

Women's History in France, 1700-1970
21:510:401 Spring 2018

Class Location: 101 Hill Hall

Class Meeting Times: Tuesday, Thursday 2:30-3:50

Professor: Dr. Eva Giloi

Office Hours: 318 Conklin Hall, Thursday 1:00-2:00 and by appointment

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This course examines French history from 1700 to the 1970s through the prism of women's experience. Women were affected by the main developments of modern European history in the same way as men—they too experienced the rise of nationalism, the expansion of individual rights, the industrial revolution, urbanization, professionalization, imperialism, World War I and World War II, etc. At the same time, many of these developments drew on gender divisions, codes and stereotypes, making women's experiences different from men's. For instance, the concept of modern citizenship was initially based on the male ideal of the 'citizen in arms' (i.e. military service protecting the state), and thus specifically excluded women. Equally, ideas about men's and women's 'natural' relationship to violence had an effect on how women participated in the many conflicts that France faced in these three centuries. This course will examine the historical events, actions and discourses that shaped women's everyday lives.

Learning Objectives:

In this course, students will practice the following skills:

- Analyzing evidence with a critical mind: in class, students will analyze the primary source readings, building on each others' insights to ask relevant questions about how to evaluate different types of sources.
- Writing clear and concise summaries of evidence: in homework assignments, students will write summations and opinions about the evidence they are presented, and learn to craft persuasive arguments supported by facts and evidence.
- Evaluating 'subject position' by analyzing how women's different class, social, economic, and national backgrounds affected their viewpoints and choices.

Course Requirements:

This course is heavily based on reading and discussing the assigned primary texts – memoirs, letters, philosophical texts, etc. The course requirements are therefore geared towards encouraging students' engagements with these sources.

1. **Participation in class discussion.** Students are required to attend lectures and take notes. Students are expected to read the assigned texts before the class (by the date indicated on the syllabus). Simple attendance in class is not factored into the participation grade – students are required to come to class ready with questions or observations about the readings and to take part in the discussion to earn a good participation grade. We will devote much of our class time to interpreting the course texts; this in-depth analysis will compose the participation grade.
2. **Reading Responses.** To aid students in preparing for the class discussion, students are required to bring 2 pages of Reading Response notes on the readings for individual sessions. 2 pages is the required minimum – students are welcome to write more if they want. The Reading Responses should answer the discussion prompts, which will be posted on Blackboard under the Assignments menu. Students can use their notes during the class discussion, and must hand them in at the end of class. I will only accept typed responses, not handwritten ones. Reading

Responses may not be handed in at a later date. I will factor the top 4 Reading Response grades (out of 7) into the final course grade.

3. **Analysis papers.** There is a “Longue Durée” Assignment (3 pages minimum), a Gender Codes Assignment (in 3 parts; each part: 2 pages minimum), and a Resistance Record Assignment (3 pages minimum). Instructions for all of these assignments can be found on Blackboard under the Assignments menu.

4. **Quiz.** There will be an in-class quiz on Simone de Beauvoir’s “Introduction” to *The Second Sex*.

4. **Midterm Exam.** The midterm will be an in-class exam. Instructions and a study sheet will be posted on Blackboard.

5. **Final Paper.** The final paper will be a take-home written exercise, due on May 8. Instructions will be posted on Blackboard.

Submitting Reading Responses, Analysis Assignments, and Final Paper:

-- The Reading Responses, Assignments, and Final Paper must all be submitted to Turnitin on Blackboard. For the Reading Responses and Assignments, a paper copy must also be handed in at the beginning of class. The two copies must be identical.

-- Pdfs of newspaper articles can’t be submitted to Turnitin, so they only need to be attached to the paper copy handed in at class.

-- All students must put the Rutgers Honor Code Pledge, with their signature, on the paper copies of all assignments. (For the wording of the Pledge, see below.)

Grading:

In-class participation:	10%
Reading Responses (top 4 out of 7):	20%
“Longue Durée” Assignment:	10%
Gender Codes Assignment:	15%
Resistance Record Assignment:	5%
Quiz:	5%
Midterm exam:	15%
Final Paper:	20%

Grading Rubric:

A:	Outstanding
A-:	Outstanding, with one or two areas of improvement
B+:	Very good
B:	Good
B-:	Good overall, with some significant weaknesses
C+:	Satisfactory, with some potential for improvement
C:	Satisfactory, but needs significant development
C-:	Barely satisfactory
D:	Poor: overwhelming flaws
F:	Failing: doesn’t complete assignment

The grades are applied to your work in the class: at the college level, this means the final product of your work – what you hand in to me – not the amount of effort you put into the work. (In other words, students don't get an "A for effort" at the college level.) "Outstanding" is not defined as how the final product compares to your own previous work, but how it compares to other students' work. All of this is a reflection of the real world: in the professional working world, you will succeed based on how effective you are compared to other people.

I am happy to talk to you about your assignments, strategies for writing papers, rough drafts, etc. at any time during the semester – but I will only do so in office hours. I will not review paper drafts or answer in-depth questions via email, since email is not an effective tool for this kind of review. You can send me short informational questions via email, but for an evaluation of your work (including rough drafts) you must make the effort to come to my office hours in person. If you have a scheduling conflict with my regular office hours, email me to make an appointment at another time.

Class Rules: French history is largely a story of the interplay between individual rights and civic duties. The classroom is a microcosm of that relationship, and the classroom rules reflect a respect for individual rights and the need for group responsibilities. I expect students to behave in a manner that shows respect for the civic community: for others' needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, will be counted against the participation grade.

This means, in concrete terms:

- no talking in private conversations (even in whispers),
- no cell phone use or any other form of texting,
- no use of computers or laptops,
- no working on other course homework.

Arriving at class late or leaving early is extraordinarily disruptive to other students, and is only acceptable in an emergency situation. More than anything else, though, private conversations draw attention away from the common civic forum. If I have to stop the class to ask you to stop a private conversation, you will receive an F for your participation grade for the course.

Attendance policy:

Attendance is required. There will be no make-up opportunities for missed classes.

Excused vs. Unexcused absences: The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: "The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions."

If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

I will take attendance at the beginning of every class. If you arrive late, after I have taken attendance, I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence. I realize that delays are sometimes inevitable – I, too, have tried to find parking in Newark! – and I would rather that you come to class late than not at all. To accommodate that, I will give you three free late passes – after the third late arrival, the late

policy as stated above will kick in, with no exceptions. Leaving early without prior permission will count as an unexcused absence.

If you are coming from another class at NJIT (causing you to pass through the current construction on your way to this class) and are concerned that it may cause you to be late, you must inform me of this fact (in an email containing the location of the class you are registered for prior to this one and the route you take) within the first two weeks of class.

After four unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. With eight absences, the stakes change: Any student who misses **eight** or more sessions through any **combination** of **excused** and **unexcused** absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

Late papers and exams: I will not accept late Reading Responses except in cases of proven emergency. The Reading Responses are designed to help you keep up with the readings and to prompt participation in class discussion. This is why they cannot be handed in later than the beginning of the class when they are assigned. But: you can always hand in an assignment early. If you know that you will be absent on a particular day, plan ahead and email the assignment to me early. (Remember to submit a second copy to Turnitin as well.) I also understand that we all sometimes face unforeseen circumstances: to take this into account, I will count only the top 5 out of 8 Reading Responses for the course grade.

Policy on Academic Integrity (Cheating and Plagiarism):

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this assignment."

You may only use the texts assigned in this syllabus to complete the assignments. Resist the urge to cut and paste, either literally or figuratively by using other people's ideas. If I find that you have used other people's ideas (ex: Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade (0 points) for that assignment and will not be able to make it up.

Disabilities:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please

complete the Registration form on the ODS web site at:
<https://ods.rutgers.edu/students/registration-form>. For more information please the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.

Required Readings:

The **Required Readings** are on Blackboard under ‘Course Documents.’ You will need to print out the readings and bring them to class since we will be working intensively in class with the documents. If you don’t bring them to class, you will not be able to participate adequately in the discussion.

Along with the required readings on Blackboard, there are five books to be purchased:

-- *Women and Gender in the Western Past, Volume 2: Since 1500*, eds. Katherine L. French and Allyson M. Poska
ISBN-13: 978-0618246250

-- *Modern France: A Very Short Introduction*, Vanessa R. Schwartz,
ISBN-13: 978-0195389418

-- *The Return of Martin Guerre*, Natalie Davis,
ISBN-13: 978-0674766914

-- *Silence of the Sea*, Vercors
ISBN-13: 978-0854963782

-- *A Life of Her Own*, Emilie Carles
ISBN-13: 978-0140169652

The books can be purchased from on-line sellers and at the RU-N bookstore.

Schedule of Classes

Hierarchy and Individual Rights

Tues. Jan. 16: Introduction: France in 1700 – Women in 1700

Thurs. Jan. 18: Peasants and Patriarchy
Textbook: TBD

Jan. 23-25: No in-class meetings; instead, complete the “Longue Durée” Assignment at home.
Read:

-- Natalie Davis, *The Return of Martin Guerre* (pp.1-93, 123-125)

-- Emilie Carles, *A Life of her Own* (pp. 5-49, 101-108, 119-123)

Follow the instructions on the prompt on Blackboard, under Assignments, to write the comparative essay.

The “Longue Durée” Assignment is **due to Turnitin by Sunday, January 28**, and a paper copy must be brought to the following class session, January 30.

Tues. Jan. 30: Versailles and the History of Manners

Thurs. Feb. 1: The Great Cat Massacre

Textbook: TBD

Reading: Robert Darnton, “The Great Cat Massacre”

Reading Response #1 due: Analyze the gender and class dynamics in Robert Darnton’s *The Great Cat Massacre*. See instructions on Blackboard.

Tues. Feb. 6: In the Cities: from Guilds to the Bourgeoisie

Textbook: TBD

Thurs. Feb. 8: Enlightenment Salons

Textbook: TBD

Tues. Feb.13: Enlightenment Ideas: Literacy, News, and Jean-Jacques Rousseau

Textbook: TBD

Thurs. Feb. 15: Overthrowing the Monarchy: Marie Antoinette and Political Pornography

Textbook: TBD

Tues. Feb. 20: French Revolution Pt. 1: Rights of Man, Rights of Woman

Textbook: TBD

Reading: Lynn Hunt, *The French Revolution and Human Rights*, pp. 77-79, 124-129

(“Declaration of the Rights of Man and Citizen” and “Declaration of the Rights of Woman”)

Reading Response #2 due: Compare the *Declaration of the Rights of Man and Citizen* with the *Declaration of the Rights of Woman*. See instructions on Blackboard.

Thurs. Feb. 22: French Revolution Pt. 2: Republican Motherhood

Textbook: TBD

Reading: Lynn Hunt, *The French Revolution and Human Rights*, pp. 80-83, 119-123, 129-139)

Reading Response #3 due: Draw on the texts in Lynn Hunt’s *The French Revolution and Human Rights* to outline the arguments for and against giving women the right to vote. See instructions on Blackboard.

Separate Spheres and the Language of Gender

Tues. Feb. 27: Separate Spheres Pt. 1: Difference and Respectability

Textbook: TBD

Thurs. March 1: Separate Spheres Pt. 2: Cities: Old Occupations, New Occupations

Textbook: TBD

Tues. March 6: The Irrational Fin-de-Siècle

Textbook: TBD

Reading: Edward Berenson, *The Trial of Madame Caillaux*

Reading Response #4 due: Compare a US newspaper report about the trial of Madame Caillaux with the gender codes identified by Berenson. See instructions on Blackboard.

Thurs. March 8: Imperialism and Gender

Textbook: TBD

Reading:

-- Alexandra David-Neel, "My Journey to Lhasa," *Maiden Voyages*

-- Edward Berenson, "Charisma and the Making of Imperial Heroes," *Constructing Charisma*

Reading Response #5 due: Compare Alexandra David-Neel's travel account with the gender codes identified by Berenson. See instructions on Blackboard.

March 13-15 – Spring Break

Twentieth Century: Women in Public

Tues. March 20: Midterm Exam

Thurs. March 22: World War I

Textbook: TBD

Tues. March 27: Inter-war Settlement

Textbook: TBD

Thurs. March 29: Inter-war Paris

Textbook: TBD

Reading: Simone de Beauvoir, *Memoirs of a Dutiful Daughter*

Reading Response #6 due: Analyze Beauvoir's and her parents' expectations for her life in the inter-war period. See instructions on Blackboard.

Tues. April 3: 1930-1940: Popular Front and the Fall of France

Textbook: TBD

Thurs. April 5: Collaboration, Resistance, Victory

Textbook: TBD

Reading:

-- Beauvoir, *The Prime of Life* (pp. 369-376, 395-407)

-- Beauvoir, *Letters to Sartre*: 11 July–13 July, 1940 (pp. 316-327); 24 July–29 July 1940 (pp. 337-341); 10 December, 1940–1 January, 1941 (pp. 350-361)

Resistance Record Assignment due: Compare Beauvoir's *Prime of Life* memoirs and her *Letters to Sartre* to analyze the resistance to German occupation in 1940. See instructions on Blackboard.

Tues. April 10: Reckoning with the Past, Looking to the Future

Textbook: TBD

Thurs. April 12: 1945: Coco Chanel and Other Working Women

Textbook: TBD

Reading:

-- Ambassade de France, "Women in France"

-- Ambassade de France, "French Women in Executive and Professional Positions"

Reading Response #7 due: Analyze the status of women in France in 1957, according to two reports published by the Embassy of France: "Women in France" and "French Women in Executive and Professional Positions." See instructions on Blackboard.

April 17-19: No in-class meetings; instead, complete Gender Codes Assignment at home. For this week, there will be no in-class meetings; instead, you will be researching and writing on the gender images in three separate types of primary sources.

The Gender Codes Assignment is divided into 3 parts, and each part has a 2 page minimum.

You will be asked to analyze the gender codes in:

1. a novel from the time of the French Resistance: Vercors, *Silence of the Sea*
2. a post-war French New Wave film: *Jules et Jim*
3. post-war newspaper descriptions of Simone de Beauvoir

See exact instructions on Blackboard.

The Gender Codes Assignment is **due to Turnitin by Sunday, April 22**, and a paper copy must be brought to the following class session, April 24.

Tues. April 24: 1950s: The Second Sex: quiz and discussion

Quiz: on Simone de Beauvoir, "Introduction" to *The Second Sex*

Thurs. April 26: Beauvoir's Legacy: Feminism in France

Textbook: TBD

Final paper: Due 3 pm, Tuesday, May 8 – 4 pages minimum. The final paper will be based on Emilie Carles, *A Life of Her Own*. See exact instructions on Blackboard.