**History 213W: Women and Gender in the Cold War**

MW 2:30-3:45, Winter 2020

Dr. Deborah Field

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Office hours: M 11-12, Th 1-2, F 10-11 and by appointment

**Course Description**

This course focuses on the history of women in the United States and the Soviet Union during the Cold War. We will examine how the Cold War influenced women’s everyday lives and discuss its impact on notions of gender difference and ideas about sexuality. Since this is a writing intensive course, we will also devote class time to various kinds of writing and revision.

**Adrian College Mission Statement**

Adrian College, a liberal arts college in the United Methodist tradition, is committed to the pursuit of truth and dignity of all people. Through active and creative learning in a supportive community, undergraduate and graduate students are challenged to achieve excellence in their academic, personal, and professional lives, and to contribute to a more socially just society.

**Ribbons of Excellence**

1. Caring for humanity and the world

2. Learning throughout a lifetime

3. Thinking critically

4. Crossing boundaries and disciplines

5. Developing creativity

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| **Specific Course Objective** | **Departmental Outcomes** | **Ribbons of Excellence** | **Mission Statement**  | **Relevant Assignments**  |
| To learn about women’s everyday lives during the Cold War | Understanding Important Historical Trends and Their Relationshipto Modern Society**,** | 3. Thinking critically | Pursuit of Truth, active and creative learning, dignity of all people | Reading, discussions, final  |
| To understand the impact of the Cold War on gender categories; to exploregender as a category of historical analysis | Considering Various Perspectives | 3. Thinking critically2. Learning throughout a lifetime | Pursuit of truth, active and creative learning, dignity of all people | reading, discussions, final  |
| To improve research skills  | Formulating Analytical Questions  | 3. Thinking critically 2. Learning throughout a lifetime | Pursuit of Truth, active and creative learning | Research paper |
| To improve writing and speaking skills  | Constructing Persuasive Arguments,Expressing Ideas Effectively | 3. Thinking critically5. Developing creativity | Active and creative learning, excellence | Discussion, research paper, blog |

**Required Books**

* Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*
* In addition, there are many on-line assignments as well as supplemental readings on blackboard. Please print these out and bring them to class for discussions. **You will need to get a folder or binder to keep these together.**

**Writing Intensive Requirements**

This is a writing intensive class, and so requires a substantial amount of writing and revising (approximately 30 pages). We will do three kinds of writing in this class:

1. Informal (Class Participation Assignments and in-class free writing -approximately 10 pages).
2. Formal, academic audience (Annotated Bibliography- approximately six pages and Research Paper- approximately 10-12 pages)
3. Formal, general audience (Blog-five pages)

**Grades**

Your final grade will be calculated as follows:

Annotated bib 15%

Research paper 30%

Blog 20%

class participation 35%

**Grade scale**

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| --- | --- | --- | --- |
| A | 94-99 | C | 74-76 |
|  A- | 90-93 | C- | 70-73 |
| B+ | 87-89 | D+ | 67-69 |
| B | 84-86 | D | 64-66 |
| B- | 80-83 | D- | 60-63 |
| C+ | 77-79 | F | 59 and below |

**Course Requirements**

**Attendance and Class Participation**

This is a seminar, so informed class participation is vital. Attendance is the prerequisite for participation. You will be graded according to these standards:

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| **Positive Behaviors** * Demonstrates preparation
* Maintains focus in small group discussion
* Provides interesting contribution to class discussions
* Asks good questions
* Makes comparisons between assignments and materials and/or with other areas of study.
 | **Negative Behaviors** * absence
* Sleeping
* Texting
* talking while other people are talking
* doing work for another class
* consistently arriving late
* evincing a disrespectful attitude
 | **Grade** |
| Consistently  | Never | A |
| Usually | Never | B |
| Occasionally | Never | C |
| Rarely | Sometimes  | D |
| Never | Always | F |

**Class Participation Assignments**

The purpose of these is to make sure that you have prepared for class by doing the reading. These are graded satisfactory if I can tell that you made a good effort to answer the questions. **CPAs serve as a threshold to earn grades, but they do not guarantee those grades**. In other words, you cannot earn an A without turning in 9-10 CPAs, but turning in 9-10 CPAs does not guarantee an A.

* Questions will be posted on Blackboard
* Bring your CPAs to class.

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| Letter grade | Number of satisfactory CPAs required to earn this grade |
| A | 9-10 |
| B | 7-8 |
| C | 6-7 |
| D | 5-4 |
| F | 3 or fewer |

**Annotated Bibliography**

Six secondary sources, three primary sources

* For primary sources:
	+ Identify the source (title, genre)
	+ Briefly summarize (two-three sentences: what is it about)
* For secondary sources:
	+ an approximately three -sentence summary of the author’s topic, highlighting the most interesting points
	+ a clear description of the author’s thesis or argument. (Not the topic, but the author’s main point).
	+ A specific description of the author’s main sources, primary and secondary
* Chicago style. Consult [this guide](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html) or [this one](https://owl.english.purdue.edu/owl/resource/717/3/) if you are confused about this.

**Research Paper**

* Topic is your choice but must pertain to women or gender and the Cold War
* 10-12 pages typed, double spaced
* Minimum of six secondary and three primary sources **in addition** to course materials
* All deadlines are mandatory

Resources for getting ideas, gathering secondary sources:

 [University of Mississippi Library Guide](https://guides.lib.olemiss.edu/gender_war/cold_war)

Some Websites that will be helpful in locating primary sources:

[Seventeen Moments in Soviet History](http://soviethistory.msu.edu)

[Resources on the Lavender Scare](http://resourcesforhistoryteachers.pbworks.com/w/page/124426519/The%20Lavender%20Scare)

[Sources on US Women’s History](http://capone.mtsu.edu/kmiddlet/history/women/wh-digcoll.html)

[Guide to Primary sources on the Cold War](http://research.library.gsu.edu/c.php?g=115580&p=752879)

**Annotated Bibliography Rubric**

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| --- | --- | --- | --- | --- |
| **Criteria** | **3** | **2** | **1** | **0** |
| **Comprehensiveness**Have you included all the required sources? | More than required number  | Six secondary, three primary sources | 6-8 sources  | 0-6sources  |
| **Quality of Sources**Do you know what a primary source is?Do you know what an academic source is? | Bibliographic choices demonstrate a full understanding of appropriate sources | Bibliographic choices are appropriate with 1 inappropriate source. | Bibliographic choices are uneven with 2-3 inappropriate sources. | Bibliographic choices show a lack of understanding of what is appropriate. |
| **Citation Style** Have you created a Chicago style bibliography correctly? | Correct Chicago style bibliography | Mostly correct Chicago style bibliography | Many mistakes in format. | Confusion  |
| **Annotations: Summative**Have you provided a clear and complete summary? | All sources are summarized clearly and completely; interesting points are mentioned. | 1 -2 summaries absent, unclear or cursory  | 3-4 summaries are absent unclear or cursory | 5 or more summaries are absent unclear or cursory |
| **Annotations: theses** Were you able to determine each author’s main thesis/argument for secondary sources? | Theses for all secondary sources clearly described  | All but 1 -2 annotations clearly describe theses | 3-4 annotations do not clearly describe theses | 5 or moreannotations do not clearly describe theses |
| **Annotations: Identification of** **Sources**Have you clearly identified the types of sources that the author relies on for support? Have you indicated any specific sources that are particularly important to the author’s thesis? | Annotations clearly identify authors’ sources for all secondary sources  | All but 1 annotations identify authors’ sources | 2-3 annotations do not identify authors’ sources | 54or moreannotations do not identify authors’ sources |
| **Annotations: Writing/Style**Are your annotations well written? | No grammatical mistakes, misspellings, typos, or awkward phrases. | Several grammatical mistakes, misspellings, typos, or awkward phrases, but not enough to impede reading. | Many grammatical mistakes, misspellings, typos, or awkward phrases which make for difficult reading. | Serious problems |

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| A=20, 21 | A-18, 19 | B+=16, 17 | B= 14, 15 | B-=13,12 | C+= 11, 10 |
| C=9, 8 | C-=7 | D+= 6 | D=5 | D-=4, 3 | F=2, 1,0 |

**Research Paper Rubric**

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| --- | --- | --- | --- | --- |
| **Criteria**  | 3 | 2 | 1 | 0 |
| **Revision Description**Have you included a one page description explaining how and what you revised?  |  | Clear description of revisions | Unclear; or editing, not revising | Absent |
| **Thesis**Your answer to your research question; the argument of the paper; your point | creative, demonstrates evidence of critical thinking, engagement with sources | clear argument maintained throughout the paper | information without a clear focus or body of paper does not match thesis | Absent |
| **Comprehensiveness**Does the paper address the topic thoroughly? | in-depth exploration; more than required number of sources | essentially complete; 10 pages; six secondary and three primary sources  | minimally complete | Incomplete |
| **Clarity and Structure**Are the ideas clear? Does the structure come out of the thesis? | consistently clear with a coherent structure  | generally clear and well organized | minimally clear and loosely organized | unclear, no organization |
| **Evidence and Examples**Are arguments supported by evidence from the texts? Are the sources analyzed? | effective synthesis and analysis of diverse evidence and examples  | specific but incomplete; relies on just a few sources; or incorrect format | specific but incomplete; relies on just a few sources; or quotations misinterpreted | vague or absent |
| **Writing style** Elements of “flair” include variation in sentence length and structure; interesting, correctly deployed vocabulary; appropriate tone: neither overly informal nor pompous; tightly constructed paragraphs | written with flair | clearly written, with complete sentences and well-formed paragraphs | occasional lapses in grammar, awkward sentences, poor word choice or paragraph formation | significant problems in grammar and form |
| **Citation**Have you cited sources in Chicago Style? |  | Complete, correctly formatted citations | Lacks complete citations or incorrect format | No citations |

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| --- | --- | --- | --- | --- | --- |
| A=19, 18 | A-= 17 | B+=15, 16 | B=14, 13 | B-=12 | C+=11 |
| C=10, 9 | C-=8, 7 | D+=6 | D=,5 | D-=4,3 | F=2, 1,0 |

**Blog Assignment**

On the basis of your research paper, write a five -page blog post that summarizes your argument and what have learned about your topic and connects those insights to the present day.

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| --- | --- | --- | --- | --- |
| **Criteria**  | 3 | 2 | 1 | 0 |
| **Revision Description**Have you included a one- page description explaining how and what you revised?  |  | Clear description of revisions | Unclear; or editing, not revising | Absent |
| **Thesis**Your answer to your research question; the argument of the paper; your point | creative, demonstrates evidence of critical thinking, engagement with sources | clear argument maintained throughout the paper | information without a clear focus or body of paper does not match thesis | Absent |
| **Clarity and Structure**Are the ideas clear? Does the structure come out of the thesis? | consistently clear with a coherent structure  | generally clear and well organized | minimally clear and loosely organized | unclear, no organization |
| **Relevance/connection**Have you connected past and present? | Imaginative, thoughtful | Clear causal or conceptual connection | Unclear | Absent  |
| **Writing style** Elements of “flair” include variation in sentence length and structure; interesting, correctly deployed vocabulary; appropriate tone: neither overly informal nor pompous; tightly constructed paragraphs | written with flair | clearly written, with complete sentences and well-formed paragraphs | occasional lapses in grammar, awkward sentences, poor word choice or paragraph formation | significant problems in grammar and form |
| **Citation**Have you cited sources in Chicago Style? |  | Complete, correctly formatted citations | Lacks complete citations or incorrect format | No citations |

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| --- | --- | --- | --- | --- | --- |
| A=16,15 | A-= 14 | B+=13 | B=12,11 | B-=10 | C+=9 |
| C=8,7 | C-=6 | D+=5 | D=4 | D-=3 | F=2, 1,0 |

**Inclusivity and Accessibility**

My goal is for all students to learn and I strive for an inclusive classroom. Please visit my office hours to ask questions about the class or get help with assignments. If my office hours are inconvenient, you can make an appointment for another time.

If you have a disability and would like to discuss classroom accommodations, please speak with me or with any of the Academic Services staff on the first floor of Jones Hall.

**Academic Honesty**

See the policy in your student handbook or talk to me if you have any questions about what constitutes academic dishonesty. Plagiarism, cheating, or helping others to cheat will result in a zero for the assignment, a report to the Dean, and a conversation with me about your decision-making process.

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| Mon. Jan. 13 | IntroductionWhat was the Cold War?  |
| Wed. Jan. 15 | Cold War and globalization- mini lectureHistorical definitions, research basicsPrimary vs. Secondary sourcesChoosing topics |

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| Mon. Jan 20 | No classes MLK Day |
| Wed. Jan 22 | Topics due today: Be prepared to describe your topic to the rest of the class. Read this website on [finding sources](http://www.williamcronon.net/researching/searching.htm) and [notetaking](http://www.williamcronon.net/researching/notetaking.htm) and come to class prepared to discuss what you learned from themField Trip to the library  |

**Defining enemies, policing sexuality**

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| Mon. Jan. 27 | Domesticity and Security in the USMay, introduction and chapter 1**CPA 1** |
| Wed. Jan. 29  | Workshop: How to skim, how to write an annotation. Bring two secondary sources to class (book or article)  |

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| Mon. Feb. 3 | Masculinity and Power in the USAvailable through J-Stor: 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, no. 2 (2000): 515-45. doi:10.2307/2568762. **CPA 2** |
| Wed. Feb. 5 | Workshop: getting from topic to questionResearch outlines  |

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| Mon. Feb. 10 | Sexuality and Security May, Chapter 4**CPA 3** |
| Wed. Feb. 12 | Cold War, Gender, Militarism in the USSRChapter three of Erica L. Fraser, *Military Masculinity and Postwar Recovery in the Soviet Union* (on BB)**CPA 4** |

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| Mon. Feb. 17 | **In class writing:** Who was the “enemy” during the Cold War? How did ideas about gender and sexuality help define those enemies? Bibliography check: Bring a list of your sources, plus at least two annotations to class  |

**Cold War Competition on the Home Front: Consumerism and Gender**

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| Wed. Feb. 19 | Communist Reforms and Consumer dreamsMini lectureSelected primary sources: distributed and analyzed in class  |

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| Mon. Feb. 24 | Annotated Bibliography due: Bring one copy for peer review |
| Wed. Feb. 26 | American ConsumerismMay, Chapter 7**CPA 5** **Annotated Bibliography, final draft due**  |

Spring Break

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| Mon. March 9 | The Kitchen Table DebateRead the transcript [here.](https://www.cia.gov/library/readingroom/docs/1959-07-24.pdf)Bring research notes to class: organizing ideas, initial outline |
| Wed. March 11 | Nuclear Security and ConsumerismOn BB: Brown, Kate. “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* edited by Paula Bren and Mary Neuberger, 49-67. Oxford: Oxford University Press, 2012.**CPA 6** |

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| Mon. March 16 | In Class Writing: Consumerism and the Cold War: How did consumerism become part of Cold War competition?Three page Research Paper thesis and outline due. **Bring three copies to class** |
| Wed. March 18 | Draft one of research paper due Peer Review  |

**Race, Gender and the Cold War**

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| Mon. March 23 | On J-stor: Dudziak, Mary L. "Josephine Baker, Racial Protest, and the Cold War." *The Journal of American History* 81, no. 2 (1994): 543-70. doi:10.2307/2081171.**CPA 7** |
| Wed. March 25 | Soviet Propaganda, Race and GenderPrimary sources to be distributed in class **Final draft of Research Papers due**  |

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| Mon. March 30 | In class writing: Race, Gender and the Cold WarDiscussion: from research paper to blog: audience, purpose, toneLook at other examples posted on our blog, come to class ready to discuss them |

Domesticity, Motherhood, Women’s Roles

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| Wed. April 1 | May, chapter 6**CPA 8** |

Tuesday March 31 is ROE day

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| Mon. April 6 | On J-Stor: Baranskaya, Natalya, and Emily Lehrman. "A Week like Any Other Week." *The Massachusetts Review* 15, no. 4 (1974): 657-703. www.jstor.org/stable/25088483.**CPA 9** |
| Wed. April 8  | No Class- Passover |

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| Mon. April 13 | Class Writing: Domesticity, Motherhood, Gender ExpectationsBlog post: Draft one due. Bring a copy for peer review |

**Gender and Sexuality since the Cold War**

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| Wed. April 15 | May, chapter 9, Afterward**CPA 10** |

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| Mon. April 20 | Post-Soviet Developments: Putin, Pussy Riot, and persecution Masha Gessen on [how Russian LGBTQ couples decide whether to leave their country.](https://www.newyorker.com/news/our-columnists/how-lgbt-couples-in-russia-decide-whether-to-leave-the-country?verso=true)  |
| Wed. April 22  | Summary and Review: What did we learn?  |

Final draft of blog post is due to blackboard Tuesday, April 28 at midnight.