Course Description

This upper-level seminar focuses on a specific set of questions and theme: namely, did a sexual revolution(s) take place in the United States during the post-war period? If so, what did it encompass and when did it begin? How do historians understand its origin(s) and impact? What kinds of sources have historians uncovered and analyzed to help them understand these phenomena? Who advocated for fundamental changes in sexual mores and practices? Who opposed these changes? How did the sexual revolution(s) “spread”? What does “sexual freedom” or “sexual autonomy” mean? Did the sexual revolution challenge people’s understandings of what makes women virtuous; did it eliminate a double sexual standard? How did the sexual revolution affect marriage and divorce? What impact did the sexual revolution have on families and children? In exploring these questions, we will investigate how the term “sexual revolution” held very different meanings for men and women of different ages, socio-economic backgrounds, religious beliefs, sexual orientations, and races.

Course Objectives

- Increase students’ understanding of the kinds of logic and inductive reasoning that historians find credible (causes, contingencies, coincidences)
- Introduce students to the different kinds of approaches and methodologies historians use in trying to make sense of historical data
- Guide students through the process of researching and writing an essay based on primary sources, with the intent of increasing their appreciation of how professional historians go about their work
- Hone critical reading, writing, and thinking skills, which will serve students well in any profession/occupation

Required Readings

Books

Articles/Book chapters

These readings are available electronically through ARES/Course Reserves of Smathers/Library West. Students should print out these readings and bring them to class on the days specified on the schedule below.


Assignments

Instructions/rubrics for the written assignments will be handed out separately at least one week in advance of the due date

- Paraphrase and Summary (50 points) due week 2
- Notes on Kinsey (25 points) due week
- Analysis of Hite Questionnaire (25 points) due week 3
- Visit to Smathers (25 points) in week 8
- Midterm (100 points) and Timeline (50 points) due week 8
- Prospectus (25 points) due week 12
- Final Assignment: Research essay (200 points) due week 16

Grading Scale

Overall letter grades for the course will be assigned according to the following scale:

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<th>Letter Grade</th>
<th>Total Points</th>
<th>GPA Equivalent</th>
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<td>B</td>
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<tr>
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Schedule of Topics and Assignments

Week 1 (8/23)  Introduction

Week 2 (8/28, 8/30)  Did a sexual revolution occur, and if so, when?  
                      Bailey, “Sexual Revolution” in Farber, ed.  
                      Petigny

                      Read both articles and come to class on Tuesday prepared to discuss them, with an eye to completing Assignment #1 for Thursday.

                      Assignment #1 (due 8/30): Paraphrase fully the thesis of one of the articles (Bailey or Petigny) and write a complete summary of the other article. The paraphrase of the thesis will take 3-4 sentences (c. 150 words); the summary, which includes a paraphrase of the thesis, might take up to a full page (250-300 words).  (50 points)

Week 3 (9/4, 9/6)  Researching Sex: The Kinsey and Hite Reports


                      Print out these readings, underlining the key findings/conclusions/arguments and bring these printouts to class with you on Tuesday, 9/4.  (25 points)

                      For Thursday, read excerpts from the Hite investigations on female and male sexuality that were conducted in the 1970s. Print out both questionnaires (both are titled Questionnaire #4, but one is for men, the other for women) and bring these to class on Thursday, 9/6  (25 points)

Week 4 (9/11, 9/13)  Make Love, Not War: Civil Rights, New Left and Anti-War Movements in Berkeley, Kansas and elsewhere

                      Watch (in class) on Tuesday 9/11: Berkeley in the Sixties  
                      Bailey, Sex in the Heartland  

Week 5 (9/18, 9/20)  What’s revolutionary about this period compared to earlier ones?  
                      May, America and the Pill  

Week 6 (9/25, 9/27)  Yom Kippur -- No class 9/25

Week 7 (10/2, 10/4)  Women’s Movements in the Midwest
                      Enke, Finding the Movement  
                      Evans, “Sources of the Second Wave,” in Long Time Gone, 189-208
Week 8 (10/9, 10/11)  **Timeline due (50 points) on Tuesday**

T: Discussion of Enke, cont.

R: Discussion of Timelines/Preparation for Midterm Essay

Week 9 (10/16, 10/18)  **Midterm due (100 points) on Tuesday**

T: Smathers (Library East) visit, 10/16
R: Rampolla, *A Pocket Guide to Writing in History*

R: Counterculture vs. Popular Culture
Kutulas, Melton, “Everything Seemed Beautiful,” in *Long Time Gone*, 145-158

Week 10 (10/23, 10/25)  Doing primary-source research

T: Center for Oral History, visit 10/23
R: Rampolla, *A Pocket Guide to Writing in History*

R: Discussion of Midterm

Week 11 (10/30, 11/1)  Doing primary-source research, cont.
R: Rampolla, *A Pocket Guide to Writing in History*

Week 12 (11/6, 11/8)  **Prospectus due (25 points) on Tuesday**
Homecoming—no class Thursday

Week 13 (11/13, 11/15)  Writing Workshops
R: Rampolla, *A Pocket Guide to Writing in History*

Week 14 (11/24, 11/26)  **Thanksgiving—No class**

Week 15 (11/27, 11/29)  Writing Workshops
R: Rampolla, *A Pocket Guide to Writing in History*

Week 16 (12/4)  **Final assignment due (200 pts)**