

HIST 1815F 550 2022

Histories of Love

Spring Intersession Term

Course Instructor: Dr. Amy Bell

Contact: abell44@uwo.ca

Class Scheduled Time: Mon-Thu 9:30-12:30

9:30-10:30 - Recorded lecture via OWL/ Voice Thread

10:30-11:30- Synchronous online class meeting via OWL/ Zoom

11:30-12:30- Self-directed reading and reading response

Office Hours: By appointment

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, photographs, magazines, 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 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 fields of study;

2. Develop the close readings skills that will equip you for advanced study in history, law or education (readings and responses);
3. Improve your writing skills; your ability to organize their time; your critical and analytical faculties; your ability to develop, discuss, and defend their ideas in person and in writing (responses, tutorials, research assignments, film review);
4. Conduct original research using primary and secondary materials, and present your research findings effectively through written assignments and in class (research assignments, tutorials and film review);
5. Consider the contemporary political and intellectual importance of engaging with histories of the emotions.
6. Set your own learning objectives based on your approach to the material and aims for the course.

Assignments and Assessment

Participation: 30% (tutorials 10%, Forums 10% reading responses 10%)
Daily

Film Review: 25%

May 24, 11 p.m.

Primary Source/Family Photograph Assignment 15% May 30, 11 p.m.

Take-Home Exam 30%

June 3, 11 p.m.

Required Texts: There are no required texts to be purchased for this class. The weekly readings are marked below, and are available either via the hyperlink in the syllabus, or in the Weekly Resource tabs on OWL.

Online Learning: All our course material will be available through OWL, using Word, Voice Thread and Zoom applications. All your assignments will be submitted through OWL.

Academic Integrity: All your work, including your reading responses and Forum posts, must be based on your own research and in your own words. All assignments will be checked through the anti-plagiarism software Turnitin. Copying and pasting from the internet or other student work is plagiarism and will result in a mark of zero and a notification to the Associate Dean. For more information on academic plagiarism is, students consult the official Western policy:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_and_ergrad.pdf

Late Penalties and Last Day to Submit: Late essay assignments are penalized 2% per day, including weekends. Essays worth more than 10%

must be submitted within a week of the deadline; no essays will be accepted after the seventh day (unless the student has been granted Academic Accommodation). No late exams will be accepted. Students must complete the written assignments to pass the courses. If the essays are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Academic Consideration: All requests for consideration must first go through Academic counsellors in appropriate Faculty Dean's Office. In-class participation cannot be accommodated. No late reading responses or forum posts will be accepted.

Assignments

PARTICIPATION 30%

(10% Tutorials, 10% Forums, 10% Reading Responses)

In this introductory class, your participation is required, and is weighted at 30% 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 will be both synchronous (together in class time) and asynchronous (done on your own time).

Tutorials 10%

We will meet synchronously as a class ten times over the term in the **class time (10:30- 11:30 a.m.)**, and participation is weighted at 1% per class. Attendance alone is not sufficient for participation marks. In our class meetings we will clarify any questions about the weekly reading/lecture/podcast, discuss the lecture and reading, and break into groups to discuss the primary source for the week.

Forum posts 10%

For each class, the student will post a comment in the Forum, usually based on the discussion of the primary source we discussed in tutorial. Comments must be original, and be completed by 11 p.m. that day. No late submissions will be accepted.

Reading Responses 10%

Students will write **five** out of a possible **ten** reading responses, worth 2% each. These will be based on an analysis of the lectures and readings. An excellent response will get 2%, and adequate one 1% and a weak or absent one 0%. These must be completed by 11 p.m. of that day. No late submissions will be accepted.

FILM REVIEW 25%

Tuesday May 24 by 11 p.m.

In this paper, students will analyze the film *Forbidden Love: The Unashamed Stories of Lesbian Lives* (1992), and how the filmmakers contrast oral interviews and pulp novels as primary sources in the film. Students will reinforce their argument with the background chapters posted in OWL by Jean Bruce and Gerda Cammaer, *Forbidden Love: A Queer Film Classic* (2015). Essays will be approximately 1,000 words (4 double-spaced pages), be in scholarly form with footnotes in the History Department style and contain a thesis statement, introduction, conclusion and bibliography. Full instructions are under the Assignment Tab.

PRIMARY SOURCE ASSIGNMENT 15% Monday, May 30 by 11 p.m.

For this assignment, students will find a family photograph online at the Archives of Ontario, and analyse what it can tell us about using photographs as historical sources, and what the history of the emotions can add to local history. Responses will be approximately 800 words. Full instructions are under the Assignment Tab.

TAKE HOME EXAM 30%

Friday June 3 by 11 p.m.

The take-home exam is a 1,200 word final paper designed to assess how well students have understood and analysed all the course material. Students will be given one essay question in advance, to answer with specific footnoted references to the course readings, lectures and discussions. No outside research is required or permitted, and no late exams will be accepted.

Class Schedule and Readings SPRING 2022

May 16

Class 1: Introduction to Histories of the Emotions

Listen: Lecture: **Histories of the Emotions** (Voice Thread)

Listen: "The history of human emotions," Tiffany Watt Smith Ted Talk 2018 (15 min). <https://www.youtube.com/watch?v=S-3qnZrVy9o>

Read: Susan J. Matt, "The History of American Emotions" *The American Historian* (Aug. 2016)

<https://www.oah.org/tah/issues/2016/august/the-history-of-american-emotions/>

Participate: Zoom Tutorial **10:30 am** 1%, Forum Post 1% and optional Reading Response 2% (5/10 classes)

May 17

Class 2: Family Love and Separation

Listen: Lecture: **Family Love and Separation** (Voice Thread)

Listen: Podcast: "Death by nostalgia: the strange history of homesickness" CBC Radio 2016 (18 minutes) <https://www.cbc.ca/radio/tapestry/death-by-nostalgia-the-strange-history-of-homesickness-1.3786696>

Read: Susan J Matt, "Emotions in Early America" in *Homesickness: An American History* (New York: OUP), 12-35. (OWL)

Participate: Zoom Tutorial **10:30 am** 1%, Forum Post 1% and optional Reading Response 2% (5/10 classes)

May 18

Class 3: Romantic Love and Love Letters

Listen: Lecture: **Romantic Love and Love Letters** (Voice Thread)

Read: 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 (OWL).

Read: A love letter from Endymion Porter to his wife, 17 July 1623 (TNA catalogue ref: SP 14/148f.155).

<https://www.nationalarchives.gov.uk/education/resources/james-i/a-love-letter/>

Participate: Zoom Tutorial **10:30 am** 1%, Forum Post 1% and optional Reading Response 2% (5/10 classes)

May 19

Class 4: Documentaries and Hidden Histories

Listen: Lecture: **No Lecture Today**

Watch: LGBT Seniors Tell Their Stories | LA LGBT Center, 2013 (10 min.)
<https://www.youtube.com/watch?v=JDOdv792rBA>

Watch: NFB documentary *Forbidden Love* (1992) (85 min.)
https://www.nfb.ca/film/forbidden_love/

Read: Jean Bruce and Gerda Cammaer, *Forbidden Love: A Queer Film classic*, 2015, Chapters 1 and 2 (OWL).

Participate: Zoom Tutorial **10:30 am** 1%, Forum Post 1% and optional Reading Response 2% (5/10 classes)

May 23: No Class today; Victoria Day Holiday

May 24: FILM REVIEW DUE BY 11 P.M.

May 24: Class 5: Same Sex Love

Listen: Lecture: **Sources for LGBTQ2 Histories** (Voice Thread)

Read: 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 (OWL).

Participate: Zoom Tutorial **10:30 am** 1%, Forum Post 1% and optional Reading Response 2% (5/10 classes)

May 25

Class 6: Photographs as Historical Sources

Listen: Lecture: **Reading Photographs** (Voice Thread)

Read: Geoffrey Batchen, "Ere the Substance Fade: Photography and Hair Jewelry", in *Photographs Objects Histories: On the Materiality of Images* (2004), ed. E. Edwards, 31-46 (OWL).

LOOK at examples:

<https://www.morninggloryjewelry.com/articles/gallery/victorian-photographic-jewelry/>

Watch: "From the Collection of Evan Michelson: Woven Strands" (2018) (2 min.) <https://www.youtube.com/watch?v=RO3pHn029uk&feature=youtu.be>

Watch: "From the Collection of John Whitenight: Woven Strands" (2018) (2 min.) https://www.youtube.com/watch?v=EfP_wbbv-Hk

Participate: Zoom Tutorial **10:30 am** 1%, Forum Post 1% and optional Reading Response 2% (5/10 classes)

May 26

Class 7: Love Tokens and Material Objects

Listen: Lecture: **Love Tokens: Lovers and Mothers** (Voice Thread)

Watch: Love Tokens by (2020) by Guy de la Bédoyère (18 min.)

<https://www.youtube.com/watch?v=FN3ofbiBFyk>

Read: Sally Holloway, Chapter 3, "Love Tokens" in *The Game of Love in Georgian England: Courtship, Emotions, and Material Culture* Oxford University Press, 2019 (OWL).

Participate: Zoom Tutorial **10:30 am** 1%, Forum Post 1% and optional Reading Response 2% (5/10 classes)

May 30

Class 8: Love Gone Wrong: Criminal Trials

Listen: Lecture: **Court Records and Histories of Emotion** (Voice Thread)

Read: 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 (OWL).

Read: Criminal Trial from the Old Bailey London UK:

Giovanni Nizzia, charged with kidnapping, 8th January 1906,

<https://www.oldbaileyonline.org/browse.jsp?id=def1-165-19060108&div=t19060108-165&terms=nizzia#highlight>

Participate: Zoom Tutorial **10:30 am** 1%, Forum Post 1% and optional Reading Response 2% (5/10 classes)

May 30: Family Photographs Essay due by 11 p.m. today

May 30

Class 9: Parental Love

Listen: Lecture: **Parental Love** (Voice Thread)

Read: Emma Griffin, "The Emotions of Motherhood: Love, Culture, and Poverty in Victorian Britain," *The American Historical Review*, 123, 1 (Feb. 2018), 60-85 (OWL).

Participate: Zoom Tutorial **10:30 am** 1%, Forum Post 1% and optional Reading Response 2% (5/10 classes)

June 1

Class 10: The Politics of Love

Listen: Lecture: **Reading Emotions in Politics** (Voice Thread)

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

Participate: Zoom Tutorial **10:30 am** 1%, Forum Post 1% and optional Reading Response 2% (5/10 classes)

June 2

Class 11: Conclusion

Listen: Lecture: **Conclusion** (Voice Thread)

Participate: No meeting today, work on final papers.

***** Take Home Exam 30% Due Friday June 3 by 11 p.m.**

The appendix guide to Huron FASS Rules and Regulations is attached separately in OWL.

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.¹

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)

¹ They should be in Arabic, not Roman numerals or letters.

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.

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.