

UNIVERSITY OF WISCONSIN-MADISON  
Department of History  
Semester II, 2020-2021

HISTORY 600: Women and Gender in the French Revolution  
Wednesday 11-12:50 online via Zoom  
Office hours: 3:30-5:30 [via Zoom]

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When the French Revolution broke out in 1789, how did it open up space for women from all walks of life to participate in politics? We will look at how various groups of women engaged in the Revolution: Parisian women activists demanding bread and political change; Queen Marie-Antoinette as actor and symbol; early feminist authors; foreign radicals; counterrevolutionary women who defended King, God, and traditional ways of life. Second big question: How did the revolutionary era call into question gender ideology and how did gender imagery inform discussions of politics and new power dynamics? We will examine how the French revolutionaries used sexualized language to attack opponents and ask how gendered ideas about family, women, and men informed political thinking and practices. As we explore the aftermath of the Revolution, we will also consider how notions of race and gender influenced reactions to the revolution and slave revolt in France's colonies, especially Saint-Domingue. During the first half of the course, we will do some background reading and sample a variety of primary sources.

The second half of the course will focus on the major purpose of the seminar: researching and writing a primary-source research paper (20-25 pages) on some aspect of women and/or gender in the French Revolution. Primary sources for these diverse papers can include political writings; police records; revolutionary pamphlets; personal letters or memoirs; moral or medical treatises; literary works; or revolutionary imagery or caricature; etc.

COURSE REQUIREMENTS: Two most important requirements: 1/ lively participation in seminar discussion; and 2/ producing an original research paper (c. 20-25 pp.) on some historical aspect of the French Revolution and gender. Short assignments earlier in the semester will be oriented toward preparing you for this final paper. These short assignments include: a short 5-page paper analyzing primary material; a two-page proposal; a bibliography; an outline; an oral presentation of topics. Rough drafts of the final paper are due on April 14 and will be shared & discussed by groups of your fellow students. Final paper is due April 28.

READING: We will use a course packet of excerpts from primary and secondary sources. This course packet is available at the Copy Center at 6120 Sewell Hall (the Social Sciences Building).

CREDIT HOURS & WORK LOAD: The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning

activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes most weeks), reading, research, writing, individual consultations with the instructor, and other student work as described in the syllabus.

### LEARNING OUTCOMES:

Develop research skills and the ability to read difficult, unfamiliar texts

Improve written and oral communication skills and hone critical thinking skills by exploring unexpected historical events and diverse human reactions

Assess, interpret, and integrate diverse primary sources for a major research project

Craft an original argument in dialogue with existing secondary work

Conceptualize and compose a lengthy research paper

Analyze and reflect on deep-rooted and varied human issues, still present today, such as:

- How do gender dynamics become transformed in moments of cataclysmic change, and how do individuals or groups respond to situations of revolution, utopian vision, or war?
- How do women and men engage in politics differently in this era?
- How do liberalism and republicanism challenge gender inequality, but at times also produce it?
- How does gender ideology influence power structures and possibilities?
- How do ideas about race and gender inform and express anxieties and social responses to tense historical moments?

Increase historical knowledge about the emergence of modern democracy and gender

Gain greater understanding of the dynamics of revolutionary era in France, its colonies, and beyond

### COVID 19

If you face illness from Covid-19, I will accommodate you by either extending deadlines for work or providing alternate assignments. Since this class is online, quarantine or isolation due to exposure should not affect your work unduly, but I will be flexible according to individual situations. Please do not hesitate to be in touch with me about your situation, as necessary.

In the research portion of this course, you almost certainly will need to access some books from the library, obtained via pick-up or by appointment to enter the building. We will be discussing these issues in plenty of time for your projects, but keep in mind that Covid-19 makes it essential to plan in advance since it takes more time to access physical library resources.

### PLAGIARISM

The UW Writing Center offers this definition of plagiarism from the Merriam Webster Dictionary: "to steal and pass off (the ideas and words of another) as one's own" or to "present as new and original an idea or product derived from an existing source."

Plagiarized work constitutes a serious offense and will receive an F. Students must produce all of their own work without borrowing any sentences or sentence fragments from the

web, books, or articles. All quotations should be put into quotation marks and cited. If you have questions about what constitutes plagiarism and how to avoid it, here are two sources: <http://www.plagiarism.org>; and <http://writing.wisc.edu/Handbook/QuotingSources.html>.

### NOTE-TAKING STYLE

For the papers and bibliography, use the “Chicago-Turabian Style” as outlined on the UW Writing Center website: <https://writing.wisc.edu/Handbook/DocChicago.html>. That website gives examples of how to cite various sources. You can use either endnotes or footnotes. Here is a basic footnote<sup>1</sup>:

<sup>1</sup>Louis Gottschalk and Margaret Maddox, *Lafayette in the French Revolution, through the October Days* (Chicago, 1969), 231-235.

Here is the same text as a bibliography entry:

Gottschalk, Louis and Margaret Maddox. *Lafayette in the French Revolution, through the October Days*. Chicago: University of Chicago Press, 1969.

### Week 1: (Jan. 27) INTRODUCTION

Powerpoint 13-3 on the Outbreak of the French Revolution

### Week 2: (Feb. 3) OVERVIEW & EARLY APPEALS FOR RIGHTS

Powerpoints 13-4 and 13-5 on Social Revolution and How the Revolution Radicalizes

Darline Gay Levy, Harriet Branson Applewhite, and Mary Durham Johnson, eds., Women in Revolutionary Paris, 1789-1795, (Urbana, Il., 1979), table of contents (vii-xi) & 1-21

James McMillan, France and Women, 1789-1914: Gender, Society, Politics (London, 2000), 15-31

Lynn Hunt, ed., The French Revolution and Human Rights: A Brief Documentary History (Boston, 1996), 119-131 (FYI: the course packet includes additional document through page 139 that you don't need to read for class, but they may be useful for a paper.)

### Week 3: (Feb. 10) INTERPRETING PARISIAN WOMEN ON THE MARCH: THE OCTOBER DAYS

Olwen Hufton, Women and the Limits of Citizenship in the French Revolution, 3-18

Simon Schama, Citizens: A Chronicle of the French Revolution, 456-470.

Dominique Godineau, "Masculine and Feminine Political Practice during the French Revolution, 1793-Year III," in Women and Politics in the Age of Democratic Revolution, 61-80

Henriette Lucie Dillon, marquise de La Tour du Pin-Gouvernet, Memoirs, 124-35

“Stanislaus Maillard Describes the Women’s March to Versailles,” in Women in Revolutionary Paris: 1789-1795, 36-42

Depositions by Jeanne Martin, nurse, and Françoise Rolin, flower girl, in The French Revolution, ed. Philip Dawson, 59-62 and 63-66

Powerpoints 13-6 and 13-7 on the Terror and Political Culture and Legacy (preparation for next week, so you can view these after doing the above reading)

### Week 4: (Feb. 17) WOMEN, MEN, SEXUALITY, AND THE QUEEN

Lynn Hunt, The Family Romance of the French Revolution (Berkeley, 1992), 1-16, 53-123

Elizabeth Colwill, “Pass as a Woman, Act like a Man: Marie-Antoinette as Tribade in the

Pornography of the French Revolution,” in Homosexuality in Modern France, ed. Jeffrey Merrick and Bryant T. Ragan (N.Y.: 1996), 54-77.

Authentic Trial at Large of Marie-Antoinette, Late Queen of France before the Revolutionary Tribunal at Paris... To Which are Prefixed Her Life, and a Verbal Copy of her Private Examination Previous to her Public Trial (London, 1793), 3-25, 36-40.

Week 5: (Feb. 24) INTERPRETING INDIVIDUALS: MEMOIRS & LETTERS AS SOURCES  
Sidonie Smith and Julia Watson, Reading Autobiography: A Guide for Interpreting Life Narratives, 1-19, 235-51, [bibliography = 297-358 is on Canvas rather than courespacket]

Helen Maria Williams, Letters Written in France (London, 1790), Letters I, III-VI, XXVI  
Duchesse de Tourzel, Memoirs of the Duchess of Tourzel 2 vols. (London, 1886), 318-51.

\*\*\* SHORT PAPER DUE, Friday, Feb. 26 by 5pm: 5-page document analysis

Week 6: (March 3) INDIVIDUAL MEETINGS

No class. We will have individually scheduled meetings to discuss writing issues and possible topics.

Week 7: (March 10) THE REVOLUTION IN COLONIES: RACE, INSURRECTION, & FICTION  
“Very Brief Overview of the Haitian Revolution,” 1-4, print version in coursepack is from <https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/slavery-and-the-haitian-revolu>

Excerpt from “Mon Odysée” in Jeremy D. Popkin, ed., Facing Racial Revolution: Eyewitness Accounts of the Haitian Insurrection (University of Chicago, 2007), 59-92

Robin Mitchell, Vénus Noire: Black Women and Colonial Fantasies in Nineteenth-Century France (Athens, Ga.: 2020), 1-11 (Intro); 1-8 of Chap. 1.

Claire de Duras, Ourika: An English Translation, trans. Johan Fowles (N.Y., 1995, 1824 orig.), 1-47

Week 8: (March 17) INDIVIDUAL MEETINGS

\*\*\* 2 PAGE PROPOSAL = description of topic, key primary sources, and central questions, due at your meeting with me.

Week 9: (March 24) WRITING A RESEARCH PAPER

Sample Student Papers used anonymously with students’ permission, typescript:

“On the ‘Throne of Hairdressing’: Hairdos and Heroics in the Mémoires of Léonard Autié”

“The Making of Madame de Staël: The Daughter, the Scholar, the Mistress”

We will likely have a discussion with a Writing Lab Instructor.

\*\*\* BIBLIOGRAPHY of primary and secondary sources due Thursday, March 28.

Week 10: (March 31) RESEARCH WEEK

We will have no class or mandatory meetings this week to honor the missing Spring Break. I will have office hours and individual appointments with any student who would find it helpful to meet at this phase of research.

Week 11: (April 7) INDIVIDUAL MEETINGS & ORAL PRESENTATIONS

\*\*\* OUTLINE due at your meeting with me. These meetings will occur on Mon. & Tues. Wed. class will focus on Oral Presentation and discussing Sample Student introductions (in course packet)

Week 12: (April 14) EXCHANGE OF DRAFTS

\*\*\* Rough drafts due at class.

Week 13: (April 21) DISCUSSION OF ROUGH DRAFTS & CONCLUSIONS

Reading = Drafts of 3 Fellow Students' Research Papers & Sample Student conclusions.

\*\*\*Peer Review of each other's drafts

In addition to our meetings to discuss drafts early in the week, I will hold extensive office hours for individual meetings.

Week 14: (April 28) WRAP UP CLASS \*\*\* Final Paper due on April 28.