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 two 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.

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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:

ISBN-10: 0465001637  

ISBN-10: 0520206983  

ISBN-10: 1558761047  

Optional/recommended readings (on reserve):


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:


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

Readings:


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


Optional supplementary readings (not required):


- Americanization Before World War II

Readings:


Optional supplementary readings (not required):

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).


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)


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)


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)


Optional supplementary readings (not required):


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


- 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:


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)


Optional supplementary readings (not required):


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).


Optional supplementary assignments (not required):

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


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).


- 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]


In-class video clips: Sonnenallee
The Americanization of European Shopping: Trying to Resist the "Irresistible Empire"

Readings:


****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:


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

Readings:


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:


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)


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:


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:


Optional supplementary readings (not required):

- 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)


Optional supplementary readings (not required):
Philippe Roger, The American Enemy: The History of French Anti-Americanism, Conclusion (pp. 447-453)