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
  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

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
  Complete Handout

Day 4: Discussion: Darwinism in 19th Century Europe
  Discussion: Précis Guidelines / Model Précis
  Complete Précis #1

Week 3: The Evolution of Biological Science – Social Implications

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

Day 6: Discussion: Darwinism and Social Darwinism in Germany in the 19th Century.
  The Evolution of Moral Man and Eugenics.
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”
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!
Complete Précis #2

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

Week 8: Individual Madness to Cultural Degeneracy

Day 15: Discussion: Culture Degeneration
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-
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
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
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.
Assigned readings (*) are included in the course packet.


List of Texts


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.