History 2270. Love in the Modern World. Spring 2013

Instructor: Prof. Stephen Kern

Place: Cockins 218; Time WF 9:35-10:55

Office hours Tu,Wed 11:00-11:30 or by appt. in 242 Dulles Hall.

Office phone: 292-7308. email: kern.193@osu.edu.

REQUIRED BOOKS

Charlotte Brontë, Jane Eyre.

D. H. Lawrence, Women in Love.

Carol Shields, The Republic of Love.

Diana Hacker, A Pocket Style Manual, any edition

RECOMMENDED BOOKS

Simone de Beauvoir, The Second Sex

Stephen Kern, The Culture of Love: Victorians to Moderns.

COURSE FORMAT:

Lectures will be supplemented by PowerPoint presentations on aspects of love in art. For class sessions preceded by **Discuss** in bold type, students need to do the reading assignment before class and be prepared to discuss it. Chapters from *The Culture of Love* thatare in **bold type** and underlined should be read for the day they are assigned, and students should be prepared to discuss those chapters. Chapters from *The Culture of* Love that are not in bold type but only underlined are optional.

Students will write three papers of 4 pages (1200 words) each on assigned topics based on the readings, lectures, and class discussions. The only assignments in this class are these papers based on the three assigned novels. Students should feel comfortable writing history papers based on fictional sources. I emphasize writing and conduct a week-long writing workshop before the first paper in which I indicate the sorts of mechanical techniques I expect students to learn and on which I base a good part of the grade. These techniques include, most importantly, correct use of pronouns and punctuation and the avoidance of over-statements and passive voice, among others. I am a strict critic and tough grader on these papers, especially the first one, as I expect students to improve from each paper.

GRADING: First paper (30%), second paper (30%), third paper (30%), class participation 10%, with weight shifted toward the latter papers when students improve.

COURSE DESCRIPTION

This course begins with a few lectures on love in antiquity as background but focuses on ideas and practices from 1800 to the present. We will discuss readings and images of love in art to develop analytical skills and interpretive language used in writing the assigned papers. The first weeks of lecture focus on historical changes in elements of loving that the students will look for throughout the course. These changes are elements of love that make up the chapters in my book, *The Culture of Love: Victorians to Moderns*.

**SCHEDULE OF CLASSES:**

Jan. 9: Introduction to course. Ancient Jewish and Greek Love.

11: **Discuss** *Culture of Love*, **Introduction** (pp. 1-10), **Meeting** (pp. 26-40).

Lecture on Waiting (pp. 11-25).

16: Lecture on Christian love.

18: **Discuss** *Jane Eyre,* Chronology (pp. vii-x), Preface (pp. 5-7), chapters 1-14 (pp. 9-

164). Lecture on Enlightenment Love.

 23: Lecture on *Culture of Love* Encounter (pp. 41-60), Embodiment (pp. 61-88),

Jealousy (pp. 264-280).

 25: **Discuss** *Jane Eyre,* chapters 15-26 (pp. 165-342). Lecture on Romantic Love.

 30: **Discuss** *Culture of Love* **Disclosure** (pp. 142-169), **Selfhood** (pp. 281-295).

Lecture on Gender (pp. 191-217).

Feb. 1: **Discuss** *Jane Eyre*, chapters 27-38 (pp. 343-521). Lecture on *Culture of Love* Power

(pp. 218-238).

 6: Writing Workshop. Read Hacker, *A Pocket Style Manual*, Chapters 1 and 2.

 8: Writing Workshop. Read Hacker, Chapter 3 through use of semi-colon.

 13: **FIRST PAPER DUE**. The Love Duet and *Liebestod* (Love in Death) from Richard

Wagner’s opera, *Tristan and Isolde.* Audio presentation.

 15: Lecture on *Culture of Love*, Desire (pp. 89-117), Language (pp. 118-141), Ending

(pp. 372-396).

 20: Lecture on Victorian Sexuality and *Culture of Love,* Sex (pp. 331-349).

 22: **Discuss**: D. H. Lawrence, *Women in Love*, chapters 1-5 (pp. 7-61), chapters 11-13

(pp. 123-154).

 27: **Discuss** *Culture of Love* **Others** (pp. 239-263). Lecture on Kissing (pp. 170-190)

and Proposal (pp. 296-314).

Mar. 1: **Discuss** *Women in Love*, chapters 14-16 (pp. 155-210), chapters 19-23 (pp. 244-320).

Start movie of *Women in Love.*

 6: **Discuss** *Women in Love*, chapters 25-27 (pp. 350-379), chapters 29-32 (pp. 387-481).

 8: Finish showing of movie of *Women in Love.*

 13-15: Spring Vacation

 20: Sigmund Freud: Theory of Dreams—the role of repressed childhood sexual trauma.

 22: **SECOND PAPER DUE**. Freud’s Theory of Neurosis—sexual causality.

 27. **Discuss** *Culture of Love*, **Wedding** (pp. 315-330). Freud’s theory of psychosexual

development and the formation of gender roles.

 29: Carl Jung and Jean-Paul Sartre on love.

Apr. 3: Sartre on “the gaze.” PowerPoint lecture on the role of eyes and vision in the

depiction of love in Victorian and modernist art.

 5: **Discuss** Simone De Beauvoir, *The Second Sex*, chapters 2, 3, 25 (on Carmen).

 10: Feminism and love. Virginia Woolf.

 12: **Discuss** Carol Shields, *The Republic of Love*, pp. 1-184.

 17: Love in the modernist novel: Marcel Proust, James Joyce, André Gide, D. H.

Lawrence, Thomas Mann, Robert Musil, Ford Madox Ford, Radclyffe Hall, Ernest

Hemingway.

 19: **Discuss** *The Republic of Love*, pp. 185-366. Concluding discussion: Is a history of

love possible?

 26: **FINAL PAPER DUE**. Slide it under my office door at 242 Dulles Hall by 3PM.

Notices to Students:

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is the responsibility of each student.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations and papers. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

Course objectives

History courses develop students’ knowledge of how past events influence today’s society and
help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape
human activity.

2. Students acquire knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.

3. Students learn to think, speak, and write critically about primary historical sources.