

# Course Syllabus



**GEORGE L.  
MOSSE**

PROGRAM IN HISTORY

**CELEBRATING 20 YEARS**

**European Gender, Sexuality, and the Borders of Tolerance,  
1914-2020**

**Overview:** This nine-week online class explores the history of European sexuality from the First World War through today. Guided by nine lectures from Professor George L. Mosse, the course examines the origins of contemporary masculinity and the idealized “New Woman” and “New Man” of the twentieth century. Together we will discuss how stereotypes of femininity and masculinity originated and how such concepts continue to influence public discourse.

**Instructors:** Ten experts from around the world will introduce Mosse’s lectures, including historians working in the Netherlands, France, the United Kingdom, Israel, and the United States. Each week they put Mosse’s work in context and explore contemporary scholarly discussions of the history of sexuality. Our class brings together undergraduate students from UW-Madison and the Hebrew University as well as Lifelong Learners from the Division of Continuing Studies. Skye Doney (Director of the George L. Mosse Program) and James C. Ungureanu (Mosse Program Historian in Residence) will moderate the forums. Professor Moshe Sluhovsky will grade students at the Hebrew University of Jerusalem.

**Skye Doney**

Director

George L. Mosse

Program in History

**James C. Ungureanu**

Historian in Residence

George L. Mosse

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**Content:** All annotated lectures and discussion forums can be found here on our Canvas site. Each week I will post a ~ 10 minute introductory video lecture that summarizes the upcoming weekly lecture and topic. After watching the introduction, you will then listen to the lecture, and complete the assigned readings. The centerpiece of each week will be our extended discussion in the Canvas forums. Together we will grapple with the questions that guide our course. Watch these forums closely and be sure to respond to my questions or those of your peers throughout the week.

**Office hours:** this semester are on Wednesday mornings, from 8:00AM-10:00AM CST. You can **join us via BBCollaborate Ultra** [\\_\(https://us.bbcollab.com/guest/7d07587253154fe18ef34224b3bb31d5\)](https://us.bbcollab.com/guest/7d07587253154fe18ef34224b3bb31d5) (see link on left column of the page). You can join either by clicking on the link or by calling +1-571-392-7650 and entering the pin: 646 389 4731. We will host nine sessions, every Wednesday, from 9 September through 4 November.

**Announcements:** All course announcements will be posted in Canvas and will not be sent to the class email list. Please check your settings. Canvas should send you an automatic email when we post something new.

**Accommodations:** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform us of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. We will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Plagiarism:** Plagiarism is a serious academic offense, and we will have a zero-tolerance policy. Any instance of misrepresenting another person's words, or substantial portions of their ideas as your own without citation will result in a grade of 0 for that assignment and possible further academic discipline. For further information consult the Office of Student Conduct and Community Standards [page on academic misconduct](https://conduct.students.wisc.edu/academic-misconduct/) [\\_\(https://conduct.students.wisc.edu/academic-misconduct/\)](https://conduct.students.wisc.edu/academic-misconduct/).

**University Statement on Diversity** [\\_\(https://diversity.wisc.edu/\)](https://diversity.wisc.edu/): "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its

public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”

**Quarantine or Isolation Due to COVID-19:** Students should continually monitor themselves for COVID-19 [symptoms](https://healthscreen.wisc.edu/) [\(https://healthscreen.wisc.edu/\)](https://healthscreen.wisc.edu/) and [get tested for the virus](https://www.uhs.wisc.edu/medical/testing/) [\(https://www.uhs.wisc.edu/medical/testing/\)](https://www.uhs.wisc.edu/medical/testing/) if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to us as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructors concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

### Assignments:

This is a two-credit course. Students are expected to spend a minimum of twelve hours each week on watching the introductory video, listening to the weekly lecture, completing weekly reading assignments, and writing their discussion posts.

Each week students will complete the following assignments:

- 1- Watch the weekly lecture introduction.
- 2- Listen to/review the assigned lecture.
- 3- Complete the weekly assigned readings.
- 4- Participate in the online discussion forums.

**Readings:** The textbook for the course includes George L. Mosse's [Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe](https://www.amazon.com/dp/029932964X/ref=cm_sw_em_r_mt_dp_cvbjFbVZYG1XH%20) [\(https://www.amazon.com/dp/029932964X/ref=cm\\_sw\\_em\\_r\\_mt\\_dp\\_cvbjFbVZYG1XH%20\)](https://www.amazon.com/dp/029932964X/ref=cm_sw_em_r_mt_dp_cvbjFbVZYG1XH%20), which first appeared in 1984. A new edition was just published in the first volume of the Collected Works of George L. Mosse, with an introduction from UW–Madison historian Mary Louise Roberts. Students need to purchase a copy of Mosse's [Nationalism and Sexuality](https://www.amazon.com/dp/029932964X/ref=sr_1_4?crid=394EJ75SH7WVO&dchild=1&keywords=mosse+nationalism+sexuality&qid=1596129564&srefix=mosse+sexuality%2Caps%2C178&sr=8-4) [\(https://www.amazon.com/dp/029932964X/ref=sr\\_1\\_4?crid=394EJ75SH7WVO&dchild=1&keywords=mosse+nationalism+sexuality&qid=1596129564&srefix=mosse+sexuality%2Caps%2C178&sr=8-4\)](https://www.amazon.com/dp/029932964X/ref=sr_1_4?crid=394EJ75SH7WVO&dchild=1&keywords=mosse+nationalism+sexuality&qid=1596129564&srefix=mosse+sexuality%2Caps%2C178&sr=8-4). **Be sure to order a copy of [Nationalism and Sexuality](https://www.amazon.com/dp/029932964X/ref=cm_sw_em_r_mt_dp_41rrFbYWDAM9Y%20) [\(https://www.amazon.com/dp/029932964X/ref=cm\\_sw\\_em\\_r\\_mt\\_dp\\_41rrFbYWDAM9Y%20\)](https://www.amazon.com/dp/029932964X/ref=cm_sw_em_r_mt_dp_41rrFbYWDAM9Y%20) You need it before week 3!** We will also read selections from primary sources on the history of gender and sexuality. These additional course readings are available below as PDFs or as links here in the course syllabus.

**Online Discussion Forums:** Students **taking the course for undergraduate credit** will be evaluated based on the quality of their ten responses to the discussion prompts, and on their weekly follow-up posts in the forums. All **discussion forum posts** should be carefully crafted responses that are at least 300 words in length and posted by each Friday. For each week we have offered multiple questions for you to engage. It is **not necessary to answer each of these questions**, rather write to

the question that most interests you. Your response must bring together all aspects of the weekly work: introduction, lecture, and readings.

Each week you will also post a 150 word response to one of your colleagues' posts by Monday. This second post should directly address insights or comments made by your classmates.

For both your initial post and follow-up comment, both write in the Canvas forum and attach your comments as a .docx. We will be active in the forums commenting on contributions. Your follow-up post can be a 150-word response to one of our comments.

**Writing Guidelines:** Review general advice on the page, "[Writing, or How to Write a History Paper \(https://canvas.wisc.edu/courses/172352/pages/writing-or-how-to-write-a-history-paper\)](https://canvas.wisc.edu/courses/172352/pages/writing-or-how-to-write-a-history-paper)." Your weekly posts must make a claim or thesis, and then supported with evidence drawn from course reading. When citing course readings use parenthetical citations, (Crisis, p. 93), (Toward, p. xxvii), (Newsweek, p. 11), etc. Please consult my handout in Assignments, "How to Write a History Essay." On thesis statements and university writing style, also consult the advice offered by the graduate students in [the History Department Lab \(https://history.wisc.edu/undergraduate-program/the-history-lab/history-lab-writing-guides/\)](https://history.wisc.edu/undergraduate-program/the-history-lab/history-lab-writing-guides/). If you have any questions about thesis statements, my comments, or your grade, please set up a virtual meeting with us.

### [Week 1 Discussion Post](https://canvas.wisc.edu/courses/172352/assignments/900679)

[100 pts. \(https://canvas.wisc.edu/courses/172352/assignments/900679\)](https://canvas.wisc.edu/courses/172352/assignments/900679)

Due: Friday,

September 4  
(11:59PM)

### [Week 1 Follow-up Post](https://canvas.wisc.edu/courses/172352/assignments/901640)

[50 pts. \(https://canvas.wisc.edu/courses/172352/assignments/901640\)](https://canvas.wisc.edu/courses/172352/assignments/901640)

Due: Monday,

September 7  
(11:59PM)

### [Week 2 Discussion Post](https://canvas.wisc.edu/courses/172352/assignments/900682)

[100 pts. \(https://canvas.wisc.edu/courses/172352/assignments/900682\)](https://canvas.wisc.edu/courses/172352/assignments/900682)

Due: Friday,

September 11  
(11:59PM)

### [Week 2 Follow-up Post](https://canvas.wisc.edu/courses/172352/assignments/901643)

[50 pts. \(https://canvas.wisc.edu/courses/172352/assignments/901643\)](https://canvas.wisc.edu/courses/172352/assignments/901643)

Due: Monday,

September 14  
(11:59PM)

### [Week 3 Discussion Post](https://canvas.wisc.edu/courses/172352/assignments/900689)

[100 pts. \(https://canvas.wisc.edu/courses/172352/assignments/900689\)](https://canvas.wisc.edu/courses/172352/assignments/900689)

Due: Friday,

September 18  
(11:59PM)

### [Week 3 Follow-up Post](https://canvas.wisc.edu/courses/172352/assignments/901646)

[50 pts. \(https://canvas.wisc.edu/courses/172352/assignments/901646\)](https://canvas.wisc.edu/courses/172352/assignments/901646)

Due: Monday,

September 21  
(11:59PM)

<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/900850">Week 4 Discussion Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/900850"> (https://canvas.wisc.edu/courses/172352/assignments/900850)</a></u></b>	100 pts.	Due: Friday, September 25 (11:59PM)
<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901654">Week 4 Follow-up Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901654"> (https://canvas.wisc.edu/courses/172352/assignments/901654)</a></u></b>	50 pts.	Due: Monday, September 28 (11:59PM)
<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/900941">Week 5 Discussion Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/900941"> (https://canvas.wisc.edu/courses/172352/assignments/900941)</a></u></b>	100 pts.	Due: Friday, October 2 (11:59PM)
<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901656">Week 5 Follow-up Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901656"> (https://canvas.wisc.edu/courses/172352/assignments/901656)</a></u></b>	50 pts.	Due: Monday, October 5 (11:59PM)
<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/900967">Week 6 Discussion Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/900967"> (https://canvas.wisc.edu/courses/172352/assignments/900967)</a></u></b>	100 pts.	Due: Friday, October 9 (11:59PM)
<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901658">Week 6 Follow-up Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901658"> (https://canvas.wisc.edu/courses/172352/assignments/901658)</a></u></b>	50 pts.	Due: Monday, October 12 (11:59PM)
<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/900981">Week 7 Discussion Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/900981"> (https://canvas.wisc.edu/courses/172352/assignments/900981)</a></u></b>	100 pts.	Due: Friday, October 16 (11:59PM)
<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901659">Week 7 Follow-Up Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901659"> (https://canvas.wisc.edu/courses/172352/assignments/901659)</a></u></b>	50 pts.	Due: Monday, October 19 (11:59PM)
<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901540">Week 8 Discussion Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901540"> (https://canvas.wisc.edu/courses/172352/assignments/901540)</a></u></b>	100 pts.	Due: Friday, October 23 (11:59PM)
<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901660">Week 8 Follow-Up Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901660"> (https://canvas.wisc.edu/courses/172352/assignments/901660)</a></u></b>	50 pts.	Due: Monday, October 26 (11:59PM)
<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901584">Week 9 Discussion Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901584"> (https://canvas.wisc.edu/courses/172352/assignments/901584)</a></u></b>	100 pts.	Due: Friday, October 30
<b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901588">Final Discussion Post</a></u></b> <b><u><a href="https://canvas.wisc.edu/courses/172352/assignments/901588"> (https://canvas.wisc.edu/courses/172352/assignments/901588)</a></u></b>	200 pts.	Due: Friday, October 30
<b>TOTAL:</b>	<b>1,500</b>	<b>pts.</b>

## Late work will be deducted 10 pts. per day.

Grading follows the UW-Madison grade scale:

A	93-100%	1395-1500 pts.	Excellent
AB	88-92%	1320-1395 pts.	Intermediate grade
B	83-87%	1245-1320 pts.	Good
BC	78-82%	1170-1245 pts.	Intermediate grade
C	70-77%	1050-1170 pts.	Fair
D	60-69%	900-1170 pts.	Poor
F	59↓ %	899↓ pts.	Fail

## Learning Outcomes:

1. Identify important historical shifts in the history of sexuality and gender.
2. Demonstrate knowledge of how stereotypes are perpetuated via weekly discussion posts.
3. Prepare and present original arguments about the history of sexuality in modern Europe.
4. Differentiate primary and secondary historical sources.
5. Critically assess the relationship of the past to the present.

## Week 1: Sexual Values, Political Ideologies, Manliness

**\*\*Remember to order a copy of [Nationalism and Sexuality](#).**

**([https://www.amazon.com/dp/029932964X/ref=cm\\_sw\\_em\\_r\\_mt\\_dp\\_41rrFbYWDAM9Y%20](https://www.amazon.com/dp/029932964X/ref=cm_sw_em_r_mt_dp_41rrFbYWDAM9Y%20)), our course textbook. You need it before week 3!\*\***

### Watch:

- 1) The Life and Work of George L. Mosse module.
- 2) Introduction by Professor Mary Louise Roberts

**Listen:** 1988.09.27 - Sexual Values, Political Ideologies, Manliness with Steve Paulson

### Read:

1) George L. Mosse, *Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe* (Madison: University of Wisconsin Press, 2020).

- o Mary Louise Roberts, "[Critical Introduction](#)

(<https://canvas.wisc.edu/courses/172352/files/14207395/download?wrap=1>). 

(<https://canvas.wisc.edu/courses/172352/files/14207395/download?wrap=1>)” in *Nationalism & Sexuality*

- o [Preface \(https://canvas.wisc.edu/courses/172352/files/14207388/download?wrap=1\)](https://canvas.wisc.edu/courses/172352/files/14207388/download?wrap=1) 
- o [1: Introduction: Nationalism and Respectability \(https://canvas.wisc.edu/courses/172352/files/14207504/download?wrap=1\)](https://canvas.wisc.edu/courses/172352/files/14207388/download?wrap=1) 

2) Mary Louise Roberts, “[Beyond Crisis in Understanding Gender Transformation, \(https://canvas.wisc.edu/courses/172352/files/13884507/download?wrap=1\)](https://canvas.wisc.edu/courses/172352/files/13884507/download?wrap=1)” *Gender & History* 28(2) (2016): 358-66.

3) Samuel-Auguste André David Tissot, [A Treatise on the Diseases Produced by Onanism \(https://canvas.wisc.edu/courses/172352/files/13884511/download?wrap=1\)](https://canvas.wisc.edu/courses/172352/files/13884511/download?wrap=1) (New York: Collins & Hannay, 1832)

- o Preface, pp. iii-iv.
- o Introduction, pp. v-vi.
- o Article I, pp. 9-31.
- o Appendix, pp. 103-113.

**Week 1 Discussion** ([https://canvas.wisc.edu/courses/172352/discussion\\_topics/457462](https://canvas.wisc.edu/courses/172352/discussion_topics/457462)): This week we encounter several key terms for the course: gender, sexuality, crisis, degeneration. One of the key themes of our course is the intersection of public health, sexuality, and nationalism. Consider the readings this week, what are the stakes for Tissot in his text? How does Roberts situate Mosse’s intervention?

## **Week 2: The Creation of Modern Masculinity**

**\*\*Remember to order a copy of [Nationalism and Sexuality \(https://www.amazon.com/dp/029932964X/ref=cm\\_sw\\_em\\_r\\_mt\\_dp\\_41rrFbYWDAM9Y%20\)](https://www.amazon.com/dp/029932964X/ref=cm_sw_em_r_mt_dp_41rrFbYWDAM9Y%20), our course textbook. You need it before week 3!\*\***

**Watch:** Introduction by Professor Elissa Mailänder

**Listen:** 1989: The Creation of Modern Masculinity

**Watch:** Discussion by Professor Robert Nye

**Read:**

1) George L. Mosse, *Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe* (Madison: University of Wisconsin Press, 2020).

- [Chapter 2: Manliness and Homosexuality](#)

(<https://canvas.wisc.edu/courses/172352/files/14207544/download?wrap=1>) 

(<https://canvas.wisc.edu/courses/172352/files/14207544/download?wrap=1>)

2) Max Nordau, *Degeneration* (<https://canvas.wisc.edu/courses/172352/files/13884778/download?wrap=1>)  (<https://canvas.wisc.edu/courses/172352/files/13884778/download?wrap=1>) (Lincoln: University of Nebraska Press, 1993).

- Introduction by George L. Mosse, pp. xiii-xxxvi.
- “The Dusk of Nations,” pp. 1-7.

**Week 2 Discussion** ([https://canvas.wisc.edu/courses/172352/discussion\\_topics/457463](https://canvas.wisc.edu/courses/172352/discussion_topics/457463)): What does Mosse mean by “respectability”? Why did Max Nordau worry about the “degeneration” of European populations in 1892? Are respectability and degeneration still guiding cultural forces today? According to Mosse, what was the tension between maleness, male camaraderie, and homosexuality?

### **Week 3: The New Man and New Woman in Revolutionary Movements**

**Watch:** Introduction by Professor Stefanos Geroulanos

**Listen:** 1989: The New Man in the Inter-War Years

**Read:**

1) George L. Mosse, *Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe* (Madison: University of Wisconsin Press, 2020).

- Chapter 3: The Rediscovery of the Body


2) Richard von Krafft-Ebing, “[Selections from Psychopathia Sexualis with Special Reference to Contrary Sexual Instinct: A Medico-Legal Study](#),

(<https://canvas.wisc.edu/courses/172352/files/13884781/download?wrap=1>) 

(<https://canvas.wisc.edu/courses/172352/files/13884781/download?wrap=1>)” from *The Transgender Studies Reader*, Susan Stryker, Stephen Whittle (eds.) (London: Taylor & Francis Group, 2006), pp. 21-27.

3) Richard von Krafft-Ebing, *Psychopathia Sexualis with especial reference to Contrary Sexual Instinct: A Medico-Legal Study* (<https://canvas.wisc.edu/courses/172352/files/13884794/download?>



[wrap=1](https://canvas.wisc.edu/courses/172352/files/13884794/download?wrap=1)).  (<https://canvas.wisc.edu/courses/172352/files/13884794/download?wrap=1>), trans. Charles Gilbert Chaddock (Philadelphia, F.A. Davis Co., 1892):

- Preface, pp. iii-v.
- I. Fragment of a Psychology of the Sexual Life, pp. 1-22.

**Week 3 Discussion** ([https://canvas.wisc.edu/courses/172352/discussion\\_topics/457464](https://canvas.wisc.edu/courses/172352/discussion_topics/457464)): What is the "rediscovery of the body"? How does Richard von Krafft-Ebing write about human sexuality? What language does he deploy and what does that tell us about underlying assumptions German physicians had about the human body and sexuality?

## **Week 4: Modern Revolutionary Movements- New Women and New Men**


**Watch:** Introduction by Professor Scott Spector

**Listen:** 1989: The New Man in Modern Revolutionary Movements: New Men, New Women, Bourgeoisie

**Read:**

1) George L. Mosse, *Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe* (Madison: University of Wisconsin Press, 2020).

- Chapter 5: What Kind of Woman?

2) Johann Joachim Winckelmann, *The History of Ancient Art Among the Greeks*, trans. G. Henry Lodge (<https://canvas.wisc.edu/courses/172352/files/13884839/download?wrap=1>).  (<https://canvas.wisc.edu/courses/172352/files/13884839/download?wrap=1>) (London: George Woodfall and Son, 1850).

- Be sure to also look through the sketches of sculptures at the beginning of the PDF.
- Chapter II: The Conformation and Beauty of the Female Deities and Heroines, pp. 121-125.
- Chapter V: Beauty of Individual Parts of the Body, pp. 197-200.
- Chapter VI: Beauty and the Extremities, Breast, and Abdomen. Drawing of the Figures of Animals by Greek Masters, pp. 234-241.

**Week 4 Discussion** ([https://canvas.wisc.edu/courses/172352/discussion\\_topics/457465](https://canvas.wisc.edu/courses/172352/discussion_topics/457465)): For Mosse, J.J. Winckelmann's eighteenth-century conceptualizations of beauty for women and men endured into the twentieth century. How does Winckelmann's description of ancient Greek sculptures resonate with notions of the "New Man" and "New Woman" of the twentieth century? According to Mosse, how did the "New Woman" serve as a countertype to the "New Man"? Do you see continuity between Winckelmann's description of beauty and our own contemporary imagery?

## Week 5: The Construction of Masculinity

**Watch:** Introduction by Professor Moshe Sluhovsky

**Listen:** 1992: The Construction of Masculinity

**Read:**

1) George L. Mosse, *Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe* (Madison: University of Wisconsin Press, 2020).

- Chapter 4: Friendship and Nationalism

2) Edward Marsh, [\*Rupert Brooke: A Memoir\*](#)

(<https://canvas.wisc.edu/courses/172352/files/13884840/download?wrap=1>) 

(<https://canvas.wisc.edu/courses/172352/files/13884840/download?wrap=1>) (New York: John Lane Company, 1918).

- Introduction
- Note
- Memoir, pp. 11-25, 144-162, 174-186.

**Week 5 Discussion** ([https://canvas.wisc.edu/courses/172352/discussion\\_topics/457466](https://canvas.wisc.edu/courses/172352/discussion_topics/457466)): How is masculinity historically constructed? How did WWI shape the image of masculinity?

## Week 6: Stereotypes of Manhood

**Watch:** Introduction by Professor Anna Hájková

**Listen:** 1998: Stereotypes of Manhood

**Read:**

1) George L. Mosse, *Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe* (Madison: University of Wisconsin Press, 2020).

- Chapter 6: War, Youth, and Beauty

2) Otto Weininger, [\*Sex and Character\*](#) (<http://www.gutenberg.org/files/61729/61729-h/61729-h.htm#Page51>) (London: William Heinemann, 1906).

- Publisher's Note, pp. v-vii.
- Author's Preface, pp. ix-xiii.
- Sexual Complexity
  - Part I, Chapter I: Males and Females, pp. 1-10.
  - Part II, Chapter I: Man and Woman

- Part II, Chapter II: Male and Female Sexuality, pp. 78-93.

**Week 6 Discussion** ([https://canvas.wisc.edu/courses/172352/discussion\\_topics/457467](https://canvas.wisc.edu/courses/172352/discussion_topics/457467)): According to Mosse, how did the ideal body translate into other ideals for men and women? What is Otto Weininger's thesis? How does he link "sex and character"?

## **Week 7: Unmanliness**

**Watch:** Introduction by Professor Javier Samper Vendrell

**Listen:** 1998: Unmanliness

**Read:**

1) George L. Mosse, *Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe* (Madison: University of Wisconsin Press, 2020).

- Chapter 7: Race and Sexuality - The Role of the Outsider

2) Magnus Hirschfeld, "[The Transvestites: The Erotic Drive to Cross-Dress](https://canvas.wisc.edu/courses/172352/files/13884844/download?wrap=1)

(<https://canvas.wisc.edu/courses/172352/files/13884844/download?wrap=1>),” from *The Transgender*

*Studies Reader*, Susan Stryker, Stephen Whittle (eds.) (London: Taylor & Francis Group, 2006), pp. 28-39.

3) Anson Rabinbach, Sander Gilman, [The Third Reich Sourcebook](https://canvas.wisc.edu/courses/172352/files/13916780/download?wrap=1)

(<https://canvas.wisc.edu/courses/172352/files/13916780/download?wrap=1>),

(Berkeley: University of California Press, 2013), PDF pp. 577-587.

- Anonymous, “How Magnus Hirschfeld’s Institute for Sexual Science Was Demolished and Destroyed”
- Anonymous, “Illusions”

**Week 7 Discussion** ([https://canvas.wisc.edu/courses/172352/discussion\\_topics/457468](https://canvas.wisc.edu/courses/172352/discussion_topics/457468)): In his interview with Emily Auerbach and Norman Gilliland, Mosse states that “when times are uncertain, strangers are suspect.” What does he mean? How did European societies delineate “insiders” and “outsiders” in the twentieth century? Who belonged? Who was excluded? What were the consequences of such boundaries?

## **Week 8: Masculinity and Politics**

**Watch:** Introduction by Professor Harry Oosterhuis

**Listen:** 1998: Masculinity and Politics

**Read:**

1) George L. Mosse, *Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe* (Madison: University of Wisconsin Press, 2020).

- Chapter 8: Fascism and Sexuality

2) Anson Rabinbach, Sander Gilman, [\*The Third Reich Sourcebook\*](#)

(<https://canvas.wisc.edu/courses/172352/files/13917263/download?wrap=1>) 

(<https://canvas.wisc.edu/courses/172352/files/13917263/download?wrap=1>) (Berkeley: University of California Press, 2013), PDF pp. 554-557, 580-583, 589-596.

- 14: Healthy and Unhealthy Sexuality
  - Magnus Hirschfeld, *Men's Leagues: A Psychosexual Analysis of the Roehm Catastrophe* (1934)
  - Heinrich Himmler, *On Homosexuality and Abortion* (1936, 1937)
  - SS-Untersturmführer Professor Eckhardt, *Sexually Indecent Abominations against Nature Are Punishable by Death* (1935)

**Week 8 Discussion** ([https://canvas.wisc.edu/courses/172352/discussion\\_topics/457469](https://canvas.wisc.edu/courses/172352/discussion_topics/457469)): Earlier in our course Mosse claimed that “nationalism presented itself, or the nation presented itself, as something eternal, as something unchanging.” What does he mean? How did fascism grow out of WWI? And how are both related to masculinity, according to Mosse?

## **Week 9: Toward a New Masculinity?**

**Watch:** Introduction by Atina Grossmann

**Listen:** 1998: Towards a New Masculinity?

**Read:**

1) George L. Mosse, *Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe* (Madison: University of Wisconsin Press, 2020).

- 9: Conclusion: Everyone's Morality

2) Atina Grossmann, “[\*\*More Rational Sex: The German Case\*\*](#)

(<https://canvas.wisc.edu/courses/172352/files/13884851/download?wrap=1>) 

(<https://canvas.wisc.edu/courses/172352/files/13884851/download?wrap=1>),” in Robert Nye, ed. *Sexuality: An Oxford Reader* (New York: Oxford University Press, 1999), pp. 324-328.

3) Dagmar Herzog, [Sex After Fascism](#)

(<https://canvas.wisc.edu/courses/172352/files/13884852/download?wrap=1>) 

(<https://canvas.wisc.edu/courses/172352/files/13884852/download?wrap=1>) (Princeton: Princeton University Press, 2007), 259-265.

**Week 9 Discussion** ([https://canvas.wisc.edu/courses/172352/discussion\\_topics/457470](https://canvas.wisc.edu/courses/172352/discussion_topics/457470)): What does Mosse mean by "everyone's morality"? Are we moving toward a new, new woman? A new, new man? Are these categories still relevant? Why or why not?

**Final Course Discussion** ([https://canvas.wisc.edu/courses/172352/discussion\\_topics/694649](https://canvas.wisc.edu/courses/172352/discussion_topics/694649)): An underlying question throughout this course has been the question of social anthropology—that is, what are acceptable behaviors and identities in European societies over the last century: What is a woman? What is a man? What are their differences? What are their similarities? What are their obligations to the state? A related underlying question, larger in scope, is the relation of the human to society. Mosse himself wondered about the tension between the acceptance and tolerance of certain “outsiders” and social stability or cohesion. He did not venture a definitive answer. But thinking back over the course content, what are three key lessons for today we can take away from the history of sexuality in Modern Europe?

## Outside Additional Reading Bibliography:

### Primary Novels:

Natalie Clifford Barney, [Women Lovers](#)

([https://www.amazon.com/dp/0299306909/ref=cm\\_sw\\_em\\_r\\_mt\\_dp\\_ggUiFbSEXY83Z](https://www.amazon.com/dp/0299306909/ref=cm_sw_em_r_mt_dp_ggUiFbSEXY83Z)), or, *the Third Woman*

Rupert Brooke, [Letters from America](#) (<http://www.gutenberg.org/files/6445/6445-h/6445-h.htm>)

Walter Flex, [Wanderer Between Two Worlds](#) (<https://www.amazon.com/Wanderer-between-Two-Worlds-Experience-ebook/dp/B00M3FI50W>): *An Experience of War*

Hermann Hesse, [Demian: The Story of Emil Sinclair's Youth](#)

([https://www.amazon.com/dp/0143106783/ref=cm\\_sw\\_em\\_r\\_mt\\_dp\\_niUiFbYHBS71D](https://www.amazon.com/dp/0143106783/ref=cm_sw_em_r_mt_dp_niUiFbYHBS71D))

Robert Musil, [The Confusions of Young Törless](#) (<https://www.amazon.com/Confusions-T%C3%B6rless-Penguin-Twentieth-Century-Classics/dp/0142180009>)

Marcel Proust, [Swann's Way](#) ([http://www.gutenberg.org/files/7178/7178-h/7178-h.htm#link2H\\_4\\_0003](http://www.gutenberg.org/files/7178/7178-h/7178-h.htm#link2H_4_0003)): *Remembrance of Things Past, Volume One*

Sir Walter Scott, [Ivanhoe](#) (<http://www.gutenberg.org/files/82/82-h/82-h.htm>)

Oscar Wilde, [The Picture of Dorian Gray](#) (<http://www.gutenberg.org/files/174/174-h/174-h.htm>)

### Secondary Works:

## Week 1:

- Mary Louise Roberts, [\*D-Day through French Eyes: Memoirs of Normandy 1944\*](https://press.uchicago.edu/ucp/books/book/chicago/D/bo17964328.html) (<https://press.uchicago.edu/ucp/books/book/chicago/D/bo17964328.html>). (Chicago: University of Chicago Press, 2014)
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- Michel Foucault, [\*The History of Sexuality\*](https://www.amazon.com/History-Sexuality-Vol-Introduction/dp/0679724699) (<https://www.amazon.com/History-Sexuality-Vol-Introduction/dp/0679724699>). (New York: Vintage, 1990)
- Judith Butler, [\*Gender Trouble\*](https://search.library.wisc.edu/catalog/9910107246902121) (<https://search.library.wisc.edu/catalog/9910107246902121>). (New York: Routledge, 1999)
- Joan W. Scott, [\*Gender and the Politics of History\*](https://search.library.wisc.edu/catalog/9912441836202121) (<https://search.library.wisc.edu/catalog/9912441836202121>). (New York: Columbia University Press, 2018)

## Week 2 (Intro):

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#### Week 2 (Outro):

- Robert Nye, [\*Masculinity and Male Codes of Honor in Modern France\*](https://www.ucpress.edu/book/9780520215108/masculinity-and-male-codes-of-honor-in-modern-france) (https://www.ucpress.edu/book/9780520215108/masculinity-and-male-codes-of-honor-in-modern-france) (Berkeley and Los Angeles: University of California Press, 1998)
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- Scott Spector, [Modernism Without Jews?](https://iupress.org/9780253029539/modernism-without-jews/) [\(\*German-Jewish Subjects and Histories\*\)](https://iupress.org/9780253029539/modernism-without-jews/) (Bloomington: Indiana University Press, 2017)
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- Dagmar Herzog, [\*Sex after Fascism: Memory and Morality in Twentieth-Century Germany\*](https://search.library.wisc.edu/catalog/9912907450802121) (Princeton: Princeton University Press, 2007)

#### Week 5:

- Moshe Sluhovsky, [\*Becoming a New Self: Practices of Belief in Early Modern Catholicism\*](https://press.uchicago.edu/ucp/books/book/chicago/B/bo26261860.html) (Chicago: University of Chicago Press, 2017)
- Pierre Bourdieu, [\*Distinction: A Social Critique of the Judgement of Taste\*](https://search.library.wisc.edu/catalog/9912617771002121) (London : Routledge & Kegan Paul, 2010)
- Gail Bederman, [\*Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917\*](https://search.library.wisc.edu/catalog/9912274984402121) (Chicago : University of Chicago Press, 1996)
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- Johann C. F. GutsMuths, [\*Gymnastics for Youth\*](https://uwmadison.box.com/s/8i8acv9mi98e0ym223f8by1m6cewpw1x) (Philadelphia, 1803)

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- Javier Samper Vendrell, [The Seduction of Youth: Print Culture and Homosexual Rights in the Weimar Republic](https://utorontopress.com/us/the-seduction-of-youth-4) (<https://utorontopress.com/us/the-seduction-of-youth-4>). (Toronto: University of Toronto Press, 2020)
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