BOOKS REQUIRED FOR PURCHASE


COURSE DESCRIPTION:
This course examines the evolution of American families from colonial times to the present. We will consider the impact of religion, region, race, ethnicity, gender, class, and sexual orientation on family formation and culture and will explore such issues as representation, memory, and the ideology of family life. Readings, films, photography, and discussions will emphasize an interdisciplinary approach to the development of American familial cultures and will include both primary and secondary sources.

COURSE DESCRIPTION, CONTINUED:
LEARNING GOALS:
Department Learning Goals Met by this Course:

Students will be able to synthesize an interdisciplinary dialogue among the different disciplinary methodologies that compose American Studies investigation of American culture across time and space in the history, politics, literature, and arts of the peoples of the United States, as well as the Americas. Students will be able to write well; speak articulately; and think critically, analytically, and creatively.

Additional Learning Goals Met by this Course:

The Junior Seminar will focus on providing students with preliminary training in analytical and methodological skills necessary to pursue a research project in American Studies. As a result, we will devote special attention to learning how to identify and frame engaging and significant problems, locate sources, interpret and deploy evidence, draw from useful analytical and methodological approaches, develop persuasive narrative strategies, revisit and sharpen our ideas through the writing of multiple drafts, and critique each others’ work in a constructive and mutually supportive environment.

ACKNOWLEDGMENTS:

The design of this course has been assisted by advice from John Gillis and Philip Greven of the Rutgers-New Brunswick Department of History, Jan Lewis of the Rutgers-Newark Department of History, Al Nigrin of the Rutgers Film Co-op, Charles Silver of the Museum of Modern Art Film Study Center, Marc Stein of York University, and Susan McKinnon of the Department of Anthropology of the University of Virginia.

COURSE REQUIREMENTS:

THE SYLLABUS FOR THIS COURSE AND ALL OTHER INSTRUCTIONAL MATERIALS ARE AVAILABLE FOR DOWNLOAD AT https://sakai.rutgers.edu/. THEY SHOULD BE PRINTED OUT AND BROUGHT TO CLASS. ANY COMMUNICATIONS WITH ME SHOULD BE SENT DIRECTLY TO MY E-MAIL ADDRESS: fishbei@rci.rutgers.edu.

NOTE: ALL PAPERS MUST BE SUBMITTED TO THE INSTRUCTOR IN HARD COPY ON THE DATE ASSIGNED, AND THE TERM PAPER MUST BE SUBMITTED AS WELL VIA E-MAIL TO fishbei@rci.rutgers.edu. PENALTIES FOR LATENESS MAY INCLUDE FAILURE ON THE ASSIGNMENT. HELP IN WRITING PAPERS MAY BE FOUND IN THE RESOURCE SECTION OF THE SAKAI WEB SITE: ACKNOWLEDGING SOURCES, GUIDE TO FOOTNOTES AND ENDNOTES, AND GUIDE TO WRITING ESSAYS AND TERM PAPERS IN AMERICAN STUDIES.
Full Attendance and Spirited Class Participation = 30%. This is a seminar. Its success depends on your active and informed participation in our weekly discussions. Therefore, attendance is required at ALL class meetings (only ONE unexcused absence will be permitted without penalty), and class participation constitutes an essential part of the final grade. Chronic lateness will lower your final class grade. To have an absence counted as “excused,” it must be accompanied by appropriate documentation from your dean or other verifiable evidence such as a dated note from a physician, which must be presented to the instructor. Missing more than four class sessions will result in an automatic failing grade (F) for the course. If you miss a screening, you are responsible for arranging with Media Services to make it up.

Participation in class discussion: (10% of final grade).

Each student will be the primary moderator of one class and the assistant moderator of another: (10% of final grade).

Five one-page (two-paragraph) responses to assigned reading for each week. You may choose the weeks on which you write these papers. They will be graded on a scale of 1-5, based on the originality of your insights and the clarity, intelligence, wit or humor of your perceptions. They should be posted on the Discussion and Private Messages section of the Sakai course web site and, only if that procedure fails for technical reasons, e-mailed to me at (fishbei@rci.rutgers.edu) no later than 7:00 P.M. on the night preceding class. Make sure to include your name and the text you are discussing on your paper as well as a question intended to stimulate class discussion. These papers will allow us to work on your writing on a regular basis. They also will improve class discussion. (10% of final grade)

The New York Times paper due Monday, February 1st (10% of final grade)
The world of families, the social policies that shape and sustain them, the biological acts that produce them, the cultural meanings we attach to them, have all changed enormously in the last generation. Complicated family issues appear constantly in the popular media, and not always in just the ways we expect. The intent of this assignment is to teach you to read for family issues and to give you some practice in the kinds of close analysis of sources that will go into your final papers. To write these papers go to the New York Times for the week of your birthday forty years ago and find one such family question addressed. You are to locate the article from New York Times (Proquest Historical Newspapers). Go the Rutgers University Libraries home page, make sure that you are logged on, click on Find Articles, then
click on Indexes and Databases. Search the letter N. You will find ProQuest Historical Newspapers: *New York Times*. Search the *Times* for the week of your birthday (seven days before or afterward) forty years ago, and provide me with a printout of both the article image (PDF) and the page map of the page on which the article had been located. You can search for such topics as adoption, divorce, adultery, welfare mothers, family therapy, generation gap, among others. Don’t be afraid to be imaginative. Look in all sections of the paper. You should summarize the issues raised and explain how an idea about “family” is present in the article you have chosen. What assumptions about the shape and nature of family and family-related issues inform the article? What questions does the article raise? How have such questions and assumptions changed in the last four decades? What does the story tell us about the concerns of the 1960s and early Seventies? What does the story reveal about the kinds of tensions historian John Gillis has described between the cultural ideals represented by an idea of family and the real worlds in which people operate (see excerpt below)? Your paper should be about 2 pages long. You should include the full citation for the article you analyze and a printout of the article image (PDF) and of the page map of the page on which the article appears.


We must be careful not to confuse the family that we live by with the families that previous generations actually lived with. Until quite recently, historians also failed to make this distinction, but in the last two decades demographic and social history research has revealed a very different picture of families past, one that suggests much more continuity between families past and present in actual behavior than anyone would have imagined. It seems that the fragmentation, instability, and discontinuity that we feel so keenly today have been part of the European experience of family life since at least the Middle Ages.

Research proposal Prospectus and Annotated Bibliography due Monday, February 15th posted to Sakai in cut-and-paste format so other students can read it and e-mailed to instructor at fishbei@rci.rutgers.edu. Topic to be approved by instructor by Monday, February 1st. Students will write a 500 word proposal outlining their research project. Each paper must include an annotated bibliography that explains the relevance and relative strengths and weaknesses of the secondary material you have selected to contextualize and provide evidence for your topic. Proposals also will specify a question, or set of questions, you plan to explore and detail a research strategy. (10% of final grade)
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AMERICAN FAMILIES

First draft due Monday, March 22nd via e-mail to instructor at fishbei@rci.rutgers.edu. (10% of final grade) First draft should consist of introduction and at least one section.

Second draft due Monday, April 12th to instructor via e-mail at fishbei@rci.rutgers.edu. The second draft should be a full rough draft of the complete seminar paper of 10-12 pages. (20% of final grade)

JENNIFER MITTELSTADT LECTURE, REQUIRED
Prof. Jennifer Mittelstadt, Penn State University, The "Army Family" and Military "Welfare": Soldiers, Spouses, and Children in America's Volunteer Army, Monday, April 19, 2010, 7:00 P.M., Student Activities Center (SAC), College Avenue Campus. If you are unable to attend on account of a documented conflict with another course or work obligations, you can view the video segments shown online and write a one-page response paper instead due by Monday, April 26th.

Final draft: Polished and complete. Authors will submit their finished drafts, complete with annotated bibliography. Due via e-mail to instructor on Monday, May 3rd and in hard copy in class. Paper must actually use and document in footnotes or endnotes THREE of the sources provided by the instructor at meeting at which term paper topic is approved. Provide stamped self-addressed 9 x 12” manila envelope for return of term paper with instructor’s comments. (20% of final grade)

PROFESSOR FISHBEIN’S OFFICE HOURS:
OFFICE: Ruth Adams Hall 024C OFFICE HOURS: Monday: 12:15–1:45
Thursday: 12:15-1:45
TELEPHONE: 732-932-8650 and by appointment
E-MAIL: fishbei@rci.rutgers.edu

STUDENTS WITH DISABILITIES: Students with documented disabilities should present their documentation to the instructor at the beginning of the semester in order to be afforded appropriate accommodations. Students with disabilities requesting accommodations must follow the procedures outlined at http://disabilityservices.rutgers.edu/request.html

ACADEMIC INTEGRITY:
Except for collaborative assignments officially approved by the instructor in advance, all work a student submits must be his/her own independent effort. Students must cite properly all outside sources consulted in preparing written assignments. Students should review the university policy on Academic Integrity (see the website for the Center for the Advancement of
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Teaching: [http://teachx.rutgers.edu/integrity/policy.html](http://teachx.rutgers.edu/integrity/policy.html). You can obtain help in maintaining standards of academic integrity by taking any of the following academic integrity tutorials: Take a 20 minute interactive-tutorial on Plagiarism and Academic Integrity, [http://sccweb.scc-net.rutgers.edu/douglass/sal/plagiarism/Intro.html](http://sccweb.scc-net.rutgers.edu/douglass/sal/plagiarism/Intro.html). For another view, use the Camden Plagiarism Tutorial [http://library.camden.rutgers.edu/EducationalModule/Plagiarism/](http://library.camden.rutgers.edu/EducationalModule/Plagiarism/). Consult Don't Plagiarize: Document Your Research! for tips about how to take notes so that you don't plagiarize by accident. [http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml](http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml). Failure to comply with the University’s academic integrity policy can result in failure of the course.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment ..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member. For information on proper documentation, consult Acknowledging Sources: [http://amerstudies.rutgers.edu/documents/AcknowledgingSources.pdf](http://amerstudies.rutgers.edu/documents/AcknowledgingSources.pdf), the guide prepared by the Rutgers American Studies Department, which is available on the American Studies Department web site and on the course Sakai web site.

**FILM SHOWINGS:**

**FILM**  

<table>
<thead>
<tr>
<th>FILM</th>
<th>SHOW DATE</th>
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<tbody>
<tr>
<td><em>Bathing Babies in Three Cultures</em> (1954, 9 minutes) and <em>Why Can’t We Be a Family Again?</em> (2002, 27 minutes)</td>
<td>January 25th</td>
</tr>
<tr>
<td><em>The Mothering Heart</em> (1913, 30 minutes)</td>
<td>March 1st</td>
</tr>
<tr>
<td><em>Family Gathering</em> (1988, 53 minutes)</td>
<td>March 8th</td>
</tr>
<tr>
<td><em>An American Family Revisited</em> (1983, 60 minutes)</td>
<td>March 29th</td>
</tr>
</tbody>
</table>
Paris Is Burning (1990, 76 minutes) | May 3rd

**FILMS PLACED ON RESERVE AT MEDIA SERVICES, MABEL SMITH DOUGLASS LIBRARY (CALL 732-932-9411, EXT. 34 TO BOOK MEDIA TO INSURE AVAILABILITY AND TO CHECK MEDIA LIBRARY HOURS)**

*All My Sons* (1987, 122 minutes) | Wednesday, February 3rd - Monday, February 22nd

*Raisin in the Sun* (1961, 128 minutes) | Wednesday, March 10th – Monday, March 31st

**ASSIGNMENTS:** All readings on reserve at the Mabel Smith Douglass Reserve Desk and articles available on electronic reserve or as class handouts

<table>
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<th>No.</th>
<th>Week of:</th>
<th>Readings and Films:</th>
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| I.  | January 25th | **Introduction:** Workshop on Writing a Research Paper: Using film as a primary source and framing research questions  
*BATHING BABIES IN THREE CULTURES* (9 MINUTES, 1954) SHOWN IN CLASS  
| II. | February 1st | **Workshop on Drafting Paper Proposals and on Contextualizing Visual Culture Evidence**  
**New York Times** paper due in hard copy in class |
| III. | February 8th | **John Blassingame, Chapter 3: The Slave Family in**  
FEBRUARY 8TH


**First Draft of Research Proposal due Monday, February 8th posted to Sakai in cut-and-paste format (not as attachment) so that all students can read it and make suggestions for additional sources and e-mailed to instructor at fishbei@rci.rutgers.edu. Must include prospectus and annotated bibliography.**

*ALL MY SONS* (122 minutes, 1987) ON RESERVE AT THE MABEL SMITH DOUGLASS LIBRARY, WEDNESDAY, FEBRUARY 3RD – MONDAY, FEBRUARY 22ND

No. | Week of: | Readings and Films: |
---|---|---|
IV. | February 15th | Workshop on bibliography, citations, and academic integrity; learning how to paraphrase |

PROPOSAL DUE

Yaacov Oved, “Oneida: Commune with Complex Marriage,” in Yaacov Oved, *Two Hundred Years of*
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*Second annual report of the Oneida Association: exhibiting its progress to February 20, 1850, Oneida, New York*: 1850:  
http://library.syr.edu/digital/collections/s/SecondAnnualReportOfTheOneidaAssociation/

Old Mansion House Memories By One Brought Up In It, by Harriet M. Worden. Kenwood, Oneida, New York: 1950:  
http://library.syr.edu/digital/collections/o/OldMansionHouseMemories/

V. February 22nd  

*ALL MY SONS* (1987, 122 MINUTES) DISCUSSED IN CLASS; EXCERPTS FROM *ALL MY SONS* (1948, 95 MINUTES, WITH EDWARD G. ROBINSON AND BURT LANCASTER) SHOWN IN CLASS

VI. March 1st  
WRITING WEEK

D. W. GRIFFITH’S *THE MOTHERING HEART* (1913, 30 MINUTES) SHOWN IN CLASS

Individual meetings with instructor in Ruth Adams 024C to be scheduled on Monday, February 23rd or Tuesday, February 24th

No. Week of: Readings and Films:

VII. March 8th  
FAMILY GATHERING (1988, 30 MINUTES) SHOWN IN CLASS

VIII. March 15th

MIDSEMESTER BREAK

IX. March 22nd


Each student should bring in a family photograph.

**First draft due via e-mail to instructor at fishbei@rci.rutgers.edu. First draft should consist of introduction and at least one section.

RAISIN IN THE SUN (1961, 128 MINUTES) ON RESERVE MABEL SMITH DOUGLASS LIBRARY, TUESDAY, MARCH 10TH – WEDNESDAY, APRIL 1ST

No. Week of: Readings and Films:

X. March 29th

Workshop: First Draft Critiques

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AN AMERICAN FAMILY REVISITED (55 MINUTES, 1983) SHOWN IN CLASS.

XI. April 5th
Workshop: Giving Paper Presentations


RAISIN IN THE SUN (1961) TO BE DISCUSSED IN CLASS

No. Week of: Readings and Films:

XII. April 12th
WRITEING WEEK
Workshop: second draft critiques
SECOND DRAFT DUE

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**UGLY BETTY: THE COMPLETE FIRST SEASON, EPISODE 1 (2006, 45 MINUTES) SHOWN IN CLASS**

**Second draft due on April 12th to instructor via e-mail at fishbei@rci.rutgers.edu. The second draft should be a full rough draft of the complete seminar paper of 10-12 pages.

XIII. April 19th


**JENNIFER MITTELSTADT LECTURE, REQUIRED**

Prof. Jennifer Mittelstadt, Penn State University, *The "Army Family" and Military "Welfare": Soldiers, Spouses, and Children in America's Volunteer Army*

Monday, April 19th: 7:00 P.M., Student Activities Center (SAC), College Avenue Campus

XIV. April 26th


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Patricia Hill Collins, "Will the 'Real' Mother Please Stand Up: Eugenics and American Family Planning," in Adele Clarke and Virginia Olesen, Revisioning Women, Health, and Healing (Routledge, 1999), pp. 266-282.


XV. May 3rd


PARIS IS BURNING (1990, 76 MINUTES) SHOWN IN CLASS

**FINAL PAPER TO BE E-MAILED TO INSTRUCTOR MONDAY, MAY 3RD AND DUE IN CLASS IN HARD COPY. PROVIDE STAMPED SELF-ADDRESSED 9 X 12” MANILA ENVELOPE FOR RETURN OF TERM PAPER WITH INSTRUCTOR’S COMMENTS**