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Spring 2010
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History of Masculinity in Modern Europe

This course explores the ways the images, experiences, and practices of masculinity changed in Europe in the modern era. How did men make their moral choices as men, as fathers, political leaders, and as spouses. For instance, how did the images and institutions of sensitive masculinity, so prevalent in 18th-century experience, vanish from the repertoire of male imagery in the twentieth century? In late 18th century, weak men were considered incapable of making decisions and moral choices. Or did they? How did the changes in recreational activities, sports, music, dance, and dueling change the culture of European man in the 19th century? How were the space and time for men's activities separated from those of women? How did the right-wing reaction to the rapid economic and social modernization of Europe since the mid-nineteenth century change the models of male behavior? Were the men supposed to be ruthless and unethical unlike the women who started to be occupy the realm of ethical life. For instance, how did the patterns of fascist and Nazi masculinity and gender, based on the model of ruthless and unethical man, emerge? The focus of the class is Germany but British and especially French experiences will be considered as well.

Grading:

Paper	30%	Group Project	10%
Final	21%	Intro, Outline, Bibliography	2%
Midterm	20%	Draft	2%
Statements	13%	Comments on Draft	2%

Research Paper. To choose a topic, make an appointment with me and consult Mosse and the handouts. The length of the paper is 12-15 pages. The paper will be based on at least six secondary sources of which **none can be an internet text** unless it is from J-STOR or Ebscohost or a pdf-file of a printed text (such as an Ebook). You can use one primary source but the emphasis of the paper is on understanding the various interpretations pertaining to your topic. Use footnotes in Chicago style and attach a bibliography sheet in Chicago style at the end. For more detailed instructions on the paper, see the guidelines at the end of this syllabus.

Statements. For each discussion session prepare a statement of at least 400 words discussing the various interpretations that pertain to the class topic. Your statement is a contribution to our class discussion that explores the overarching question of what was the European man between 1500 and 1945 and how did he change? The statements have to be typed. For each missing statement you will lose 2% of your total grade. The statements will be graded on pass/fail basis.

Group Project. The class will be divided into groups of four and you can choose your own group. In each discussion session you will continue your ongoing effort to explain **how the European man changed between 1500 and 1945** by building on your work from previous discussion sessions. Each group provides a folder where you keep your individual statements and group reports. After each

discussion session, I collect the folders and evaluate your group work by assigning a tentative grade that can be changed until the last discussion session.

Exams. There is a midterm and final exam. The midterm and final exam will consist of three parts. The first part tests your understanding of historical and ethical thinking. The second part will test your reading of the secondary texts by using short identification questions. The final part is an historical essay that tests your understanding of the content and your skills in creating an historical narrative in the same manner you write your paper and create your group project. All exams are cumulative. There will be no make-ups except in the case of **documented illness**.

Attendance Policy. You are allowed to be absent twice. After the second absence each individual absence will lower your overall grade by 1/4 of a letter grade unless you have a doctor's note or a written explanation from an athletics coach.

Reading List:

- Mosse, George L. *The Image of Man. The Creation of Modern Masculinity*. New York: Oxford University Press, 1998. (Pbk)
- Handouts.
- Articles in JStor and Ebscohost.

Movies:

- Leni Riefenstahl, "Olympia." 1938.

SCHEDULE

Date	Theme
Jan 19	Introduction.
I. Introduction: Dimensions of Man and Masculinity	
Jan 21	Discussion 1: Mike Donaldson, "What Is Hegemonic Masculinity"? <i>Theory and Society</i> 22, no. 5, Special Issue: Masculinities. (October 1993): 643-57. JStor.
Jan 26	Discussion 2: Theories of Masculinity: R.W. Connell, "Introduction," "The History of Masculinity," <i>Masculinities</i> . Berkeley, Calif. : University of California Press, 2005. Handout.
II. The Early Modern Man: Father or Libertine, 1500-1750	
Jan 28	Lecture: Early Modern Europe, 1500-1750.
Feb 2	Discussion 3: Martin Luther, "The Estate of Marriage" <i>Works</i> . Vol. 45. Philadelphia: Muhlenberg Press, 1962, 13-49; John Locke, "Letter to Clarke." <i>The Educational Writings</i> . Cambridge: Cambridge University Press, 1968, 365-375. Handout.
Feb 4	Discussion 4: Scott Hendrix, "Masculinity and Patriarchy in Reformation Germany." <i>Journal of the History of Ideas</i> 56, no. 2 (1995): 177-93. JStor.

Feb 9	Discussion 5: Anthony Fletcher. "Manhood, the Male Body, Courtship and the Household in Early Modern England." <i>History</i> 84 (1999): 419-36. Ebscohost.
III. Between Sensitivity and Power: Establishing the Patterns of Masculinity, 1750-1850	
Feb 11	Lecture: Revolutionary Europe, 1750-1850.
Feb 16	Mosse, Ch 2: Setting the Standard.
Feb 18	Mosse, Ch 3: Getting There. Due: Paper Topic.
Feb 23	Discussion 6: Anne-Charlott Trepp, "The Emotional Side of Men in Late Eighteenth-Century Germany (Theory and Example)." <i>Central European History</i> 27 (1994): 127-52. Ebscohost.
Feb 25	Discussion 7: Karen Hagemann, "Of 'Manly Valor' and 'German Honor': Nation, War, and Masculinity in the Age of the Prussian Uprising against Napoleon." <i>Central European History</i> 30 (1997): 187-220. Ebscohost.
March 2	Lecture: Tough Guys or Sensitive Men. Read: Mosse, Ch 4.
March 4	Midterm Exam
IV. Man and the Challenges of Modern Society, 1850-1914	
March 16	Lecture: Making Modern Europe, 1850-1914. Due: Introduction, Outline, Bibliography.
March 18	Mosse, Ch 5: Masculinity in Crisis
March 23	Discussion 8: Ute Frevert, "Middle-Class Arrangements: One-Yearers and Reserve Officers," "Soldiers at the School of Manliness," <i>A Nation in Barracks. Conscription, Military Service and Civil Society in Modern Germany</i> . Oxford: Berg, 2004, 157-82. Ebook, available through Reeves.
March 25	Discussion 9: Robert A. Nye. "Fencing, the Duel and Republican Manhood in the Third Republic." <i>Journal of Contemporary History</i> 25 (1990): 365-77. JStor.
V. Warriors and Socialists, 1914-1930	
March 30	Lecture: Europe at War, 1914-1945. Read: Mosse, Ch 6.
April 1	Discussion 10: Jürgen Reulecke, "Männerbund Versus the Family: Middle-Class Youth Movements and the Family in Germany in the Period of the First World War." Richard Wall, J. M. Winter, eds., <i>The Upheaval of War: Family, Work, and Welfare in Europe, 1914-1918</i> (Cambridge: Cambridge University Press, 1988). Handout.
April 6	Mosse, Ch 7: The Normal Society of Men
April 8	Discussion 11: Raymond C. Sun, "Hammer Blows. Work, the Workplace, and the

	Culture of Masculinity among Catholic Workers in the Weimar Republic.” <i>Central European History</i> 37 (2004): 245-71. Ebscohost.
April 13	Topic related to my current research. TBA. Due: Draft
April 15	Writing Workshop. Due: Comment on Draft.
VI. Fascist Men, 1919-1945	
April 20	Mosse, Ch 8: The New Fascist Man
April 22	Discussion 12: Andrew Donson, “Why Did German Youth Become Fascists? Nationalist Males Born 1900 to 1908 in War and Revolution.” <i>Social History</i> 31 (2006): 337-58. Ebscohost.
April 27	Discussion 13: Eleanor Hancock, “Only the Real, the True, the Masculine Held Its Value: Ernst Rohm, Masculinity, and Male Homosexuality.” <i>Journal of the History of Sexuality</i> 8 (1998): 616-41. JStor
April 29	Film: Leni Riefenstahl, “Olympia.” Due: Final Paper.
May 1-8	Final Exam

Guidelines for Research Paper

I. Introduction, Outline, Bibliography

Your introduction, outline, and bibliography should be three pages long.

1. Introduction

Formulate the thesis that you will defend in your paper. Formulate it in such a way that you can prove it, provide evidence to support it. Mention the main schools of thought pertaining to your topic. Shortly indicate the structure of your paper. The introduction should not be longer than a page and a half.

2. Outline

An outline gives the substantive structure of your paper and it shouldn't be longer than a page. Designate all major sections of your paper. Mention the thesis. Use key words the way I use them in my lecture notes. Do not use complete sentences.

3. Bibliography

Your bibliography should include your secondary sources that should follow the *Chicago Manual of Style*. Use the format a. if it is a book, format b. if it is an article, and format c. if it is a chapter in an edited collection of articles. Be meticulous in crafting your bibliography and remember that the author(s) should always be credited. If you use primary sources, list also them accordingly.

a. A book written by an author or several authors (the title of a book is italicized):

Machiavelli, Niccolo. *The Prince*. Cambridge: Penguin, 1981.

Hunt, Lynn and Thomas R. Martin. *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640*. Lexington: D.C. Heath Company, 1995.

b. An article in a journal, written by an author or several authors:

Stearns, Peter N. and Carol Z. Stearns. "Emotionology: Clarifying the History of Emotions and Emotional Standards." *American Historical Review* 90 (1985): 815-20.

c. A chapter in an edited book, written by an author or several authors:

Pearson, Karl. "National Life from the Standpoint of Science." In *Sources of the Western Tradition*. Vol 2., *From the Renaissance to the Present*. Edited by Marvin Perry, Joseph Peden, and Theodor von Laue. Boston: Houghton Mifflin, 1999, 230-32.

II. Draft

By following the general guidelines for paper (see below) write a draft that is at least ten (10) pages long and include all the parts of the final version of your paper. It should include footnotes (source references) to all used sources. Papers that do not include footnotes will not be commented—neither by the commentator nor me. I will comment on your drafts and assign a tentative grade after the commentators have done their work and after the Writing Workshop.

III. Comments on Draft

1. Write a comment on the paper you will discuss in public discussion.

2. The length of the comment is one (1) page.

3. Pay attention to:

a. Clarity of the argument and/or question

i. Is the introduction good?

ii. Are the conclusions appropriate?

b. Use and analysis of sources

i. Is the analysis accurate?

ii. Is it compelling? Does it support the overall argument

iii. Is it sensitive to the text?

c. Style

i. Grammar

ii. Spelling

iii. Structure

iv. Use of language

4. Give short but specific advice how to improve

IV. Final Version

Submit a folder including all the previous stages and versions of your work and the comments you received with the final version of your paper. The final version should fulfill all the formal requirements of an historical research paper as instructed in this syllabus. Use Chicago style including footnotes.

V. General Guidelines for Paper

The length of your paper is 12 to 15 pages. A good paper has a structure as following:

The **introduction** of your paper is an important part of your study. First, mention the argument that you will explore in your paper. Second, introduce the most important schools of thought that pertain to your topic. Detailed discussion of these interpretations takes place in the body. Finally, in two or three lines, mention how you will proceed in your paper.

The **body** is the bulk of your paper. Write first the basic, chronological narrative. Then insert into this narrative your subtheses by seeing which chronological time period is the most “natural” context for discussing a subthesis. Since the emphasis of this paper is in historiographic interpretations you should discuss with other historians your own subtheses throughout the paper. Discuss systematically, in compact paragraphs, each of the main themes that you find essential for your argument. Contrast your own interpretation with other interpretations (those you already mentioned in the introduction). Be critical in reading the other interpretations and **disagree** with them. Move on to support your disagreement and your own point by providing evidence that shows how your interpretation is better than the others. It does not matter if you cannot provide exhaustive evidence for your argument. But it matters that you disagree and develop your own argument. Finally, move to the next point and discuss it accordingly.

The **conclusion** is an important section of your paper. You pull all the threads of your research together and tell your audience what are your findings. You can also make specific suggestions for further research.

Footnotes (Source References)

To guarantee that authors' rights are honored and that other scholars can control the originality, reliability, and truthfulness of your evidence historians use footnotes to refer to their sources. The first reference to any source gives the full bibliographic information of the source.¹ Any subsequent reference to the same source uses a shortened form like this.² See the examples at the bottom of this page.³ A footnote can also include a short commentary on the text it refers to.⁴ It is placed right after the sentence, “on the right side of a period and parenthesis as in this sentence.”⁵ Most often the footnote is at the end of a paragraph.

¹Lynn Hunt and Thomas R. Martin. *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640*. Lexington: D.C. Heath Company, 1995, 471.

²Pearson. “National Life,” 230.

³Machiavelli. *The Prince*, 120.

⁴For a different interpretation, see Stearns and Stearns. “Emotionology,” 810.

⁵Hunt. *Challenge*, 474.