet Women in the American Imagination, 1950-1965,” *Journal of Social History* 45, no. 4 (Summer 2012): 881-907.
- Heather L. Gumbert, “Cold War Theaters: Cosmonaut Titov at the Berlin Wall,” in Asif Siddiqi & James Andrews, eds., *Into the Cosmos: Soviet Culture and Space Exploration* (University of Pittsburgh Press, 2011).
- Andrew Jenks, “The Sincere Deceiver: Yuri Gagarin and the Search for a Higher Truth,” in Asif Siddiqi & James Andrews, eds., *Into the Cosmos: Soviet Culture and Space Exploration* (University of Pittsburgh Press, 2011).

March 27 – Radio and Television in the Soviet Union

- Kristin Roth-Ey, *Moscow Prime Time: How the Soviet Union Built the Media Empire That Lost the Cultural Cold War*.
 - Required: Introduction, Chap. 3, 4, & 5, Epilogue.
 - Optional: Chap. 1 & 2.

April 3 – Wrap Up: The End of Cold War Culture?

- Belinda Carstens-Wickham, “Gender in Cartoons of German Unification,” *Journal of Women's History* 10, no. 1 (Spring 1998): 127-56.
- Cynthia Enloe. “Introduction” and Chap 1, “Are UN Peacekeepers Real Men? And Other Post-Cold War Puzzles,” in *The Morning After: Sexual Politics at the End of the Cold War* (1993)

Final research paper due April 8 by 5pm.

Suggestions for Further Reading

The following books and articles are not required but may be useful in narrowing down your paper topic and finding other primary and secondary sources to use.

Anderson, Sheldon. “Soccer and the Failure of East German Sports Policy.” *Soccer & Society* 12, no. 5, (Sept. 2011): 652–663.

Appy, Christian, ed. *Cold War Constructions: The Political Culture of United States Imperialism, 1945-1966*. Amherst, MA: University of Massachusetts Press, 2000.

Beck, Peter. “Britain and the Cold War’s ‘Cultural Olympics’: Responding to the Political Drive of Soviet Sport, 1945–58.” *Contemporary British History* 19, no. 2 (June 2005): 169–185.

Bonnell, Victoria. *Iconography of Power: Soviet Political Posters under Lenin and Stalin*. Berkeley: University of California Press, 1997.

Borstelmann, Thomas. *The Cold War and the Color Line: American Race Relations in the Global Arena*. Harvard University Press, 2003.

Carlson, Peter. *K Blows Top: A Cold War Comic Interlude Starring Nikita Khrushchev, America's Most Unlikely Tourist*. New York: Public Affairs, 2009.

Chapman, James. *License to Thrill: A Cultural History of the James Bond Films*. New York: Columbia University Press, 2000.

Cooke, Miriam and Angela Woollacott, eds. *Gendering War Talk*. Princeton: Princeton University Press, 1993.

Costello, Matthew J. *Secret Identity Crisis: Comic Books and the Unmasking of Cold War America*. New York: Continuum, 2009.

Costigliola, Frank. “‘Unceasing Pressure for Penetration’: Gender, Pathology, and Emotion in George Kennan’s Formation of the Cold War.” *Journal of American History* 83 (March 1997): 1309-39.

Cuordileone, K.A. “‘Politics in an Age of Anxiety’: Cold War Political Culture and the Crisis in American Masculinity, 1949–1960,” *The Journal of American History* 87 (2) (2000): 515–545.

Dobson, Miriam. *Khrushchev’s Cold Summer: Gulag Returnees, Crime, and the Fate of Reform After Stalin*. Ithaca, NY: Cornell University Press, 2009.

Doherty, Thomas. *Cold War, Cool Medium: Television, McCarthyism, and American Culture*. New York: Columbia University Press, 2003.

Dudziak, Mary L. *Cold War Civil Rights: Race and the Image of American Democracy*. Princeton University Press, 2002.

Edele, Mark. “Strange Young Men in Stalin’s Moscow: The Birth and Life of the *Stiliagi*, 1945–53.” *Jahrbücher für Geschichte Osteuropas* 50, no. 1 (2002): 37–61.

Endy, Christopher. *Cold War Holidays: American Tourism in France*. Chapel Hill: University of North Carolina Press, 2004.

Engelhardt, Tom. *The End of Victory Culture: Cold War America and the Disillusioning of a Generation*. Amherst, MA: University of Massachusetts Press, 2007.

Fodor, Eva. “Smiling Women and Fighting Men: The Gender of the Communist Subject in State Socialist Hungary.” *Gender and Society* 16, no. 2 (April 2002): 240–263.

Fried, Richard M. *Nightmare in Red: The McCarthy Era in Perspective*. New York: Oxford University Press, 1990.

Fürst, Juliane, ed. *Late Stalinist Russia: Society Between Reconstruction and Reinvention*. New York: Routledge, 2006.

Gaddis, John Lewis. *We Now Know: Rethinking Cold War History*. Oxford: Oxford University Press, 1997.

Gal, Susan and Gail Kligman. *The Politics of Gender after Socialism: A Comparative-Historical Essay* (Princeton: Princeton University Press, 2000).

Ghodsee, Kristin. “Rethinking State Socialist Mass Women’s Organizations: The Committee of the Bulgarian Women’s Movement and the United Nations Decade for Women, 1975–1985.” *Journal of Women’s History* 24, no. 4 (Winter 2012): 49–73.

Glad, John. *Extrapolations from Dystopia: A Critical Study of Soviet Science Fiction*. Princeton, NJ: Kingston, 1982.

Gorsuch, Anne E. *All This is Your World: Soviet Tourism at Home and Abroad After Stalin*. Oxford: Oxford University Press, 2011.

Gorsuch, Anne E. and Diane P. Koenker, eds. *The Socialist Sixties: Crossing Borders in the Second World*. Bloomington: Indiana University Press, 2013.

Haynes, John. *The New Soviet Man: Gender and Masculinity in Stalinist Soviet Cinema*. Manchester: Manchester University Press, 2003.

Hendershot, Cynthia. *Paranoia, the Bomb, and 1950s Science Fiction Films*. Bowling Green, OH: Bowling Green State University Popular, 1999.

Hixson, Walter L. *Parting the Curtain: Propaganda, Culture and the Cold War, 1945–1961*. Hounds mills: Macmillan, 1997.

Hogan, Michael J., ed. *The End of the Cold War: Its Meanings and Implications*. Cambridge: Cambridge University Press, 1992.

Hughes, R. Gerald and Rachel J. Owen. “‘The Continuation of Politics by Other Means’: Britain, the Two Germanys and the Olympic Games, 1949–1972.” *Contemporary European History* 18, no. 4 (Nov. 2009): 443–474.

Hunner, Jon. *Inventing Los Alamos: The Growth of an Atomic Community*. Norman: University of Oklahoma Press, 2004.

Ilić, Melanie et al., eds. *Women in the Khrushchev Era*. New York: Palgrave Macmillan, 2004.

Johnson, David K. *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*. Chicago: University of Chicago Press, 2004.

Kackman, Michael. “Citizen, Communist, Counterspy: ‘I Led 3 Lives’ and Television’s Masculine Agent of History.” *Cinema Journal* 38, no. 1 (Autumn 1998): 98–114.

Kackman, Michael. *Citizen Spy: Television, Espionage, and Cold War Culture*. Minneapolis, MN: University of Minnesota Press, 2005.

Kelly, Cynthia C. *The Manhattan Project: The Birth of the Atomic Bomb in the Words of Its Creators, Eyewitnesses, and Historians*. New York: Atomic Heritage Foundation, 2007.

Kligman, Gail. *The Politics of Duplicity: Controlling Reproduction in Ceausescu's Romania*. University of California Press, 1998.

Koenker, Diane P. *Club Red: Vacation Travel and the Soviet Dream*. Ithaca: Cornell University Press, 2013.

Kotek, Joel. "Youth Organizations as a Battlefield in the Cold War." In Leffler & Westad, eds., *The Cambridge History of the Cold War*, 168–91. Cambridge University Press, 2010.

Leffler, Melvyn P. "The Cold War: What Do 'We Now Know'?" *The American Historical Review* 104, no. 2 (April 1999): 501-524.

Major, Patrick. "Future Perfect? Communist Science Fiction in the Cold War." In Rana Mitter, ed. *Across the Blocs: Cold War Cultural and Social History*. London: Frank Cass, 2004:71-96.

Marling, Karal Ann. "Nixon in Moscow: Appliances, Affluence, and Americanism," 242-83. In Marling, *As Seen on TV: The Visual Culture of Everyday Life in the 1950s*. Harvard University Press, 1996.

Mart, Michelle. "Tough Guys and American Cold War Policy: Images of Israel, 1948-1960." *Diplomatic History* 20, no. 3 (Summer 1996): 357-80.

Meyerowitz, Joanne, ed. *Not June Cleaver: Women and Gender in Postwar America*. Temple University Press, 1994.

Meyerowitz, Joanne. "Beyond the Feminine Mystique: A Reassessment of Postwar Mass Culture, 1946-1958." *The Journal of American History* 79, no. 4 (March 1993): 1455-1482.

Mieczkowski, Yanek. *Eisenhower's Sputnik Moment: The Race for Space and World Prestige*. Ithaca, NY: Cornell University Press, 2013.

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