

GRC 301: The Biology of “Difference” in 19th Century Germanic Cultures
Spring, 2004 (Unique #TBA)
Course Syllabus

Instructor: Ann M. Keller-Lally
Semester: Spring, 2004
Class Meetings: TBA
Cross Listings: TBA

Office Hour: W 10-11am and by appt.
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This course contains a substantial writing component, which fulfills part of the Basic Education Requirement in writing.

During the 19th Century, many changes occurred in science that affected society. Perhaps the most famous are Darwin’s theories, which planted seeds for the development of physical anthropology, Social Darwinism and scientific experimentation to determine biological traits characterizing specific groups. As a result, biological typing became a means for establishing physical “difference” within human populations -- the precursor to today’s racial profiling.

This course is designed to meet three objectives: to introduce students to biological typing in the 19th century with particular attention given to Germanic societies; to develop critical literacy by analyzing how these developments influenced other domains; such as criminology (Lombroso), film (“M”), mental illness (Nordau), and gender and racial repression; and to encourage students to consider the legacy of biological typing and its implications in contemporary society.

You will have the opportunity to explore a specific topic of interest related to the course content by developing a long paper and will be guided through the research process with systematic instructor and peer feedback.

REQUIRED TEXTS: Course Packet available from ...TBA

ASSIGNMENTS:

Homework Assignments

4 one-page précis

Homework exercises to accompany assigned readings and prepare for class discussions

Peer feedback assignments

Paper Proposal outlining topic treatment in the short and long papers. Topics must be approved by the instructor prior to submitting the paper proposal. Due in week 5 of the course.

Bibliographic Search (Objective: how to research the plausibility of a topic and correctly cite sources). Due in week 7 of the course.

Short Paper (5-7pp) – First version of the final paper. Due in week 10 of the course.

Long Paper (7-10pp) – Rewritten and expanded version of the short paper. Due at the final class meeting of the semester.

GRADING:

Unit Quizzes (check up on initial readings).....	10%
Class Participation and Homework Assignments.....	20
Short Paper.....	30
Includes Paper Proposal (5%)	
and Bibliographic Search (5%)	
Long Paper.....	40

Unit I: Science and the Genesis of Biological Typing in the 19th Century

Week 1: The “Natural Order”

Day 1: Course Introduction

Syllabus / Logistics

Advanced Organizer: Biology in the 19th Century

Homework: Ritvo, “The Nature of the Beast” in The Animal Estate, pp. 1-42
Complete Handout

Day 2: Discussion: The Status of Animals in the Early 19th Century

Film Segments and Discussion: “Black Beauty”

Homework: Lenoir, “Kant, Blumenbach, and Vital Materialism in German Biology” pp. 77-8 & 107-108 (everyone)
and read the assigned section for your group
Complete handout for the appropriate section.

Section I - “Blumenbach’s Early Work: Intellectual Context, Development, and Affinities with Kant”, pp. 78-87

Section II - “The Revision of Blumenbach’s Theory in the 1790’s: The Influence of Kant”, pp. 87-96

Section III - “The Systematic Elaboration of Vital Materialism in the Early Nineteenth Century”, pp. 96-107

Week 2: The Evolution of Biological Science

Day 3: Lenoir, “Kant, Blumenbach, and Vital Materialism in German Biology”

Jigsaw Activity: Meet with group for section I, II, or III

Small Group Discussion: Discuss each of the sections with your “home” group

Homework: Bowler, “From Darwin to Modern Darwinism: An Overview” and “Darwinism in Science” in Darwinism pp. 1-35
Complete Handout

Day 4: Discussion: Darwinism in 19th Century Europe

Discussion: Précis Guidelines / Model Précis

Homework: Bowler, “The Social Implications of Evolutionism” in Evolution: The History of an Idea, pp. 282-306
Complete Précis #1

Week 3: The Evolution of Biological Science – Social Implications

Day 5: Discussion: The Social Impact of Darwinism in the 19th Century

Homework: Weikart, “The Origins of Social Darwinism in Germany, 1859-1895”, pp. 471-488
Complete Handout

Day 6: Discussion: Darwinism and Social Darwinism in Germany in the 19th Century.
The Evolution of Moral Man and Eugenics.

Homework: Gould, “The Politics of Evolution”, pp. 15-20

Unit II: Biological Typing – The Criminal

Week 4: Biological Typing in Criminal Anthropology

Day 7: Implications of Darwinism for the Development of Criminal Anthropology

Discussion: Gould, “The Politics of Evolution”

Homework: Gould, The Mismeasure of Man Ch 4 “Measuring Bodies” Section:
“The ape in some of us: criminal anthropology”, pp. 122-45
Complete Handout

Day 8: Discussion: Lombroso and Physical Traits

Discussion: Example of Model Paper Proposal / Proposals due next week!

Homework: Thomas, “The Fingerprint of the Foreigner: Colonizing the Criminal
Body in 1890s Detective Fiction and Criminal Anthropology”, pp. 655-
683
Frank, “The Hound of the Baskervilles, the Man on the Tor, and a
Metaphor for the Mind” Excerpts
Doyle, “The Hound of the Baskervilles”, Excerpts
Complete Handout

Week 5: Linking the Scientific Community to Society

Day 9: Discussion: Doyle’s, “The Hound of the Baskervilles”

Discussion: Using Blackboard

Homework: Wetzell, Inventing the Criminal “The Origins of Modern
Criminology”, pp. 15-31
Complete Handout

Day 10: Discussion: Criminology in Germany and Austria

Pre-viewing Activity for Film

Film “M”: Viewing Part I

Submit Paper Proposal Assignment

Homework: Peer Feedback Assignment #1 (Blackboard)

Week 6: Evidence of the Legacy of Criminal Typing

Day 11: Film “M”: Viewing Part II

Discussion: Symbolism and Criminal Typing in “M”

Discussion: Bibliographic Searches / Search Assignment due next week!

Homework: Allen, “The biological basis of crime: An historical and
methodological study”, pp. 183-222
Complete Précis #2

Day 12: Discussion: Criminal-Typing: Alive and Well in Contemporary Society

Homework: Gould, “The Politics of Evolution”, pp. 25-30

Unit III: Biological Typing – Degeneration, Genius and Insanity

Week 7: Walking a Fine Line: Genius or Madness?

Day 13: Discussion: Freud on Recapitulation and the Primitive in Man

Homework: Ashley, “Marginal People: Degeneration and Genius”, pp. 101-109

Huertas, “Madness and Degeneration, I.: From ‘fallen angel’ to Mentally Ill”, pp. 391-411

Complete Handout

Day 14: Discussion: The Biology of Genius and Insanity in 19th Century Europe

Submit Bibliographic Search Assignment

Homework: Harpham, “Time Running Out: The Edwardian Sense of Cultural Degeneration”, pp. 288-301

Complete Handout

Week 8: Individual Madness to Cultural Degeneracy

Day 15: Discussion: Culture Degeneration

Homework: Gold, “Nordau on Degeneration: A Study of the book and its cultural significance”, Excerpts – pp. 1; 11; 14-20; 22-42

Complete Handout

Day 16: Measuring Mental Health, Genius and Degeneration

Homework: Nordau, Max. Degeneration – Excerpts
Peer Feedback Assignment #2 (Blackboard)

Complete Précis #3

Week 9: Genius, Madness, and Illness: The Degeneration of Amadeus

Day 17: Discussion: Nordau and Degeneracy

Pre-viewing Activity – Film

Film “Amadeus”: Viewing Part I

Homework: Discussion Board Assignment #1(Blackboard)

Day 18: Film “Amadeus”: Viewing Part II

Discussion: Degeneration, Genius and Insanity in “Amadeus”

Homework: Showalter, “Nervous Women: Sex Roles and Sick Roles”, pp. 121-144

Complete Handout

Reminder: Short Paper due next week!

Unit IV: Biological Typing – Gender

Week 10: Threatening Changes to the Woman’s Role in Society: Illness to Maintain Repression

Day 19: Discussion: Gender-Typing and the New Roles of Women

Homework: Shorter, “Mania, Hysteria and Gender in Lower Austria, 1891-

1905”; Goldberg, “The Eberbach Asylum and the Practice(s) of Nymphomania in Germany, 1815-1849”; and Shorter, “Women and Jews in a private nervous clinic in late 19th-Century Vienna”, Excerpts
Complete Handout

Day 20: Discussion: The Feminine as Illness or Keeping Her Where She Belongs

Submit Short Paper Assignment

Homework: Pollock, “Early Theories of Female Criminality”, pp. 25-36; 50-1
Complete Handout

Week 11: Woman as Criminal

Day 21: Discussion: Stereotypes in Biology-Based Female Criminality

Homework: Harrowitz “The Logic of Intolerance: Lombroso, Modern Science, & Woman”, pp. 18-39
Complete Précis #4

Day 22: Discussion: Lombroso – On Women

Homework: Lombroso, Cesare, The Female Offender - Excerpts
Peer Feedback Assignment #3 (Blackboard)

Week 12: The Offensive Female Who Wouldn't Play By the Rules

Day 23: Discussion: Lombroso's Female Offender

Pre-viewing Activity

Film “The Lost Honor of Katharina Blum”: Viewing Part I

Homework: Discussion Board Assignment #2 (Blackboard)

Day 24: Film “The Lost Honor of Katharina Blum”: Viewing Part II

Discussion: Gender Typing in Film

Homework: Gould, “The Politics of Evolution”, pp. 20-25

Bowler, Non-Darwinian Revolution pp 139-41

Gilman, “Psychoanalysis, Race, and Identity”, pp. 11-37

Complete Handout

Unit V: Biological Typing – Race

Week 13: Physical Measurement Determining Cultural Acceptability

Day 25: Discussion: Biology of 19th Century Race and Racism

Homework: Harrowitz, “Vilifying Difference: Lombroso and the Jews”, pp. 41- 61

Gilman, “The Jewish Foot: A Foot-Note to the Jewish Body”
pp38-59

Complete Handout

Day 26: Discussion: When Biological Difference Equals Culture Difference

Homework: Hoeg, Smilla's Sense of Snow – Excerpts

Complete Handout

Week 14: Racial Difference in Literature and Film

Day 27: Discussion: Racial and Ethnic Stereotyping in Literature
Homework: Copy of Draft of Final Paper

Day 28: Discussion: Long Paper Assignment / Long Paper due next week!
Pre-viewing Activity
Film “Squanto”: Viewing Part I
Homework: Peer Feedback Assignment #4

Week 15: Contemporary Biological-Typing of Race

Day 29: Film “Squanto”: Viewing Part II
Discussion: Ironies and Parallels in “Squanto”
Peer Meetings to discuss editing of final drafts
Homework: Hoberman, “Finding Differences Feeds Stereotypes”

Day 30: Discussion: Biological Typing in Sports
Wrap-up Discussion
Submit Long Paper Assignment

Guidelines for Written Assignments

Précis Assignments

See the separate page attached to this syllabus for directions and grading criteria.

Peer Feedback Assignments

PFA #1: Post your own proposal on Blackboard under the “Peer Feedback Assignment #1” discussion on the Discussion Board. Then submit a response to at least one other peer’s proposal. When formulating a response, consider the guidelines for the assignment. Were the guidelines met? If not, what is missing? Do you have suggestions of other items that might be interesting to include? Please ensure that responses are spread out over all postings. (To receive full credit, you must provide a well-formulated, thoughtful response and submit your evaluation before class on Day 11).

PFA #2: Post your own search on Blackboard under the “Peer Feedback Assignment #2” discussion on the Discussion Board. Submit a response to at least one other peer’s search assignment. Consider the guidelines for the assignment. Do you have suggestions for resources, databases, bibliographies, services, or key words? Please ensure that responses are spread out over all postings. (To receive full credit, you must provide a well-formulated, thoughtful response and submit your evaluation before class on Day 17).

PFA#3: Post your own paper on Blackboard on the “Peer Feedback Assignment #3” discussion on the Discussion Board. Submit a response to your pre-assigned peer. Make sure to consider the guidelines for the short paper in your response. Help your peer with any documentation or form problems. Be sure to note strong and weak points of the paper. Be sure to let your peer

know if an idea or point is not clear. (To receive full credit, you must provide a well-formulated, thoughtful response and submit your evaluation before class on Day 23).

PFA#4: Trade papers with your pre-assigned peer. Write your name in the top right corner of the page, so that you receive credit for editing. Slowly and carefully read through the paper, marking any citation errors or areas that are unclear. Check for run-on sentences, improper usage of words, and misspellings. Do not correct something, if you aren't 100% sure if is wrong! Return the paper to your peer on Day 29. Ten minutes of class time will be allotted for explaining your editions to your peer. (To receive full credit, you must provide a well-formulated, thoughtful response and submit your evaluation before class on Day 29).

Paper Proposal

In approximately 250-500 words, describe your proposed topic in detail including: a tentative title, a thesis statement, a discussion of the information you would like to address in your paper, an explanation of the angle from which you will approach the topic, and any hypotheses you might have at this point about the topic. Proposals must be typed and double-spaced.

Proposal will be graded based on the extent to which you addressed the above guidelines. The topic must be approved orally or via e-mail prior to submission. Proposals must be submitted by class on Day 10.

Bibliographic Search

Submit a 1-2 page, double-spaced and typewritten summary of a sound approach to researching your topic. Include paper and on-line bibliographies you will need to search (and why) and key words that get you to the correct resources in manageable quantities. Describe the order in which you will need to do things to find the materials you need. Will you need Inter-Library Loan? Which libraries on campus best fit with your topic?

Search will be graded based on logical sequencing and inclusion of the necessary resources and steps to narrow materials to a manageable and useful level. Searches must be submitted by class on Day 14.

Short Paper

The short paper must be double-spaced, typewritten and between 5-7 pages in length. Please use either footnotes or endnotes for documentation, adhering to guidelines in the *MLA Handbook for Writers of Research Papers*, 5th ed.

Short papers will be graded based on logical progression, clarity, depth of content, and proper documentation form. Short papers must be submitted by class on Day 20.

Long Paper

The long paper must adhere to the same guidelines for the short paper. The draft from the Peer Feedback Assignment #4 must be submitted with the final draft. Your long paper should reflect substantial revision based on your re-writing, peer evaluation and additional integration of material.

Long papers will be graded based on the criteria for the short paper. Improper citation will result in your grade for the long paper being lowered one letter grade.

Bibliography

Assigned readings (*) are included in the course packet.

- *Allen, Garland E. "The Biological Basis of Crime: An Historical and Methodological Study." Historical Studies in the Physical and Biological Sciences 31 (2001): 183-222.
- *Amadeus. Dir. Milos Forman. Perf. F. Murray Abraham, Tom Hulce, and Elizabeth Berridge. 1984. Videocassette. Warner Home Video, 1997.
- Andriopoulos, Stefan. "Die Zirkulation von Figuren und Begriffen in kriminologischen, juristischen und literarischen Darstellung von 'Unfall' und 'Verbrechen'." Internationales Archiv für Sozialgeschichte der deutschen Literatur 21 (1996): 111-42.
- Ashley, Susan A. "Marginal People: Degeneration and Genius." Proceedings of the Annual Meeting of the Western Society for French History 24 (1997): 101-109.
- Becker, Peter. "Physiognomie des Bösen: Cesare Lombrosos Bemühungen um eine präventive Entzifferung des Kriminellen." Der exzentrische Blick: Gespräch über Physiognomik. Ed. Claudia Schmölders. Berlin: Akademie Verlag, 1996. 163-86.
- Beirne, Piers. "Adolphe Quetelet and the Origins of Positivist Criminology." American Journal of Sociology 92 (1987): 1140-69.
- . Inventing Criminology: Essays on the Rise of 'Homo Criminalis'. Albany: State University of New York Press, 1993.
- *Black Beauty. Dir. Phil Rosen. Perf. Esther Ralston, Alexander Kirkland, and Hale Hamilton. Monogram Pictures, 1933.
- Böll, Heinrich. The Lost Honor of Katharina Blum or: How Violence Develops and Where It Can Lead. Trans. Leila Vennewitz. New York: McGraw-Hill, 1975.
- *Bowler, Peter J. Darwinism. New York: Twayne Publishers, 1993.
- *---. Evolution: The History of an Idea. Berkeley: University of California Press, 1989.
- *---. The Non-Darwinian Revolution: Reinterpreting a Historical Myth. Baltimore: Johns Hopkins University Press, 1988.
- Cole, Simon A. Suspect Identities: A History of Fingerprinting and Criminal Identification. Cambridge: Harvard University Press, 2001.
- *Doyle, Sir Arthur Conan. The Hound of the Baskervilles. 1901-2. The Classic Illustrated Sherlock Holmes. Stamford: Longmeadow Press, 1987. 343-445.
- Foucault, Michel. Madness & Civilization: A History of Insanity in the Age of Reason. Trans. Richard Howard. New York: Vintage Books, 1965.
- *Frank, Lawrence. "The *Hound of the Baskervilles*, the Man on the Tor, and a Metaphor for the Mind." Nineteenth-Century Literature 54 (1999): 336-72.
- Fullinwider, S.P. "Insanity as the Loss of Self: The Moral Insanity Controversy Revisited." Bulletin of the History of Medicine 49 (1975): 87-101.
- Gibson, Mary S. "The 'Female Offender' and the Italian School of Criminal Anthropology." European Studies 12 (1982): 155-165.
- *Gilman, Sander L. The Case of Sigmund Freud: Medicine and Identity at the Fin de Siècle. Baltimore: Johns Hopkins University Press, 1993.
- *---. The Jew's Body. New York: Routledge, 1991.
- *Gold, Milton. Nordau on Degeneration: A Study of the Book and Its Cultural Significance. Diss. Columbia University, 1957.
- *Goldberg, Ann. "The Eberbach Asylum and the Practice(s) of Nymphomania in Germany, 1815-1849." Journal of Women's History 9 (1998): 35-52.

- *Gould, Stephen Jay. The Mismeasure of Man. New York: W.W. Norton, 1981.
- *---. "The Politics of Evolution." Psychohistory Review 11 (1983): 15-35.
- Guarnieri, Patrizia. "Alienists on Trial: Conflict and Convergence Between Psychiatry and Law (1876-1913)." History of Science 29 (1991): 393-410.
- Haraway, Donna. Primate Visions: Gender, Race, and Nature in the World of Modern Science. New York: Routledge, 1989.
- Harpham, Geoffrey. "Time Running Out: The Edwardian Sense of Cultural Degeneration." CLIO 5 (1976): 283-301.
- *Harrowitz, Nancy A. Antisemitism, Misogyny, & the Logic of Cultural Difference: Cesare Lombroso & Matilde Serao. Lincoln: University of Nebraska Press, 1994.
- , ed. Tainted Greatness: Antisemitism and Cultural Heroes. Philadelphia: Temple University Press, 1994.
- Harrington, Anne. Reenchanted Science: Holism in German Culture from Wilhelm II to Hitler. Princeton: Princeton University Press, 1996.
- Hecht, Jennifer Michael. "Vacher de Lapouge and the Rise of Nazi Science." Journal of the History of Ideas 61 (2000): 285-304.
- *Hoberman, John. "Finding Differences Feeds Stereotypes." National Post 1 Apr. 2000, B1.
- *Høeg, Peter. Smilla's Sense of Snow. Trans. Tiina Nunnally. New York: Farrar, Straus and Giroux, 1993.
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- *M. Dir. Fritz Lang. Perf. Peter Lorre, Inge Langut, Gustaf Gründgens, and Paul Kemp. 1931. DVD. Home Vision, 1998.
- *Nordau, Max. Degeneration. 2nd ed. New York: D. Appleton, 1895.
- Nye, Robert A. "Heredity or Milieu: The Foundations of Modern European Criminological Theory." Isis 67 (1976): 335-55.
- Pick, Daniel. Faces of Degeneration: A European Disorder, c. 1848-c. 1918. Cambridge: Cambridge University Press, 1989.
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- Rennie, Ysabel. The Search for Criminal Man: A Conceptual History of the Dangerous Offender. Lexington: D.C. Heath, 1978.
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- *Showalter, Elaine. The Female Malady: Women, Madness, and English Culture, 1830-1980. New York: Pantheon Books, 1985.
- *Squanto: A Warrior's Tale. Dir. Xavier Koller. Perf. Adam Beach, Eric Schweig, Michael Gambon, and Nathaniel Parker. Videocassette. Don Carmody, 1994.
- *Thomas, Ronald R. "The Fingerprint of the Foreigner: Colonizing the Criminal Body in 1890s Detective Fiction and Criminal Anthropology." English Literary History 61 (1994): 655-83.
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- *Wetzell, Richard F. Inventing the Criminal: A History of German Criminology, 1880-1945. Chapel Hill: University of North Carolina Press, 2000.

List of Texts

- Allen, Garland E. "The Biological Basis of Crime: An Historical and Methodological Study." Historical Studies in the Physical and Biological Sciences 31 (2001): 183-222.
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GRC 301: The Biology of “Difference” in 19th Century Germanic Cultures Extended Course Description

This particular course would be appealing not only to students interested in European History or Germanic Studies, but also to student populations interested in Criminology, Gender or Race Studies, Biology, Medicine, Film, Psychology, Anthropology or Sociology. The progression of the course offers a unique opportunity to apply developments in “pure” science during the 19th Century to change in social thought. The legacy of Darwinism and empirical scientific investigation is still with us today. Biological-typing is, therefore, a medium, through which students can explore not only the topics of history, criminality, degeneration, illness, genius, gender and race, but also the implications of events, theories and scientific and cultural beliefs of the 19th Century in their own lives and contemporary society.

Although the materials provided in this course will be challenging for students at the freshman level, careful guidance will ensure that students build skills for analyzing texts critically. The précis assignments, in particular, will guide them through the process of determining bias and perspective in readings. By framing the content according to relevant theories (positivism, recapitulation), students will gain a better understanding of the perspective of the text and the time in which it was written. These skills will benefit students in upper-division courses, where content tends to be more abstract and theory-driven, and students are required to draw inferences and make connections more independently.

The course contains a substantial writing component, which is designed to guide students through the writing process toward a final, long paper to be submitted at the end of the semester. Breaking down the process into manageable tasks will ensure that students build skills for approaching research topics in a logical manner. The basic skills reinforced with the writing component will better prepare students for upper-division courses, which typically require a research paper.

In general, the content of this course will prepare students for courses in German History, Criminal Anthropology, History of Biology, and History of Psychology.