

Perspectives in History: Gender and Sexuality in Modern Europe

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Course description

This course gives students an overview of the politics surrounding gender and sexuality in modern Europe. Our focus will be on the period from the mid-nineteenth century, through the twentieth century, and into the twenty-first century. We will cover a wide range of topics in the class, including but not limited to prostitution, homosexuality, inversion, venereal disease, contraception, abortion, sex education, the 'New Woman', perversions, AIDS, sexual revolutions, sexual conservatism, birth rates, sex ratios etc. In each instance we will focus on how we can understand each of these aspects of sexuality by thinking about the historical context of each given moment, and how distinctly gendered the history of sexuality always is. In our exploration of these themes we will read about and compare distinct national contexts, ranging from Great Britain, France, Germany, Denmark, Spain, Italy, Russia, Austria, Switzerland, to name a few and think about whether we can see transnational movements regarding gender and sexuality or whether a national context can override outside influences. Finally, we will compare more recent developments in Europe regarding gender and sexuality to our current era and the often contradictory nature of renewed sexual conservatism and the explosion of internet sex.

Learning Objectives:

In this Writing Intensive course, students will practice the following skills:

- Analyzing evidence with a critical mind: in class, students will analyze the primary source readings, building on each other's insights to ask relevant questions about how to evaluate different types of sources.
- Writing clear and concise summaries of evidence: in homework assignments, students will write summations and opinions about the evidence they are presented, and learn to craft persuasive arguments supported by facts and evidence.
- Learning how to find relevant evidence: over the course of the semester, students will take on the investigative work of finding their own original newspaper sources, with guidance from the course instructor.
- Writing a college-level paper: along with several other writing assignments, students will practice writing a formal college-level that is: 1. clearly-argued; 2. persuasive; 3. based on solid evidence; 4. significant in its findings and conclusions. Students will have guidance from the instructor on how to achieve these goals, with in-class exercises on how to craft a strong essay argument.

Course Requirements:

Students are required to attend lectures and take notes. They are also required to read the assigned texts before the start of the lecture for which they are assigned. Student participation in the discussion makes up 20% of the grade. Aside from course participation, there are multiple shorter written homework assignments, one midterm paper, and a final paper.

1. Participation in class discussion. Students are expected to read the assigned texts before the class (by the date indicated on the syllabus). Simple attendance in class is not factored into the participation grade – students are required to come to class ready with questions or observations about the readings and to take part in the discussion to earn a good participation grade. We will devote much of our class time to interpreting the primary source readings; this in-depth analysis will compose the participation grade. Students must print out the readings from Blackboard for each session and bring them to class, having read and made notes on them. I will be checking whether students have brought the readings to class and include that in the participation grade.

2. Discussion Notes. To aid students in preparing for the class discussion, students are required to bring a page of Discussion Notes on the readings for individual sessions – notes that they have taken on the readings for that session to answer the discussion prompt (as outlined on the syllabus below). Students can use the notes during the class discussion, and then hand them in at the end of class. I will only accept typed notes, not handwritten ones. **Discussion Notes may not be handed in at a later date.** There are nine discussion notes while only the best eight are factored into the final grade.

3. Short Assignments, 2-3 pages in length each. There are three homework assignments, due dates marked on the syllabus, each dedicated to analyzing a different type of historical source. Assignments **MUST** be handed in at the beginning of class. I will only accept late written assignments in case of emergency, but proof of emergency is required. If students know they will not be able to attend class for non-emergency reasons (for instance for religious holiday observance), they must submit the assignment in advance

4. Midterm Paper, 6-7 pages. Due October 24th.

5. Final Paper, 7-9 pages. Due December 19th.

Submitting Assignments, Papers and Essay:

- All short assignments and the midterm and final papers have to be submitted in two forms: a paper copy handed in at the beginning of class and an electronic copy submitted to Turnitin on Blackboard. The two copies must be identical.
- Pdfs of newspaper articles can't be submitted to Turnitin, so they only need to be attached to the paper copy handed in at class.
- Discussion Notes do not need to be submitted to Turnitin. They only need to be handed in as a paper copy at the end of the relevant class session.
- All students need to put the Rutgers Honor Code Pledge, with their signature, on the paper copies of the Assignments, Papers and Essays. (For the wording of the Pledge, see below.)

Grading:

In-class participation:	20%
Discussion Notes (8 in total, up to 2 points each)	16%
Homework Assignments (3 in total worth 8% each):	24%
Midterm Essay:	20%
Final Paper:	20%

Grading Rubric:

- A: Outstanding
- A-: Outstanding, with one or two areas of improvement
- B+: Very good
- B: Good
- B-: Good overall, with some significant weaknesses
- C+: Satisfactory, with some potential for improvement
- C: Satisfactory, but needs significant development
- C-: Barely satisfactory
- D: Poor: overwhelming flaws
- F: Failing: doesn't complete assignment

The grades are applied to your work in the class: at the college level, this means the final product of your work – what you hand in to me – not simply the amount of effort you put into the work. (In other words, students don't get an "A for effort" at the college level.) "Outstanding" is not defined as how the final

product compares to your own previous work, but how it compares to other students' work. All of this is a reflection of the real world: in the professional working world that you will soon be entering, you will succeed based on how effective you are compared to other people.

I am happy to talk to you about your assignments, strategies for writing papers, rough drafts, etc. at any time during the semester – but I will only do so in office hours or by appointment. I will not review paper drafts or answer in-depth questions via email, since email is not an effective tool for this kind of review. You can send me short informational questions via email, but for an evaluation of your work (including rough drafts) you must make the effort to come to my office hours in person. If you have a scheduling conflict with my regular office hours, email me to make an appointment at another time.

Class Rules:

Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, is detrimental and will be counted against the participation grade.

This means, in concrete terms:-- no talking in private conversations (even in whispers), -- no cell phone use or any other form of texting,-- no use of computers or laptops,-- no working on other course homework.

Arriving at class late or leaving early is extraordinarily disruptive to other students, and is only acceptable in an emergency situation. More than anything else, though, private conversations draw attention away from the common work and conversations we are trying to achieve.

Attendance policy:

Attendance is required. There will be no make-up opportunities for missed classes. Excused vs.

Unexcused absences: The Rutgers-Newark Undergraduate catalog

(http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: “The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.”

If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

Keep in mind that since we only meet once a week, missing one session is like missing an entire week of classes. After two unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. With 4 absences, the stakes change: Any student who misses four or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

Late papers and exams:

Homework Assignments: I will not accept late homework assignments or discussion notes, except in cases of proven emergency. The homework assignments and discussion notes are designed to help you keep up with the readings and to prompt participation in class discussion. This is why they cannot be handed in later than the class session for which they were assigned. But: You can always hand an assignment in early. If you know that you will be absent on a particular day, plan ahead and email the assignment to me early. (Remember to submit a second copy to Turnitin as well in the case of short assignments and other papers.)

Midterm and Final Papers: Unless you have express permission from me, discussed with me IN ADVANCE, and based on an acknowledged reason, late papers will have their grades lowered one full grade every day that they are late.

Disabilities:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

Policy on Academic Integrity (Cheating and Plagiarism):

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. The standard minimum penalties for students who cheat or plagiarize include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this assignment."

You may only use the texts assigned in this syllabus to complete the homework assignments, discussion notes, midterm essay, and argument papers. Resist the urge to cut and paste, either literally or figuratively by using other people's ideas. If I find that you have used other people's ideas (ex: Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade (0 points) for that assignment and will not be able to make it up.

Required Readings:

Apart from the required books listed below, the rest of the required readings will be posted to Blackboard and can be found under 'Course Documents'. You will need to print out the readings and bring them to class since we will be working intensively in class with the documents. If you do not bring them to class, you will not be able to participate adequately in the discussion. If you do not have the readings with you that will negatively affect your participation grade.

Required Books:

Dagmar Herzog: *Sexuality in Europe: A Twentieth-Century History*. Cambridge University Press. 2011. ISBN: 9780521691437

Heinz Heger: *The Men With the Pink Triangle*. Alyson Books, Revised Edition. 1994. ISBN: 9781555830069

Sofi Oksanen: *Purge*. Grove Press. 2010. ISBN: 9780802170774

Recommended book:

Michel Foucault: *The History of Sexuality Vol. 1. An Introduction*. Vintage. 1990. ISBN: 9780679724698

The books have been ordered at the University bookstore. They have also been placed on two hour reserve at the Dana library.

Schedule of Topics and Readings:

Mon. Sept. 12th: Introduction - Western Models of Sexuality

Readings:

BB: TBD – Something short on the general study of gender and sexuality

Mon. Sept. 19th: The Discovery of Sexuality

Readings:

BB: Michel Foucault: *History of Sexuality: Volume 1* (Excerpt) “Scientia Sexualis”

Discussion Notes 1

Mon. Sept. 26th: Perversions; Inversion; ‘Uranism’

Readings:

BB: Richard von Krafft-Ebing: *Psychopathia Sexualis* (Excerpts)

BB: Leopold von Sacher-Masoch: “The Origins of Masochism”

BB: Havelock Ellis: *Sexual Inversion* (Excerpt)

BB: John Addington Symonds: “The Medicalization of ‘Inverted’ Sexuality”

Discussion Notes 2

Mon. Oct. 3rd: Colonialism, Prostitution, and Venereal Disease

Readings:

BB: Patrick Geddes/J. Arthur Thompson: “Sexual Difference”

BB: Christabel Pankhurst: “The Need for Chastity in Males”

BB: Joseph Edmondson: “The Causes of the Great Sanitary Failure”

BB: “Mary Kingsley in West Africa”

(Background): Herzog: 6-18

Primary Source Close Reading Assignment

Mon. Oct. 10th: Separating Sex From Reproduction; Sexual Hygiene and early Sex Education

Readings:

BB: “Freud on Hysteria”

BB: “Jung on Love”

BB: Marie Stopes: *Married Love* (Excerpts)

BB: Grete Meisel-Hess: “The Sexual Crisis”

In class viewing and discussion: A variety of early sex education films

(Background): Herzog: p. 18-41

Discussion Notes 3

Mon. Oct. 17th Rethinking Sexual Orientation; World War I and its Aftermath

Readings:

BB: Sigmund Freud: “The Sexual Aberrations”

BB: “Guidelines of the German Association for the Protection of Mothers”

BB: Magnus Hirschfeld: “Sexual Catastrophes” and “The Development and Scope of Sexology”

BB: Helene Stöcker: “Marriage as a Psychological Problem”

BB: T.H. Van de Velde: “New Male Responsibilities”

(Background): Herzog: p. 45-61

Discussion Notes 4

Mon. Oct. 24th: Interwar Europe and the rise of Fascism

Readings:

BB: R.W. Darré: "Marriage Laws and the Principles of Breeding"

BB: Kurt Tucholsky: "Röhm"

BB: Wilhelm Reich: *The Sexual Revolution* (Excerpt) "Sexual Reaction in Russia"

BB: Dr. J. Leunbach: "Abortion and Sterilization in Denmark"

(Background): Herzog: p. 61-83

In Class Film Viewing: *The Blue Angel*

Midterm Paper due

Mon. Oct. 31st: World War II and the Holocaust

Readings:

Heinz Heger: The Men With the Pink Triangle

BB: Günter Grau (ed.): *The Hidden Holocaust* (Excerpts)

(Background): Herzog: p. 83-94

Discussion Notes 5

Mon. Nov. 7th: Return to Conservatism and Early Feminist Responses

Readings:

BB: Simone de Beauvoir: *The Second Sex* (excerpts) "The Married Woman" and "The Independent Woman"

Film Excerpt: *The Marriage of Maria Braun*

(Background): Herzog: p. 96-117

Discussion Notes 6

Mon. Nov. 14th: Rise of Reform and Gay Persecution

Readings:

BB: Alfred Kinsey: Kinsey's Seven Point Scale of Sexual Identity"

(Background): Herzog: p. 117-131

Home Viewing:

FILM: 'Different From You and Me' (*Anders als du und ich*) (1957)

Film Analysis Assignment

Mon. Nov 21st: The Rise of a new 'Sexual Revolution'

Readings:

BB: Wilhelm Reich: *The Sexual Revolution* (Excerpt) "Compulsory Marriage and the Enduring Sexual Relationship"

BB: Herbert Marcuse: "Eros and Human Emancipation"

BB: Reimut Reiche: *Sexuality and Class Struggle* (Excerpt)

BB: Ejlersen: "I Accuse!"

(Background): Herzog: p. 133-160.

Discussion Notes 7

Mon. Nov. 28th: The Backlash against the Sex Wave and the AIDS epidemic

Readings:

BB: "The Gay Liberation Front's Manifesto"

BB: Simon Watney: *Policing Desire* (Excerpts) "Moral Panics" and "AIDS and the Press"

In class viewing and discussion: Examples of the use of visual media to educate and provoke.

(Background): Herzog: p. 161-183

Discussion Notes 8

Mon. Dec. 5th: Fall of Communism: War Rapes and the Rise of Human Trafficking

Reading:

Sofi Oksanen: *Purge*

(Background): Herzog: p. 183-195.

Novel Analysis Assignment

Take-Home Final Topics Distributed

Thurs. Dec. 12th: Postfascist Lessons; Romantic Liberality versus New Conservatism

Readings:

BB: Scott: *Politics of the Veil* (Excerpt)

BB: Bernstein: "Temporarily Yours"

BB: Kulick: "Four Hundred Thousand Swedish Perverts"

(Background): Herzog: p. 195-215.

Discussion Notes 9

Take-Home Final: DUE December 19th by 9.30pm.