Goals of the course:

(1) To explore the ways in which emotions have been studied by historians in the past and to learn new methods and approaches. All periods and areas of history will come under the purview of this course.

(2) To present materials to the class in the form of group reports.

(3) To write a book review OR

(4) To write a seminar paper based on primary source research.

N.B. This class can count for a 500-level seminar for students graduating in academic year 2014-15 with the instructor's permission and on condition that the final paper is a primary-source research paper. Seminar credit should be worked out with the instructor and the GPD within the first two weeks of the semester.

Class schedule:

Week 1 Introduction
   a) the course: its nature and its requirements

Week 2 What are the emotions?
   Cornelius (entire)
Week 3  **Old Paradigms I**


*due if you are writing a seminar paper: topics (title + 10 questions you want to answer)*

5 or so min presentations by each student in this form:

a) *I am working on X*
b) *because I want to know Y*
c) *the likely primary sources are Z*

Week 4 Old Paradigms II


Marc Bloch, *Feudal Society*, p. 73 et passim (D131 .B513)

Lucien Febvre “Sensibility and History: How to Reconstitute the Emotional Life of the Past,” in *A New Kind of History: From the Writings of Febvre*, ed Peter Burke, pp. 12-26 (DC 36.9 F32)

Week 5 Private meetings with prof to talk about group reports and papers

Week 6  **Critiques of Elias**

a) Group report #1 on


Week 7 **New Paradigms I: Emotions in the U.S. I**  
Nicole Eustace, *1812: War and the Passions of Patriotism* (excerpts)

Week 8 **New Paradigms II: Emotions in the U.S. II**  
for students working on seminar papers: due: bibliographies of primary sources  
Julie Ellison, *Cato’s Tears* (excerpts)  

Week 9 **New Paradigms III: The work of William Reddy**  
Reddy, *Navigation of Feeling* (excerpts)  
_____ *Origins of Romantic Love* (excerpts)

Week 10 **New Paradigms IV: The work of B. Rosenwein**  
Rosenwein, *Emotional Communities* (excerpts)

for those writing papers: due: bibliographies of secondary sources;  
5-min presentations (no longer) by each student in this form:  
a) *I am working on X in order to know Y*  
c) *the secondary sources suggest Z*  
d) *the primary sources suggest Z*  

Week 11 **Emotions around the World I**  
a) Group report #2 on articles in *Love in Africa*  
_________________  
_________________  
_________________  
_________________  

b) for those writing seminar papers: due: outlines of papers

Week 12 **Emotions around the World II**  
other readings TBA

Week 13 private meetings with professor to discuss book review
Week 14 Mini conference: presentations of papers

Seminar papers or book reviews due.

Bibliography.
(Choose a book on this list for your review, or discuss an alternative with the professor.)


**How to read books and articles critically (for class and reports)**

1. Figure out what historical issue the author is addressing, why, and in what manner his or her “take” is different from anyone else’s. Nothing gets published unless it is “original”. Figure out what your author’s contribution is.

2. Assess whether that contribution is significant and adequate.

3. “Gut” the book or article before you read it. That means looking at the TOC (Table of Contents), Preface, Introduction, and Conclusion before you do anything else.

4. As you read, figure out how the sections (e.g. chapters) relate to one another and to the overall argument.

5. Look at the evidence that the author uses. It is primary source evidence? Of what sort? Where was it obtained. Is it adequate to the argument the author wishes to make?

6. What theories of historical change or stasis does the author bring to the argument? Are these theories explicit? Are there any implicit theories or assumptions that you can tease out from the work--even some that the author may not be aware of?

7. All authors are “biased” in that they all bring themselves and their presuppositions to their work. Do not criticize an author for being biased. We are all biased. Even scientists are biased (they chose to work on certain things because they consider them important, and they consider them important because of certain norms, assumptions, values, and beliefs that they hold dear). The only issue here must be: does the author’s bias distort the his or her view of the materials? Or does it help bring passion and meaning to the materials?

7. Bias is not the same thing as “approach.” Some historians take a social approach, others economic, others political. Decide which approach your author has taken (it’s often hinted at the
in the title). Consider the values and the problems of such an approach.

Your reports should (a) sum up the main points of the author’s argument, NOT in the order in which the author made it (avoid, “and then he goes on to say…”) but in a way that makes good, crisp sense to you; (b) discuss the sorts of primary sources that your author used and the limitations and virtues of such sources; (c) mention the author’s approach and his or her key underlying assumptions.

If you are leading a class discussion, the above points (a-c) should be what you aim to solicit from your classmates. But don’t ask them a question without having an answer--or at least a preliminary answer--yourself!

**Statement on plagiarism**

I adopt the definition of plagiarism in Booth et al.:

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his [or her] exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.¹

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