

Professor: Dr. Tyler Carrington
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Office Hours: M-Th, 11 am -12 pm; always via e-mail; or by appointment

Required Texts and Materials

- Magnus Hirschfeld, *Berlin's Third Sex* (translated by James Conway)
- Robert Beachy, *Gay Berlin* (any edition is fine)

Course Description

Few would argue with the assertion that modern Germany played an extraordinarily large role in shaping the global twentieth century, not least because of the two World Wars, the Holocaust, the division of East and West in the Cold War, etc. But historians have argued more recently that German notions and expressions of sexuality from the nineteenth century to today have been equally influential in the creation of “modern” and, indeed, contemporary notions of sex and sexual identity, more specifically. This course will investigate the German history of sex and sexuality in the nineteenth and twentieth centuries. By focusing on such topics as the “German invention of homosexuality” (Beachy); the birth of sexual science in Germany and Vienna; intimacy and dating technology at the turn of the twentieth century; the new visibility of alternative sexualities in the 1920s; Nazi and wartime sexuality; Beate Uhse and the commercialization of sex and sex toys; sexual revolutions in the 1960s; sexuality behind the Iron Curtain; etc., this course aims to understand not just modern German history but also (and more importantly) the way we as modern people understand and negotiate sex, intimacy, sexuality, and identity in the twenty-first century.

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on inquiry, knowledge, communication, and intercultural literacy.

Course Requirements

- **Attendance** [*knowledge, inquiry*]
 - This is absolutely critical. There is no substitute for being in class. This is a lecture- and discussion-based course, and its success depends on your attendance. Missing class will affect your grade.
- **Participation** [*communication*]
 - You will participate actively in class, offering your comments, questions, and critiques early and often. This is part of your grade, and a low score here can drop you a full letter grade. Viewed differently, a lot of grade ground can be made up with frequent and high-quality participation.
- **Daily Reflections** [*communication, inquiry*]
 - You will respond to the daily reading with a brief (approx. 300 words) reflection. You are free to write about anything you like: what you found interesting, what was troubling, what was confusing, etc., but I expect your responses (and your writing) to improve in the skill areas of observation, narrative, analysis, and mechanics (in other words, practice should make perfect improvement).
 - Please also write 1-2 good questions you have about the reading (for class discussion). These can be either lower-order questions (e.g. something you didn't understand) or

higher-order analysis questions (e.g. why do you think x happened; what are the modern parallels or implications of y?; etc.).

- Reflections should be submitted **on Moodle** by 10 am the day the reading is being discussed.
- These are easy points and a nice reward for actually doing the reading.
- **Discussion Leader** [*communication*]
 - You and a partner will assist me in leading a class discussion on any topic, any day of your choice.
 - Look ahead at the schedule for the class and select a day that looks interesting (sign-up link on Moodle).
 - I will ask you to send me a list of discussion questions by 8 pm the day before your big day, and we hone these questions via email or in person prior. We will lead the class together, so this should be a pretty low-stress event.
- **Research Presentation** [*communication, knowledge, inquiry, intercultural literacy*]
 - You will deliver a research presentation during Week 4 of the block: your task is to use the readings, lectures, discussions, and your own research to identify an aspect of this course topic that you would like to explore more closely and then present to the rest of the class.
 - Your presentation should last around 10 minutes and may be either freely spoken or read from a script. You do not need to compose a research essay to accompany this presentation, but you should create handouts for your audience, as well as some sort of Powerpoint (or other: e.g. multimedia, etc.) visual.
 - The key here is not simply to present information (as in a report); your task will be to choose a topic, provide us with some information, and then walk us through your argument about that topic. Your argument might answer such questions as: What was really going on? What have people missed about this topic, and what does your insight tell us that we did not already know? etc. **In other words, it should move beyond summary/synthesis and achieve real analysis.**
 - Your presentation will be graded on the thoroughness with which you approach the topic, the clarity of your argument, the sophistication of your conclusions, and the overall polish of your presentation.
 - You are advised (but certainly not required) to select a topic that is in line with your existing expertise or interests (e.g. biology, politics, theater). You are also encouraged (but not required) to work in small groups of maximum 3 people.
- **Exams** [*communication, knowledge, inquiry*]
 - There will be a (short) midterm and a (longer) final exam (multiple-choice and short-essay) covering the material of the lectures, discussions, and readings. These will be closed book, meaning you are not allowed to use your notes while taking them. You should, therefore, take excellent notes throughout the class for purposes of studying.

Grading

Attendance	10% (bonus available for perfect attendance)
Participation	15%
Discussion Leader	5%
Reading Responses	20%
Research Presentation	30%
Midterm Exam	5%
Final Exam	15%

Academic Integrity and Plagiarism

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Simply put, the work you submit for this course must be your own. Plagiarism is strictly forbidden and will be punished with a failing grade for the course (in addition to discipline by the college). Plagiarism is representing the words or ideas of another as your own. Submitting papers you did not write is the most well-known type of plagiarism but hardly the only one. Plagiarism includes, but is not limited to: copying another student's work in exams, papers, or other exercises; verbatim copying, close paraphrasing, pasting in, or recombining published materials, including materials from the Internet, without appropriate citation. If you have questions about whether you need to attribute something or not, please ask me and I will be more than happy to advise you. Plagiarism is remarkably easy to see, and I have caught students plagiarizing on more than one occasion. I will follow the college's disciplinary procedure on academic honesty (<http://www.cornellcollege.edu/registrar/pdf/Academic%20Honesty.pdf>) in the unfortunate event that you cheat or plagiarize.

Late Assignments

Late assignments will be marked down 10% per day they are late.

Accommodation for Students with Disabilities

Cornell College wishes to include fully persons with disabilities in this course. In compliance with section 504 of the Americans with Disabilities Act (ADA), Cornell College is committed to ensure that "no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity..." If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to inform the professor within the first three days of class. It is also your responsibility to contact and register with the office of Academic Support and provide them with documentation of your

disability so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the office of Academic Support as soon as possible. Please note that accommodations are not retroactive and that disability accommodations cannot be provided after the three-day grace period and until an "Accommodation Cover Letter" from the office of Academic Support has been put in the student's file from the Coordinator, Brooke Paulsen. Please contact Academic Support for more information about receiving accommodations through Brooke Paulsen, Cole Library #309, (310) 895-4382, bpaulsen@cornellcollege.edu. Please feel free to explore Cornell College's website for more information on accommodations.

<http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Tentative Course Schedule

W	Monday	Tuesday	Wednesday	Thursday	Friday
1	<u>Introductions</u> <u>Setting the Stage</u> Read (for tomorrow): Block, K-E, Moll	<u>The Birth of Sexual Science</u> Read: Weininger and Steinach	<u>Sexual Science as a Robust Field</u> Read: Freud, Hirschfeld	<u>Sexual Science as a New Paradigm</u> Read: Beachy 1	<i>Research Presentation Work</i>
2	<u>The German Invention of Homosexuality</u> Read: Carrington	<u>Urban Love and Dating</u> Read: Sutton	<u>Weimar Sexualities in the 1920s</u> Read: Beachy 2	<u>Weimar Anxieties and Conservative Backlash</u> Read: Herzog	<i>Research Presentation Work</i> <u>MIDTERM EXAM</u>
3	<u>Nazi and Wartime Sexuality</u> Read: Heineman	<u>Beate Uhse and the Commercialization of Sex</u> <u>In-class roundtable discussion with Prof. Dr. Ute Frevert</u> <u>Attend Frevert lecture @ 6pm</u> Read: Apel	<u>Sexual Revolutions in the 1960s</u> Read: McLellan	<u>Sexuality Behind the Iron Curtain</u>	<i>Research Presentation Work</i>
4	<u>Research Presentations</u>	<u>Research Presentations</u> Final Exam as take-home exam	FINAL EXAM DUE (ON MOODLE) AT NOON		

GER 205 Addendum

In addition to the above requirements for HIS 324, students taking this course for GER 205 credit will complete the following assignment types:

- Vocabulary building
For each topic/day, students will compile a list of related German words (nouns, verbs, adjectives) with definitions. This can be done on Quizlet (www.quizlet.com), a Google Document, or on paper. There will be a list for each topic, and each list should have 10-15 terms, if possible. Students will study these terms so as to master them and help shift them from unknown to passive vocabulary to active vocabulary.
- Reflections
Students need not write their reflections entirely in German, especially not at the beginning of the class, where there may be some rustiness. :) But, increasingly over the course of the block, students should try to work at least some German so that, by Week 3, you are writing entirely in German. Do your best!
- Readings
Where appropriate, students will complete additional or substitute readings in German on the topics of the course. These will help with vocabulary acquisition and reading comprehension. I will provide these readings as email scans when applicable.
- Grammar Practice and Review
Based on individual student need, I will assign short sections of *Hammer's German Grammar and Usage* (the bible of German grammar and usage practice for learners) for review.

GER 3XX Addendum

In addition to the above requirements for HIS 324, students taking this course for 300-level German credit will complete the following assignment types:

- Vocabulary building
For each topic/day, students will compile a list of related German words (nouns, verbs, adjectives) with definitions. This can be done on Quizlet (www.quizlet.com), a Google Document, or on paper. There will be a list for each topic, and each list should have 15-20 terms, if possible. Students will study these terms so as to master them and help shift them from unknown to passive vocabulary to active vocabulary.
- Reflections
Students will compose their reflections in German. These need not be absolutely perfect; the goal here is writing fluency and ease. Over the course of the block, and with enough practice, this should speed up the process of composing text in German. My TA will provide grammar corrections on each reflection--not to discourage or highlight the mistakes but merely to help in the improvement process. Remember: mistakes are ok. We're interested here in writing fluency and comfort.
- Readings
Where appropriate, students will complete additional or substitute readings in German on the topics of the course. These will help with vocabulary acquisition and reading comprehension. I will provide these readings as email scans when applicable.
- Grammar Practice and Review
Based on individual student need, I will assign short sections of *Hammer's German Grammar and Usage* (the bible of German grammar and usage practice for learners) for review.