

Dr. Heikki Lempa

HIST 374

F 8:55-11:25

200 HOSCI

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Or by appointment

Seminar: History of Emotions

History of Emotions is a research seminar on one of the most profound features of our individual makeup and its development during the last five hundred years in Europe. We will explore what are emotions? How were they used and manipulated? Could a middle class man have ambitions? Or a middle class woman? What was love? What were the institutions of love? What are emotives? What were the emotions and reactions of those men whose duty was to destroy all enemies of the nation? These are some of the questions we attempt to answer in this seminar.

Objectives. This is a research seminar with a broad historical theme. We have three main objectives: 1. First, we will learn the main transformations in the history of emotions between 1400 and 1990 in Europe. Who were some of the main figures in shaping emotional cultures? What were the main political, social, religious, cultural, and intellectual institutions that shaped and saved emotional cultures and styles?

2. We will also tackle important questions of historical thinking. What are emotions? How can we know about the emotions of the past? Were the emotions of the past different from ours? How did emotions change in time in Modern Europe? Or did they? Were there ruptures in the history of emotions or should we assume a long lasting continuity? What are some of the theories, schools of thought, and directions in the history of emotions?

3. Finally, we will engage in historical research. How to analyze and interpret primary sources in view of their emotional content? How to read secondary sources (interpretations of other historians)? How to create strategies of arguing against these interpretations and how to use evidence? How to create a historical narrative that is sensitive to the variety of emotional expressions and experiences and at the same time provide a coherent account of the subject matter?

Research Paper. You will write a research paper of 20 to 25 pages based on a variety of primary and secondary sources. Please schedule a meeting with me to find a topic and appropriate primary sources. I prefer a topic of your own choice related to Modern European History (1500-1990) but I have a list of good topics. The writing process extends over the whole class. It starts with (1) choosing the topic, followed by (2) crafting a working bibliography and outline, (3) writing the draft, (4) giving a formal presentation, (5) writing a comment on another student's presentation, and (6) submission of the final version. I will read and comment on the draft and

assign a tentative grade to it. The paper will be based on a number of primary sources and at least twelve secondary sources. **No internet sources are allowed** as secondary sources unless they are from JSTOR or Ebsco and are in pdf-format. Use footnotes and attach a bibliography sheet to your paper in accordance with the Chicago style. All the assignments have to be submitted in person in class. No email submissions are allowed. There will be no extension time for writing except in the case of a **documented illness**. On themes and sources for research paper, see the table at the end of the syllabus.

Paper Presentation. During the last three sessions you will have the opportunity to give a 15-minute presentation of your research topic. For each presentation there is a student commentator who will provide a one-page (300 words) written comment on the presentation and a short, seven-minute critical commentary on the presentation and paper. The rest of the time, eight minutes, is reserved for public discussion of the presentation. For the evaluation and expectations of the presentation and comments see more detailed instructions at the end of the syllabus. The presenter has to submit the commentator and me a copy of his or her paper presentation two days before the presentation. On evaluation, see the grading standards at the end of the syllabus.

Comment on Presentation. The commentator prepares a written comment of one page (300 words) and submits a copy of it to the presenter and another one to me. The commentator should find out the basic argument (thesis) of the paper. Is the argument meaningful and relevant in view of the history of emotions and its current discussion among the historians? Is the evidence good and compelling to support the thesis? Go in detail and ask critical questions. Try to find new perspectives to shed light on the topic. Finally, you should pay attention how effective and capturing the presentation is? On evaluation, see the grading standards at the end of the syllabus.

Statements. For every seminar session you write a statement of at least 500 words exploring a. the basic argument of the text, b. the ways the text discusses and relates to the historiography of the history of emotions, c. how and what kind of primary sources the text uses, and d. how it relates to some specific problems in your own research project. On evaluation, see the grading standards at the end of the syllabus. Bring this statement to class along the copy of the article or chapter that you analyzed in the statement.

Exams. There will be one midterm exam. The midterm exam will consist of two parts. The first part tests your understanding of historical thinking and research in view of the history of emotions. The second part is an historical essay that tests your understanding of the content and your skills in creating an historical narrative in the same manner you write your paper. The midterm exam is based on the reading assignments. There will be no make-ups except in the case of **documented illness**.

Evaluation

Paper	33%
Midterm	25%
Statements	10%
Paper presentation	10%

Analysis of a primary source	7%
Draft	7%
Comment on presentation	5%
Bibliography and Outline	3%

Attendance. One absence is allowed. After the first one each subsequent absence lowers your overall grade for the course by a third (1/3) of a letter grade unless you have a documented illness or a written explanation from your athletic coach.

Workload. This is a demanding and intensive research seminar. It has been designed with the expectation that you prepare for each session at least two (2) hours. Additional work is needed for your research paper so that the total **minimum weekly workload** for this class is **fourteen (14) hours**. For a good paper more work is needed.

Support Policy for Students with Disabilities. Students who wish to request accommodations in this class for a disability should contact Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Required Texts:

- “AHR Conversation: The Historical Study of Emotions” *The American Historical Review* 117 (2012): 1487-1531.
- Frevert, Ute, *Emotions in History – Lost and Found*. Budapest: Central European University Press, 2011.
- Bakker, Nelleke, “The Meaning of Fear. Emotional Standards for Children in the Netherlands, 1850-1950. Was There a Western Transformation”? *Journal of Social History* 34 (2000): 369-391.
- Elias, Norbert, “On Transformations of Aggressiveness,” *Theory and Society* 5 (1978): 229-42.
- Reddy, William M., *The Navigation of Feeling. A Framework for the History of Emotions*. Cambridge: Cambridge University Press, 2001, 141-172.
- Stearns, Peter N. and Carol Z. Stearns, “Emotionology: Clarifying the History of Emotions and Emotional Standards” *The American Historical Review* 90 (1985): 813-36.
- Wouters, Cas, “Etiquette Books and Emotion Management in the 20th Century. Part One. The Integration of Social Classes. *Journal of Social History* 29 (1995): 107-24.

Schedule

Aug 30	Introduction	
Sept 6	What is history of emotions?/ Frevert, "Introduction"	Due: Statement Due: Topic Proposal
Sept 13	Emotions and Words/Stearns, "Emotionology"	Due: Statement
I. Emotions in Court society, 1400-1780		
Sept 20	From Medieval to Early Modern Emotions/ Elias, "Transformations."	Due: Statement
Sept 27	Emotional Order in France, 1700-1780/ Reddy, <i>The Navigation of Feeling</i> , ch 5	Due: Statement Due: Analysis of a Primary Source
II. Classical Bourgeois Society and Emotions, 1780-1914		
Oct 11	Emotions and Individual. The Case of Honor/ Frevert, "Losing Emotions."	Due: Bibl. and Outline Due: Statement
Oct 18	Emotions and Gender/ Frevert, "Gendering Emotions."	Due: Statement
III. Modern Mass Society and Emotions, 1870-		
Oct 25	Emotions and Society. Social Emotions/ Frevert, "Finding Emotions."	Due: Statement
Nov 1	Managing Emotions/ Wouters, "Etiquette Books and Emotion Management"	Due: Draft Due: Statement
Nov 8	The State of Discussion and Research/ "AHR Conversation: The Historical Study of Emotions"	Due: Statement
Nov 15	Midterm	
Nov 22	Paper Presentations	
Dec 6	Paper Presentations	
Dec 12	Due: Final Version	

Evaluation of Statements

I will evaluate and grade the weekly statements of your reading by using following standards:

1. Identification of Thesis	A	B	C	D
2. Historiography	A	B	C	D
3. Use of Primary Sources	A	B	C	D
4. Connection to Own Project	A	B	C	D

1. A student has been able to find the thesis if she or he
 - a. can phrase it and provide a direct quote
2. A student has been able to discuss the historiographic contribution of the text if he or she
 - a. can identify the main schools and/or historians of the history of emotions and
 - b. can put the text in the context of the discussion on the history of emotions
3. A student has been able to discuss the use of primary sources if
 - a. he or she can identify the most crucial genres of primary sources being used
 - b. critique the use of evidence
4. A student has been able to discuss the connection of the text to her or his own project if
 - a. she can formulate a thesis (even a tentative one) for her own project and
 - b. discuss whether and how the text is relevant or irrelevant to her or his project

Evaluation of the Paper Presentation

1. Mastery of Content	A	B	C	D
2. Clarity of Thesis	A	B	C	D
3. Performance	A	B	C	D
4. Total	A	B	C	D

1. A student masters the content if he or she
 - a. knows the pertinent facts,
 - b. has a command over the main interpretations of the theme, and
 - c. shows skills of using important details in elaborating arguments
2. A student makes a clear and strong thesis if
 - a. her or his argument is clearly recognizable
 - b. he or she can support it with the sources available
 - c. she or he is consequent in supporting the thesis
3. Performance is good if
 - a. the argument is made with clarity
 - b. it is lively, and
 - c. several students participate in ensuing discussion.

Evaluation of the Comment

1. Identification of Thesis	A	B	C	D
2. Discussion of Thesis	A	B	C	D
3. Discussion of Evidence	A	B	C	D
4. Total	A	B	C	D

1. A student has been able to find the thesis if she or he
 - a. can phrase it
 - b. can critique it
2. A student has been able to discuss the thesis if he or she
 - a. can critique it
 - b. can put it in the context of the discussion on the history of emotions
3. A student has been able to discuss the evidence if
 - a. he or she can identify the most crucial pieces of evidence
 - b. critique the use of evidence

Paper Topics

- I. Select from the included list three sources (or groups of sources) and corresponding themes in a ranking order.
- II. Submit the selection to me by January 25.
- III. Start your search in the WorldCat.
- IV. Use effectively online electronic databases as instructed in HIST 270. An excellent starting point is the advanced google book search: http://books.google.com/advanced_book_search.
- V. You are free to use materials in any languages you master. I encourage the use of languages other than English.

Primary Sources	Themes
GutsMuths; Jahn; Ling (English), Sport Manuals (Google) (19 th century)	Emotions in Sports, Gymnastics
Descartes, The Passions of the Soul (17 th century)	Emotions
Hume, A Treatise of Human Nature (18 th century)	Emotions

Darwin, The expression of the emotions in man and animals (late 19 th century)	Emotions
Charles Le Brun, A method to learn to design the passions (1734)	Emotions and Art
Rameau, Treatise on Harmony (18 th century)	Emotions and Music (classic)
Locke, On Education (17 th century)	Emotions and Education
Rousseau, Emile (18 th century)	Emotions and Education
Freud, Beyond the Pleasure Principle (1920)	Emotions
Madame de Stael, The influence of the passions upon the happiness of individuals and of nations (1813)	Emotions, Women, and Politics
Charles Fourier, The Passions of the Human Soul (1851)	Emotions and Society
Jane Austen, Pride and Prejudice (early 19 th century)	Emotions, Love, Pride, Society
Manuals of Popular Health	Emotions in Medicine, Dietetics, Life Style
Manuals for Ladies or Gentlemen, Etiquette Books	Pride, Love and Marriage

Analysis of a Primary Source

Write an analysis of 900 words that explore your main primary source. For instance, if your topic is David Hume and Emotions, take the second part of his *A Treatise of Human Nature* as your main primary source. If your topic is based on manuals and etiquette books, take one of these books as your main source.

Your analysis should include:

- a. A synopsis of the text and its understanding of emotions.
- b. A more detailed description of one emotion that is particularly intriguing to you.
- c. Speculation on the historical meaning and context on the general understanding of emotions in the text and also the one emotion you found especially interesting. For instance, in Hume's case you might consider why Hume understood emotions as he did? What might have been his social or political agenda to promote such an idea in the context of 18th-century Scotland and England?

Outline and Bibliography

Outline

An outline gives the substantive structure of your paper and it shouldn't be longer than two pages. Write a short introduction in which you mention first the thesis (I argue that . . .) And then designate all major sections of your paper. Use key words the way I use them in my lecture notes. Do not use complete sentences.

Bibliography

A. Your bibliography should include your **primary sources** (3-5). Although your paper might have one major primary source, such as Hume's *A Treatise of Human Nature*, you will need other primary sources by the same author and/or different authors to indicate change.

B. Your bibliography should also include your secondary sources (at least six books and six articles). The secondary sources have two functions. They will provide you information about the topic (person, theme, time period). They also provide you an interpretation about the topic and this is the most important function of these sources. You have to balance your discussion between the historiography of the history of emotions and the historiography of the topic. For instance, there is plenty of historical scholarship on Hume but not all of that is relevant to you, only the one that pertains to his understanding of emotions. In the case of Hume, you should also consider scholarship on emotions in the 18th century.

Use the format that follows the *Chicago Manual of Style* and Rampolla.

The Draft

Your draft should follow the general guidelines for the research paper (see below). It should be as complete as possible.

General Guidelines for the Research Paper

The length of your paper is 20 to 25 pages with a significant number of primary sources (3 - 5 texts) and several important secondary sources (at least 6 historical research articles and 6 books). A good paper has a structure as following:

- I. Title Page (not including in pagination)
- II. Introduction (1.5 pages)
- III. Body (17-22 pages)
- III. Conclusion (1.5 pages)
- IV. Bibliography (not included in pagination)

The introduction of your paper is an important part of your study. First, mention the thesis that you will prove in your paper. Second, introduce **at least three important interpretations** of other historians who have studied your topic and shortly discuss your take on these interpretations. Detail discussion of these interpretations takes place in the body. Finally, in two or three lines, mention how you will proceed in your paper, how you break down your main thesis into smaller theses to be discussed in individual sections of the paper.

The middle is the bulk of your paper. Discuss systematically, in compact paragraphs, each of the subtheses. Contrast your own interpretation with other interpretations (those you already mentioned in the introduction). Be critical in reading the other interpretations and try to **disagree** with them as much as possible. Move on to support your disagreement and your own point by providing evidence that shows how your interpretation is better than the others. It does not matter if you cannot provide exhaustive evidence for your argument. But it matters that you disagree and support your own thesis.

The conclusion is an important section of your paper. Pull the threads of your research together and tell your audience what are your findings, i.e., what was your argument and what were the patterns of the primary sources supporting your main thesis. It is also important that you mention the limitations of your findings. You haven't explained everything but only a fragment of a large problem confined to its time, place, and your narrow source base. You can also now make specific suggestions for further research.

For style, footnotes, and bibliographic details see Rampolla, *A Pocket Guide to Writing in History*. The expectation is that you have, on average, five (5) footnotes per page.