

UNIVERSITY OF WISCONSIN-MADISON
Department of History
Semester II, 2021-2022

HISTORY 600: Women and Gender in the French Revolution
Wednesday 8:50-10:45
Office hours: Thursday, 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 20 and will be shared & discussed by groups of your fellow students. Final paper is due May 4.

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 or need to miss class due to Covid-like symptoms, I will accommodate you by including you in class via Zoom (if you are feeling well enough.) As necessary, I will be flexible according to individual situations, either extending deadlines for work or providing alternate assignments. Please be in touch with me about your situation.

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 footnote¹:

¹Louis 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. 26) INTRODUCTION

Powerpoint 13-3 on the Outbreak of the French Revolution [on Canvas]

Week 2: (Feb. 2) OVERVIEW & EARLY CALLS FOR RIGHTS

Powerpoints 13-4 and 13-5 on Social Revolution and How the Revolution Radicalizes James McMillan, *France and Women, 1789-1914: Gender, Society, Politics* (London, 2000), 15-31

Dominique Godineau, *The Women of Paris and their French Revolution*, trans. Katherine Streip (Berkeley, Cal., 1998), 268-291

Olympe de Gouges, *The Declaration of the Rights of Woman* (September 1791), From the website: *LIBERTY, EQUALITY, FRATERNITY: EXPLORING THE FRENCH REVOLUTION*, <https://revolution.chnm.org/d/293>.

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), 18-21, 72-77.

Week 3: (Feb. 9) INTERPRETING WOMEN'S POLITICAL ACTIVISM: PARISIAN REVOLUTIONARIES & THE POLITICAL ASSASSIN, CHARLOTTE CORDAY

Dominique Godineau, *The Women of Paris*, 97-123

Darline Gay Levy, Harriet Branson Applewhite, and Mary Durham Johnson, eds., *Women in Revolutionary Paris, 1789-1795*, (Urbana, Il., 1979), 68-71, 161-71

Overview on Charlotte Corday, <https://guides.loc.gov/women-of-the-french-revolution/charlotte-corday>, one-page PDF

Elizabeth Kindleberger, “Charlotte Corday in Text and Image: A Case Study in the French Revolution and Women’s History,” *French Historical Studies* 18 (1994): 969-974, 977-999

Helen Maria Williams, on Charlotte Corday from *Letters Containing a Sketch of the Politics of France* (1795) in *Transatlantic Feminisms in the Age of Revolutions*, ed. Lisa L. Moore, Joanna Brooks, and Caroline Wigginton (NY: Oxford Univ. Press, 2012; 2015 online), 312-318

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. 16) WOMEN, MEN, SEXUALITY, AND THE QUEEN

Lynn Hunt, The Family Romance of the French Revolution (Berkeley, 1992), 1-16, 53-123
Sean Quinlan, "Men Without Women? Ideal Masculinity and Male Sociability in the French Revolution, 1789-1799" in French Masculinities: History, Culture, and Politics (Basingstoke: Palgrave Macmillan, 2007), 31-50.

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. 23) INTERPRETING INDIVIDUALS: MEMOIRS & LETTERS AS SOURCES

Sidonie Smith and Julia Watson, Reading Autobiography: A Guide for Interpreting Life Narratives, 15-19, 235-51, [bibliography = 297-358 is on Canvas rather than course packet]

Pauline Léon, "Statement in Prison" in Darline Gay Levy, Harriet Branson Applewhite, and Mary Durham Johnson, eds., Women in Revolutionary Paris, 1789-1795, (Urbana, Il., 1979), 158-61

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. 25 by 5pm: 5-page document analysis

Week 6: (March 2) INDIVIDUAL MEETINGS

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

Week 7: (March 9) THE REVOLUTION IN COLONIES: RACE, INSURRECTION, & FICTION

"Very Brief Overview of the Haitian Revolution," 1-4, print version in course pack 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

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

Leonora Sansay, from "The Secret History; or the Horrors of Saint-Domingue" (1808) in Transatlantic Feminisms in the Age of Revolutions ed. Lisa L. Moore, Joanna Brooks, and Caroline Wigginton (NY: Oxford Univ. Press, 2012; 2015 online), 359-370

SPRING BREAK

Week 8: (March 23) INDIVIDUAL MEETINGS

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

Week 9: (March 30) 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 Friday, April 1.

Week 10: (April 6) INDIVIDUAL MEETINGS

*** OUTLINE due at your meeting with me.

Week 11: (April 13) ORAL PRESENTATIONS

Wed. class will focus on Oral Presentations and discussing Sample Student introductions
(in course packet)

Week 12: (April 20) EXCHANGE OF DRAFTS

*** Rough drafts due at class.

Week 13: (April 27) DISCUSSION OF ROUGH DRAFTS & CONCLUSIONS

Reading = Drafts of 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: (May 4) WRAP UP CLASS

*** Final Paper due on May 4 at class.