

HTS 3019 -- THE FAMILY, SEXUALITY, AND SOCIAL CHANGE IN AMERICA

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Spring 2019
MWF, 11:15 a.m.-12:05 p.m.
Office "Half Hours": MWF,
10-10:30 a.m. & 12:15-1:00 p.m.

The nineteenth century in the United States was a period of crisis and transition in marriage, family life, and sex roles--a period strikingly similar to our own in many respects. Nineteenth-century Americans experienced a series of disruptive changes as the United States moved from a pre-industrial to an industrial economy, expanded dramatically in size and population, and developed new intellectual and social patterns. Such changes placed special strains on traditional forms of family and community life. Many individuals came to feel that the family as they had known it was threatened and must undergo major changes if it were to survive.

After briefly providing some broader perspectives on the history of the family and on family life in colonial America, this course will focus primarily on three different responses to the perceived mid-19th-century crisis in family life and sex roles in America. First we shall consider utopian alternatives to marriage, especially in the controversial Oneida "free love" community and similar groups. Next we shall explore mainstream ideals of family life and sexuality in Victorian American novels, medical literature, advice manuals, and other sources. Third we shall look at efforts by the women's rights movement and the purity crusades to empower women to become more active participants in the larger society. Finally, we shall turn to the more recent past to discuss some complex contemporary issues impacting family life and sex roles since World War II.

Evaluation in the course will be based on three mid-term exams (indicated below in the "outline") on class participation, on a book review or similar project, and on a final comprehensive exam. The exams will be based both on the readings and on the lecture/discussions. The required readings are found in:

Articles available through on-line Library reserve
Lawrence Foster, Women, Family, and Utopia: Communal Experiments of the Shakers, The Oneida Community, and the Mormons
Helen Lefkowitz Horowitz, Rereading Sex: Battles over Sexual Knowledge and Suppression in Nineteenth-Century America
Alice S. Rossi, ed., The Feminist Papers (Library reserve)
Stephanie Coontz, The Way We Never Were: American Families and the Nostalgia Trap

The class sessions will combine both lecture and discussion. Since the required readings provide only a taste of the extensive literature about these issues, each student will be expected to find a book on a topic related to the course that interests them and write a 6-to-10-page review of it. The book the student chooses to review *must* be approved *in advance*, in consultation with the professor. More detailed instructions about the book reviews will be provided in class.

Please Take Careful Note of the Following:

Students are expected to attend class regularly, come on time at the scheduled beginning of each class at 11:15 a.m., and be ready to participate in class discussions on the assigned readings. Exceptions will be made for students who have to come from classes across campus.

More than 6 unexcused absences (2 weeks of the course) may be grounds for reduction in the student's overall course grad by as much as one full level (10 points).

Throughout the course, all students are expected to follow the Georgia Tech Honor Code.

IMPORTANT ADDITIONAL NOTE: The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Area E Approved Learning Outcome:

Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

Explain how the course satisfies the Area E approved learning outcome:

To demonstrate that they have met the Area E learning outcome, students will be able to *describe* how family life, marriage, and sexual patterns have changed in America from colonial times to the present, *analyze* why changes took place, especially in nineteenth-century and post-World War II America, and *explain* the impact that perceived problems in family life, marriage, and gender roles have had on the development of American society

Course Learning Outcomes:

1. Students will *describe* how family, marriage, and sexual patterns have changed in America from colonial times to the present, in response to broader changes in American society, economics, and politics.
 2. Students will *explain* the social, economic, and intellectual factors that contributed to an increasing American concern that marriage, family life, and gender roles were in crisis during the mid-nineteenth century.
 3. Students will *compare* three different responses to this perceived sense of crisis in mid-nineteenth-century America--from communal groups such as the Oneida Community, from middle-class "Victorian" American advice literature, and from early woman's rights advocates.
 4. Students will *analyze* why and how a similar sense of crisis in marriage, family life, and gender roles has developed in America since the 1960s and 1970s.
 5. Students will *recognize* how different factors that have contributed to changes in family and gender roles at different times in American history.
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OUTLINE OF CLASS TOPICS, ASSIGNMENTS, AND EXAMS:

(For specific reading assignments, consult the class-by-class reading assignment sheet.)

I. *Introduction to the Study of the Family, Sexuality, and Social Change* January 7, 9, 11, 14, 16, 18

Readings: Interview with Philippe Aries
Stephanie Coontz, "Where are the Good Old Days?"
Edward Shorter, "Illegitimacy, Sexual Revolution, and Social Change
in Modern Europe"
Edmund S. Morgan, "The Puritans and Sex"
Barbara Welter, "The Cult of True Womanhood, 1820-1860"

NO CLASS: Monday, January 21--Martin Luther King Jr.'s birthday celebrated

II. *Communitarian Critiques of Victorianism: The Oneida Community and Others*

January 23, 25, 28, 30; February 1, 4, 6, 8, 11, 13

Readings: Lawrence Foster, "A New Heaven and a New Earth: The Millennial Impulse and the Creation of Alternative Family Systems"
Lawrence Foster, Women, Family, and Utopia: Communal Experiments of the Shakers, The Oneida Perfectionists, and the Mormons (selections)

EXAM #1 on Topics I and II--Friday, February 15

III. *The Victorian Mainstream: Ideal and Reality*

February 18, 20, 22, 25, 27; March 1, 4, 6, 8

Readings: John S. Haller and Robin M. Haller, The Physician and Sexuality in Victorian America, chapter 3
Helen Lefkowitz Horowitz, Rereading Sex (selections)
Carl N. Degler, "What Ought to be and What Was: Women's Sexuality in the Nineteenth Century"
Christine Stansell, "Women, Children, and the Use of the Streets"

EXAM #2 on Topic III--Monday, March 11

IV. *Militant Victorians and Victorian Outsiders: Woman's Rights and the Purity Crusades*

March 13, 15, 25, 27, 29; April 1

Readings: Helen Lefkowitz Horowitz, Rereading Sex (selections)
Alice S. Rossi, ed., The Feminist Papers (selections)

NO CLASS--Georgia Tech Spring Break--March 18-22

EXAM #3 on Topic IV--Wednesday, April 3

V. *Contemporary Issues about the American Family, Sex Roles, and Sexuality*

April 5, 8, 10, 12, 17, 19, 22

Reading: Stephanie Coontz, The Way We Never Were: American Families and the Nostalgia Trap (selections)

BOOK REVIEWS due--Wednesday, April 10

FINAL EXAM--Wednesday, May 1, 11:20 a.m.-2:10 p.m.

HTS 3019 -- American Family
Lawrence Foster -- Spring 2019
READING ASSIGNMENTS

January 7--begin Aries interview
January 9--begin Coontz, "Where are the Good Old Days?"
January 11--begin Shorter, "Illegitimacy, Sexual Revolution, and Social Change
in Modern Europe"
January 14--begin Morgan, "The Puritans and Sex"
January 16--begin Welter, "Cult of True Womanhood"
January 18--begin Foster, "A New Heaven and a New Earth: The Millennial Impulse and
the Creation of Alternative Family Systems"

NO CLASS: Monday, January 21--Martin Luther King Jr.'s birthday celebrated

January 23--begin Foster, Women, Family, and Utopia, chapter 5 (pp. 75-90)
January 25/28--begin "Bible Argument Defining the Relations of the Sexes in the
Kingdom of Heaven" in Foster, ed., Free Love in Utopia (pp. 295-335)
January 30--begin Women, Family, and Utopia, chapter 6 (pp. 91-102)
February 1--begin Women, Family, and Utopia, chapter 7 (pp. 103-120)
February 4--begin Women, Family, and Utopia, chapter 2 (pp. 17-42)
February 6-- begin Women, Family, and Utopia, chapter 8 (pp. 123-169)
February 8--begin Women, Family, and Utopia, chapters 10 and 11 (pp. 182-219)
February 11--begin Women, Family, and Utopia, chapter 12 (pp. 223-238)
February 13--review for EXAM #1

EXAM #1--Friday, February 15

**February 15-- review Welter, "Cult of True Womanhood"*
February 18/20--begin John and Robin Haller, The Physician and Sexuality in Victorian
America, chapter 3 (pp. 89-137)
February 22--begin Horowitz, Rereading Sex, chapters 1 and 2 (pp. 3-44)
February 25--begin Rereading Sex, chapter 3 (pp. 45-69)
February 27--begin Rereading Sex, chapter 4 (pp. 70-85)
March 1--begin Rereading Sex, chapter 5 (pp. 86-122)
March 4--begin Degler, "What Ought to be and What Was: Women's Sexuality
in the 19th Century"
March 6-- begin Stansell, "Women, Children, and the Use of the Streets"
March 8- Review for EXAM #2

EXAM #2--Monday, March 11

March 13--begin Rereading Sex, chapter 6 and 7 (pp. 125-158)
March 15--begin Rereading Sex, chapters 15 and 16 (pp. 342-385)

NO CLASS--March 18-22--Georgia Tech Spring Break

March 25--begin Rossi, ed., Feminist Papers, pp. 241-281

March 27--begin Feminist Papers, pp. 282-322

March 29--begin Feminist Papers, pp. 378-396, 407-421

April 1--review for EXAM #3

EXAM #3--Wednesday, April 3

April 5--begin Coontz, The Way We Never Were, Introduction & chapters 1 and 2
(pp. 1-41)

April 8--work on Book Reviews

BOOK REVIEWS due--April 10

April 10--begin The Way We Never Were, chapters 3-4 (pp. 42-92)

April 12-- begin The Way We Never Were, chapter 5 (pp. 93-121)

April 15--begin The Way We Never Were, chapters 6-7 (pp. 122-179)

April 17--begin The Way We Never Were, chapters 8-9 (pp. 180-231)

April 19--begin The Way We Never Were, chapters 10-11 and Epilogue (pp. 232-288)

April 22--review for FINAL EXAM

FINAL EXAM -- Wednesday, May 1, 11:20 a.m.-2:10 p.m.