

University of Florida  
History Department  
Spring 2020

**AMH 4930: Race and Gender in Cold War America**

Dr. Lauren Pearlman  
Email: lpearlman@ufl.edu  
M: 3:00-6:00pm, period 8-10  
Classroom: MAT 0010

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Office Hours: 1:00-2:30pm  
and by appointment



**Course Description:**

Soon after the United States' segregated military defeated a racist regime in World War II, American racism became a major concern of U.S. allies, a chief Soviet propaganda theme, and an obstacle to American goals throughout Africa, Asia, and Latin America. Meanwhile, the war opened up questions of gender and women's rights, prompting the U.S. to promote women's domesticity and consumerism and use the status of women as a measure of national progress. These issues would have to be understood through the paradigm of a new war, the Cold War, which impacted every facet of American life.

This seminar examines how the Cold War shaped the postwar period and how Americans responded to the changing postwar political, social, and cultural order during the era. Specifically, it will focus on the ways that ideas about race and gender influenced and were influenced by the Cold War. During the first half of the semester, after gaining an overview of the period, we will do common readings on the civil rights movement, Asian and African decolonization and liberation efforts; the effects of communism, anti-communism, and McCarthyism on race and gender relations; black and white student activism; and gender roles and the family. During the second half of the semester, students will focus on researching and writing a substantial research paper based in primary sources and engaged with the relevant historiography on a topic of their choosing.

**Course Objectives:** The primary objective of this intensive seminar on the Cold War is to expose upper-level history majors to “what historians do.” It might be helpful to think of this course as an extended workshop that will pursue a number of inter-related goals. Students will get a sense of the historical profession by:

- Discussing historiographical issues and debates
- Identifying research topics
- Pursuing research in primary and secondary sources
- Developing writing skills
- Developing oral communication skills
- Engaging in the peer review process

Note: You will also edit the work of your peers, meet individually with me, and come together in class to discuss writing activities. Critiquing your fellow students will be an integral part of the course. This is an exercise in collegiality. It will allow you to grow accustomed to taking into account other people’s opinions on your own thinking and writing at an early stage in the process.

**Course Reading:**

- *Not June Cleaver: Women and Gender in Postwar America, 1945-1960*, ed. Joanne Meyerowitz (Philadelphia: Temple University Press, 1994).
- *Cold War Constructions: The Political Culture of United States Imperialism, 1945-1964*, ed. Christian Appy (Amherst, MA: University of Massachusetts Press, 2000) – available online via UF Libraries.
- All other articles available online via Canvas or UF Libraries.

**Assignments and Grading:**

- This is an upper-level course. As such, this class requires a serious commitment of time and energy. Please have your syllabus on hand and be sure to keep up with all of the reading and writing deadlines. Note: we will always allow time for formal and informal discussion of assignment prompts.
- **Participation (15%):** Full and effective participation is the cornerstone of any seminar. You will be expected to have completed all of the reading and assignments prior to class, and you will be required to bring copies of the readings to class. In class, students will be active in the discussion, raising thoughtful questions; contributing ideas, viewpoints, and perceptions; and responding not only to the professor but also to one another. Note: If you are uncomfortable participating in class, please attend office hours or schedule an appointment as soon as possible.
- **Reading Assignments (25%):** The reading for this class will ebb and flow. I will alert you to the weeks that have heavier reading assignments ahead of time and discuss with you time management strategies for these weeks. You are expected to read all of the assigned readings prior to class and arrive in discussion section with questions, comments, and opinions about what you have read. Make sure to allow enough time in your schedule to read thoroughly and critically. Note: The readings will give you ideas

about possible topics, research questions, theoretical frameworks, and methods for writing your paper. Reading related assignments are worth 25% of your grade.

- **Research Paper (50%):** Your grade in this class will be determined largely by your performance on the assignments related to your research paper. These exercises will allow you to hone your critical thinking and writing skills and allow you to reflect thoughtfully on the subject matter. Improvement over the course of the semester is not only encouraged but also rewarded. Your paper must be an original research paper of 15 pages not including citations and bibliography.

Related assignments include:

-topic and research questions	5%
-primary source write up	5%
-annotated bibliography	5%
-project statement (3-4 pages)	5%
-6 draft pages	5%
-final paper	25%

Please see UF E-learning Canvas site for assignment guidelines and due dates.

- **Peer Editing (5%):** At the start of the term, you will be put into writing groups. At the end of term, you will submit an editing portfolio that represents your editing of your peers' work (details below and on Canvas).
- **Presentation (5%):** Toward the end of the semester, you will give a presentation on your research. In the presentation, you should describe your research topic, explain its significance, provide a description of literature on this topic, and discuss the methods you used to analyze this topic.

### UF Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	N	G	S	U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0	0	0	0

A100-94, A-: 90-93

C+: 77-79, C: 74-76, C-: 70-73

B+: 87-89, B: 84-86, B-: 80-83

D+: 67-69, D: 64-66, D-: 60-64

F: below 64

More information on UF's grading policies is available at

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

### Attendance and Assignment Policies

- Class will begin and end on time each day. Please be considerate of your classmates and avoid disrupting their learning experience.
- Attendance is required, expected, and central to your learning experience. Attendance is taken in a few ways including: roll call, sign-up sheets, quizzes, and in class activities.
- In addition to showing up for class on time, be ready to articulate and defend your ideas, as well as to listen to and work with the ideas of others.

- Participation in discussion is an important part of your role as a member of this class. I will evaluate participation halfway through the semester and offer tips for improvement. You are also encouraged to ask for feedback at any point in the semester.
- If you will be absent, please contact me as soon as possible and provide documentation of illness or other university-approved absences. Dated documentation can include, but are not limited to: dated doctor's note, documentation of jury duty, obituary, etc. Your instructor reserves the right to contact the appropriate sources to confirm the documentation. If you know you must have an excused absence, contact me beforehand to make arrangements to turn in work before class.
- A model student will demonstrate responsibility for getting the information and material missed in class from a classmate. A student with 3 unexcused absences will have their grade reduced a full letter grade.
- Arriving at class late and/or leaving before class is over counts as ½ an absence. I will not contact students during the semester to apprise them of their attendance status; it is the responsibility of the students to check this regularly. Religious holidays, UF athletic travel conflicts, and written explanations from a certified health professional are eligible for an excused absence when cleared with the instructor ahead of time. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- Note: A model student will not engage in behavior such as reading texts, browsing the Internet, sleeping, or doing homework for another class. If you engage in this or any other behavior that we consider to be disrespectful to us or to your classmates, you may be considered absent for that day.

### **Late Work and Make-up Policy**

- Assignments are due at the beginning of class on the due date (unless otherwise stated) and turned in by you and you alone. Unless stated otherwise, late assignments will be penalized one-third-letter grade per 24-hour period after the deadline. So if you turn your assignment in after class ends the same day it is due, and your grade is a B, your final grade will be a B-.
- If you turn in an assignment and leave before class ends, your assignment will be discarded and will be considered late once re-submitted.
- Missed exams cannot be made up unless you have a university excused absence that you notify your instructor of beforehand. If you have an unforeseen emergency, please contact me as soon as possible after your absence.

### **Guidelines for Discussion**

Participation in discussion is an important part of your role as a member of this class. I expect students to be prepared and engaged in discussion. You should expect to be called on from time to time. Please keep in mind that conversations about race can stir up strong emotions. A great deal of this results from the environment of mistrust and misunderstanding that exists in the wider society. I start from the assumption that those of you that have chosen to take this class have come with an open mind, ready not only to share your points of view but to try to understand the perspectives of others. Thoughtful, insightful, and honest points of view are needed in order to help us all learn to communicate more effectively and openly about race.

So that everyone feels respected in the classroom, use tact and understanding when presenting your ideas. Personal attacks, disparaging remarks, or attempts to dominate the conversation will not be tolerated. Remember as well that individuals in the classroom may have been personally affected by the issues that we are discussing; and to show respect to your peers and the educational process.

### **Mobile Electronic Device Policy**

Recent studies have shown that college students retain less information when they use laptops instead of pen and paper, and that open laptops are disruptive to nearby students. However, I recognize that many of you are more comfortable taking notes on a computer, so I will allow it during lecture and discussion. Laptops will not be allowed during film screenings, so do bring pen and paper to class on these days. I reserve the right to ban laptops if they become disruptive over the course of the semester. Please silence your cell phone prior to the start of class, keep it out of sight, and do not text or use social media apps during class time.

### **Correspondence**

I will send important course announcements and other correspondence to you via your UF email account. If you do not use this as your primary account, please make sure that you have your UF email forwarded to you and check your email regularly! Sadly I will not text you reminders about when assignments are due.

### **How to get in touch with your professor**

- Come to office hours. I truly enjoy getting to know more about students outside of the classroom. You are encouraged to stop by with any questions that you may have about assignments, readings, your major, going grad school, or other pertinent topics.
- Email me at [lpearlman@ufl.edu](mailto:lpearlman@ufl.edu). I will generally get back to you within 24 hours, though my response will be slower during the weekend. Do not email me the night before an assignment is due and expect to receive a response.

### **Students with Disabilities**

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodations must first register with the Dean of Students Office (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Academic Honesty**

The University, as well as your instructor, values and expects academic integrity. Ethical violations include cheating, plagiarism, fabrication, and academic misconduct (including turning in the work of others as your own and reusing old assignments). These will not be tolerated and will result in an automatic failing grade in the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially

identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy

To avoid plagiarism, you must not copy the words, phrases, arguments, ideas, or conclusions of another person or source (including Internet sources) without properly crediting the person or source with both quotation marks and a footnote. Make sure that you properly cite direct quotations, paraphrased information, and facts that are not widely known. I will provide you with guidelines for proper citations and formatting prior to your submission of all written work, but you may contact me at any time for clarification. For more information on UF's honest policy, see <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>. For more information on how UF's Judicial Affairs processes cases of plagiarism, see <http://www.dso.ufl.edu/judicial/academic.php>.

### **Student Evaluations**

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/so-eng.htm?Themes/blue.css&images/Explorance-Logo.gif&seed=bd86c681-cca4-4c28-abc9-0b4cf542e5c4&University+of+Florida> Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu>. Thank you for serving as a partner in this important effort.

### **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### **Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **Course Schedule**

Please Note: the schedule is provisional and may be changed as needed by the instructor.

### **Week 1, Jan 6: Why Study the Cold War?**

Think about the research and writing you want to conduct this semester.

### **Week 2, Jan 13: What happened during the Cold War?**

Read: "The Cold War," ch 25 in *The American Yawp* (available online at <http://www.americanyawp.com/text/25-the-cold-war/>).

Note: make sure you read primary sources.

Write: Write a one-paragraph report in which you describe one of the sources and connect it to at least one event, individual, or issue from the chapter (50 points).

### **Week 3, Jan 20: Martin Luther King Jr. Day, No Class**

Write: Begin thinking about topic ideas and research questions due Week 5.

### **Week 4, Jan 27: Cold War Civil Rights**

Read: Jeff Woods, "The Cold War and the Struggle for Civil Rights," *Organization of American Historians Magazine of History* (online at <https://academic.oup.com/maghis/article/24/4/13/1000743>); Mary Dudziak, "Holding the Line in Little Rock," chapter 4 in *Cold War Civil Rights: Race and the Image of American Democracy* (online via UF Libraries); Thomas Borstelmann, "Hedging Our Bets and Buying Time": John Kennedy and Racial Revolution in the American South and Southern Africa," *Diplomatic History* 24:3 (July 2000), 435–463 (Canvas).

Write: Upload summary of the reading to Canvas (50 points).

### **Week 5, Feb 3: Womanhood and the Cold War**

Read: Elaine Tyler May, "Explosive Issues: Sex, Women, and the Bomb," chapter 4 in *Homeward Bound: American Families in the Cold War Era* (online via UF Libraries); Deborah Gerson, "'Is Family Devotion Now Subversive?' Familialism against McCarthyism" in *Not June Cleaver*; Christina Klein, "Family Ties and Political Obligations: The Discourse of Adoption and the Cold War Commitment to Asia," in *Cold War Constructions*.

Write: Upload summary of the reading to Canvas (50 points).

Due Wed Feb 5 at noon: Upload a topic statement and research questions to Canvas (50 points). These are big, "so what" questions.

### **Week 6, Feb 10: Cold War Ambassadors**

Read: Wendy L. Wall, "America's 'Best Propagandists': Italian Americans and the 1948 'Letters to Italy' Campaign," in *Cold War Constructions*; Penny M. Von Eschen, "Who's the Real Ambassador? Exploding Cold War Racial Ideology," in *Cold War Constructions*.

Write: Upload summaries of the reading to Canvas (50 points). Upload a short reader's report on your peers' posted topics and research questions to Canvas. Using your reader's reports, be prepared to critique your peers' work and answer their critiques of your work in class.

### **Week 7, Feb 17: McCarthyism during the Cold War**

Read: Deborah A. Gerson, "'Is Family Devotion Now Subversive?': Familialism Against McCarthyism" in *Not June Cleaver*; Harriet Hyman Alonso, "Mayhem and Moderation: Women Peace Activists during the McCarthy Era" in *Not June Cleaver*; David K. Johnson, "The Federal Government's Campaign Against Homosexuals and Other 'Sex Offenders' During the McCarthy Era," in Dominick Cavallo (ed.), *Private Lives/Public Moments: Readings in American History*, Volume 2 (Prentice-Hall, 2009), 164-177 (Canvas).

Write: Upload summaries of the reading to Canvas (50 points). Identify a primary source and upload a write up about it (who, what, when, where, and why it will be useful to your paper) to Canvas. Be prepared to discuss the major primary sources that (you think) will support your research (50 points).

Work on an annotated bibliography on your topic due Week 8.

### **Week 8, Feb 24: INDIVIDUAL MEETINGS WITH PROFESSOR**

Schedule a meeting with me this week to discuss your paper topic and annotated bibliography.

Write: Upload to Canvas an annotated bibliography of the most pertinent (probably 5-6, no more than 10) secondary sources, explaining each book's argument and sources and demonstrating their fit with your work (50 points).

### **Week 9, Mar 2: Spring Break**

No reading

### **Week 10, Mar 9: The Postwar Consumer Era**

Read: Joanne Meyerowitz, "Beyond the Feminine Mystique: A Reassessment of Postwar Mass Culture, 1946-1958" in *Not June Cleaver*; Elaine Tyler May, "The Commodity Gap: Consumerism and the Modern Home," chapter 7 in *Homeward Bound: American Families in the Cold War Era* (online via UF Libraries).

Due Wed Mar 11 at noon: Upload a 3-4 page project statement to Canvas. The statement should expand on your topic statement and add a methodological treatment that centers your argument in the literature (by now you should have an argument!). Discuss your major primary sources (50 points).

### **Week 11, Mar 16: Africa, African Americans, and the Cold War**

Read: Kevin Gaines, "From Black Power to Civil Rights: Julian Mayfield and African American Expatriates in Nkrumah's Ghana, 1957-1966" in *Cold War Constructions*.

Write: Upload critiques of peers' project statements to Canvas. Work on drafting 6 pages of your paper due Week 12.

**Week 12, Mar 23: Writing Workshop**

Write: 6 page draft due (50 points).

**Weel 13, Mar 30: Writing Workshop**

Write: Critique the 6 pages that you receive from your peers (you may do this by jotting notes on the text). Bring to class and save a copy for your portfolio.

**Week 14, Apr 6: Presentations**

No Reading

**Week 15, Apr 13: Presentations**

No Reading

**Week 16, Apr 20: Presentations (if needed)**

Note: Research Papers and Editing Portfolios are due April 27 at 12:00pm.