

HUMA 500 – Critical Methods in the Humanities: Representing Love
ECS 500 – European Cultural Studies Proseminar

University of New Hampshire, Humanities Program, Fall 2009

Professor: Catherine Peebles

Course meetings: TR, 9:40-11:00, Murkland Hall, room G16

Office hours: TR, 1:00 -2:30 p.m., and by appointment

This course allows students to do extended, in-depth research on one topic throughout the semester. It is designed to help Humanities majors, European Cultural Studies majors, and university students in general master the art of serious paper-writing in the humanities. The Humanities Program also hopes that this course will prepare and encourage more liberal arts students to apply for UROP and IROP grants, which require the submission of a research proposal as part of the application process. Students write a **final research paper of 15-20 pages**. Before this, students will also produce an **annotated bibliography** and a **research proposal of five pages**. There will also be **two in-class exams** on the course material, one toward the middle of the semester, and one toward the end. This course will address one main topic, and students will choose the focus of their research from an area within that general topic. For Fall 2009, the course topic is: Representing Love.

We will be investigating representations of love with several major authors. They are:

1. **Plato, *Symposium*. Indianapolis: Hackett Publishing, 1989.**
2. Immanuel Kant, "Duties toward the Body in Respect of Sexual Impulse," in *Lectures on Ethics*. London: Methuen, 1930. Reprinted in Robert Steward, ed., *Philosophical Perspectives on Sex and Love*. (On Blackboard)
3. G.W.F. Hegel, from *Phenomenology of Spirit*. Oxford: Oxford UP, 1977. 261-289. (On Blackboard)
4. **Jane Austen, *Pride and Prejudice*. Norton Critical Edition, 2000.**
5. **Gustave Flaubert, *Madame Bovary*. Norton Critical Edition, 2004.**
6. Sigmund Freud, from *Sexuality and the Psychology of Love*. New York: Touchstone, 1997. (On Blackboard)
7. **Luce Irigaray, *I Love to You*. New York: Routledge, 1996.**
8. Luce Irigaray, "Sorcerer Love: A Reading of Plato, *Symposium*, 'Diotima's Speech'," and "An Ethics of Sexual Difference," from *An Ethics of Sexual Difference*. Ithaca: Cornell UP, 1993. (On Blackboard)
9. ***MLA Handbook for Writers of Research Papers*, seventh edition.**

All books (in bold, above) are available at the Durham Book Exchange, on Main Street. The Kant, Hegel, and Irigaray excerpts are available on Blackboard, and students should **print them out** and bring them to class on the scheduled days.

Course Requirements:

Coming to class prepared, having done the assigned reading and made extensive notes on it, and having carefully reviewed seminar notes. Students are expected and required to devote a minimum of six to eight hours per week to **class preparation**, which counts for 10% of the final grade. Preparing for this course involves reading and rereading the assigned work carefully, underlining important passages, making notes in the margins, and making notes in your notebook. Your own notes should range from copying significant sections of a text and definitions of new vocabulary words, to writing down specific questions you have, to formulating critical responses and interpretations. You are required to look up vocabulary words with which you are unfamiliar (the *Oxford English Dictionary*, available through the Library tab on Blackboard, is the best source). And you are required to bring **formulated questions** to each class meeting. This course is run as a seminar, which means that all of the participants are expected, equally, to contribute to our sessions. Your class preparation grade will be based upon your contribution of salient questions and interpretations, and your ability to respond cogently to questions concerning the assigned readings.

Attendance is required. A student who misses three classes during the semester will lose a full letter grade for each subsequent absence, and is required to make an appointment and discuss the problem with her/his instructor. There is no distinction between “excused” or “unexcused” absences. The penalty scheme for attendance takes into consideration the occasional emergency or illness. Accordingly, students are allowed three absences with no penalty. After that, each absence lowers the grade by one letter-grade.

Exams, proposal, research paper. There will be **two exams** during the semester. The exams will be essay in format, so that students will have the opportunity to demonstrate both their thorough knowledge of the texts and their understanding of the works’ themes and theoretical problems. **The research proposal** should be five pages in length, and should lay out the proposed thesis and structure of the research paper. The accompanying **annotated bibliography** should include at least eight works, ideally the primary text and at least seven secondary texts (books, book chapters, peer-reviewed journal articles). Students will briefly present their proposal and bibliography to the group. For this course, students are required to find their secondary texts in books, book chapters, or peer-reviewed journals. **No more than one on-line-only secondary source will be accepted.** Students will give at least one **in-class presentation** on one of our works, and these presentations should include reflection on one *significant* secondary source. The presentations should focus on one particular question the student has about a work from the syllabus, and should address how one scholar has approached the question. Students turn in a copy of the presentation on the day they deliver it. The **research paper** is due on the last day of class. The paper should be fifteen to twenty pages in length, and should treat extensively one major work from our syllabus. For example, a student might do an extensive investigation of what Luce Irigaray means by ethical love of another being through close readings of key passages in her *I Love to You*. We will discuss students’ paper ideas in class; and students should bring up their concerns and ideas frequently, as this is the best way to begin making progress together. All work for the course must be written according to the rules of MLA style (detailed in the handbook). The final grade will be an average of the above components, as follows:

Exam 1	15%	presentation	15%
Exam 2	15%	research paper	30%
Research proposal	15%	class preparation	10%

Reading Schedule

T 9/1 Course introduction
R 9/3 Plato, *Symposium*

T 9/8 Plato, *Symposium*
R 9/10 Plato, *Symposium*

T 9/15 Plato, and Irigaray's "Sorcerer Love: A Reading of Plato, *Symposium*,
'Diotima's Speech'"
R 9/17 Plato, and Irigaray's "Sorcerer Love: A Reading of Plato, *Symposium*,
'Diotima's Speech'"

T 9/22 Kant, "Duties toward the Body in Respect of Sexual Impulse"
R 9/24 Hegel, from *Phenomenology of Spirit*

T 9/29 Hegel, from *Phenomenology of Spirit*
R 10/1 Jane Austen, *Pride and Prejudice*

T 10/6 Jane Austen, *Pride and Prejudice*
R 10/8 Jane Austen, *Pride and Prejudice*

T 10/13 Jane Austen, *Pride and Prejudice*
R 10/15 Jane Austen, *Pride and Prejudice*
**5- to 7-page research proposal due, w/ annotated bibliography of at
least 8 sources**

T 10/20 Review
R 10/22 **Essay exam 1**

T 10/27 Gustave Flaubert, *Madame Bovary*
R 10/29 Gustave Flaubert, *Madame Bovary*

T 11/3 Gustave Flaubert, *Madame Bovary*
R 11/5 Gustave Flaubert, *Madame Bovary*

- T 11/10 Gustave Flaubert, *Madame Bovary*
R 11/12 Gustave Flaubert, *Madame Bovary*
- T 11/17 Freud, from *Sexuality and the Psychology of Love*
R 11/19 Freud, from *Sexuality and the Psychology of Love*
- T 11/24 Freud, from *Sexuality and the Psychology of Love*
R 11/26 THANKSGIVING HOLIDAY. NO CLASS.
- T 12/1 Review
R 12/3 **Exam 2**
- T 12/8 Irigaray, *I Love to You* and “An Ethics of Sexual Difference”
R 12/10 Irigaray, *I Love to You* and “An Ethics of Sexual Difference”
Research paper due.

Academic Honesty:

I take the UNH Academic Honesty policy seriously, since trust is essential to any intellectual community, whether a whole college, a large course, or a small seminar. I refer any instance of academic dishonesty to the student's college dean and recommend dismissal from the university as the most appropriate penalty. Be sure you are familiar with UNH's academic honesty policy, which you can reread in the Student Rights and Responsibilities handbook.