BOOKS REQUIRED FOR PURCHASE


ACKNOWLEDGEMENTS:
The design of this course has been assisted by advice from George Chauncey of the Department of History of Yale University and from Marc Stein of the Department of History of York University in Toronto.

COURSE DESCRIPTION:
An historical survey of American sexualities and sexual cultures from the colonial era through the present, this course will focus on primary source documents and on classic texts that have helped to shape the emerging field of sexuality studies. Particular attention will be paid to the ways in which politics, race, religion, ethnicity, age, region, and gender have influenced American sexual cultures and the efforts to regulate them. The course will employ an interdisciplinary approach to its subject, examining artifacts from visual culture such as cartoons, photographs, paintings, and film as well as printed sources.

LEARNING GOALS:
**Departmental learning goals:**
- Students will be able to describe the methods of American Studies and synthesize the debates that have shaped the field.
- Students will learn to investigate American culture and society across time and space by examining history, politics, literature, and the arts.
- This course will contribute to the department’s long-term goal that students learn to articulate ideas in well-organized oral presentations and clearly written prose.
- Assignments are designed to help students learn to think critically, analytically, and creatively.

**Additional learning goals met by this course:**
Students will learn:
- to examine primary sources in the history of sexuality to analyze material dealing with sexuality and situate it in a cultural, social, and political context
- to understand and apply a critical vocabulary in sexuality and gender studies to a whole series of texts: Historical, literary, film, and other cultural artifacts
- to do in-depth research on a topic related to sexuality in American cultures
- to identify central concerns about sexuality in primary source documents and write thoughtful response papers, responding critically to the primary text’s central concerns or question
ABSENCES:

Regular class attendance is required by Rutgers and is essential to this class. You will be allowed one unexcused absence without grade penalty. The consequences of unexcused absences are as follows:

1 unexcused absence  = No penalty
2 unexcused absences  = 20% grade penalty  = final grade no higher than a B
3 unexcused absences  = 30% grade penalty  = final grade no higher than a C
4 unexcused absences  = failure in the course

Excused absences are those that result from documentable family emergencies, illness, religious observance, court dates, jury service, etc., that is, situations over which you have no individual control. Please inform me as soon as possible if you are unable to attend class on a regular basis.

ABSENCE AND LATENESS POLICY

Students are expected to arrive at class promptly and to attend the entire class.

Students are expected to attend all classes; if you expect to miss one or two classes for reasons such as jury duty, illness, family funeral, etc., please use the University absence reporting website //https://sims.rutgers.edu/ssra// to indicate the date and reason for your absence. An email is automatically sent to me.

SPECIAL ACCOMMODATION REQUESTS:

All special accommodation requests must be brought to my attention during the first two weeks of class. Full disability policies and procedures are available for review at: http://disabilityservices.rutgers.edu/.

Students with disabilities requesting accommodations must follow the procedures outlined at http://disabilityservices.rutgers.edu/request.html.

CURRENT ACADEMIC INTEGRITY POLICY:
http://academicintegrity.rutgers.edu/integrity.shtml. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

Honor Pledge: I pledge on my honor that I will adhere to all aspects of the Rutgers Academic Integrity Policy.
AMERICAN STUDIES 01:050:284:03: AMERICAN SEXUALITIES


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

Online Learning Tools from Rutgers University Libraries including Rutgers RIOT, Searchpath and RefWorks: http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml; Academic Support Programs: http://lrc.rutgers.edu/

NO CELL PHONES OR COMPUTERS ARE PERMITTED IN THIS SEMINAR EXCEPT IN THE CASE OF STUDENTS WITH CLASSIFIED DISABILITIES THAT REQUIRE SUCH USE.

COURSE REQUIREMENTS:

Class participation. 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, and class participation constitutes an essential part of the final grade. (15% of final grade)

Each student will be the primary moderator of one class and the assistant moderator of another. (15% of final grade)

Three one-page (two-paragraph) responses to assigned reading for each week. You must sign up in advance for the weeks on which you will 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. (15% of final grade)

Thursday, March 27th: first 2-3 page critical paper due. (20% of final grade) The Puritans have been stereotyped in the American popular imagination as favoring sexual repression, strictly policing sexual expression, and finding no enjoyment in sexual activity. Examining modern cartoons that employ Puritan visual imagery, analyze the degree to which one of these cartoons does or does not perpetuate these stereotypes and the accuracy of that cartoon in terms of what you have
learned from assigned readings of Edmund S. Morgan’s “The Puritans and Sex” and the poetry of Anne Bradstreet of actual Puritan sexuality. Be sure to cite properly the cartoon you have selected and the sources you are using to explicate it according to the format prescribed in Acknowledging Sources. Include the actual image in your paper.

**4-5 page critical paper on either Dancing Mothers (1926, 66 minutes) or Carnal Knowledge (1971, 98 minutes). (35% of final grade)** Be sure to cite properly the film you have selected and the sources you are using to explicate it according to the format prescribed in Acknowledging Sources. You are not required to use additional sources, but, if you do, they should be cited properly. The papers are due via e-mail to the instructor at fishbei@rci.rutgers.edu and in hard copy in class:

**Dancing Mothers (1926, 66 minutes): Paper due Thursday, April 24th:** Considering the questions on the question sheet regarding Dancing Mothers and closely examining the actual text of the film and Eleanor Rowland Wembridge’s “Petting and the Campus” (1925), Ellen Kay Trimberger’s “Feminism, Men, and Modern Love: Greenwich Village, 1900-1925” (1983), and Lewis Erenberg’s Chapter 8: “Into the Jazz Age” in Lewis Erenberg’s Steppin’ Out: New York Nightlife and the Transformation of American Culture (1981). analyze the film in terms of the way in which it employs popularized Freudianism to deal with such social issues as the emergence of “flaming youth” and flapper culture, the rise of nightclubs and the democratizing effects of their social mores, and the influence of cosmopolitan values as the United States officially became an urban nation by the 1920 Census and increasingly became exposed to European cultural values. To what degree, if any, have the sexual and social mores of the younger and older generation been influenced by such factors?

**Carnal Knowledge (1971, 98 minutes): Paper due Thursday, May 1st:** Considering the questions on the question sheet regarding Carnal Knowledge and closely examining the actual text of the film and Regina Markell Morantz’s “The Scientist as Sex Crusader: Alfred C. Kinsey and American Culture” (1977), Paul Robinson’s chapters on Alfred Kinsey and on William Masters and Virginia Johnson as well as his epilogue in The Modernization of Sex: Havelock Ellis, Alfred Kinsey, William Masters and Virginia Johnson (1989), Anne Koedt’s “The Myth of the Vaginal Orgasm” (1970), and Beth Bailey’s Sex in the Heartland (2002), analyze the film in terms of the way in it treats the impact of the sexual resolution as the male protagonists, Jonathan and Sandy, age from college youth into middle-aged professionals. Define what you mean by “the sexual revolution.” To what degree, if any, has the sexual revolution affected the males and females in this film? Does gender significantly influence the significance of the sexual revolution for the male and female characters in Carnal Knowledge? Does the film portray greater access to sex as providing the characters with greater or lesser personal satisfaction?
AMERICAN STUDIES 01:050:284:03: AMERICAN SEXUALITIES

Office: Ruth Adams Building 024C
Office telephone: (848) 932-8650
E-mail: fishbei@rci.rutgers.edu

Office hours: Wednesday: 12:30-2:00 P.M.
Thursday: 3:45-5:15 P.M.
and by appointment

GRADING COMPONENTS:

Moderation…………………………………15%
Class participation…………………………15%
Three one-paragraph reading critiques…15%
Puritan visual imagery paper………………20%
Film paper……………………………………35%

FILM SHOWINGS:

FILM

SHOW DATE

The Vagina Monologues (2002, 90 minutes) Thursday, March 13th
Before Stonewall (1984, 87 minutes) Thursday, April 3rd
Choice Thoughts: Reflections on the Birth Control War Thursday, April 10th
(2001, 10 minutes)
St. Louis Blues (1933, 15 minutes) Thursday, April 10th
David Halberstam’s The Fifties, Volume 4: A Burning Desire Thursday, April 17th
(1997, 50 minutes)
Summer of Love (2007, 60 minutes) Thursday, April 24th
Daughters of Dykes (1994, 14 minutes) Thursday, May 1st
Ending Silence, Shame, and Stigma: HIV/AIDS in the African American Family Thursday, May 1st
(2012, 27 minutes)

FILMS ON RESERVE AT MEDIA CENTER, MABEL SMITH DOUGLASS LIBRARY:

FILM

DATES

Dancing Mothers (1926, 66 minutes) Wednesday, April 9th-
Thursday, April 24th
Carnal Knowledge (1971, 98 minutes) Wednesday, April 16th-
Thursday, May 1st
**AMERICAN STUDIES 01:050:284:03: AMERICAN SEXUALITIES**

**ASSIGNMENTS:** All readings on reserve at Mabel Smith Douglass Reserve Desk and articles available on electronic reserve.

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<th>No.</th>
<th>Week of:</th>
<th>Readings and Films: (*on reserve)</th>
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<tbody>
<tr>
<td>I.</td>
<td>March 13th</td>
<td>No readings. <strong>THE VAGINA MONOLOGUES (2002, 90 MINUTES) SHOWN IN CLASS</strong></td>
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<td>II.</td>
<td>March 20th</td>
<td>NO CLASS: MIDSEMESTER BREAK</td>
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<td>III.</td>
<td>March 27th</td>
<td><strong>PURITAN AND COLONIAL SEXUALITIES</strong> Lecture on the construction of sexual discourse and on Sigmund Freud's <em>Three Essays on the Theory of Sexuality</em>.</td>
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AMERICAN STUDIES 01:050:284:03: AMERICAN SEXUALITIES

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| IV. | April 3rd | **HOMOSEXUALITY AND LESBIANISM BEFORE STONEWALL AND GAY IDENTITY POLITICS**  

**BEFORE STONEWALL (1984, 87 MINUTES) SHOWN IN CLASS**
No. Week of: Readings and Films: (*on reserve)
V. April 10th SEXUAL DEVIANCE AND SEXUAL REVOLUTIONS:
WHITE SLAVERY, PROSTITUTION, THE ORIGINS OF
THE BIRTH CONTROL MOVEMENT, JAZZ AGE SEX,
AND BLUES WOMEN’S SEXUALITY

*Timothy Gilfoyle, “The Moral Origins of Political Surveillance:
The Preventive Society in New York City, 1867-1918,” American

*Kathy Peiss, “‘Charity Girls’ and City Pleasures: Historical Notes
on Working Class Sexuality, 1880-1920,” [1983], in Kathy Peiss
and Christina Simmons, eds., Passion and Power: Sexuality in

*Linda Gordon, “Voluntary Motherhood: The Beginnings of the
Birth-Control Movement,” in Linda Gordon, Woman’s Body,
Woman’s Right: Birth Control in America. 1976; reprinted New

*Eleanor Rowland Wembridge, “Petting and the Campus.” The
Survey, 54 (1 July 1925): 393-395, 412.

*Ellen Kay Trimberger, “Feminism, Men, and Modern Love:
Greenwich Village, 1900-1925,” in Ann Snitow, Christine
Stansell, and Sharon Thompson, ed., Powers of Desire: The
pp. 131-152.

*Lewis Erenberg, Chapter 8: “Into the Jazz Age,” in Lewis
Erenberg, Steppin’ Out: New York Nightlife and the
Transformation of American Culture. Chicago: The University

*Hazel Carby, “It Jus Be’s Dat Way Sometime: The Sexual

CHOICE THOUGHTS: REFLECTIONS ON THE BIRTH
CONTROL WAR (2001, 10 MINUTES) SHOWN IN CLASS

ST. LOUIS BLUES (1933, 15 MINUTES) SHOWN IN CLASS
AMERICAN STUDIES 01:050:284:03: AMERICAN SEXUALITIES

ASSIGNMENTS:

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<td>April 17th</td>
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Readings and Films: (*on reserve)

THE KINSEY REPORT, MASTERS AND JOHNSON, AND ANNE KOEDT’S THE MYTH OF THE VAGINAL ORGASM: SEXUAL SCIENCE AND POPULAR CULTURE


**DAVID HALBERSTAM’S THE FIFTIES, VOLUME 4: A BURNING DESIRE** (1997, 50 MINUTES) SHOWN IN CLASS

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THE SIXTIES SEXUAL REVOLUTION SEEN THROUGH THE LENS OF LAWRENCE, KANSAS, A UNIVERSITY TOWN IN THE AMERICAN HEARTLAND AND THE HIPPIES IN THE HAIGHT-Ashbury IN SAN FRANCISCO

*DANCING MOTHERS* PAPER DUE


**DANCING MOTHERS PAPER DUE IN HARD COPY IN CLASS AND E-MAILED TO INSTRUCTOR AT FISHBEI@RCL.RUTGERS.EDU**

SUMMER OF LOVE (2007. 60 MINUTES) SHOWN IN CLASS
American Studies 01:050:284:03: American Sexualities

Assignments:

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| VIII. | May 1st     | **Lesbian Daughter/Closeted Gay Father Seen Through the Lens of a Graphic Novel**  
**Carnal Knowledge**  
PAPER DUE  

Shown in Class

**Daughters of Dykes** (1994, 14 Minutes) Shown in Class