

EURR 4202/5202
SPECIAL TOPICS IN RUSSIAN & EURASIAN STUDIES
CULTURE & POLITICS IN THE COLD WAR

River Building 3302
Thursdays, 2:35–5:25pm

Professor: Dr. Erica L. Fraser

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Office Hours: Thurs. 1:30–2:30pm (in EURUS, 3315 River Bldg)

Wed. 2:30–4:30pm (in HIST, 460 Paterson Hall)



COURSE DESCRIPTION

If the Cold War between the U.S. and the Soviet Union never turned “hot” in terms of military conflict, as the famous saying goes, what was it about? This course will critically examine the argument among cultural historians that the Cold War was primarily – or even entirely – a conflict about each side’s culture and way of life. Focusing on the USSR and Europe with some U.S. history as well, we will examine 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

All readings will be available electronically via ARES and CU Learn.

GRADING & EVALUATION

Undergraduate students (EURR 4202)

Seminar Participation:	25%	
Presentation & Discussion Leading	10%	
3 Reading Response Papers (3-4 pages; 10% each)	30%	
Proposal & Bibliography for Research Essay	10%	due Oct. 22
Final Research Essay (10-12 pages)	25%	due Dec. 15

Graduate students (EURR 5202)

Seminar Participation:	20%	
Presentation & Discussion Leading	10%	
5 Reading Response Papers (4-5 pages; 7% each)	35%	
Proposal & Bibliography for Research Essay	10%	due Oct. 22
Final Research Essay (15-18 pages)	25%	due Dec. 15

ASSIGNMENT DETAILS AND DATES

Presentation & Discussion Leading:

- At least once during the semester, students will give presentations of about 10 minutes each that will give some background and offer a way to frame the issues of the week. No extra readings are required, but students should think more broadly about the week's themes, rather than only summarizing the assigned reading.
- After the presentation, the student will also lead the rest of the class in discussion (usually for the first hour or so, 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.
- Doing this assignment in pairs is a possibility; if you do, each student will be graded individually on his or her presentation, preparation, and leadership in the discussion.
- You may volunteer to lead discussion more than once, in which case the extra presentation will count as one of your reading response papers.

Reading Response Papers:

- These short discussion papers 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).
- Be careful to do more than simply summarize the articles. What are the main arguments? What are the strengths and weaknesses of the arguments? Why is the argument important or significant for Cold War cultural history? How has the author conducted his or her research? Most importantly, how do the articles *compare*? You should discuss at least two of the readings for the week and put them in conversation with each other. What broader trends do they collectively show?
- 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: will write 3 papers throughout the semester (3-4 pages long, 10% each). If you choose to write more, I will take your 3 highest grades.
- Graduate students: will write 5 papers throughout the semester (4-5 pages long, 7% each). If you choose to write more, I will take your 5 highest grades. (And as stated above, if you choose to do 2 discussion leads, you may substitute the second one for a reading response).
- 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 September, the earlier the better, so that you can introduce me to your writing and I can better offer you feedback early in the term.

Oct. 22: Proposal & Bibliography for Research Essay

Your proposal should include the following elements:

- Provisional title
- One paragraph (at least) describing your topic in both general and specific terms, ie: the main topic as well as some details such as why the topic is historically significant and how you will approach your research question(s).
- Your research question(s). In 1-2 sentences, clearly state your proposed research question(s). (Focus on one main question, but if you need more than one, keep them as tightly focused as possible). What is a research question? This should be a “how” or “why” question. Think of it as the problem that your argument, or thesis statement, will eventually *answer* in the final paper. We will talk more about this in class.
- Methodology and sources: Describe how you will approach the problem and what sources you will consult as you answer your main research question.
- A full bibliography (as much as possible at this point) of secondary sources (literature) as well as primary sources if you will be using them.
- 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 only; please see me about discussing excused absences.

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.
- Turn off your phone at the beginning of class. Even if you don't think I can see you texting, it is very distracting to the students around you and takes away from your own learning.
- 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 essays 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.
- Keep copies of all graded assignments until you receive your final grade.
- Please respect a 24-hour waiting period on discussing any individual grade.
- Do not interrupt others (myself or other students) during our class. Raise your hand or wait until the previous speaker is finished.
- Chatting with your friends during class time will not be tolerated, and you will be asked to leave.
- We will take a 10-15 minute 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, eat, 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.
- 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-).

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.

September 3 – Introduction

No reading

September 10 – Method, Sources, and the Politics of Cold War Culture

- Musya Glants & Pamela Kachurin, “Introduction to a Special Issue: Culture, the Soviet Union, and the Cold War,” *Journal of Cold War Studies*, Vol. 4, no. 1 (Winter 2002): 3-5.
- 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).
- 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.

September 17 – Rebuilding Europe through Culture

- Uta G. Poiger, Chap. 1, “American Culture in East and West German Reconstruction,” in Poiger, *Jazz, Rock, and Rebels: Cold War Politics and American Culture in a Divided Germany* (Berkeley & Los Angeles: University of California Press, 2000): 31-70.
- David Caute, Chap. 20, “Picasso and Communist Art in France,” in Caute, *The Dancer Defects: The Struggle for Cultural Supremacy during the Cold War* (Oxford University Press, 2003).
- Joël Kotek, Chap 9, “Youth Organizations as a Battlefield in the Cold War,” in *The Cultural Cold War in Western Europe, 1945-1960* (New York: Frank Cass & Co., 2005).
- David W. Ellwood, Chap. 12, “The Propaganda of the Marshall Plan in Italy in a Cold War Context,” in *The Cultural Cold War in Western Europe, 1945-1960* (New York: Frank Cass & Co., 2005).

September 24 – Science and Technology

- 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.
- Erica L. Fraser, “Masculinity in the Personal Narratives of Soviet Nuclear Physicists,” *Aspasia* Vol. 8 (2014): 45-63.
- Charles Thorpe, “Disciplining Experts: Scientific Authority and Liberal Democracy in the Oppenheimer Case,” *Social Studies of Science* 32, no. 4 (Aug. 2002): 525-562.

October 1 – 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, “Utopia Gone Terribly Right: Plutonium’s ‘Gated Communities’ in the Soviet Union and the United States,” in *Communism Unwrapped: Consumption in Cold War Eastern Europe*, ed. Mary Neuberger (Oxford University Press, 2012).
- 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 (MIT Press, 2009).

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

October 8 – Race and the Global Cold War

- Mary L. Dudziak, Ch. 1, “Coming to Terms with Cold War Civil Rights,” in Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy* (Princeton University Press, 2000).
- Mary L. Dudziak, “Josephine Baker, Racial Protest, and the Cold War,” *The Journal of American History* 81, no. 2 (Sept. 1994): 543-570.
- Uta Poiger, Chap. 4, “Jazz and German Respectability,” in Poiger, *Jazz, Rock, and Rebels: Cold War Politics and American Culture in a Divided Germany*.
- 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.

October 15 – Travel, Tourism & Mobility

- Brian A. McKenzie, “Creating a Tourist’s Paradise: The Marshall Plan and France, 1948 to 1952,” *French Politics, Culture & Society*, Vol. 21, no. 1 (Spring 2003): 35-54.
- Anne Gorsuch, Chap. 5, “Fighting the Cold War on the French Riviera,” in Gorsuch, *All This is Your World: Soviet Tourism at Home and Abroad After Stalin* (Oxford University Press, 2011).
- Annabel Jane Wharton, “Appropriating the Present: Berlin & London,” in *Building the Cold War: Hilton International Hotels & Modern Architecture* (Chicago: University of Chicago Press, 2001).
- David Caute, Chap. 17, “The Ballet Dancer Defects,” in Caute, *The Dancer Defects: The Struggle for Cultural Supremacy during the Cold War* (Oxford University Press, 2003).

October 22 – Gender and American Diplomacy

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

- Robert Dean, “Masculinity as Ideology: John F. Kennedy and the Domestic Politics of Foreign Policy,” *Diplomatic History*, Vol. 22, no. 1 (Winter 1998): 29-62.
- David K. Johnson, Chap. 3, “‘Cookie Pushers in Striped Pants’: the Lavender Lads in the State Department,” in *The Lavender Scare: the Cold War Persecution of Gays and Lesbians in the Federal Government* (University of Chicago Press, 2004).
- Frank Costigliola, “‘Unceasing Pressure for Penetration’: Gender, Pathology, and Emotion in George Kennan’s Formation of the Cold War,” *Journal of American History*, Vol. 83, no. 4 (March 1997): 1309-1339.

October 26-30 – Fall Break

November 5 – 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).

November 12 – Cold War Sports

- Alan McDougall, “Around the Wall: East German Football Encounters with the West,” *International Journal of Sport and Society*, Vol. 3 (2013): 99-107.
- 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).

November 19 – Radio and Television

- Kristin Roth-Ey, “Finding a Home for Television in the USSR, 1950-1970,” *Slavic Review*, Vol. 66, no. 2 (Summer 2007): 278-306.
- Richard H. Cummings, “Introduction” and Chap. 1, “How It All Began,” in *Radio Free Europe’s “Crusade for Freedom”: Rallying Americans behind Cold War Broadcasting, 1950-1960* (Jefferson, NC: McFarland and Co., 2010).
- Paweł Machcewicz, Chap. 5, “The Gierek Era, Détente, and a Massive Attack on Radio Free Europe, 1971–1975,” in *Poland’s War on Radio Free Europe, 1950-1989* (Washington, DC: Woodrow Wilson Center Press, 2014).
- Marcin Król, “Listening Through the Jamming,” *The American Scholar*, Vol. 61, no. 3 (Summer 1992): 431-435.

November 26 – Visual Culture

- Robert Genter, “‘With Great Power Comes Great Responsibility’: Cold War Culture and the Birth of Marvel Comics,” *Journal of Popular Culture*, Vol. 40, no. 6 (2007), 953-78.
- Sergei Zhuk, “Hollywood’s Insidious Charms: the Impact of American Cinema and Television on the Soviet Union during the Cold War,” *Cold War History*, Vol. 14, no. 4 (2014): 593–617.
- Belinda Carstens-Wickham, “Gender in Cartoons of German Unification,” *Journal of Women’s History*, Vol. 10, no. 1 (Spring 1998): 127-56.

December 3 – Wrap-Up

- Yale Ferguson and Rey Koslowski, Chap. 7, “Culture, International Relations Theory, and Cold War History,” in *Reviewing the Cold War: Approaches, Interpretations, Theory*, ed. Odd Arne Westad (Portland, OR: Frank Cass & Co., 2000): 149-79.

Final research paper due December 15 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.
- Drakulić, Slavenka. *How We Survived Communism and Even Laughed*. New York: Harper Perennial, 1993.
- 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).
- Genter, Robert. "'With Great Power Comes Great Responsibility': Cold War Culture and the Birth of Marvel Comics." *Journal of Popular Culture*, Vol. 40, no. 6 (2007), 953-78.
- 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 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*. Houndmills: Macmillan, 1997.
- Hogan, Michael J., ed. *The End of the Cold War: Its Meanings and Implications*. 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 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.
- McDougall, Alan. *The People’s Game: Football, State and Society in East Germany*. Cambridge University Press, 2014.
- 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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Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to the Paul Menton Center by their posted deadlines.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.” This can include:

- * reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- * submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- * using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- * using another's data or research findings;
- * failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- * handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of “F” for the course.

Academic Accommodations:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please

contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
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Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. Late assignments may be submitted to the drop box in the corridor outside 3304 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to EURUS website is the official course outline.