

University of Florida  
History Department  
Spring 2023

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

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M | Period 7-9 (1:55-4:55 PM)

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Within the syllabus you will find a set of course expectations and guidelines. At the end of the day, we are all just trying to do our best. If you find yourself having trouble completing assignments, participating in discussion, or focusing on class, please discuss it with me. I am aware of the strain that this semester may place on students and truly care about your mental and physical health. Note: This class will not have a Hy-Flex option unless it becomes expedient to change the policy. All class resources, announcements, updates, and assignments will be made available through Canvas. Please stay safe and get ready to read and write a lot about the Cold War!

**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.

Throughout the course, we will use a broad definition of the term "Cold War," examining it as far more than a geopolitical conflict with the Soviet Union or as a time of domestic anti-communism. We will explore the ideas and norms that shaped American understandings of the Cold War and consider the consequences of these ideas for American society, institutions, culture, politics, and international relationships. Specifically, we 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, students 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 on 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:** All chapters and articles are available online via Canvas or UF Libraries.

Recommended Writing Guide: A terrific guide to general writing rules is Strunk and White’s *The Elements of Style*. The first edition is available online for free: <http://www.bartleby.com/141/>

### **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%):** 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, i.e.: rather than waiting for me 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.
- **Reading Assignments (30%):** 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.
- There are seven reading assignments and you are required to do five of them. You may choose which weeks you want to do them. These 1000-word responses will analyze the readings for the week, discussing the authors' arguments and pinpointing major issues within the selected theme. Responses are due at 12:00pm the day of class, though they will not be marked late for 24 hours. 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 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? Note: You may write in first person and provide your own reactions to the reading if you wish, but maintain an academic tone. Further guidance is on Canvas.
- **Research Paper (45%):** 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 roughly 15 pages. It should relate to the course themes of race and/or gender and the Cold War and should focus on the United States, though you are welcome to think about the U.S. in a more global world. In choosing a topic, course readings are a good place to start, but there are many other possibilities!

Related assignments include:

-topic and research questions	5%
-primary source write up	5%
-annotated bibliography	5%
-proposal (3-4 pages)	5%
-6 draft pages	5%
-final paper	20%

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%):** At 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

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

- Attendance is required, expected, and central to your learning experience. Class will begin and end on time each week unless otherwise noted. In general, please be considerate of your classmates and avoid disrupting their learning experience. 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.
- Please do not attend class if you are feeling ill. In order to aid in students not coming to class if they are feeling ill or have been exposed to a COVID-positive person, I will offer a make-up assignment if you contact me prior to missing class due to illness. Please prioritize your health and the health of others as best you can.
- This course only meets once a week, and several class sessions are reserved for research and writing. Thus, a student with more than 2 unexcused absences will have their grade reduced a full letter grade.
- 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>

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

- Assignments are due on Canvas on the due date and time. Unless stated otherwise, late assignments will be penalized one-third-letter grade after the first 24-hour period post deadline. So if you turn your assignment in 25 hours after it is due, and your grade is a B, your adjusted grade will be a B-. If you find yourself in a difficult situation, and the 24-hour buffer is not enough extra time, please email me to discuss an extension. It's always preferred that you do this ahead of time, but I recognize that sometimes issues arise last minute.
- If you have an unforeseen emergency, please contact me as soon as possible after your absence. I will do my best to work with you if something comes up.

### **Guidelines for Discussion**

Please keep in mind that course material 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, honest, and diverse points of view are needed in order to help us all learn to communicate more effectively and openly about course material. 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.

Note: This course adheres to UF's Policy on Academic Freedom and Responsibility. Consistent with the exercise of academic responsibility, an instructor of record must have freedom in the classroom to discuss academic subjects. The university student must likewise have the opportunity to study and articulate a full spectrum of ideas, opinions, and beliefs.

### **Correspondence**

I will send important course announcements and other correspondence to you via Canvas and your UF email account so please make sure that you check your email regularly!

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

- Come to office hours. My office hours are in-person Mondays 12:30-1:45pm and by appointment over Zoom. I truly enjoy getting to know more about students outside of the classroom. You are encouraged to drop in with any questions that you may have about assignments, readings, your major, going grad school, or other pertinent topics.
- "But Dr. Pearlman, what if I can't meet with you during those hours?" Great question! I would be happy to schedule an appointment to meet with you at another time.
- Email me at [lpearlman@ufl.edu](mailto:lpearlman@ufl.edu). I will typically get back to you within 24 hours, though my response will be slower over the weekend.

### **Students with Disabilities**

Please do not hesitate to contact me during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodations should 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. Note: I know firsthand that this process can be very onerous and time consuming. Please email me so we can set up a time to discuss what would best help you succeed in the class regardless of when your documentation is provided.

### **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 or in their Canvas course menu under GatorEvals. 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.

**Food Insecurity:** The Hitchcock Field and Fork Pantry is a free resource for all members of the University of Florida community. For more information see <https://pantry.fieldandfork.ufl.edu/>

### **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 may be changed as needed by the instructor. If any changes are made, you will have ample notice. Deadlines will never be moved earlier than stated here.

### **Week 1, Jan 9: Why study the Cold War?**

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

### **Week 2, Jan 16: MLK Day, No Class**

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

### **Week 3, Jan 23: 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 also read the primary sources.

Write: Upload a 1000-word response in which you describe one of the primary sources from *The American Yawp* to Canvas by Jan 23 at 12:00pm (50 points).

### **Week 4, Jan 30: Anticommunism and the Cold War**

Read: Carol Anderson, "Bleached Souls and Red Negroes: The NAACP and Black Communists in the Early Cold War, 1948–1952," in Brenda Gayle Plummer, ed., *Window on Freedom: Race, Civil Rights, and Foreign Affairs, 1945–1988*, 93–113; Andrea Friedman, "The Strange Career of Annie Lee Moss: Rethinking Race, Gender and McCarthyism," *Journal of American History* (September 2007): 445–468; David K. Johnson, "Peuriforoy's Revelation," ch 1 in *The Lavender Scare: the Cold War Persecution of Gays and Lesbians in the Federal Government*, 15–40.

Write: Upload a 1000-word summary of the reading to Canvas by Jan 30 at 12:00pm (50 points).

### **Week 5, Feb 6: The Home and the Cold War**

Read: Elaine Tyler May, "Containment at Home: Cold War, Warm Hearth," ch 1 in *Homeward Bound: American Families in the Cold War Era*; Thomas Bishop, "'The Struggle to Sell Survival': Family Fallout Shelters and the Limits of Consumer Citizenship," *Modern American History* 2, no. 2 (2019): 117–38; Christina Klein, "Family Ties and Political Obligations: The Discourse of Adoption and the Cold War Commitment to Asia," in *Cold War Constructions: The Political Culture of United States Imperialism, 1945–1966*.

Write: Upload a 1000-word summary of the reading to Canvas by Feb 6 at 12:00pm (50 points).

Due Wed Feb 8 at noon: Post your topic statement and research questions to the Topic Statement discussion thread on Canvas (50 points). These are big, "so what" questions.

### **Week 6, Feb 13: Civil Rights and the Cold War**

Read: Jeff Woods, "The Cold War and the Struggle for Civil Rights," *Organization of American Historians Magazine of History*; : Mary L. Dudziak, "Brown as a Cold War Case," *Journal of American History* Vol. 91, No. 1 (June 2004), 32–42; Thomas Borstelmann, "The Last Hurrah of



the Old Color Line,” ch 3 in *The Cold War and the Color Line: American Race Relations in the Global Arena*.

Write: Upload a 1000-word summary of the reading to Canvas by Feb 13 at 12:00pm (50 points). Post comments on your peers’ topics and research questions to the Topic Statement discussion thread on Canvas also due by Feb 13 at 12:00pm. Be prepared to critique your peers’ work and answer their critiques of your work in class.

### **Week 7, Feb 20: Gender, Sexuality, and the Cold War**

Read: 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; Matthew W. Dunne, “Motherhood and Male Autonomy during the Cold War,” ch 4 in *A Cold War State of Mind: Brainwashing and Postwar American Society*; Elaine Tyler May, “Explosive Issues: Sex, Women, and the Bomb,” ch 4 in *Homeward Bound: American Families in the Cold War Era*.

Write: Upload a 1000-word summary of the reading to Canvas by Feb 20 at 12:00pm (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 also due by Feb 20 at 12:00pm. 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 9.

### **Week 8, Feb 27: Writing Workshop**

Meet with me to discuss your paper topic and annotated bibliography.

Write: Work on 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 due Mar 8 at 12:00pm (50 points).

### **Week 9, Mar 6: Pop Culture and the Cold War**

Read: Gregory Daddis, “Macho Pulp and the American Cold War Man,” ch 1 in *Pulp Vietnam: War and Gender in Cold War Men's Adventure Magazines*; Joanne Meyerowitz, “Beyond the Feminine Mystique: A Reassessment of Postwar Mass Culture, 1946-1958,” *Journal of American History* 79, no. 4 (March 1993): 1455-1482; John Donovan, “Cold War in Comics: Clobberin' Commies and Promoting Nationalism in American Comics,” ch 4 in *Ages of Heroes, Eras of Men: Superheroes and the American Experience*, ed. Julian Chambliss.

Write: Upload a 1000-word summary of the reading to Canvas by Mar 6 at 12:00pm (50 points).

Due Wed Mar 8 at noon: Upload annotated bibliography to Canvas (50 points).

### **Week 10, Mar 13: Spring Break**

No reading

**Week 11, Mar 20: Cold War Ambassadors**

Read: Ron Briley, "A Cold War State of Mind: Jackie Robinson and the Anticommunist Crusade," *Black Ball* (2015): 5-24; Danielle Fosler-Lussier, "African American Ambassadors Abroad and at Home," ch 4 in *Music in America's Cold War Diplomacy*; Mathias Haeussler, "American Elvis: The Army Years," ch 3 in *Inventing Elvis: An American Icon in a Cold War World*.

Write: Upload a 1000-word summary of the reading to Canvas by Mar 20 at 12:00pm (50 points).

Due Wed Mar 22 at noon: Post your 3-4-page proposal to your group's Proposal discussion thread on 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 12, Mar 27: Writing Workshop**

Write: Prepare critiques of peers' Proposals and post them to your group's Proposal discussion thread on Canvas by Mar 27 at 12:00pm. Work on drafting 6 pages of your paper due Week 13.

**Week 13, Apr 3: Writing Workshop**

Write: Post your 6-page draft to your group's Draft discussion thread on Canvas by Wed Apr 5 at 12:00pm (50 points).

**Week 14, Apr 10: Writing Workshop**

Write: Critique the 6 pages that you receive from your peers (you may do this by using track changes in MS Word or Google Doc) and post to your group's Draft discussion thread on Canvas by Apr 10 at 12:00pm. Be prepared to critique your peers' work and answer their critiques of your work.

**Week 15, Apr 17: Cold War Conference**

Work on drafting your final paper.

**Week 16, Apr 24: Cold War Conference**

Note: Research Papers and Editing Portfolios are due May 3 at 12:00pm.