FRENCH 4110/6110

GENDER IN FRENCH SPEAKING SOCIETIES

Syllabus

## Instructor Information

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| Instructor | Email | Office Hours & Location |
| Dr. Cottille-Foley | drncf@gatech.edu | Swann 215, T-Th 10:50-11:50 |

## General Information

#### Course Description

This course explores the intersection of Gender with French history, politics, ethics, laws, professions, medical fields, social classes, religions, nationalisms, and (perceived) ethnicity. We will first study the representation and definitions of gender at pivotal moments in the history of the French culture: writers Marie de France in the Middle Ages, Christine de Pisan during the Renaissance, Olympe de Gouges during the French Revolution, Louise Michel in the 19th century, and Simone de Beauvoir during the 20th century.

The focus will then shift to contemporary issues. We will examine various interactions between gender, politics and ethics after 1980. This will include discussions about representations of gender in the entertainment industry and in the medical field. We will then turn our attention to legal issues: hate speech and discrimination, participation in the work force and access to political representation.

We will analyze and discuss LGBT/LGBTQIA, with a focus on the Marais neighborhood in Paris, France.

## Course Goals and Learning Outcomes

All class discussions will be in French. Students will practice all four skills for the target language: listening, speaking, reading and writing.

#### Remember

At a basic level, students will learn and memorize French vocabulary and grammatical structures. They will also learn and recall dates of pertinent historical events and names of relevant actors—theoreticians, writers, political agents. They will be able to restate in their own words (in the target language) the general ideas from their assigned readings.

#### Understand

Students will understand how definitions of gender evolved from the Middle Ages to our own time period. They will discuss their readings with their classmates during class.

#### Apply

They will write short essays on their assigned readings and take short quizzes. They will also be able to demonstrate their understanding during class discussions. Students will be encouraged to discuss complex notions in their own words.

#### Analyze

Judith Butler’s essays will provide essential analytical tools. Students will use these tools to approach a variety of media: literature, paintings, photography, cinema, advertisement, music, political discourse, legal texts, newspapers, and more.

#### Evaluate

French culture will serve as a case study for students to gain a more extensive worldview. They will be able to better identify bias, hate speech, harassment and other pernicious forms of violence toward others.

#### Create

Students will be encouraged to investigate further. How does gender affect contemporary culture, not only in French speaking societies but also in other countries? How is the concept of gender both fashioned and challenged? Students will be engaged in questioning common stereotypes. They will acquire the tools necessary to expose cultural biases that result in perceptions of supposedly innate and stable gender identities.

They will work in groups to develop projects and presentations on related topics such as gender and social class, gender and religion, gender and perceived/imagined ethnicity, gender and nationalisms, gender and political parties, gender and languages.

## Course Requirements & Grading

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| --- | --- |
| Assignment | Weight |
| Quizzes *(12\*2.5%, weekly over 12 weeks)* | 30% |
| Homework *(12\*2%, weekly over 1st 12 weeks)* | 24% |
| Active participation *(14x1% over 1st 14 weeks)* | 14% |
| Final Presentations *(during last 2 weeks)* | 12% |
| Final Exam/Final Paper | 20% |

***Please note that students taking 6110*** will have to write a final paper instead of taking the final exam. The paper should be written in French, between 3,500 to 4,000 words long, of publishable quality. The work on this paper should start early in the semester. During week 3, the student should visit the professor during her office hours to discuss the project. During week 4, the student should turn in a paragraph describing the project. Starting on the first day of week 5, the student should send a weekly description of advances made toward the project and indicate at least one paper read per week on the topic. The student should also send notes describing the readings and their relevance to the chosen topic. The student should send a first draft of the paper on week 12. The student will present their paper to other students during Final Presentations (last two weeks of classes). The last version of the paper should be turned in no later than the last day of exams, Friday 5PM, via email.

#### Description of Graded Components

Quizzes: on assigned readings/recordings and on previous class lectures. Taken during the first 10 to 15 minutes of class. Readings and recordings are shared via a folder on T-Square or other relevant Tech system. Quizzes are designed to check that you did your homework over the week-end (reading texts and/or viewing/listening to recordings) and that you paid attention during class.

Homework: Homework is due on the last day of class each week. Please make sure that you bring a printed copy of your homework with you to class. Font size of 12 or 14, in either Georgia or Times New Roman, double-spaced, with normal margins (leaving space for my comments).

Active participation (20 points each component):

* Respecting other members of the classroom
* Taking part in class discussions
* Volunteering to answer your prof’s questions / Being able to answer your prof’s questions
* Focusing on the points that are relevant to the discussion
* Not doing anything that is unrelated to the discussion. This would include texting, doing homework for another class, speaking in English, browsing, etc.

This grade will be recorded weekly and averaged for the final participation grade at the end of the summer. The grade will be accessible via T-Square/Canvas.

Final presentations: The last weeks will be devoted to your final presentations. You will work with other students to design a presentation based on what you learned during the semester. You will use your knowledge of the subject to investigate a particular aspect of our topic that can be of interest not only to you but also to the rest of the class. This work will be graded according to the following criteria (10 points each):

* Respect of deadlines
* Relevance
* Quality and depth
* Originality (don’t forget that it must be your own ideas)
* Clarity and fluency
* Appropriate and balanced use of visuals
* Ability to foster interest in the listener
* Respect of time limits and good use of your time
* Respect for other students in your group
* Ability to answer questions from students

Final Research Paper (6110 students): Font size of 12 or 14, in either Georgia or Times New Roman. Submitted over T-Square.

* Respect of deadlines: 10%
* Timeliness and quality of the production from week 4 to 14: 30%
* Quality and relevance of your introduction: 5%
* Articulation and relevance of main points: 20%
* Relevant and convincing conclusion: 5%
* Grammatical accuracy in the target language: 15%
* Fluency in the target language: 15%
* Bibliography: 10%

#### Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

## Course Materials

Chosen passages from a variety of essays, reference books, novels and movies.

Course Website and Other Classroom Management Tools

http://www.prism.gatech.edu/~nc44/

## Course Expectations & Guidelines

#### Academic Integrity

Please make sure that you respect our Academic Honor Code:

<https://policylibrary.gatech.edu/student-affairs/academic-honor-code>

<https://policylibrary.gatech.edu/academic-affairs/other-academic-student-policies>

Any academic misconduct will be reported to the Office of Student Integrity.

#### Accommodations for Individuals with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (often referred to as ADAPTS) at (404)89-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

#### Assignment Turn-In

All assignments must be printed and brought to class on the day they are due. Please note: Type 12, Times New Roman, double-spaced, pages numbered and printed.

Late assignments will not be accepted.

Please note that any case of plagiarism or other form of academic dishonesty will be reported.

#### Extensions, Late Assignments, & Re-Scheduled/Missed Exams

NO arrangements will be made for late assignments or missed exams. Make-up exams will be given only for documented reasons of illness, family emergency, or participation in approved Institute activities (such as field trips and athletic events, see <http://www.catalog.gatech.edu/rules/4b.php> for more information).

#### Student Use of Mobile Devices in the Classroom: Cell Phones, Laptops, and Related Technology

Use of portable technology during class time is restricted. Please, only use your laptop when asked to do so by your professor.

#### Student-Faculty Expectations

At Georgia Tech we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22.php>

**COURSE SCHEDULE**

**The course syllabus can and may be modified at any time according to the needs of the class.**

***All homework / reading is to be done BEFORE coming to class***

**Weeks 1 thru 4:** Gender, History and Political Thought

* 1. Middle Ages (Marie de France)
  2. Renaissance (Christine de Pisan)
  3. French Revolution (Olympe de Gouges)
  4. 19th century : Louise Michel, Marguerite Durand, Séverine
  5. 20th century: Simone de Beauvoir

**Weeks 5 thru 11** Gender, Politics, Ethics after 1980

* 1. The gendered Body
     1. Literary representations
     2. Pictural representations: paintings through the centuries, photography
     3. Bodies for sale: gender representation in ads
     4. Gender and the cinema industry
     5. Evolution of the medical gaze: the hysteric body
  2. Questioning gendered identity.
     1. Judith Butler : *Gender Trouble* (1990)
     2. Judith Butler: *Undoing Gender* (2004)
  3. Gender and the Law
  4. Gender and hate speech
     1. Marie Darrieussecq, *Truismes*
     2. Les Chiennes de garde
  5. Performativity
     1. Judith Butler: *Excitable Speech: A Politics of the PerformativeI* (1997)
  6. Employment and gender
     1. Gender and professions
     2. Gender and job interviews
     3. Gender and wage (in)equality

**Week 12** LGBT in France

* 1. Civil unions regardless of gender: the *PACS* (1999)
  2. LGBT culture in Paris
  3. Le Marais neighborhood
  4. Literature: Colette, Violette Leduc, Marcel Proust, Jean Genet

**Week 13 thru 15:** Intersections for gendered bodies; brainstorming, class discussions, student presentations/projects

* 1. Gender and social class
  2. Gender and religion
  3. Gender and perceived/imagined ethnicity
  4. Gender and nationalisms
  5. Gender and political parties
  6. Gender and Languages
  7. Gender and social media