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.
Bonuses 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. 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

3. Sept 14: Primary Sources- Marriage Objects

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

5. Sept 21: Residential Schools


7. Sept 28: An Airman’s Love Letter

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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%***
   Oct 19: Criminal Trials from the Old Bailey

8. Oct 24: Lecture: Emotions and Medical History
   Oct 26: Primary Sources: Paintings of Lovesickness

   Nov 2: No Class

10. Nov 7: Lecture: Photographs and Photograph Albums
    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%***


**Nov 23**: Film and article discussion


   **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.  

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

For example:

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#.


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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.


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.


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.


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:


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