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# ASHA 220

## Quests and Questions

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### General Course Description

An introduction to a variety of perspectives on human culture. Students will inquire into such topics as the nature of discovery and creation, tradition and modernity, gender and social structure. These topics will be approached through careful analysis of artistic, literary, religious, philosophical and scientific texts.

### Emotional States: How the West Tried to Control its Feelings

The theme for AHS 220 this year will be an exploration of how philosophies of reason and the rise of democratic principles in the West were set against fears and anxieties about the uncontrollable nature and dangerous implications of human emotion. From the influence of the Ancient concepts of philia, storge, agape, and eros, to the deployment of various hatreds to strengthen the supposedly more positive emotions of fraternity and patriotism for nationalistic purposes, emotions have served as a rallying point for various theories of the state and communal life. In more modern times, thinkers as diverse as G.W.F. Hegel, Hannah Arendt, and Sigmund Freud have justified complex theories of the state, politics, and human psychology with the argument that human emotions need to be contained in order for civilization and scientific inquiry to thrive. This course will track the political role of emotions, investigating philosophical justifications, political instrumentalizations, scientific theories, and cultural responses to the battle between reason and emotion in public life. Although we will focus primarily on Europe, the racial hatreds, voyeuristic lusts, and allure of dominating others provided by the colonial state will also feature prominently. We will pay particular attention to the gendering and sexualization of definitions of citizenship. The course will conclude with a discussion of current fears about rising populism and the manipulation of emotions by government and corporate agencies.

### Additional Information

The weekly schedule of topics and readings can be found starting on page 6 of this syllabus and on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

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Fall 2019: Sept. 5–Dec. 6 (excl. Nov. 10-16)

Lecture: Tu/Th 12:30–13:45 pm, SA 107

Instructor: Dr. A. Timm

Email: [atimm@ucalgary.ca](mailto:atimm@ucalgary.ca)

Office: SS 630 / Phone: 403-220-6411

Office Hours: Tu/Th, 10-11 am

& by appointment

Website: D2L through MyUofC portal

and <http://hist.ucalgary.ca/atimm>

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### Purchase at Bookstore:

- David Konstan, *The Emotions of the Ancient Greeks*
- Friedrich Nietzsche, *On the Genealogy of Morals*
- Mary Shelley, *Frankenstein*
- Mary Wollstonecraft, *A Vindication of the Rights of Woman*
- Norbert Elias, *The Civilizing Process*

### Recommended Writing Sites:

- [Purdue Online Writing Lab](#)
- [Grammar Girl](#)

### Due Dates & Weighting

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Throughout term, collected on Oct. 10, Dec. 5, Feb. 6 & April 2

**Commonplace Book:** 25%

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Listed in Schedule of Lectures below

**Commonplacert Discussions & General Participation:** 10%

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Individually scheduled

**2 Disc. Interventions:** 10%

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Dec. 16 & April 20 (D2L, by 5 pm)

**2 Essays:** 15% and 20%

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November 28 & individually scheduled

**Exhibition (written component):** 10%

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Individually scheduled

**Exhibition (group component):** 10%

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## Learning Outcomes

Intense engagement with readings and structured oral and written assignments will help students to improve their ability to:

- **read deeply** and with scrupulous attention to the broader context (historical, philosophical, political, and social) of any text. This means understanding what it means to think and argue historically and requires a critical appreciation of how present-day perspectives influence interpretations of the past.
- **inquire rigorously and fruitfully**. Identify promising avenues of research and present findings in lucid and structured ways.
- **develop the capacity for scholarly rigour and informed citizenship** through the practice of productive disagreement. This means paying special attention to the difference between debate and inquiry and maintaining an openness to having one's mind changed.
- **listen closely, observe carefully, think creatively**. A productive exchange of ideas begins with listening, and all debates benefit from creative resolutions to seemingly intractable oppositions.
- **recognize how the politicization of human emotion** has influenced debates about scientific or political objectivity, social difference, civility, citizenship, and the meaning and limits of social belonging.
- **present thoughtful and well-structured arguments**, both orally and in the form of a research paper. This includes learning how to properly choose and cite sources, developing a convincing thesis, and backing up arguments with evidence.

## Course Requirements

**Commonplace Book:** A central component of this course will be keeping what is known as a commonplace book (hereafter "CP book"). This assignment makes it essential to keep up on the readings, and it serves as the basis for other course components. Before continuing, go to the end of this syllabus and read "**Instructions: Commonplace Book Assignment.**"

Note in particular the requirement that you print out the table of contents provided on D2L and paste it into your CP book, making sure to add page numbers for each entry. You must also use the checklist (on D2L) to keep track of your progress and **print this out to be turned in** when I gather the books on **October 10, December 5, February 13, and April 14.**

**Commonplacel Discussions:** Approximately once a week, we will reserve some class time to compare notes about the entries you have made in your commonplace books. In smaller groups, students will share one of the entries in their books for **that week's readings**. Explain to the group why you chose the quotation (or image) and summarize your reflections on it. After the discussion (this can be after the class is over), enter the heading "Commonplacel Discussion" and the appropriate discussion number into your book. Then add the page number to the table of contents. While you are still in class or afterwards, write a few sentences describing what you learned from (or possibly what frustrated you) about the group discussion. **We will have 22 of these discussions** throughout the year, but only twenty of them will be counted, meaning that you can have two unexplained absences. I will raise marks for the individual CP book entries as a **reward for excellent post-discussion reflections.**

**Discussion Interventions:** Once each term, students will draw on the commonplacel discussions to provide a more general intervention for our in-class debates. These interventions will be individually scheduled through a signup sheet on D2L. (Please note that I will not schedule interventions on days where we have guest lectures, but you are welcome to focus on the material in those sessions in later classes.) By noon the day *before* class (so on the Monday or Wednesday), upload a brief intervention (you might also think of this as a position paper) of 1–2 double-spaced pages to the appropriate dropbox on D2L. Your goal is to explore an issue that arose out of previous commonplacel discussions and that you feel requires further reflection. Your intervention might be a point of social or political controversy, a reflection on scholarly methodology (you might, for example, introduce a perspective from a different scholarly discipline), or a deeper dive into one of the arguments in the readings. You can make a strong argument or simply express confusion (as long as that confusion is clearly articulated) – anything that will get the class talking. **Don't consciously try to provoke others.** We're not practicing for debate club, and I will push you to acknowledge subtleties and shades of grey. At least once a week, we will set aside some time at the beginning of class to discuss these interventions, so please be sure to have read them before class.

**Museum Exhibition Assignment:** In order to facilitate group interaction and collaborative learning, students will work together in small groups (probably of 3) to develop a concept for a mini-exhibition to be shown in class in the Winter semester. We will brainstorm ideas for this and determine the makeup of the groups at the end of Fall semester. The exhibitions will then take place in the first 15 minutes of Winter semester classes. You should be thinking of something that is thematically related to the course and has minimal setup – in other words, possible to achieve between class periods. Creative ideas to quickly convey nuance and complexity will be encouraged. More instructions will be provided on D2L and in class.

**Two Essays:** Two short essays (**approx. seven double-spaced pages**) will be required for this course. The essays should address themes that we have covered in class. Come to my office hours to discuss possible topics. You must turn in an **annotated bibliography two weeks before the essay is due**, and you must use at least **one primary** and **four scholarly secondary sources** for each essay. You must use the template that I have provided on D2L to write your essay. This contains a **plagiarism statement that must be on your title page for me to mark your essay**. More detailed instructions will be provided in class and posted on D2L. Although the essays are similar, the second is worth more than the first in order to give you room for improvement over the course of the year.

## Course, Faculty, and University Policies

### Policy on the Use of Electronic Communication Devices

Laptops, tablets, and mobile phones may be used in class and tutorials only for course-related purposes and only if their use does not distract others or negatively impact the learning environment. No audio or video recording is allowed in any class without the instructor's permission.

### Exams and Course Components

There will be no registrar-scheduled exam for this course. Note: You must complete all assignments and exams or a course grade of F may be assigned at the discretion of the instructor.

### Submission of Assignments

Please include your name and ID number on all assignments and upload your essays to the appropriate dropbox on D2L. (Commonplace books will be collected in class.) **Note:** It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

### Policy for Late Assignments

Late assignments may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late. Makeup assignments for in-class and group activities can be provided only if negotiated in advance.

### Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation and the use of a statutory declaration, see Section M.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

### Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

## Arts and Science Honours Academy Grade Scale

The following table outlines the grade scale percentage equivalents used in for the Arts and Science Honours Academy. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values in calculating the final course grade. Essays, presentations, and commonplace book entries will be graded using letter grades, while commonplace interventions and discussions will be graded numerically on a pass/fail basis.

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

## Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3<sup>rd</sup> floor, Taylor Family Digital Library. To book an appointment, go to [https://ucalgary.ca/student-services/student-success?utm\\_source=ssc&utm\\_medium=redirect&utm\\_campaign=redirect](https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect)

## Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## **Academic Misconduct**

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## **Research Ethics**

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

## **Deferrals of Course Work and Requests for Reappraisal**

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

## **Student Support Services and Resources**

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at [itsupport@ucalgary.ca](mailto:itsupport@ucalgary.ca) or by calling 403-220.5555.

## **Schedule of Lecture Topics and Readings**

See next page.

## Schedule of Lecture Topics and Readings

NOTE: Go to D2L to find links and PDFs. All digital readings have been optimized for online reading. This means that you can digitally highlight text (though in some cases the OCR will not be good enough to copy text accurately). However, I very strongly recommend that you print these readings out, since research has demonstrated that information is much more likely to be retained when you read on paper, and it is easier to mark things up this way. Please save paper, however, by double-siding and printing two pages to one page, producing pages that look like a photocopied book. You can set this form of printing in any program you use to print PDFs. If you need help doing this, ask me in class.

Also note: The quantity of reading is somewhat uneven from class to class, so arrange your schedule accordingly. Since this is the first time I am teaching this course, I may make adjustments over the course of the semester, but I promise that I will only decrease (not increase) the overall quantity of reading. I will also be recommending certain pages from the assigned books for you to concentrate on.

## Fall Semester 2019

### Week 1: Introduction

#### Thursday, Sept. 5

Frank Biess, "[Forum: History of Emotions](#)," *German History* 28, no. 1 (2010): 67–80.

"[Report of the Committee on Freedom of Expression](#)," University of Chicago, July 2014.

### Week 2: The Greeks

#### Tuesday, Sept. 10 & Thursday, Sept. 12

David Konstan, *The Emotions of the Ancient Greeks: Studies in Aristotle and Classical Literature* (Toronto: University of Toronto Press, 2006).

Aeschylus, *Oresteia. Eumenides* (458 B.C.E.)

#### Commonplacer Discussion 1

### Week 3: The Christianization of Emotions

#### Tuesday, Sept. 17 & Thursday, Sept. 19

Damien Boquet and Piroska Nagy, "The Christianization of Emotion (Third to Fifth Centuries)," in *Medieval Sensibilities: A History of Emotions in the Middle Ages*, trans. Robert Shaw (Cambridge and Medford, MA: Polity Press, 2018).

Peter Alan Morton and Barbara Dähms, *The Trial of Tempel Anneke: Records of a Witchcraft Trial in Brunswick, Germany, 1663* (Peterborough, Ont.: Broadview Press, 2006), excerpts.

#### Commonplacer Discussion 2

### Week 4: The Emotions of Monarchy

#### Tuesday, Sept. 24 & Thursday, Sept. 26

Lynn Hunt, "The Family Model of Politics," in *The Family Romance of the French Revolution* (Berkeley & Los Angeles: University of California Press, 1992), 1-16.

Margaret H. Darrow and Marielle Battiostoni, eds., *Révolutions de Paris 1793-4: Illustrations* Vols. 15, 16 & 17, Nos. 181-225 31 December 1792 to 10 Ventôse Year 2 (28 February 1794) (Dartmouth College Library, 1793).

Jacques Patarin and Valérie Nacheff, "['I Shall Love You up to the Death' \(Marie-Antoinette to Axel von Fersen\)](#)," CiteSeer, December 2008, accessed 21 August 2019.

#### Commonplacer Discussion 3

## Week 5: The Emotions of Conquest

### Tuesday, Oct. 1 & Thursday, Oct. 3

Sylvia Van Kirk, "Introduction" and "Enter the White Man," in *Many Tender Ties: Women in Fur-Trade Society, 1670-1870* (Norman: University of Oklahoma Press, 1983), 1-27.

Daniel Williams Harmon, "From a Journal of Voyages and Travels in the Interior of North America.," in *Histories of Canadian Children and Youth*, ed. Joy Parr and Nancy Janoviček (Don Mills: Oxford University Press, 2003).

Pauline E. Johnson, "[A Strong Race Opinion' \(1892\)](#)," CanLitGuides, accessed August 21, 2019.

### Commonplacer Discussion 4

## Week 6: Patriotism & Violence

### Tuesday, Oct. 8

David Andress, "[Navigating Feelings in the French Revolution](#)," Age of Revolutions (blog), February 1, 2016.

Merrick Whitcombe, ed., "[Cahier of 1789, The Nobility of Blois](#)," and "[Cahier of 1789, The Third Estate of Versailles](#)," in *Translations and Reprints From The Original Sources of European History*, vol. 4, no. 5 (Philadelphia: Dept. of History, University of Pennsylvania, 1898), 8–24 and 24–36 (excerpts at Internet History Sourcebooks Project).

Maximilien Robespierre, "[On the Festival of the Supreme Being](#)," 1794.

Johann Gottlieb Fichte, [Addresses to the German Nation \(1807/08\)](#), excerpt.

### Thursday, Oct. 10

Hannah Arendt, [On Violence](#) (New York: Harcourt Brace Jovanovich Publishers, 1969), 59-87. (You can borrow the whole book from archive.org, but I will put the excerpt up on D2L.)

### Commonplacer Discussion 5

## October 10: collection of CP books

## Week 7: Sensual Women & Rational Politics

### Tuesday, Oct. 15

Mary Wollstonecraft, *A Vindication of the Rights of Woman* (Dover Publications, Inc., 1996), excerpts will be recommended.

### Thursday, Oct. 17

John Stuart Mill, [The Subjection of Women](#), 3rd edition (London: Longmans, Green, Reader, and Dyer, 1870), Ch. 1.

### Commonplacer Discussion 6

## Week 8: Civil Society & Human Rights

### Tuesday, Oct. 22 & Thursday, Oct. 24

Jean-Jacques Rousseau, [The Social Contract](#) (1762), excerpt.

G. W. F. Hegel, *Hegel's Phenomenology of Spirit*, trans. A. V. Miller (Oxford: Oxford University Press, USA, 1977), 104-138 and 211-235.

Lynn Hunt, "Introduction," in *Inventing Human Rights: A History* (New York and London: WW Norton, 2008), 15–34.

### Commonplacer Discussion 7

## Week 9: Emotional Science

### Tuesday, Oct. 29 & Thursday, Oct. 31

Mary Shelley, *Frankenstein*, ed. D. L. Macdonald and Kathleen Scherf, 2nd ed. (Peterborough: Broadview Press, 1999).

#### Commonplacer Discussion 8

## Week 10: Emotional Countries, Nationalism & I.R.

### Tuesday, Nov. 5: World War I

Thomas Dixon, “Old Ladies and Other Animals” and “The ‘If’ Upper Lip,” in [\*Weeping Britannia: Portrait of a Nation in Tears\*](#), (Oxford: Oxford University Press, 2015), 185–214.

### Thursday, Nov. 7: Guest instructor, Prof. Petra Dolata

Assia Alexieva, “The Role of Emotions in Foreign Policy Decision Making,” in *Emotions in International Politics: Beyond Mainstream International Relations*, ed. Yohan Ariffin, Jean-Marc Coicaud, and Vesselin Popovski (Cambridge: Cambridge University Press, 2016), 221–53.

Peter N Stearns, “Emotion and Change: Where History Comes In,” in *Ibid.*, 48–64.

#### Commonplacer Discussion 9

## Reading Break: Nov. 11-15

## Week 11: Beyond Good and Evil

### Tuesday, Nov. 19 & Thursday, Nov. 21: Guest instructor, Prof. Mark Migotti

Friedrich Nietzsche, *On the Genealogy of Morals: A Polemic. By Way of Clarification and Supplement to My Last Book Beyond Good and Evil*, trans. Douglas Smith, Oxford World’s Classics (Oxford, New York: Oxford University Press, 1996).

#### Commonplacer Discussion 10

## Week 12: Exhibition Brainstorming

### Tuesday, Nov. 26

Guest Lecture from Prof. Michele Hardy at the Nickle Galleries (library building).

### Thursday, Nov. 28

Speed-dating for exhibition working groups.

## Week 13: The Civilizing Process

### Tuesday, Dec. 3 & Thursday, Dec. 5

Norbert Elias, *The Civilizing Process: Sociogenetic and Psychogenetic Investigations*, trans. Edmund Jephcott, Revised edition (Oxford and Malden, MA: Blackwell Publishing, 2000).

#### Commonplacer Discussion 11

## December 5: Collection of CP Books



# Winter Semester 2020

Readings for this semester are **still tentative!** I have provided a list of the sections and some of the readings that I'm thinking about, but I will reassess and fill in the gaps during the course of the fall semester.

## Week 14: Anger & Social Rebellion

### Thursday, Jan. 14 & Thursday, Jan 16

Ardel Haefele-Thomas, "Cross-Dressing and Political Protest: Parasols and Pitchforks," in *Introduction to Transgender Studies* (New York: Harrington Park Press, LLC, 2019), 320–51.

Karl Marx and Friedrich Engels, *Manifesto of the Communist Party*.

#### Commonplacer Discussion 12

## Week 15: The Human Condition: Scientizing Behaviour

### Tuesday, Jan. 21 & Thursday, Jan. 23

Hannah Arendt, *The Human Condition* (Chicago and London: University of Chicago Press, 1958).

#### Commonplacer Discussion 13

## Week 16: Psychologizing & Sexologizing

### Tuesday, Jan. 28 & Thursday, Jan. 30

Sigmund Freud, *Civilization and its Discontents* (German original, 1930).

Jonathan Haidt and Matthew A. Hersh, "[Sexual Morality: The Cultures and Emotions of Conservatives and Liberals](#)," *Journal of Applied Social Psychology* 31, no. 1 (2001): 191–221.

#### Commonplacer Discussion 14

## Week 17: Emotionless Progress?

### Tuesday, Feb. 4 & Thursday, Feb. 6

Thomas S. Kuhn, *The Structure of Scientific Revolutions* (Chicago: University of Chicago Press, 1962).

#### Commonplacer Discussion 15

### Feb. 6: Collection of CP Books

## Week 18: Who Belongs and Who doesn't?

### Tuesday, Feb. 11 & Thursday, Feb. 13

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, rev. edition (London: Verso Press, 1991), excerpt.

a novel TBD

#### Commonplacer Discussion 16

## Reading Break: Feb. 16-22

## Week 19: Fascism, Fear & Shame

### Tuesday, Feb. 25 & Thursday, Feb. 27

something on Italian and/or German fascism

Primo Levi, *The Drowned and the Saved*, trans. Raymond Rosenthal (New York: Vintage Books, 1989), excerpt or whole book?

**Commonplacer Discussion 17**

## Week 20: Fear of Annihilation

### Tuesday, March 3 & Thursday, March 5

Frank Costigliola, "[‘I React Intensely to Everything’: Russia and the Frustrated Emotions of George F. Kennan, 1933–1958](#),” *Journal of American History* 102, no. 4 (2016): 1075–1101.

*Dr. Strangelove* (film)

**Commonplacer Discussion 18**

## Week 21: Gendered Emotions?

### Tuesday, March 10 & Thursday, March 12

Cordelia Fine, *Delusions of Gender: How Our Minds, Society, and Neurosexism Create Difference*, Reprint edition (New York London: W. W. Norton & Company, 2011).

**Commonplacer Discussion 19**

## Week 22: Racial Hatreds & Power

### Tuesday, March 17 & Thursday, March 19

James Baldwin, *The Fire Next Time*, Reissue edition (New York: Vintage, 1992), excerpt or whole book.

Frederick Douglass and Harriet Ann Jacobs, *Narrative of the Life of Frederick Douglass, an American Slave & Incidents in the Life of a Slave Girl* (New York: Random House USA Inc, 2004), excerpt.

something by Toni Morrison and/or Ta-Nehisi Coates

**Commonplacer Discussion 20**

## Week 23: Urbanism from Consumerism to Smart Cities

### Tuesday, March 24 & Thursday, March 26

Walter Benjamin, “Moscow” (1927) and “Marseilles” (1929) in Walter Benjamin, *Selected Writings: 1927 - 1930*, ed. Michael W. Jennings, trans. Rodney Livingstone (Cambridge, MA and London: Belknap Press of Harvard University Press, 1999).

something on GIS and emotion in cities

**Commonplacer Discussion 21**

## Week 24: Populism, Propaganda & Anger

### Tuesday, March 31 & Thursday, April 2

George Seldes, *The Facts Are... A Guide to Falsehood and Propaganda in the Press and Radio* (New York: In Fact, Inc., 1942), excerpt.

Martha C. Nussbaum, *Anger and Forgiveness: Resentment, Generosity, Justice* (New York: Oxford University Press, 2016), excerpt or whole book?

Peter C. Baker, "[‘We the People’: The Battle to Define Populism](#),” *The Guardian*, January 10, 2019, sec. News.

**Commonplacer Discussion 22**

**April 2: Collection of CP Books**

**Week 25: Topic TBD**

**Tuesday, April 7 & Thursday, April 9**

**Week 26: Algorithms 'R Us**

**Tuesday, April 14**

Karl Marx, "The Fragment on Machines."

from Turing to Cambridge Analytica, readings to be determined.



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# Instructions:

## Commonplace Book Assignment

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Instructor: Annette F. Timm  
E-Mail: atimm@ucalgary.ca  
Phone: 403-220-6411  
Office: SS 630

### What is a commonplace book?

Keeping commonplace books was a common practice in seventeenth- and eighteenth-century England and the North American colonies. Avid readers would use bound notebooks to take down quotations that they found particularly convincing, intriguing, or infuriating. They added tables of contents and indexes to their books for future reference and easy retrieval of ideas and thoughts. Commonplacers also engaged in conversation and then added analyses and reactions to each other's books. This was a way to deepen the reading experience by making it personally meaningful and lasting. CP books then became a personal archive that provided an overview of the reader's intellectual journey.

### Purpose of the Commonplace Book Assignment for this course

The purpose of ASHA 220 is to engage in an extended quest for knowledge loosely structured around a specific question. Stated briefly, the question for this year might be phrased: "how are emotions political and how do they influence knowledge creation?" There is no easy answer, and we will see that it is never as simple as deciding that emotions simply don't belong in rational debate or scientific investigation. Yet rational debate can also be dramatically damaged by emotional outbursts. Your commonplace book is a place for you to react to this dilemma. Pick quotations that you found particularly inciteful, inspiring or perhaps infuriating and begin the process of working through the complexities of debates, theories and events. In other words, even if you will likely have your own emotional responses to the readings, your goal is to transform this initial response into an exercise in critical thinking. **You will be graded on the degree of engagement** that your entries display. I will use an excel spreadsheet with dropdown menus for letter grades (calculated by percentage) to mark your entries, and I'll give you a bit of general feedback each time I grade the books. To achieve top grades for this assignment, you must provide all required entries and reflect upon them with **attention to the topic for that week's class** and with due appreciation for the **historical context** of the text you are quoting.

### General Description of the Assignment

In preparation for each discussion, do all of the required reading for that week, underlining quotations that you find particularly interesting. Then **choose two quotations** from the assigned readings or from other sources according to the "Detailed Instructions" below. Write out the quotations and comment on them **individually**. (Your comments can of course build on each other.) You may note your first emotional response but be sure to go beyond emotion towards analysis. If you discuss issues of morality, **try to avoid moralizing**. Concentrate on **historical explanation**, **philosophical reflection**, and, where relevant, **the value of the reading for present-day debates**. Avoid making presentist assumptions and look up the historical context if you are unfamiliar with it. You should also give some indication about why you picked the passage and then discuss what you have learned from it or perhaps why it still leaves you confused. Please note that expressing surprise can certainly be valid, but it also gets quite boring for others to read and discuss. We can all assume that much of the material in this course will be at least somewhat new for all students. Rather than telling us you were surprised, say how the reading changed your mind. Or maybe it reinforced an opinion/analysis you've already developed? If so, say how. You do not have to reach firm conclusions. Feel free to express yourself in more creative ways, using **drawings, cutouts, or marginal notes of any kind**.

### Using Websites for CP Book Quotations

A key goal of this course is that students will learn to be scrupulous about contextualizing any piece of writing that they read. Websites and isolated articles or images on the web can be incredibly difficult to contextualize because the origins and authorship of the information can be obscure. Sometimes this is even quite intentional. So if you find something interesting on the web, it is particularly important to investigate authorship and make this absolutely clear in your CP book by providing a precise citation and perhaps including a discussion of the origins in your reflection. In other words, I am not banning you from finding things online, but when you do so, you'll have to adhere to very high standards of documentation.

## Detailed Instructions

1. By **Tuesday, 10 September**, you must have purchased or printed out a **separate notebook** to use as your commonplace book. I will show you examples of what I'm thinking of in class. **No spiral-bound notebooks** are allowed! They just don't stand up to being carted around in a backpack for months. The **pages of your notebook must be numbered**. For those who would rather not have to buy anything, I've provided a template that you can print out and staple together. See the "CP Book" folder on D2L.
2. **Bring your commonplace book to class every Thursday**. It is obviously particularly important to bring them on collection days: October 10, December 5, February 6, and April 14.
3. Print out the "**CP Table of Contents Template**" from D2L and either paste or copy it into your book by hand. It is dramatically more difficult to grade the books without a clear table of contents, so I will check that you have one during our first discussion session.
4. Provide **two quotations for each commonplacere discussion** (see the syllabus and **point 5 below**). Do not make the quotations too long – around three to five sentences would probably be ideal, though more is OK if necessary. It might be clearer and briefer to provide a few general words of introduction to the quotation (saying what it is in reference to) rather than quoting an overly long passage.
5. You will need to **go beyond material listed on the syllabus** for some of your CP book entries. It is fine to draw on material that you have encountered in other courses this extra material, but all entries must relate to the theme of the course and to the subject matter of that week's discussion. I will provide a new list of requirements (and a new checklist) for Winter semester, once we've assessed how things have gone up to then. **For the Fall semester**, you must find your own material to include **one quotation from each of the following** source types in your commonplace book:
  - 1) a **piece of art** (painting, dance, sculpture, architecture, music, etc.)
  - 2) a **piece of fiction** (play, novel, poem or other form of fiction, but *not* a film)
  - 3) a **political document** (speech, treatise, royal declaration, law or treaty)
  - 4) a **scholarly secondary source** that you found on your own (not on the syllabus)
  - 5) some representation of a **scientific discovery or theory** (explain things like graphs!)
  - 6) a **text discussing the relationship between religion and politics**
6. Start **each quotation on a fresh page** and **provide an underlined (or otherwise obviously marked) heading**. If your source is not on the syllabus provide a full citation according to the guidelines in the [History Student's Handbook](#) immediately under the heading. (More information about citation formats will be provided in class). If the source is a website, just provide the title of the website and the **short form of the URL**, since writing out long URLs is a pain. (Also see the important note on "Using Websites for CP Book Citations" above.) You can skip the access date, since that will be fairly obvious to me. Use only reputable websites that contain scholarly content or that fulfill one of the requirements in point 5 above.
7. Fill in the **page number for each entry and each commonplacere discussion** in the **table of contents**.
8. Reflections are **not meant to be mini-essays**. Up to ten sentences would be ideal, but the length may vary.
9. All entries for a given week *must* be **relevant to that week's topic**.
10. You can use **only one quotation from any source you have found on your own** (i.e. those not on the syllabus).
11. If you wish, you can also add **index entries** to the end of your book. I won't grade your index but having one will be very helpful for formulating your interventions and for other assignments that draw on the CP book.
12. In the same spirit, **you might also want to allude to the odd secondary source** in at least some of your entries, especially those that you think might help you in term papers or in the exhibition assignment. The CP book entries can serve as a starting point for research ideas, so starting early to find relevant secondary sources is a good idea!
13. Please **be very precise when copying out quotations**. This is an important aspect of scholarly integrity.
14. Once you've finished your entries for that week, keep track of them using the "**CP Book Checklist**" available for download on D2L. The checklist has calculations using Excel, so it would be best to fill it out in that program. **Submit an updated checklist** every time I collect your books.