



“Woe, when he’s let loose!” *Kladderdatsch* (August 2, 1914)

THE SEXUAL HISTORY OF THE FIRST WORLD WAR

HARRIS HALL ROOM L28
MoWe 3:30-4:50PM

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OFFICE HOURS: TUESDAY, 3:30-4:50PM
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Course Overview

The title of this course is inspired by German sexologist Magnus Hirschfeld's groundbreaking 1930 study, *The Sexual History of the World War*. Hirschfeld's history was originally a two-volume German-language study that documented and analyzed how the unprecedented experience of total war transformed the sexual norms, ethics, and institutions that had governed European society prior to 1914.

Much like Hirschfeld's work, in this course we will examine how the war transformed sexual life in Europe, with specific attention to events in Germany, Britain, and France. We will explore a range of issues created through the intersections of war and sex(uality) using fiction and non-fiction texts from the period, as well as artwork and film. In addition to identifying the effects of the war that were new and innovative, we will consider how the war implicated social and political changes already underway at the turn of the twentieth century. As the course draws to a close, we will reflect on the consequences of these developments for the course of European history in the twentieth century: specifically, how the sexual legacy of the First World War affected the tensions underlying the unstable Weimar Republic (1919-1933) and the rise of fascism in Germany.

Course Objectives

- To explore the manifold ways that sex was integral to, and impacted by, the unprecedented experience of "total war" in European nation-states
- To understand how the intersections of sex and war affected people differently based on factors such as gender, race, class, and national citizenship
- To consider the subjective, personal experience of war and its effects on individual lives and identities
- To examine effects of the First World War on European social and cultural life, with a focus on Germany, Britain, and France
- To investigate continuity and change between the pre-war and post-war worlds
- To learn how to interpret diverse sources as historical documents, and how to read these documents using different analytical lenses

Requirements and Evaluation

Participation: 30%

Students are expected not only to complete the readings, but also to participate in class discussions. If for any reason a student is unable to participate in this manner, s/he should contact me as soon as possible to make alternative arrangements.

Additionally, each student will be responsible for leading discussion of one week's worth of reading, possibly as part of a group pending final class numbers. These groups will develop five questions to guide class discussions. These questions should be emailed to the class (via Blackboard) *at least* one day in advance of class to

guide our discussions. The rest of the class is then responsible for reading the questions, informally preparing responses, and bringing these to class for discussion. Groups are welcome to meet with me to discuss the readings and proposed questions prior to posting them.

We will discuss in class what makes a good presentation; however, some initial tips include:

- Prepare a mix of general and specific questions
- Have some additional “back up” questions in case your initial questions do not spark conversation
- Be ready to improvise with spontaneous questions: ask follow-up questions, get your peers to explain or unpack their assertions
- Don’t let your peers get away with silence!

Written Work: 70%

All assignments should be submitted electronically, via email, by the time and date specified. Please see “History Department Undergraduate Grading Guidelines” included at the end of the syllabus.

- 5-6 page Essay 1 (20%) – due April 26th by 5pm CST
- 5-6 page Essay 2 (20%) --- due May 24th by 5pm CST
- 12-15 page Synthetic Essay (30%) --- due June 7th by 5pm CST **VIA EMAIL**

Readings

Each week, we will read a combination of primary and secondary sources related to the theme at hand. It is imperative that everyone completes the readings, every week, both to ensure individual comprehension and to foster vibrant discussion. The ability to read large amounts of text efficiently and incisively is a critical skill, regardless of discipline!

All readings are available through electronic course reserve and on Blackboard as indicated. The following texts are available for purchase at Northwestern University Bookstore and are available via Library Reserves:

Required

- Magnus Hirschfeld, *The Sexual History of the First World War* (1941; original 1930)
- Susan R. Grayzel, *Women’s Identities at War: Gender, Motherhood, and Politics in Britain and France During the First World War* (1999)
- Joanne Bourke, *Dismembering the Male: Men’s Bodies in Britain and the Great War* (1996)
- Rose Allatini, *Despised and Rejected* (1917)
- Rebecca West, *Return of the Soldier* (1918)

Recommended

- Hew Strachan, ed. *The Oxford Illustrated History of the First World War* (1998)

Writing Resources

I encourage you to visit me during office hours to workshop your papers. For further assistance, you can visit the History Writing Center, located in the Main Library. Contact: historywriting@northwestern.edu. I also recommend Purdue's writing center: <http://owl.english.purdue.edu/owl/>

A Note on Plagiarism

Chicago-style footnotes and bibliographic citations are preferred for all formal written assignments. The Chicago Manual of Style, 16th Edition (2010) is available online via NUCat. Remember: online sources must be cited! Plagiarism is a serious academic offense, and Weinberg College rules require that all suspected of such infractions will be referred to the Dean's Office for formal disciplinary proceedings.

Students with Disabilities

Any student with a documented disability requiring accommodation is requested to speak directly to the Office of Services for Students with Disabilities (Evanston campus: 847-467- 5530), and to meet with me as soon as possible, preferably within the first two weeks of class. All discussion will remain confidential.

Policy on Deadlines, Extensions and Late Submissions

I expect work to be submitted on time. However, I recognize that sometimes life has a way of messing up our best laid plans. If for some reason you are unable to submit your work on time, please get in touch with me AS SOON AS POSSIBLE to arrange alternative deadlines. In the case of illness, please contact me as soon as possible, and arrange for a doctor's note to be available as confirmation. Except for sudden illness or accidents, requests for extensions will not be accommodated on less than 72 hours notice. This provision exists as a way of ensuring fairness in evaluation, and as a courtesy to classmates. The penalty for submitting work after the deadline: a subtraction of 5% per day from the assignment grade for each day that the assignment is late (i.e. assignment is 1 day late, you lose 5%; 2 days late, 10%; 3 days late, 15%, etc...).

Syllabus

April 1/2 No Reading; Class Intro

April 3: Before the War—Sex already in “Crisis”

- *Dagmar Herzog, “Reconceiving Sexuality 1900-1914,” *Sexuality in Europe* (2011), 6-44
- *Grete Meisel-Hess, “The Sexual Order of Our Civilization,” *The Sexual Crisis* (1917 [1909]), 17-22
- *Magnus Hirschfeld, “Introduction,” in *The Sexual History of the World War* (1941), 11-22

April 8: Masculinity, Sexuality, and the Militaristic “Spirit of 1914”

- *Nicoletta F. Gullace, *The Blood of Our Sons: Men, Women and the Renegotiation of British citizenship during the Great War*, 35-52
- *Magnus Hirschfeld, “The Release of Sexual Restraints,” in *The Sexual History of the World War* (1941), 24-31

April 10: Reproduction and War: Women’s Bodies and Battlegrounds

- *Elizabeth Dormansky, “Militarization and Reproduction in World War I Germany,” in *Society, Culture and the State in Germany, 1870-1930* (1996), 427-464
- *Susan R. Grayzel, *Women’s Identities at War: Gender, Motherhood, and Politics in Britain and France During the First World War*, 50-85
- *Dr. Max Rosenthal, “The Protection of Families and Mothers in the War,” *Journal for Sexual Science* (1915), 8-9 [AVAILABLE VIA BLACKBOARD]
- *Havelock Ellis, *Essays in War-Time: Further Studies in the Task of Social Hygiene* (1917), 63-74

April 15: When is Prostitution Allowed? Sex Traffic at the Fronts

- *Magnus Hirschfeld, “Regulation of Army Brothels” and “Prostitution Behind the Lines,” *The Sexual History of the World War* (1941), 141-170
- *Susan R. Grayzel, “Mothers, Mairaines, and Prostitutes: Morale and Morality in First World War France,” *The International History Review* Vol. 19, No. 1 (February 1997), 66-82
- *Lisa Todd, “Chapter Three: In This Iron Time, an Iron Hand Must Take Hold,” *Sexual Treason: State Surveillance of Immorality and Infidelity in World War I Germany*, PhD Dissertation, University of Toronto (2005), 100-135 [AVAILABLE VIA BLACKBOARD]
- **“Prostitution in War”, *The New Generation* (1915), 11-12 [AVAILABLE VIA BLACKBOARD]

April 17: Venereal Disease: An Inevitable Consequence of War?

- *Magnus Hirschfeld, ““Venereal Diseases,” *The Sexual History of the World War* (1941), 92-109
- *Ann Taylor Allen, “Feminism, Venereal Disease, and the State in Germany, 1890-1918,” *Journal of the History of Sexuality*, Vol. 4, No. 1. (Jul., 1993), pp. 27-50
- *E. H Beardsley, “Allied Against Sin: American and British Responses to Venereal Disease in World War I,” *Medical History*, Vol. 20, No. 2 (April 1976), 189–202

APRIL 26: ESSAY 1 DUE VIA EMAIL

April 22: "Civilian Debauchery Back Home": Women, Sexual Freedoms, Social Anxieties

*Magnus Hirschfeld, *The Sexual History of the World War*, 32-53, 187-204

*Susan R. Grayzel, *Women's Identities at War: Gender, Motherhood, and Politics in Britain and France During the First World War*, 121-156

*"War and Double Moral Standards," *The New Generation* (1915), 58-63

*Eduard David, "The Woman of the Future, eventually not an image of Sorrow and Degeneration," *Journal of Sexual Science* (1917), 136-138 [AVAILABLE VIA BLACKBOARD]

*Henriette Fürth, "Sexual Questions of the War," *Journal for Sexual Science* (1915), 29-31 [AVAILABLE VIA BLACKBOARD]

April 24: Colonialism and Sexuality in Wartime

*Phillippa Levine, "Colonial Soldiers, White Women, and the First World War," in *Prostitution, Race, and Politics: Policing Venereal Disease in the British Empire* (2003), 145-176

*Richard Fogarty, "Race and Sex, Fear and Loathing in France during the Great War," *Historical Reflections/Réflexions Historiques*, 34, no. 1 (Spring 2008), 50-72.

April 29: Homosexuality and War

*C. W. S Davies-Jones, "A Case of War Shock Resulting from Sex-Inversion," *International Journal of Psycho-Analysis* 1 (1920), 240-244

*Magnus Hirschfeld, *The Sexual History of the World War*, 70-91, 124-140, 266-271

*Jason Crouthamel, 'Comradeship' and 'Friendship': Masculinity and Militarisation in Germany's Homosexual Emancipation Movement after the First World War, *Gender and History* 23, no. 1 (April 2011), 111-129

*Deborah Cohler, "Around 1918: Gender Deviance, Wartime Nationalism, and Sexual Inversion on the Home Front," *Citizen, Invert, Queer: Lesbianism and War in Early Twentieth-Century Britain* (2010), 111-150

*Documentary: *Desire: Sexuality in Germany, 1910-1945* (United Kingdom, 1989)

May 1: Pacifism and Sexuality

*Edward Carpenter, *Never Again!* (1916)

*Nicoletta F. Gullace, *The Blood of Our Sons: Men, Women and the Renegotiation of British citizenship during the Great War*, 73-98

*Susan R. Grayzel, *Women's Identities at War: Gender, Motherhood, and Politics in Britain and France During the First World War*, 157-189

*Helene Stoecker, "Humanity", *The New Generation* (1916), 8-18 [AVAILABLE VIA BLACKBOARD]

May 6-May 8:

*Rose Allatini, *Despised and Rejected* (1917)

May 13: Masculinity, "War Neuroses, and 'Psychic Trauma'"

*Ernst Simmel, "War Neuroses and 'Psychic Trauma,'" *Weimar Republic Sourcebook* (1994), 7-8

*In-class Screening: "Regeneration" (1997)

May 15: Masculinity, "War Neuroses, and 'Psychic Trauma'"

*Maria Tatar, *Lustmord: Sexual Murder in Weimar Germany* (1995), 68-130

MAY 24: ESSAY 2 DUE VIA EMAIL

May 20: Disfigurement, Masculinity, and Sexuality

*Magnus Hirschfeld, "Genital Injuries, War Eunuchs, etc..." *Sexual History of the World War*, 205-225

*Joanne Bourke, *Dismembering the Male: Men's Bodies, Britain and the Great War* (1996), 31-75, 124-170

May 22: The War's End? Part I

* Rebecca West, *Return of the Soldier* (1918)

May 24: CLASS CANCELLED

May 27: Memorial Day

May 29: The War's End? Part II

*"The Stab in the Back" and "The Stab in the Back Legend," *Weimar Republic Sourcebook* (1994), 15-17

*Marianne Weber, "The Special Cultural Mission of Women," *Weimar Republic Sourcebook* (1994), 197-198

*Magnus Hirschfeld, *The Sexual History of the World War* (1941), 321-341

*Ingrid Sharp, "Blaming the Women: Women's 'Responsibility' for the First World War," in *The Women's Movement in Wartime: International Perspectives*, ed. Alison S. Fell and Ingrid Sharp (2007), 67-87

*Kathleen Canning, "'Sexual Crisis and the Imaginary of Citizenship in Germany, 1914-1920'" (Draft, unpublished excerpt of Chapter 3 from forthcoming book—DO NOT CITE) [AVAILABLE VIA BLACKBOARD]

June 3: The War's End? Part III

*Ernst Junger, "Fire," *Weimar Republic Sourcebook* (1994), 18-20

*Selections from Klaus Theweleit, *Male Fantasies, Vol. 1: Women, Floods, Bodies, History* (1987)

June 5: WCAS Reading Break Begins

SYNTHETIC PAPER DUE JUNE 7 VIA EMAIL

History Department Undergraduate Grading Guidelines

(see: <http://www.history.northwestern.edu/undergraduate/grading.html>)

A: An “A” student has performed at a consistently excellent level in all aspects of the course.

- Regularly contributes to the collective intellectual experience in discussion
- Completes all reading assignments and manifests close, critical, and original readings of texts and other historical sources
- Demonstrates superlative written communication skills and strong logical argumentation
- Substantiates observations with convincing evidence and is able to think creatively
- Writes critical and thoughtful papers in polished and sophisticated English, with no weaknesses in argumentation, coherence, paragraphing, grammar or syntax
- Understands how course materials relate to one another and to larger historical questions

94-100 on a 100 point scale: 4.0 on a 4 point scale

A-: This student’s work is sometimes excellent and sometimes very good.

- Regularly participates in discussions, but with less insight than a straight A student
- Completes all reading assignments, but not quite as closely or critically as a straight A student
- Written work is grammatically correct and structurally coherent but sometimes lacks grace, sharpness or originality
- Use of evidence is consistently strong but not always especially sharp or imaginative
- Powers of logical argumentation are good but not outstanding
- Work is often thoughtful and creative, but less consistently so than straight A work; may show less understanding of how individual course materials relate to broader questions and contexts

90-93 on a 100 point scale: 3.7 on a 4 point scale

B+: A “B+” student fulfills all of the course requirements very well, but without special distinction.

- Attends class and participates in discussions often, but the comments may not be especially original and do not always move discussions significantly forward
- Completes the reading and understands it well, but does not think as critically about it as an A student, and may have a harder time understanding its significance for the course as a whole
- Writing is good, with no consistent errors in logic, grammar and structure, but it may lack sophistication and originality
- Use of evidence is good, but the B+ student might choose somewhat obvious examples and deploy them in relatively predictable ways
- B+ level work is generally either creative but not fully supported, or supported but not especially creative

87-89 on a 100 point scale: 3.3 on a 4 point scale

B: “B” students perform solidly, but show some room for improvement in one or all areas.

- The B student attends class regularly, but does not always participate actively and might miss one or two classes or lectures
- Class comments are often on target, but might sometimes be tangential and fail to move discussions forward
- Completes most reading, but understands it at a general level: may have some trouble grasping subtleties or thinking critically about an author’s argumentation or use of evidence. May also have difficulty comparing and contrasting divergent historical arguments about the same subject
- Writing is clear but might have small but consistent problems in logic, grammar and structure; it shows inconsistent grace and originality
- This student can argue competently and often deploys significant evidence, but may do so inconsistently

- Should be able to summarize well the general arguments of readings and lectures, but may not demonstrate creative grasp of course content or capacity to link specific arguments to the broader issues they connote.

84-86 on a 100 point scale: 3 on a 4 point scale

B-: A “B-” student probably had significant problems in one or more areas.

- Class participation is consistently weak; while B- students do attend class and speak up sometimes, they are often unable to effectively engage discussions and do not respond to instructors’ attempts to encourage them
- Has done enough of the reading to complete writing assignments and pass exams, but the instructor suspects that the reading is incomplete, or that the student’s understanding of it is patchy
- Turns in all written assignments, but the quality of the writing, logic and argumentation is below average
- Chooses and deploys evidence superficially
- Written work may have consistent (though not disastrous) technical problems
- Generally knows what the lectures and readings are about, but cannot move from general description to detailed summary, and is generally unable to think creatively about the course content because he or she does not understand it well

80-83 on a 100 point scale: 2.7 on a 4 point scale

C: The “C” student has significant weakness in most course areas.

- Completes all course assignments and attends most classes, but does not contribute to class discussions in any significant way
- Has some familiarity with the reading, but does not show evidence of having read competently
- Writing is problematic in one or all dimensions
- Deploys evidence poorly, arguments are weak and unsupported
- Creativity is not really an issue because the student has not been able to understand the course’s basic elements

70-79 on a 100 point scale: 1.7-2.3 on a 4 point scale

D: A “D” student has completed enough of the course work to pass the course, but has either failed to complete some course assignments or completed many of them incompetently.

60-69 on a 100 point scale: .7-1.3 on a 4 point scale

F: Has failed to complete enough course assignments to pass the class, or has completed all of them too poorly to merit a passing grade.

Below 60 on a 100 point scale: 0-.7 on a 4 point scale