Sex, Freud and Morality: The History and Culture of 1900 Vienna
Honors Course: Hist 217 – 3 credit hours (15 students)
Course Instructor: Dr. Kevin Callahan (Department of History)
Saint Joseph College, CT
College Honors Program
Director: Dr. Agnes Curry

Course Description: What would it be like to live in a culture fascinated by sexuality, yet where sex remains a taboo? Are we still living in this type of world today? The time and place of this paradox is 1900 Vienna, Austria, yet its legacy continues to shape our attitudes and assumptions about sex and gender roles. In this course, students engage from an interdisciplinary approach the history and culture of 1900 Vienna, where tradition and modernity clashed. Topics include Victorian sexuality, sex and social classes, sex and race, sex and politics, the theme of sex in cultural productions, and the role of sex in Freudian psychology.

Readings and Excerpted Readings:
Carl E. Schorske, Fin-de-Siecle Vienna: Politics and Culture
Adelheid Popp, The Autobiography of a Working-Class Woman
Sigmund Freud, Dora: An Analysis of a Case of Hysteria
Author Schnitzler, Hands Around
Arthur Schnitzler, The Road Into The Open
Oscar Wilde, Salome
Jill Knight Weinberger, Vienna Voices
The Memoirs of Vicki Baum, It Was All Quite Different Then
Stefan Zweig, An Autobiography: The World of Yesterday
Adolph Hitler, Mein Kampf
Otto Weininger, Sex and Character

Movies/Videos on Reserve: "Before Sunrise," "The Illusionist," "Vienna 1900,
"History of Sex IV," "La Ronde," "Salome," "Die Fledermaus," "Der Rosenkavalier," "The Third Man"

Part I: Sex, Politics, and Social Classes of 1900 Vienna

Week 1 Introduction
8/29 Introduction

8/31 Groups Meet to Organize
Assignment: Organize Groups and Learn What You Can About 1900 Vienna and Contemporary Vienna.

Week 2 1900 Vienna
9/3 Labor Day
9/5 Movie: "Before Sunrise" or "The Illusionist"/Groups Meet to Organize
9/7 Groups Meet to Organize
Week 3  Imperial Vienna
9/10  Discussion of "Before Sunrise"/"The Illusionist"/Groups Meet to Organize
**First Reflection Paper:** Write a Movie Review of Before Sunrise or Illusionist

9/12  Group Presentations

9/14  The City
Reading: Stefan Zweig, 1-5, 12-20, 24-27

Week 4  Middle-Class Vienna
9/17  The Habsburg Dynasty and Elizabeth: Empress of Austria
Recommended Videos: "Die Fledermaus" and "Der Rosenkavalier"

9/19  Austrian Liberalism/Middle-Class Values/Video "Vienna 1900"

9/21  Vienna Transformed: The Ringstrasse
Reading: Schorske, 24-62

Week 5  Prostitution and Middle-Class Morality
9/24  Education, Conformity, and Morality
Reading: Stefan Zweig, 28-42

9/26  Video: "History of Sex IV: Victorian Sexuality"
**Second Reflection Paper Due!**

9/28  19th-Century Prostitution
Reading: Stefan Zweig, 67-91

Week 6  The Working Class
10/1  Industrialization and Socialism
Reading: Popp, 15-53

10/3  A Working-Class Woman: Adelheid Popp
Reading: Popp, 54 to end of excerpt

10/5  Decline of Political Liberalism I: The Woman Question, Austrian Feminism, and Misogyny
Reading: Baum, 168-169, 176-190; Weininger excerpt

Week 7  The Decline of Political Liberalism
10/8  Faculty Development Day

10/10  Decline of Political Liberalism II: Sex and Race, Anti-Semitism and Zionism
Reading: Adolph Hitler excerpt; Schorske, 116-181
**Third Reflection Paper Due!**
10/12 Midterm Review

Week 8
The Crisis of the Middle Class
10/15 Midterm Exam

Part II: Sex and Culture in 1900 Vienna:
The Birth of the Modern Age

10/17 The Viennese Middle Class in Crisis in 1900 Vienna
Reading: Schorske, 3-10; Schnitzler, Road into the Open, Introduction

10/19 Sigmund Freud’s Vienna
Reading: Freud Biography Excerpt

Week 9
Sex and Psychology
10/22 Video: "Sigmund Freud: Analysis of a Mind"/Overview of Freudian Concepts
Reading: Freud, Dora 8-32

10/24 Dora: A Case of Hysteria
Reading: Freud, 33-55 (First Dream optional)

10/26 Dora/The Road into the Open
Reading: Schnitzler, 1

Week 10
Sex and Literature
10/29 The Road into the Open
Reading: Schnitzler, Chapter 2-3

10/31 "History of Sex, Part I" or Reading Day
Reading: Schnitzler, 4

11/2 The Road into the Open
Reading: Schnitzler, 5

Fourth Reflection Paper Due!

Week 11
Sex and Literature
11/5 The Road into the Open
Reading: Schnitzler, 6-7

11/7 The Road into the Open
Reading: Schnitzler, 8 (chapter 9 optional)

11/9 Movie/"La Ronde"
Reading: Start Hands Around
Week 12  Sex and Theatre
11/12  "La Ronde"
Reading: Finish *Hands Around*
Fifth Reflection Paper Due!

11/14-16  Opera: "Salome"
Reading: Read *Salome*

Week 13  Sex and Opera
11/19  *Salome*
Reading: Finish *Salome*

11/21-23  Thanksgiving
Reading: Start Schorske chapter on Klimt

Week 14  Sex and Art
11/26-28  Gustav Klimt
Reading: Continue Schorske chapter on Klimt

11/30  Oksar Kokoschka
Reading: Schorske, 322-344

Week 15  Sex and Art
12/3  “City of the Dead”: Presentation by author Jill Knight Weinberger
Reading: Excerpt from *Vienna Voices*

12/5  Wild Card Day

12/7  Final Exam Review
Sixth Reflection Paper Due!

Grading Policy:

Participation (33%): Participation means doing the readings conscientiously, being prepared to discuss them, willing to work in small-group discussions and activities, and being an active listener. Part of this grade will include our group presentation project during the first two weeks. Attendance will be taken regularly.

Midterm/Final Exam (33%): The mid-term/final exam will consist of two short essay questions and short identification terms. A list of sample essay questions and IDs, compiled with the assistance of the class, will be provided.

Reflection/Response Papers or Research Paper (33%) Students will write at least six 1½ -2 page (or longer) papers, which are commentaries that respond to some central issue(s) raised in the reading assignments (or historical documents, films, or class lectures/discussions). In lieu of the response/reflection papers, advanced students are encouraged to write a research paper in consultation with the instructor.

Contact person: Kevin Callahan, kjcallahan@sjc.edu
Seminar in the Humanities: Modernity and Postmodernism  
University Honors College, HONORS 0021 (sophomore level), 1 Credit Hour  
Michael Giazzoni  
University of Pittsburgh  
University of Pittsburgh Honors College  
Dean Alec Stewart

**General Description:**
This course is an exploration of the contemporary humanities through cultural criticism, philosophy, and art. This class does not assume any prior knowledge. HONORS 0021 is useful for students contemplating graduate study in the humanities, for those interested in learning the vocabulary and culture of this field, and for those with an avocational interest in developing a critical toolbox to more fully experience contemporary culture and art. Topics include what it means to study in the humanities, the vocabulary that is used in this field, and exposure to some of the major thinkers revered by today’s humanities scholars. 12 students.

**Texts:**

**Syllabus:**
All readings are in *From Modernism to Postmodernism* unless otherwise noted.

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### January 11: Class introduction
- Lawrence Cahoone, “Introduction”: 1-13

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### Philosophy

**THEMES: Truth, Reality, and Knowledge**

#### January 18: Modern and Proto-Postmodern examples
- René Descartes, from *Meditations on First Philosophy*: 19-26  
- [Optional reading: Hume, from *A Treatise on Human Nature*: 27-31]  

#### January 25: Postmodern examples
- Jean-François Lyotard, from *The Postmodern Condition: A Report on Knowledge*: only 259-260 (1st section of essay)  
- Michel Foucault, from “Truth & Power”: only 252-253  
- Richard Rorty, “Solidarity or Objectivity?”: 447-456

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### Science and Philosophy of Science

#### February 1: Modern
- Charles Darwin, from *The Origin of Species*: 88-95
- Max Weber, from “Science as a Vocation”: 127-131

February 8: Early Postmodern and Postmodern examples
- Thomas Kuhn, from “The Nature and Necessity of Scientific Revolutions”: 200-208
- Paul Feyerabend handout: “Anything Goes”

Language

February 15: Modern and Postmodern examples
- Ferdinand De Saussure, from Course in General Linguistics: 122-126
- Handouts: Jacques Derrida’s “Letter to a Japanese Friend” and others

THEMES: Sexuality and Feminism

February 22: Modern examples
- Sigmund Freud, from Civilization and its Discontents: 144-148
- Tennessee Williams, “Night of the Iguana”

February 29: Postmodern examples
- Luce Irigaray, “The Sex Which is Not One”: 254-258
- Caryl Churchill, “Cloud Nine”

Visual Art

March 7: Modern and Postmodern examples
- Filippo Tommaso Marinetti, “The Founding and Manifesto of Futurism”: 118-121
- Hal Foster, “Subversive Signs”: 310-318
- Handout from Janson’s “History of Art,”
- See Courseweb External Links for examples of Marcel Duchamp, Jenny Holzer, and Barbara Kruger.

March 14: No Class…Spring Break

Architecture

March 21: Modernist and Postmodern examples
- Le Corbusier, from Towards a New Architecture: 132-138
Robert Venturi, from *Complexity and Contradiction in Architecture*: 403-409
Charles Jencks, from “The Death of Modern Architecture” and from *What is Post-Modernism?*: 457-463
Handout from Janson’s “History of Art”
See Courseweb External Links for examples of Le Corbusier and Frank Gehry

**Film**
*THEMES: Economics and Representation of Culture*

March 28: Modern and Postmodern examples
- Karl Marx and Friedrich Engels, “Bourgeois and Proletarians”: 75-81
- Film: Vittorio De Sica: “The Bicycle Thief” (watch in class)
- Frederic Jameson, from “The Cultural Logic of Late Capitalism”: 564-574
- Friday Night Movie: Oliver Stone: “Natural Born Killers”

**April 4:** Discuss films and readings

**Literature**
*THEMES: Writing and Reading and Writing*

April 11: Modern examples
- Roland Barthes handout, excerpt from *S/Z*

April 18: Postmodern examples
- Jean Baudrillard handout: “The Map Precedes the Territory”
- [Further, optional reading: Baudrillard, from *Symbolic Exchange and Death*, 421-434]

April 25: Wrap-up; summary

**Grading:**
Grading for this course is Satisfactory/No Credit (“pass/fail”). Successful completion of the course requires the following:
- attending and participating in all classes (maximum two absences)
- posting a discussion question/observation to our Courseweb site each week before class, as well as reading others’ postings and being prepared to discuss them
- functioning as co-facilitator for one week, contextualizing the readings for the class and helping to facilitate discussion