

History 201Q: Gender and Revolution
WGH Seminar, Fall 2019
Professor Ellen Hartigan-O'Connor

Class Meets: Thursday 3:10-6:00, SS&H 4202
Office Hours: Thursday 1:10-3:00
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This year's Women's and Gender History (WGH) seminar examines the relationships between gender and revolution. Through readings spanning the Americas, Europe, Asia, and Africa, we will consider how gender shaped radical politics and the everyday lives of people who lived through the social, cultural, and political upheavals of the last 250 years. We will discuss theories of revolution, citizenship, and nationalism, and how they have been shaped by ideas about gender and sexuality. As we investigate violence, memory, and family, we will explore different modes of presenting revolutionary histories, both inside and outside of the academy.

Required Readings:

Kate Haulman, *The Politics of Fashion in Eighteenth-Century America*
Katie Jarvis, *Politics in the Marketplace: Work, Gender, and Citizenship in Revolutionary France*
Rebecca J. Scott and Jean M. Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*
Gail Hershatter, *Women and China's Revolutions*
Sarah Chambers, *From Subjects to Citizens: Honor, Gender, and Politics in Arequipa, Peru, 1780-1854*
Elizabeth A. Wood, *The Baba and the Comrade: Gender and Politics in Revolutionary Russia*
Jacqueline-Bethel Mougoue, *Gender, Separatist Politics, and Embodied Nationalism in Cameroon*
Michelle Chase, *Revolution within a Revolution*
Cymene Howe, *Intimate Activism: The Struggle for Sexual Rights in Postrevolutionary Nicaragua*

In addition, there will be a small number of articles/book chapters and /or primary sources in the required reading each week. These required readings (marked on the syllabus with *) will be posted as files on our course Canvas site or available through the posted URL.

Course Requirements and Grading:

This course is designed to help students gain experience in multiple forms of historical communication, from different types of critical writing to modes of oral presentation.

Class Participation and Preparation (35% of final grade)

Discussion is a major component of the class. Students are expected to come to each session having prepared the readings and ready to discuss them.

In addition, once during the quarter, each student will be responsible for facilitating the discussion as part of a small group. The day before the class meets, the facilitators will circulate (via email) a page of key themes and questions to help guide the discussion.

Critical Book Review (15% of final grade)

Once during the quarter, you will write a review of one of the assigned books. For a discussion of the art of book reviews, please read this essay by Karin Wulf:

<https://scholarlykitchen.sspnet.org/2017/01/09/the-art-and-craft-of-review/>. The review should be written in the style of the journal *Reviews in American History*. It must state the author's (or authors') central thesis, analyze the persuasiveness of the argument, and discuss the use of evidence. Your review, which should be about 800 words, is due in the course Canvas site by 9 p.m. on the day before class so that your peers have a chance to read it before the seminar.

Teaching with Primary Sources (15% of final grade)

Once during the quarter, you will write a reflection piece about how you would teach the assigned primary source for the week to a class of smart, motivated undergraduates. Would you use a lecture, or an activity? What kind of context would you provide? What are the most important ideas you would want the students to come away with? The purpose of this assignment is to encourage you to think about conveying your analysis of course themes to a different audience (undergraduates) with a specific text. The paper should be about 800 words and is due in the course Canvas site by 9 p.m. on the day before class.

Final Assignment (35% of final grade):

Each student will submit a final project that draws on additional reading and research. This can take several forms.

1. An essay in the style of the *Oxford Handbook* series. Your paper will focus on a significant question or problem related to the topic of "Gender and Revolution." Using assigned readings as a starting point, you are to frame a historical problem and discuss it in an analytical essay of about 15 pages. Your paper should address both readings you have done in the course and additional relevant literature, but should not be merely a historiographical review. I will post some example chapters from the *Oxford Handbook of the American Revolution* to serve as models of this type of historiographically informed synthetic essay. The assignment is intended to give you the opportunity to read more deeply in your area/region of expertise and synthesize information.

2. A review essay and paper prospectus for an original research project you could undertake in the future. This assignment enables you practice critical evaluation of the sources and methods of other historians within a single area of inquiry. It also encourages you to identify and frame a new research question, as well as propose primary sources that could be used to explore that question. You would not complete the research in this class, but the prospectus can be used as a

basis for a future research project.

3. Another scholarly project that you propose, which will involve additional research and reading on one of the topics covered in the course.

A one-page précis of your final project is due to me in class on **November 14**. The final masterpiece should be handed in on **December 11**. Please feel free to come to my office hours to discuss your topic, bring in drafts for me to look at, or talk about any aspect of the course at any time during the quarter.

Accommodations

If you need adaptations or accommodation because of a disability or if you have emergency medical information to share with me, please see me during office hours or make an appointment for another time. We can also work with the Student Disability Center (<http://sdc.ucdavis.edu>) or 530-752-3184.

Academic Honesty

Academic integrity is essential to the mission of any university and vital to this course. Examples of academic dishonesty include: unauthorized sharing of test answers, copying from another's test during examinations, turning in papers written for another class, and copying from another source without proper documentation. Cheating or plagiarizing on any work submitted for this course will result in a zero on the assignment. In accordance with UC Davis's Academic Senate policy and the Code of Academic Conduct, suspected cases will also be reported to the Office of Student Judicial Affairs. If you have any questions about what constitutes plagiarism, please ask; you can also consult the website of the Office of Student Judicial Affairs (<http://sja.ucdavis.edu/>).

Course Content Note

At times over the quarter we will be discussing historical events that are painful and disturbing for many and may be traumatizing for some students. If you suspect that specific material may be emotionally challenging for you, I am happy to discuss any concerns you have before it comes up in class. If you feel the need to step outside during a class discussion, you may do so without academic penalty. You will be responsible for material you might miss, and should make arrangements to get notes from another student if you miss a substantial portion of the session. Resources on campus available to students include:

- Student Health and Counseling Services: <https://shcs.ucdavis.edu/>
- University CARE Advocate: <http://care.ucdavis.edu/>
- Women's Resources and Research Center: <http://wrrc.ucdavis.edu/>
- Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center: <http://lgbtqia.ucdavis.edu/>

SCHEDULE OF READINGS

Week 1: September 26—Analytical Frames

Sonya Rose, "Gender and Historical Knowledge," in *What is Gender History?* (Malden, MA: Polity Press, 2010), 80-101.*

Jack A. Goldstone, *Revolutions: A Very Short Introduction* (New York: Oxford University Press, 2014), chapters 1-3.*

Week 2: October 3—Fashioning Revolution

Kate Haulman, *The Politics of Fashion in Eighteenth-Century America*

T.H. Breen, “Strength out of Dependence: Strategies of Consumer Resistance in an Empire of Goods,” in *The Marketplace of Revolution* (New York: Oxford University Press, 2004), 196-234.*

Primary Sources: Using the library database “Archive of Americana,” read/scan the advertisements from 2 newspaper issues from 1772.*

Week 3: October 10—Economic Citizenship

Katie Jarvis, *Politics in the Marketplace: Work, Gender, and Citizenship in Revolutionary France*

Jennifer Ngairé Heuer, “Citizenship, the French Revolution, and the Limits of Martial Masculinity,” in *Gender and Citizenship in Transnational Perspective*, ed. Rachel Fuchs and Anne Epstein (New York, 2016), 19–38.*

Primary Sources: Pauline Léon, *Petition to the National Assembly on Women’s Rights to Bear Arms*; Olympe de Gouges, *Declaration of the Rights of Woman and Citizen**

Week 4: October 17—Family Strategies and Emancipation

Rebecca Scott and Jean Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*

Aisha Finch, “‘What Looks like Revolution’: Women and the Gendered Terrain of Slave Insurgencies in Cuba, 1843-44,” *Journal of Women’s History*, Vol. 26, No. 1 (Spring 2014).*

Primary Source: Leonora Sansay, *Secret History; or, the Horrors of St. Domingo* (selections)*

Week 5: October 24—The Long View

Gail Hershatter, *Women and China’s Revolutions*

Guest of Seminar Professor Hershatter will present a public talk from 12-1:30 and then will join our seminar discussion of her book.

Week 6: October 31—The Puzzle of the Liberal Revolution

Sarah Chambers, *From Subjects to Citizens: Honor, Gender, and Politics in Arequipa, Peru, 1780-1854*

Elizabeth Dore, “One Step Forward, Two Steps Back: Gender and the State in the Long Nineteenth Century,” in *Hidden Histories of Gender and the State in Latin America*, ed. Elizabeth Dore and Maxine Molyneux (Durham: Duke University Press, 2000), 3-32.*

Primary Source: Josefa Acevedo De Gómez, *A Treatise on Domestic Economy, for the use of Mothers and Housewives* (selections)*

Week 7: November 7—Feminisms and Suffrage

Elizabeth A. Wood, *The Baba and the Comrade: Gender and Politics in Revolutionary Russia*

Primary Source: Aleksandra Kollontai, *Vasilisa Malygina*
<https://www.marxists.org/archive/kollonta/index.htm>

Week 8: November 14—Embodied Nationalism

Jacqueline-Bethel Mougoue, *Gender, Separatist Politics, and Embodied Nationalism in Cameroon*

Aaronette M. White, “All the Men Are Fighting for Freedom, All the Women are Mourning Their Men, but Some of Us Carried Guns: A Race-Gendered Analysis of Fanon’s Psychological Perspectives on War,” *Signs* 32: 4 (Summer 2007): 857-84.*

Source: Ingrid Sinclair, *Flame* (film, with UCD VPN):

<https://www.kanopy.com/product/flame>

One-page precis due in class.

Week 9: November 21—Gender and Mobilization

Michelle Chase, *Revolution within a Revolution*

Maxine Molyneux, “State, Gender and Institutional Change: *The Federacion de Mujeres Cubanas*,” in Dore and Molyneux, pp. 291-321*

Primary Source: Cuban Family Code*

Week 10: No class! Thanksgiving! (Optional Reading: Marjane Satrapi, *Persepolis*)

Week 11: December 5—Sexual Rights and Revolutionaries

Cymene Howe, *Intimate Activism: The Struggle for Sexual Rights in Postrevolutionary Nicaragua*

Dean Spade, “What’s Wrong With Rights,” in *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law**

Primary Source: “Sexto Sentido” (locate on YouTube; for an introductory video, watch here: <https://www.youtube.com/watch?v=CTomys0lw5Y>)

Final Project due December 11