

Americanization in Europe: Why Do Europeans Love and Hate America?

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Office hours: 5:00-6:00 pm Tuesdays and Thursdays in H&SS Room 4086-A, & by appointment

Course Requirements:

Nine in-class quizzes (approx. 8-10 minutes each) [Given in each class during classes 2-10; the lowest <u>two</u> test scores will be dropped]	70%
Final paper in lieu of final exam:	30%
Academic Integrity Certification (but REQUIRED to pass the course!!)	0%
Consistent attendance and participation (but REQUIRED to pass the course!!)	0%

Class attendance is required to pass. More than 2 unexcused absences will result in an F for the course.

****NOTE:** To pass this class you must reasonably satisfy *all* the course requirements with a reasonable and good-faith effort. Failure to satisfy *any* one of the course requirements will result in a grade of F for the course. While the lowest test scores on the quizzes will be dropped, failure to make a reasonable and good-faith effort on the quizzes, including but not limited to failure to take a majority of the tests, will result in an F for the course.

Work expectations: While class attendance is absolutely essential, this is not a course that you can do well in just by coming to class. (At a university of this high caliber, with such selective competition for very limited opportunities to attend, no course should be one in which merely showing up for lecture could ever be enough to result in a good grade!) As in any course at the university level, you should expect to work hard outside of class. Please keep in mind the UCSD policy on hours per week expected of students:

- **Units:** Enter the units of the course. If the course has variable units, enter minimum, maximum, and by increment (e.g., 4–12 by 2).
- **Full title:** Enter the complete course title exactly as it will appear in the catalog.
- **Hours per week expected of student:** Enter numbers in the appropriate boxes.
 - A total of three hours of course work per week for each unit of credit is standard (e.g., 4-unit courses require 12 hours of work).
 - Most 4-unit courses have three hours of lecture and 9 hours of outside preparation.
 - If a course will have required discussion sections/ labs/ etc., include the number of hours needed in the appropriate box.
- **Grade reports:** Check the appropriate box.

My target for reading and other assignments is, on average, 7 hours per week. I have very carefully put together the syllabus with that in mind, taking account of the length and difficulty of the assignments, and this 7 hours is a very "real" number. ~~For a Summer Session class, of course, we are working at double time, covering ten weeks' worth of material in five weeks. This translates into an average of 14 hours of work outside of class per week.~~ In other words, I'm asking for a total of about ten hours of your time each week, in class and outside of class. Devoting a forty-hour work week to your schoolwork is something that every student should expect to do. There's just no other way to learn what needs to be learned. If this commitment of time and work seems unrealistic to you, this is probably not the class for you. What you will get in return for that work, however, is a course of study calculated to ensure that you will learn a lot.

~~Exams: The final exam will include a substantial, wide-ranging essay or essays that will ask you to analyze the assigned course material in light of the major themes of the course, the varying methodological perspectives from which we will approach those issues, and the critical interpretative problems that we will study. Other elements such as short-answer questions or IDs may be included. I will discuss exams in more detail in class.~~

~~**Make up exams: Make-up exams will be given only in the case of a valid, documented excuse beyond the student's control (e.g., medical problems). Any make-up exam may be given in a different form and include different content. For example, the make-up test may be in the form of an oral exam!~~

~~**We cannot make arrangements for alternate exam times due to multiple exams scheduled closely together, plans to leave campus early, etc. Check your exam schedule now — they're available to you through StudentLink — and make sure you've chosen a course schedule that you can live with throughout the course and at finals time!! —~~

Final Examination/Research Paper (30% of the course grade for undergraduates; 50% for graduates):

The final exam will be in the form of a research paper that will analyze important issues raised in the course through focused research concerning a topic agreed upon with the instructor in advance. For undergraduate students, the paper should meet the International Studies program requirements and be at least 20 pages long, when submitted in 12-point Times New Roman with no more than one-inch margins on all sides (i.e., of a length sufficient to satisfy upper-division writing requirements), though longer papers will certainly be acceptable, and welcome. **** Use the Chicago Manual of Style method of citation for FOOTNOTES (bottom of the page); no bibliography page is necessary.** Unless a later date is otherwise agreed on in class, the paper will be due at the ending time of the scheduled final exam for the course (see TritonLink). I may require that all students submit an electronic version of their final papers to turnitin.com. Complete instructions for the paper will be given early in the term. ~~For graduate students, the final paper should be at least 20 pages long, again using the same formatting requirements (see above).~~

Academic Integrity and Plagiarism: It is your responsibility to know and observe all university rules concerning academic integrity and plagiarism. Any student found to have committed a substantial violation of the university rules concerning academic integrity will fail the entire course. I view it as one of my chief responsibilities to help each of you produce first-rate academic work that reflects your own original thinking about the course themes and material. If you have any questions whatsoever about what constitutes plagiarism, how to properly credit the work and ideas of others, how to evaluate sources for quality and reliability, and so forth, please feel free to talk to your TA and to come see me. I reserve the right to require students to submit any assignment to turnitin.com for investigation of possible plagiarism or other academic misconduct.

Recording of class sessions and lectures is NOT allowed: *Attendance at all classes is essential for good performance.* Audio or video recording of class is not permitted without express written permission from me, based on a documented special need for the recording (e.g., a student with disabilities).

Required readings: Note: You should have read and thought about the course readings by the dates indicated, i.e., BEFORE the class with which they are listed -- and thus BEFORE your quiz! Books are available for purchase at the UCSD Bookstore and on reserve at Geisel Library. **** Those assignments that are not from the books that are required for purchase will be available on the course web site, ted.ucsd.edu.** See the "Course Content" file.

Required viewings: Video assignments for the course may be watched in the Arts Library at Geisel. ~~Streaming video via e-Reserves may also be available; details to be announced in class.~~

Required books include:

Richard Pells, *Not Like Us: How Europeans Have Loved, Hated, and Transformed American Culture Since World War II* (Basic Books, 1998) ISBN-10: 0465001637 ISBN-13: 978-0465001637

Richard Kuisel, *Seducing the French: The Dilemma of Americanization* (University of California Press, 1997). ISBN-10: 0520206983 ISBN-13: 978-0520206984

Dan Diner, *America in the Eyes of the Germans: An Essay on Anti-Americanism* (Markus Wiener, 1996). ISBN-10: 1558761047 ISBN-13: 978-1558761049

Optional/recommended readings (on reserve):

Robert W. Rydell and Rob Kroes, *Buffalo Bill in Bologna: The Americanization of the World, 1869-1922*

Philippe Roger, *The American Enemy: The History of French Anti-Americanism*

About e-mail correspondence:

1. E-mails to you: From time to time, we may send important course announcements to the class via e-mail. To do that, we will need to use your official UCSD e-mail address. Please be sure that your account is always in working order, and check it regularly. We cannot send these course e-mails to hotmail, yahoo, and similar accounts.

2. E-mails to me: Try to come talk with me instead! Please use e-mail only for scheduling and other very brief communications. E-mail is a great tool for that sort of message, but I just don't feel that I can respond properly to substantive questions about the course using it. I will very much enjoy talking with you about the course material and any questions or concerns you may have, and our discussions will be much more efficient, spontaneous, and helpful for you if you come to speak with me in person. I encourage all of you to visit during my office hours or, if that time does not work, to schedule a meeting with me for a good, long conversation.

Class 1 – Wednesday 11 January

- **Americanization in the Headlines, Americanization in History: What Matters Most, and When?**

In-class video: *The Anti-Americans* (PBS video) (60 min.) (excerpts)

Readings:

Jessica E. Gienow-Hecht, "Shame on US? Academics, Cultural Transfer, and the Cold War – A Critical Review," *Diplomatic History* 24, no. 3 (Summer 2000): 465-494.

Richard Kuisel, "Americanization for Historians," *Diplomatic History* 24, no. 3 (Summer 2000): 509-515.

- **The Americanization That Failed: Anti-Americanism and Its Advocates**

Readings:

Andrei S. Markovits, *Uncouth Nation: Why Europe Dislikes America*, chapter 2 ("European Anti-Americanism: A Brief Historical Overview," pp. 38-80, with notes at 232-239)

Richard Kuisel, *Seducing the French: The Dilemma of Americanization*, Preface and ch. 1 ("Anti-Americanism and National Identity"), beginning of the book to p. 15.

Dan Diner, Preface, Introduction (by Sander Gilman), and "Reversals: Mirroring America," in Diner, *America in the Eyes of the Germans: An Essay on Anti-Americanism*, beginning of book to p. 27.

NOTE: The in-class TESTS begin with the NEXT class session – i.e., Class 2 !!!!!!!

Class 2 – Wednesday 18 January

NOTE: The in-class TESTS begin with THIS class session, on the assignments listed below !!!!!!!

- **The Americanization of Europe: Vectors for the Spread of American Ways, Revisited**

Readings:

Volker R. Berghahn, "The Debate on 'Americanization' among Economic and Cultural Historians," *Cold War History* 10, no.1 (2010): 107-130.

Robert W. Rydell and Rob Kroes, *Buffalo Bill in Bologna: The Americanization of the World, 1869-1922*, chap. 4 ("The Americanization of the World"), pp. 97-119.

Optional supplementary readings (not required):

Robert W. Rydell and Rob Kroes, *Buffalo Bill in Bologna: The Americanization of the World, 1869-1922*, chs. 3 and 5.

Emily S. Rosenberg, "Consuming Women: Images of Americanization in the 'American Century'," *Diplomatic History* 23, no. 3 (Summer 1999): 479-497.

- **Americanization Before World War II**

Readings:

Richard Pells, *Not Like Us: How Europeans Have Loved, Hated, and Transformed American Culture Since World War II*, Preface and ch. 1 (beginning of the book to p. 36).

Dan Diner, "No Nightingales: Romantic Distortions in the Nineteenth Century," and "'Wilson Is Great and Kautsky Is His Prophet': Weimar Ambivalences," in Diner, *America in the Eyes of the Germans: An Essay on Anti-Americanism*, pp. 29-77, with notes at 153-159.

Optional supplementary readings (not required):

Robert W. Rydell and Rob Kroes, *Buffalo Bill in Bologna: The Americanization of the World, 1869-1922*, Introduction and ch. 1 (pp. 1-46).

Class 3 – Wednesday 25 January

- **The Americanization of European War and Peace: Security Regimes Post WWI, WWII, and 9/11**

Readings:

Richard Pells, *Not Like Us: How Europeans Have Loved, Hated, and Transformed American Culture Since World War II*, ch. 3 (pp. 64-93).

Richard Kuisel, *Seducing the French: The Dilemma of Americanization*, ch. 2 ("The New American Hegemony: The French and the Cold War") and ch. 6 ("The Gaullist Exorcism: Anti-Americanism Encore") pp. 15-36 and 131-153.

Optional supplementary readings (not required):

Philippe Roger, *The American Enemy: The History of French Anti-Americanism*, chs. 9-11 (pp. 257-337) [NOTE: The Roger book can be difficult. You'll need to learn to "read over" some of the names and details in order to get the Big Picture, which is what's most important here. For help with unfamiliar details, consult a good reference work like Encyclopedia Britannica online or even Wikipedia.]

- **The Americanization of European Politics: Liberal Democracy, the Marshall Plan, and Beyond**

Readings:

Richard Pells, *Not Like Us: How Europeans Have Loved, Hated, and Transformed American Culture Since World War II*, ch. 2 (pp. 37-63)

Richard Kuisel, *Seducing the French: The Dilemma of Americanization*, ch. 4 ("Missionaries of the Marshall Plan"), pp. 70-103.

Thomas Mergel, "Americanization, European Styles or National Codes? The Culture of Election Campaigning in Western Europe, 1945–1990," *East Central Europe* 36 (2009): 254–280.

Class 4 – Wednesday 1 February

- **Critical Comparative Cases, Part One: The Americanization of France**

Readings:

Richard Kuisel, *Seducing the French: The Dilemma of Americanization*, ch. 3 ("Yankee Go Home: The Left, Coca-Cola, and the Cold War") and ch. 8 ("Détente: Debating Americanization in the 1960s"), pp. 37-69 and 185-211.

Optional supplementary readings (not required):

Philippe Roger, *The American Enemy: The History of French Anti-Americanism*, ch. 1 (pp. 33-63), ch. 4 (129-156), ch. 5 (pp. 157-176), and ch. 7 (203-218) [The other, omitted chapters before p. 218 are merely recommended, not required.] [NOTE: See above about how to approach the Roger book.]

- **Critical Comparative Cases, Part Two: The Americanization of Germany**

Readings:

Dan Diner, "Uncle Sam Is Uncle Shylock: Nazi Predicaments," and "USA -- SA -- SS: Postwar Projections," in Diner, *America in the Eyes of the Germans: An Essay on Anti-Americanism* (pp. 79-104 and 105-149, with notes at 159-162 and 162-165)

Kasper Maase, "From Nightmare to Model: Why German Broadcasting Became Americanized," in Alexander Stephan, ed., *Americanization and Anti-Americanism: The German Encounter with American Culture after 1945* (pp. 78-106)

In-class video: *Blau Jeans*, director Meaghan Kimball, 2009 (49 min.)

Class 5 – Wednesday 8 February

- **The Americanization of European Business and Economics: The Coming of Cowboy Capitalism**

Readings:

Richard Pells, *Not Like Us: How Europeans Have Loved, Hated, and Transformed American Culture Since World War II*, ch. 7 (pp. 188-203)

Richard Kuisel, *Seducing the French: The Dilemma of Americanization*, ch.5 ("The American Temptation: The Coming of Consumer Society") and (ch. 7 ("The American Challenge: Dollars and Multinationals," pp. 103-130 and 154-184.

Staffan Furusten and Nils Kinch, "Swedish Managerial Thinking: A Shadow of America," in Erik Åsard, ed., *Networks of Americanization: Aspects of the American Influence in Sweden* (pp. 55-78)

Optional supplementary readings (not required):

Robert W. Rydell and Rob Kroes, *Buffalo Bill in Bologna: The Americanization of the World, 1869-1922*, chapter 2 (pp. 47-72)

Philippe Roger, *The American Enemy: The History of French Anti-Americanism*, ch. 8 (pp. 219-256)

Marie-Laure Djelic, *Exporting the American Model: The Post-war Transformation of European Business*, ch. 6 ("From Coercion to Imitation: Transplanting the Corporate Model to West Germany," pp. 162-186) and ch. 9 ("European Labor and Productivity: Between All-Out War and Active Participation," pp. 249-270).

- **The Americanization of European Cities, Roads, Streets, and Homes: Learning to Love Suburbia?**

In-class images and video clips: Levitt's Mennecy development; *Ma Vie en Rose* (filmed in Levitt's Mennecy)

Readings:

Jeffrey W. Cody, *Exporting American Architecture, 1870-2000*, excerpts from ch. 5 (pp. 122-136)

Isabelle Gournay, "Romance, Prejudice and Levitt's Americanization of the Middle Class House in France," in William Chew, ed., *National Stereotypes in Perspective: Americans in France - Frenchmen in America* (pp. 401-428)

Els de Vos, "The American Kitchen in Belgium? A Story of Countering, Reversing, Selective Appropriation and Sidelining," Working Paper, 23 December 2009, www.tensionsofeurope.eu/ccount/click.php?id=24

Harald Bodenschatz, "Europe's City Centers and Suburbs Will Change Drastically in the Future," 22 May 2008, <http://www.citymayors.com/development/europe-urban-suburban.html>.

Optional supplementary readings (not required):

Isabelle Gournay, "From Levittowns to Levittvilles: An American Mass Builder in the Paris Suburbs, 1965-1980," http://www.etsav.upc.es/personals/iphs2004/pdf/077_p.pdf

Philippe Roger, *The American Enemy: The History of French Anti-Americanism*, ch. 12 (pp. 339-372)

Class 6 – Wednesday 15 February

- **The Americanization of European Culture, Movies, and Television**

Readings:

Richard Pells, *Not Like Us: How Europeans Have Loved, Hated, and Transformed American Culture Since World War II*, chs. 8 and 9 (pp. 204-262).

Els De Bens and Hedwig de Smaele, "The Inflow of American Television Fiction on European Broadcasting Channels Revisited," *European Journal of Communication* 16 (2001): 51-76.

Optional supplementary assignments (not required):

Film: *A Fistful of Dollars (Per un Pugno di Dollari, 1964)*, dir. Sergio Leone (100 min.).

Philippe Roger, *The American Enemy: The History of French Anti-Americanism*, ch. 14 (pp. 411-445)

Robert W. Rydell and Rob Kroes, *Buffalo Bill in Bologna: The Americanization of the World, 1869-1922*, ch. 6 ("Debating Mass Culture in the United States and Europe") and Conclusion (pp. 142-174).

Richard Pells, "From Modernism to the Movies: The Globalization of American Culture in the Twentieth Century," *European Journal of American Culture* 23, no. 2 (2004): 143-155.

Christopher Frayling, *Spaghetti Westerns: Cowboys and Europeans from Karl May to Sergio Leone*, ch. 1, "Spaghetts and Society, pp. 37-67.

Heribert Frhr. von Feilitzsch, "Karl May: The 'Wild West' As Seen in Germany," *The Journal of Popular Culture* 27, no. 3 (Winter 1993): 173-189.

- **The Americanization of European Fun: The Transformation of Leisure, Play, and Relaxation**

Readings:

Uta Poiger, *Jazz, Rock, and Rebels: Cold War Politics and American Culture in a Divided Germany*, ch. 5 ("Presley, Yes – Ulbricht, No? Rock 'N' Roll and Female Sexuality in the German Cold War," pp. 168-205, with notes at pp. 260-268) [SHOULD BE AVAILABLE ONLINE VIA E-RESERVES, NOT ON COURSE WEB SITE]

Stefan Szymanski and Andrew Zimbalist, *National Pastime: How Americans Play Baseball and the Rest of the World Plays Soccer*, ch. 3, "How Soccer Spread around the World When Baseball Didn't," pp. 48-83, with notes at 224-228.

Daniel Bloyce, "'Glorious Rounders': The American Baseball Invasion of England in Two World Wars – Unappealing American Exceptionalism," *The International Journal of the History of Sport* 25, no. 4 (March 2008): 387 – 405.

In-class video clips: *Sonnenallee*

Class 7 – Wednesday 22 February

- **The Americanization of European Shopping: Trying to Resist the "Irresistible Empire"**

Readings:

Victoria de Grazia, *Irresistible Empire*, ch. 3 ("The Chain Store: How Modern Merchandising Dispossessed Commerce," pp. 131-183), ch. 7 ("The Consumer-Citizen: How Europeans Traded Rights for Goods," pp. 336-375), and ch. 8 ("Supermarketing: How Big-Time Merchandisers Leapfrogged Over Local Grocers," pp. 376-415)

Jukka Kortti, "On the Cusp of Postwar Modernization: Americanization, International Culture, and Gender Roles in Finnish Commercials, 1955–1975," *Advertising & Society Review* 8, no. 4 (2007).

****NOTE: For the Kortti assignment, you *must watch all the embedded TV commercials* (.mov files); click on the images to watch. To do that, you need to go to the online resource:
<http://muse.jhu.edu/journals/asr/v008/8.4kortti.html> Use a UCSD on-campus computer or the Library's proxy server. Info on the proxy server is available on the UCSD Libraries web site.

- **The Americanization of European Stomachs: More Food. Fast Food. Worse Food?**

Readings:

George Ritzer, *The McDonaldization Thesis: Explorations and Extensions*, ch. 6 ("McDonaldization: The New 'American Menace'," pp. 71-80).

Claude Fischler, "The 'McDonaldization' of Culture," in *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari, and Albert Sonnenfeld (pp. 530-547).

Karen De Bres, "Burgers for Britain: A Cultural Geography of McDonald's UK," *Journal of Cultural Geography* 22, no. 2 (March 2005): 115-139.

Class 8 – Wednesday 1 March

- **The Americanization of European Travel: Americans and Europeans on the Move, Part One**

Readings:

Thomas Kaiserfeld, "Born to Run or Chained to the Car? European vs American Visions and Practices of Automobile Society," www.kth.se/polopoly_fs/1.16699!paper_kaiserfeld_2007.pdf

Tom O'Dell, *Culture Unbound: Americanization and Everyday Life in Sweden*, ch. 4 ("A Path of Its Own: The American Car and the Pyramid of Dreams," pp. 112-159)

- **The Americanization of European Tourism: Americans and Europeans on the Move, Part Two**

Readings:

Richard Pells, *Not Like Us: How Europeans Have Loved, Hated, and Transformed American Culture Since World War II*, chapter 5 (pp. 134-151).

Brian Angus McKenzie, *Remaking France: Americanization, Public Diplomacy, and the Marshall Plan*, ch. 3 ("The Marshall Plan and Transatlantic Tourism," pp. 111-146)

Christopher Endy, *Cold War Holidays: American Tourism in France*, ch. 6 ("The Ugly American: The Travel Boom and the Debate Over Mass Culture," pp. 125-149) Available online as e-book via UCSD Library site; hard copy may be available as well.

Video assignment: *Innocents Abroad* (director Les Blank, 1991) (84 min.) [streaming and in Arts Library Reserves]

streaming: <http://ucsd.kanopystreaming.com/restricted?destination=node/136300>

reserves: FVLDV 13974-1

Class 9 – Wednesday 8 March

- **Critical Comparative Cases, Part 3: The Americanization of Italy**

Readings:

David W. Ellwood, "Containing Modernity, Domesticating America in Italy," in Alexander Stephan, ed., *The Americanization of Europe: Culture, Diplomacy, and Anti-Americanism after 1945* (pp. 253-276)

Paolo Scrivano, "Signs of Americanization in Italian Domestic Life: Italy's Postwar Conversion to Consumerism," *Journal of Contemporary History* 40, no. 2 (2005): 317-340.

Simona de Iulio and Carlo Vinti, "The Americanization of Italian Advertising During the 1950s and the 1960s: Mediations, Conflicts, and Appropriations," *Journal of Historical Research in Marketing* 1, no. 2 (2009): 270-294.

Emanuela Scarpellini, "Shopping American-Style: The Arrival of the Supermarket in Postwar Italy," *Enterprise & Society* 5, no. 4 (December 2004): 625-668

In-class video clips: *It Started in Naples*, dir. Melville Shavelson (1960)

- **Critical Comparative Cases, Part 4: The Americanization of Europe's Many "Little Nations"**

Readings:

Steinar Bryn, "The Americanization of the Global Village: A Case Study of Norway," in Erik Åsard, *Networks of Americanization: Aspects of the American Influence in Sweden* (pp. 20-37)

Nils Arne Sorensen and Klaus Petersen, "Ameri-Danes and Pro-American Anti-Americans: Cultural Americanization and Anti-Americanism in Denmark After 1945," In Alexander Stephan, Ed., *The Americanization Of Europe: Culture, Diplomacy, And Anti-Americanism After 1945* (Pp. 115-146)

Kim B. Östman, "A Finnish Mormon Temple or "America in Karakallio"? The Activation of a Stereotype at an Encounter of Cultures," *International Journal of Mormon Studies* 1 (2008): 136-152.

In-class video clips: *Twist And Shout (Tro, Håb Og kærlighed)*, 1984, dir. Bille August)

Class 10 – Wednesday 15 March

- **Critical Comparative Cases, Part 5:
The Americanization of Communist Europe from Stalinism to Starbucks**

Readings:

Shane Hamilton, "Supermarket USA Confronts State Socialism: Airlifting the Technopolitics of Industrial Food Distribution into Cold War Yugoslavia," in Ruth Oldenziel and Karin Zachmann, eds., *Cold War Kitchen: Americanization, Technology, and European Users* (pp. 137-160)

Jeff Smith, "From *Házi* to Hyper Market: Discourses on Time, Money, and Food in Hungary," *Anthropology of East Europe Review* 21, no. 1 (Spring 2003): 179-188.

Melissa L. Caldwell, "Domesticating the French Fry: McDonald's and Consumerism in Moscow," *Journal of Consumer Culture* 4, no. 1 (2004): 5-26.

Optional supplementary readings (not required):

Patrick Hyder Patterson, "Making Markets Marxist? The East European Grocery Store from Rationing to Rationality to Rationalizations," in *Food Chains: From Farmyard to Shopping Cart*, eds. Warren Belasco and Roger Horowitz, 196-216, with notes at 285-288.

- **The Europeanization of Americanization: Resistance, Mutation, Localization, and Backflow**

Readings:

Richard Pells, *Not Like Us: How Europeans Have Loved, Hated, and Transformed American Culture Since World War II*, chapters 6, 10, 11, and 12 (pp. 152-187, 263-334)

Richard Kuisel, *Seducing the French: The Dilemma of Americanization*, ch. 9 ("Vive l'Amérique!: An Epilogue from 1970 to Euro Disneyland") and ch. 10 ("Reflections: The French Face Americanization"), pp. 212-230 and 231-238.

Optional supplementary readings (not required):

Philippe Roger, *The American Enemy: The History of French Anti-Americanism*, Conclusion (pp. 447-453)