Gender and Citizenship in Modern France  
Hist 391.03  
Winter 2012

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Office Hours: M 11-12, Tu 10-12, W 1-3 and by appointment

Course Website: http://aiross.wordpress.com/teaching/gender-and-citizenship-in-modern-france-winter-2012/

Course Description: How do we define a “citizen?” How do we know “who’s in” and “who’s out?” Gender has often served as one of the defining bases for deciding who has rights and who does not in a given nation. This class will explore the relationship between gender and citizenship in modern France. Beginning with Enlightenment debates over the women’s role in facilitating public discussion, we will proceed chronologically through French history and explore topics such as gender and the marketplace, the right to vote, masculinity, and immigration.

Course Objectives: By the end of the semester students will be able to:
• identify key events, figures, and ideas that shaped French history
• trace the development of notions of citizenship and nationhood in Modern France
• understand the relationship between gender and other identities
• recognize and assess historiographical debates
• orally discuss their interpretation of secondary source reading
• construct their own historiographical analysis

Required Texts:


All other texts will be available online at moodle.kenyon.edu.
We all also watch one film. A screening will be scheduled outside of class; if you cannot make the scheduled time then viewing the film will remain your responsibility.

**Course Format:** Class will meet once a week. All class meetings will be discussion format and active participation is expected.

**Course Requirements:** Students are required to attend all class meetings, complete all readings and view all films, complete online reading responses, write a book review, give a class presentation, and write a final historiography paper.

**Attendance and Participation:** Attendance in class is a requirement in order to pass this course and role will be taken everyday. You are permitted to miss one class before your grade begins to suffer. Because this is a seminar class, active participation is also a requirement and will form the primary basis for this grade.

**Readings:** All readings are due the day for which they are listed on the syllabus. Film viewings will be scheduled outside of class; if you are unable to attend, then the film is also due the day for which they are listed on the syllabus.

**Online Discussion:** Every week you are to respond to the week’s material via a Google Doc shared with the class. Your response should simply be a short paragraph expressing the main point or two that you took from the readings. Please sign your name underneath your response. Responses are due every **Sunday at Noon.** You should have read your classmates’ thoughts before class on Monday.

**Class Presentation:** Every student will present the class readings one time this semester. The presenter should introduce what we read, describe the argument of the texts (if applicable), relate the argument to any broader historiographical questions (this might require some additional research and/or consultation with me), and offer the class some questions to begin our discussion. You should not read out a written essay, but should rather use notes to offer an informal introduction to the topic of the day. Presentations should be about 10 minutes long.

**Book Review:** Your first writing assignment will be a book review (c. 3 pages) of any book relevant to the course topic, e.g. a book on gender and/or citizenship in modern French history. The book you choose should be on a topic on which you may wish to write your larger historiography paper. A good book review will describe the author’s argument, tell the reader how he or she reached his or her conclusion, and then offer an assessment of the book as a whole.

**Historiography Paper:** The major assignment of this class is a historiography paper (often also referred to as a “review essay”) that relates between 3 and 5 books on a single topic to one another (7-10 pages). This paper is not simply a
series of 3 to 5 book reviews, but rather is an attempt to assess the state of a particular subfield of French history. We will complete these papers in stages and we will devote half of one class period to work shopping each other’s work, not only to improve one another’s written work, but to give everyone a sense of some of the materials we did not cover in class. In addition to a grade on your own work, you will also receive a grade on your critiques of your peers.

Grade Breakdown:

Attendance and Participation: 20%
Online Discussion: 10%
Class Presentation: 10%
Book Review: 20%
Historiography Paper:
  First Draft: 15%
  Final Draft: 20%
Workshop Comments: 5%

Grade Appeals: There are no grade appeals! I’m more than happy to talk to you about your grade and how you can improve your work (in fact, I highly encourage you to do so), but please do not ask me to change your grade.

Late Assignments: Late assignments will be deducted one grade for each day late. If I have not received your assignment after four days you will automatically fail the assignment. If I never receive an assignment you will fail the course.

Paperless Grading: In an effort to both save trees and improve the quality of my comments to you, your assignments MUST be turned in electronically. You will do so via e-mail, with a subject heading “Gender and Citizenship ASSIGNMENT from YOUR NAME.” Accepted file formats are .pdf (preferable), .doc, and .docx. All papers not already in .pdf format will be converted prior to grading. I will e-mail you your paper directly after all assignments have been graded. Please let me know if you have any questions or concerns regarding this policy.

Contacting Me: The best way to get in touch with me is through e-mail. Please allow 24 hours for a response; if you have not heard from me in that time, do not hesitate to send another note. My office hours are at the top of this syllabus; if those times are not convenient for you I am happy to make other arrangements. I hope you will all come by my office at some point during the semester. Please check your Kenyon e-mail regularly and please keep apprised of materials available on the class website.

Online Resources: The course website can be found at http://aiross.wordpress.com/teaching/gender-and-citizenship-in-modern-france-winter-2012/. There you will find a copy of the syllabus and other resources relevant to the course.
Technology in the Classroom: Because this course revolves around active discussion, laptops and other devices should NOT be used during class. All articles should therefore be printed out; dedicated eBook readers are permitted if you are using e-texts. The one exception is our workshop day where those of you who give electronic comments may bring and use your laptops.

Plagiarism and Academic Honesty: All students must follow the College’s policies regarding academic honesty as outlined in the Kenyon College Catalog. If you have any questions regarding this issue, please consult with me before submitting work. All work for this class must be your own and completed specifically for this class and all materials consulted, paraphrased and quoted must be cited.

Disabilities: If you have a hidden or visible disability that may require classroom or test accommodations, please see me privately as soon as possible during a scheduled office hour. If you have not already done so, you must register with the Coordinator of Disability Services, Erin Salva, salvae@kenyon.edu, or x5145, who is the individual responsible for coordinating accommodations and services for students with disabilities. All information and documentation of disabilities are strictly confidential. No accommodations will be granted in this course without notification from the Office of Disability Services.

Course Schedule

Week 1: January 16: Introductions

Week 2: January 23: Historiographical Debates on Gender and the Nation

Week 3: January 30: The Public Sphere 1: Defining the Public Sphere

Book review topics due in class.

Week 4: February 6: The Public Sphere 2: Women and the Enlightenment
Week 5: February 13: The Public Sphere 3: Women and the Revolution

Week 6: February 20: The Public Sphere 4: Was the Revolution Revolutionary for Women?
Readings: Hesse, *The Other Enlightenment*, 56-156; Landes, *Women and the Public Sphere*, 168-206

Historiography essay topic due in class.

Book Review due by e-mail before class

Week 7: February 27: Prostitution, Class, and the State

Spring Break


Week 8: March 19: The Right to Vote

Week 9: March 26: Gender and Anti-Semitism: The Dreyfus Affair
New Woman in Fin-de-Siècle France (Chicago: University of Chicago Press, 2002), 107-130.

**Week 10: April 1: Masculine Anxieties and the State**

First draft of historiography paper due to me and workshop group before class

**Film Screening, Thursday April 5 at 4:00p:** A Very Long Engagement (dir. Jean-Pierre Jeunet, 2004) in the Multimedia Theatre in Olin Library. Also on reserve.

**Week 11: April 8: Class, Gender, and War**
Film: A Very Long Engagement

In-Class Workshopping
Copy of reviewed essays with your comments due to me in class or by e-mail

**Week 12: April 15: Fascist Ideologies**
Reading: Miranda Pollard, Reign of Virtue

**Week 13: April 22: Decolonization**

**Week 14: April 29: Headscarves, Burkas, and Mosques, Oh My!**
Reading: Scott, The Politics of the Veil

Historiography Essay Due Before Class