MCS 349/AMS 395/LGQ 397/MCS 520

THE SEXUAL REVOLUTION: HOLLYWOOD IN THE 1960s
Winter 2012

Michael DeAngelis
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COURSE DESCRIPTION
The late 1960s are often described as a time of "Sexual Revolution" in America, with loosening standards and attitudes about sex and sexual practices. But was this period as "liberated" as it has appeared to be? Who was liberated by these new attitudes, and from what? How do attitudes about sexuality in the 1960s compare to our attitudes now? This course uses the study of American cultural history to examine perspectives of sexuality in the 1960s, and it focuses upon the films that Hollywood produced at this time to represent this "new" sexuality. In the process, the course examines shifting definitions of gender and sexuality with which American culture was contending during this revolutionary time.

COURSE GOALS AND OUTCOMES
- To become familiar with the legal, political, religious, and cultural contexts of sexuality in the late 1960s and early 1970s.
- To understand the connections between gender and sexuality during this same time period.
- To understand the ways in which the Hollywood film industry addressed these issues through popular cinema.
- To discern the political dimensions of Hollywood’s approach to the Sexual Revolution.
- To compare and contrast contemporary perspectives on gender and sexuality with those that were circulating during the late 1960s and early 1970s.

ABOUT THE INSTRUCTOR
Michael DeAngelis is an Associate Professor of Media & Cinema Studies in the College of Communication. He received his Ph.D. in Radio-Television-Film from the University of Texas at Austin. He is the author of Gay Fandom and Crossover Stardom: James Dean, Mel Gibson, and Keanu Reeves (Duke University Press, 2001), along with a number of articles and book chapters on American and international film history, authorship, stardom, melodrama, reception, distribution/exhibition, and sexuality studies. His most recent book project is an edited volume on film and television bromance.
TEXTS
Required


Required, and Available on Course D2L Site


Lewis, Jon. Hollywood vs. Hard Core: How the Struggle over Censorship Saved the


Sex and the College Student: A Developmental Perspective on Sexual Issues on the Campus. Committee on the College Student, Group for the Advancement of Psychiatry, 1965. 43-99.


SCREENINGS
During five of our weekly sessions, we will watch an entire feature film together in class. Additional required feature films will be available to you via streaming video on the class D2L website.

ASSIGNMENTS
• A five-minute Research Snapshot Presentation, in which you will be asked to share with the class a historical artifact (article, book, advertisement) that relates to one of the weekly topics.

• Two In-Class Writing Assignments (approximately 20-30 minutes each), in which you will be asked to synthesize the ideas and concepts in readings, screenings, and discussions.

• An Analytical Paper pertaining to an aspect of cinema of the Sexual Revolution that is especially interesting to you. I will ask you to prepare a brief project proposal by the fifth class session. The required length for undergraduate student papers in 6-8 pages, with at least three outside source citations.

The required length for graduate student papers is 12-15 pages, with at least seven outside source citations.

• A Take-Home Final Assignment (3 pages maximum) integrating some of the central ideas and concepts of the course.
NOTE TAKING
I strongly suggest that you take notes during lectures, discussions, and screenings. The study questions that I will distribute are designed to provide structure and organization to your experience of watching the films, and writing down your thoughts and observations as they occur to you is important.

CELLPHONES
With the exception of scheduled breaks, the use of cellphones not permitted in class, including screenings. Please turn off your cell phones prior to the start of class.

LAPTOPS
You may use your laptop computers to take notes on the lectures and screenings, but for these purposes only. No emailing or surfing, please.

PREPARATION & READING STRATEGIES
Please complete all readings by the dates listed in the syllabus, so that you will already have a context for understanding the course material before we discuss it in class. Take note of key ideas and concepts, and make a list of questions regarding aspects of the material that are unclear to you.

CALCULATION OF THE PARTICIPATION GRADE
In order to participate you must first come to class, but you must also do more than this. Your participation grade is calculated on the basis of both the frequency with which you contribute to class discussion, and the quality of your contributions. Types of contribution include making a point or observation, raising a question, responding to a question raised by the instructor, or responding to a question that another student raises. A contribution is considered as the articulation of a thoughtful question or response; a simple “yes,” “no,” “I agree,” “or “I disagree” does not in itself qualify as a contribution.

Participation grades are calculated as follows:

A Consistent contributions, averaging at least one contribution per class session.
B Frequent contributions averaging one contribution for every two class sessions.
C Occasional contributions, averaging one contribution for every three class sessions.
D Infrequent contributions, averaging one contribution for every four to five class sessions.
E No contributions.

Attendance and Class Participation
I expect students to attend all ten of the class sessions, to get to class on time, and to stay until class ends. Absences will result in the following actions:

2 absences final grade lowered by one grade level (e.g., A- ➔ B+)
3 absences final grade lowered by two grade levels (e.g., A- → B)

Students who miss more than three sessions will be ineligible to receive a passing grade in the course.

**Grading**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>20%</td>
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<tr>
<td>First In-Class Writing Assignment</td>
<td>15%</td>
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<tr>
<td>Second In-Class Writing Assignment</td>
<td>15%</td>
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<tr>
<td>Take-Home Final Writing Assignment</td>
<td>15%</td>
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<tr>
<td>Research Snapshot</td>
<td>10%</td>
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<tr>
<td>Analytical Paper</td>
<td>25%</td>
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The **In-Class Writing Assignments** will be evaluated on the basis of the following:

1. Understanding of the ideas in required reading assignments, class screenings, and class discussions.
2. Ability to synthesize and communicate these ideas clearly, using relevant examples.

The **Research Snapshot Presentation** will be evaluated on the basis of the following:

1. Ability to summarize and synthesize source material concisely for fellow students.
2. Ability to generate and manage meaningful and productive class discussion on issues raised in the readings/films discussed.

The **Analytical Paper** will be evaluated on the basis of the following:

1. **Content**: Detailed and insightful discussion of the chosen topic, using relevant examples and support from course readings, class discussion, experience, and outside research.
2. **Organization**: Clear thesis statement, logical development of main points, well-structured paragraphs, and strong conclusion.
3. **Stylistics**: Syntax, attentive proofreading, appropriate documentation of outside sources.

The **Take-Home Final Assignment** will be evaluated on the basis of the following:

1. Ability to synthesize course ideas and concepts analytically and innovatively.

**DePaul University Academic Integrity Policy**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources;
alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit http://studentaffairs.depaul.edu/homehandbook.html for further details.

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

**DePaul University Incomplete Policy**
Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.