

HIST 1815F 2018

Histories of Love

Dr. Amy Bell



Course Instructor: Dr. Amy Bell

Contact: abell44@uwo.ca

Class Meets: V210

Wed 9:30-11:30 Lecture and discussion of reading

Fri 9:30-10:30 Analysis of primary sources

Office hours: Fri 10:30-12:30 or by appointment

Office V130, Telephone extension 293

INTRODUCTION

What is love? How do we know? How have concepts and expressions of love changed over time? This course will explore these questions using historiographical tools from the broader field of the history of the emotions. Beginning with the debates over how historians can find evidence of emotions in history, the course will examine some of the primary sources associated with the histories of different kinds of love: love letters, films, sentimental jewelry, opinion surveys, folklore, literature, newspapers, political speeches, sermons and medical treatises. Each will reveal an aspect of the history of love, how it was understood by people in the past and how it can be interpreted by historians today. We will also consider how a history of love adds to the current histories of families, medicine, politics, and war. Examples will focus on North America and the United Kingdom from 1800 to the present.

This first-year course is designed to offer a foundation in the basics of historical analysis: how to read a scholarly article, how to recognize and analyze a primary source, how to compare historical events and themes across time and space, how to write a convincing argument, and how to recognize and appreciate the complexities, vulnerabilities and passions of people from the past.

Course Objectives

The course is designed to help you:

1. Recognize and define major themes in recent scholarship on histories of the emotions and how they relate to other genres of history;
2. Develop research skills using the library, digital repositories and a variety of materials;
3. Read and analyse primary sources in ways that recognize their value, and their limitations;
4. Question and evaluate historiographical debates across a range of topics covered in the course;
5. Articulate your own critical views, both in class discussion and in written work;
6. Consider the contemporary relevance and importance of engaging with histories of the emotions.

Students will also set their own learning objectives based on their approach to the material and aims for the course.

Assignments and Assessment

Weekly participation in tutorials and lectures, including article summaries 20%

800 wd. Primary Source Analysis **Oct 17** 30%

300 wd. In-Class Assignment **Nov 9** 10%

In-Class Essay Test **Nov 16** 20%

500 wd. Historiographical Summary **Dec 7** 20%

Note that, since this is an essay course, students must complete the two major written assignments (the primary source essay and the historiographical summary) to pass the course. Students who accumulate enough marks to pass the course but who do not complete either or both of these required assignments will be assigned a grade of 48%.

Participation:

In this introductory class, **your participation is required**, and is weighted at 20% of your final grade. Participation grades are based on the cumulative evidence that you have thought critically about the reading, and are engaged in the work of voicing your views and listening to others.

Participation is pro-rated on attendance; i.e. if you attend 60% of classes that is your maximum mark. Attendance of fewer than 50% of classes results in a mark of zero. Participation marks **cannot be made up or accommodated** in any other way other than participation in class.

Components of the participation grade will include: **weekly written assessment of readings**, reference to the readings and course material in class, participation in field trips and in-class workshops, small-group discussions, bringing in newspaper articles and/or historical objects for class discussions, and **general participation in class discussion.**

Bonus points (1% on your final mark, to a maximum of 3%) will be periodically available throughout the year for attendance at special lectures and events hosted by the History Department or Huron College.

Free pass: Each student will have 1 (one) free pass each term to miss a class without diminishing her/his participation record. No explanation is required.

A recent study by Faria Sana, Tina Weston, and Melody Wiseheart suggested that multitasking on a laptop hindered classroom learning for both users and nearby peers, lowering grades by 11% and 17% respectively.¹ Inappropriate use of technology in the classroom is also a form of anti-participation and will affect marks accordingly.

Detailed descriptions of the other assignments will be found on separate handouts.

Class Schedule and Readings

1. Sept 7: Introduction

2. Sept 12: Lecture: Histories of the Emotions

Reading: Peter N. Stearns, Mark Knapp, “Men and Romantic Love: Pinpointing a 20th-Century Change” *Journal of Social History*, 26, 4 (Summer, 1993), 769-795.

Sept 14: Primary Sources- Marriage Objects

3. Sept 19: Lecture: Family Love and Separation

Reading: Susan J Matt, “Emotions in Early America” in *Homesickness: An American History* (New York: OUP), 12-35. [OWL]

Sept 21: Residential Schools

J. Lafrance and D. Collins, “Residential Schools and Aboriginal Parenting: Voices of Parents,” *School of Native Human Services* (2003), 104-125.

www.collectionscanada.gc.ca/obj/thesescanada/vol2/OSUL/TC-OSUL-435.pdf

4. Sept 26: Lecture: Romantic Love and Love Letters

Reading: Vicki Howard, “The Courtship Letters of an African American Couple: Race, Gender, Class, and the Cult of True Womanhood”, *The Southwestern Historical Quarterly*, 100, 1 (Jul., 1996), 64-80. (J-Stor) and Eleanor Alexander, “The Courtship Season: Love, Race, and Elite African American Women at the Turn of the Twentieth Century” *OAH Magazine of History*, 18, 4, (Jul., 2004), 17-19. (J-Stor)

Sept 28: An Airman’s Love Letter

¹ Faria Sana, Tina Weston, Nicholas J. Cepeda, “Laptop multitasking hinders classroom learning for both users and nearby peers,” *Computers & Education*, 62 (March 2013), 24–31, <http://dx.doi.org/10.1016/j.compedu.2012.10.003>

5. **Oct 3: Lecture: Courtship Rituals**
Reading: Marilyn Ferris Motz, "'Thou Art My Last Love": The Courtship and Remarriage of a Rural Texas Couple in 1892", *The Southwestern Historical Quarterly*, 93,4 (Apr., 1990), pp. 457-474. (J-Stor)
Instead of a tutorial October 5th we will join local enrichment students for the Huron History Day lecture on October 4th.
6. **Oct 10-12:** Fall Reading Week
7. **Oct 17: Lecture: Love Gone Wrong: Criminal Trials**
*****Primary Source Analysis Due 20%*****
Reading: Stephen Robertson, "Making Right a Girl's Ruin: Working-Class Legal Cultures and Forced Marriage in New York City, 1890-1950" *Journal of American Studies*, 36, 2, (Aug., 2002), 199-230 (J-Stor)
Oct 19: Criminal Trials from the Old Bailey
8. **Oct 24: Lecture: Emotions and Medical History**
Reading: Fay Bound Alberti, "Bodies, Hearts, and Minds: Why Emotions Matter to Historians of Science and Medicine" *Isis*, 100, 4 (Dec. 2009), 798-810 (J-Stor).
Oct 26: Primary Sources: Paintings of Lovesickness
9. **Oct 31: Lecture: Homosexuality and Hidden Histories**
Reading: H. G. Cocks, "'Sporty' Girls and 'Artistic' Boys: Friendship, Illicit Sex, and the British 'Companionship' Advertisement, 1913-1928", *Journal of the History of Sexuality*, 11, 3 (Jul., 2002), 457-482. (J-Stor)
Nov 2: No Class
10. **Nov 7: Lecture: Photographs and Photograph Albums**
Reading: Geoffrey Batchen, "Ere the Substance Fade: Photography and Hair Jewelry", in *Photographs Objects Histories: On the Materiality of Images*, ed. E. Edwards, 31-46 [OWL]
Nov 9: Primary Sources: Family Photographs
*****In Class Assignment on Reading a Photograph 15%*****
11. **Nov 14: Lecture: Parental Love**
Reading: Jenny Hartley, "Letters are *everything* these days": mothers' letters in the Second World War" in *Epistolary Selves: Letters and Letter Writers 1600-1945*, ed. Rebecca Earle (1999), 183-195 (UK) [OWL]
Nov 16: * In Class Test 25%*****
12. **Nov 21: Primary Source:** *Brief Encounter* (1945)

Reading: Christine Grandy, "Paying for Love: Women's Work and Love in Popular Film in Interwar Britain", *Journal of the History of Sexuality*, 19, 3 (2010), 483-507. (J-Stor)

Nov 23: Film and article discussion

13. Nov 28: Lecture: The Politics of Love

Reading: Tasha Holtman, "A Covert from the Tempest": Responsibility, Love and Politics in Britain's "Kindertransport", *The History Teacher*, 48, 1 (Nov. 2014), 107-126 (J-Stor).

Nov 30: Primary Sources: Political journalism

14. Dec 5: Conclusion

Dec 7: *Historiographical Summary Due 15%*****

RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.²

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

² They should be in Arabic, not Roman numerals or letters.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



The Appendix to Course Outlines is posted on the OWL course site.