History of Sexuality in the West: 
THE POLITICS OF SEX AND RACE 
IN CONTEMPORARY FRANCE 
Hist 4347-001 
Dr. Sandrine Sanos 
IH 164 (11:00am-12:15pm)

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Office Hours: by appointment 
T 3:30pm-4:30pm, W 2:00pm-4:00pm, Th 3:30pm-4:30pm

Course Outline

This course begins with the assumption that sexuality and race are more than biology: they are not “natural” but product of social, cultural, and political ideas that change across time and place. As such they are historical categories whose deployment in particular historical contexts deserve consideration. This class will examine how “sex” and ‘race” have shaped and structured political discourse in 20th c. france and been the object and subject of intense debates, discussions, and controversies.

Warning: Please be aware that this class will require you to read or watch material that may be graphic and/or explicit. If you feel or suspect you will be unable to undertake the reading or watching the films because of personal, religious or other reasons, it may be best not to take this class. Taking the class involves agreeing to engaging with material that is novel and maybe even controversial. There will not be any discussion or images, however, of sexual violence in his class.

Course Objectives

acquire the basic skills of professional historians, namely:
. read and analyze original sources (documents from the past) 
. learn to develop historical interpretations (in class & in writing)
. reflect on issues of continuity & change (as guides to understanding events & phenomena in the past)
. write critically and historically in a wide range of assignments.

By the end of the course, we hope to have:

Course Readings

Required
Virgine Despentes, King King Theory (2010) 
Bruno Perreau, Queer Theory (2016) 
__________, Sex and Secularism (2017)

Recommended:
Dagmar Herzog, Sexuality in Europe: A Twentieth-Century History (2012)

BOOKS ARE AVAILABLE AT THE CAMPUS BOOKSTORE
All other readings will be available as reserve or emailed as pdfs through Blackboard
Please be aware this course syllabus is provisional and may be subject to change

Course Expectations and Guidelines

PARTICIPATION IN CLASS IS CRUCIAL.
We will have small and large-group class discussion.
Engaging with the material, being prepared for class and participating in class are essential for productive discussions: you will be expected to have done the reading.
You are expected to bring the reading to class (textbook, book, online document).
You will be assessed for your participation: you will be expected to make SUBSTANTIAL contribution during our discussions. If large group discussions are intimidating, we will have the opportunity for smaller group discussion.

Participation must include:
- evidence of reading done.
- comments in class (small or large group discussion) offering thoughts & analysis of the material.
- making connections with issues brought up in lectures and during class discussion.

*** do not be afraid to ask questions in class if you need clarification, are confused, or want more information. I welcome questions and queries.

The classroom should be a pleasant, exciting, and rewarding experience:
1. Students are expected to be respectful of each other in demeanor, tone, and behavior.
2. Rude or inconsiderate behavior and remarks will not be tolerated.
3. Please turn off your cell phones BEFORE CLASS.
4. Please do not send text messages, check or use phones during class.
5. Please do not use laptop computers in class.
6. You are expected to be able to stay in class and not leave during the class period.

If you text or use your phone during class, I reserve the right to ask you to leave, and will count you as absent for that class period. If you do this repeatedly, this may also affect your overall participation grade in the class.
If students engage in ANY of the above, I reserve the right to ask you to leave class.
If you plan on using online versions of the reading, please come and see me.

*** if you need to use electronics for emergency, please inform me ahead of time.

Please be aware that you will not be asked to disclose any personal information (regarding your sexual identity, preference, practices, or regarding any information you deem private) in the context of this class.
At the same time, I will expect everyone to regard others’ opinions with respect, even if you find them difficult.
Respect for all in the public space of the classroom will be our guiding principle.

7. Students are also expected to come to class ON TIME: this is a sign of respect towards your peers and myself. Any substantial lateness will be counted as an absence—unless documented or justified. If you anticipate being late on a regular basis (because of work, family commitments, babysitting, etc.), please come and inform me at the beginning of class.
Statement of Civility Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

A note on Campus Carry:
With the recent establishment of “Campus Carry” legislation in the State of Texas, all those that are at least 21 years of age and have a permit may now carry concealed firearms on campus (with the exception of restricted zones, which are clearly marked with signage). Our classroom is not a gun-free zone, nor is my office. By law, I cannot restrict you from exercising the right extended to you by the Campus Carry initiative but, in light of these changes, I would like to explain how I think of our classroom: when we come together for class, we agree to engage in a common project—to study a particular topic. Our discussions may sometimes be messy or heated, there may be disagreements or hesitations. But that is the very point of education. The spirit of our time together should be driven by curiosity, respect for one another, and desire to learn. I hope we can keep this spirit alive so that learning takes place in “safe spaces.”

Email Etiquette
1. If you cannot ask me during or after class, never hesitate to email me. I will make every effort to answer as quickly as possible
2. Emails are professional correspondence, which means they should include:
   - a subject heading (indicating what your email is about)
   - proper address (“Dear Dr. X” or “Dear Prof. S.”)
   - explain and ask your question
   - always include the usual forms of politeness (sign your name)

The rule is simple: behave on email as you would in person

I will not respond to emails that do not follow proper etiquette
3. The same rules apply if you send me an assignment over email: the email should include a subject-heading, a sentence explaining what you are sending me, and your name.
4. I will not respond to emails after 6pm.
5. If you do not receive a response after two days, email again—your email may have got lost in spam or junk mail folders.

Class Attendance:
Students are expected to attend ALL class sessions: attendance is part of your participation grade. Students are allowed ONE UNJUSTIFIED ABSENCE. More than one unjustified absence will result in an F for your participation grade. All absences must be documented in order to be justified and allow you to make up quizzes. If you have more than 4 unjustified absences (two weeks of classes), you will fail the course.

It is your responsibility to make sure you keep up with the work done when absent. Please be aware that irregular attendance usually makes it difficult to do well in this class. If you cannot come to class, or will be unprepared due to unforeseen events, it is best to contact me as soon and early as possible, preferably by email.

A policy of honesty is usually the wisest in communicating with me.
Academic Affairs

Disability Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Dishonesty:
Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

• Using the work of another as your own,
• Downloading or purchasing ready-made essays off the web and using them as your own,
• Using resource materials without correct documentation,
• Using the organization or language of a source without using quote marks and proper citation,
• Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

There will be a no-tolerance policy on cheating or plagiarism. Plagiarism is the “UNCREDITED USE (INTENTIONAL OR UNINTENTIONAL) OF SOMEONE ELSE’S WORDS OR IDEAS.” (http://owl.english.purdue.edu/owl/resource/589/01). Using a word, a group of words, a sentence structure, ideas without giving proper credit to the original author constitutes plagiarism. Any instance of plagiarism will result in an automatic F for the work involved and, depending on the gravity, may earn you an F for the entire course. Please also refer to the Catalog, pp. 39-40, section on Academic Honesty and Integrity.

To avoid plagiarism: always be safe rather than sorry! Cite (provide quotation marks, citation in MLA, Turhabian, or Chicago format, provide citation even when you are paraphrasing or using an idea or information) anything you may use for your paper. For best practices, see: http://owl.english.purdue.edu/owl/resource/589/03/

Note: wikipedia does NOT constitute an academic source that you may use. Any credited or uncredited use of wikipedia will result in an F for the piece of writing.
**Academic Advising:**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

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**Course Assignments**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>In-class Writing *</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #1</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #2</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #3</td>
<td>30%</td>
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* You will have to regularly write in class: answer questions, provide summaries, respond to handouts, etc. Expect to write every day. This grade will be calculated as an average of all your graded in-class writing.

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**Essays:**
You will be asked to write two historical essays responding to a particular question.
In the essays, you should demonstrate:
- your ability to critically engage the readings
- use of both primary and secondary sources
- your ability to reflect on the issues discussed, and offer an original argument.

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**Deadlines:**
Extensions will be granted at least 24 hours in advance.
Any late paper will be graded a full-letter grade down for every day late.
No paper will be accepted 4 days after the deadline, unless an extension has been arranged.
In trying to manage your time and work, a policy of honesty is usually the wisest in communicating with me.

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**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.*
Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

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**Grade Appeals**
As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the
The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean's office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Course Outline

Week 1

Jan. 15 The Politics of Sex and Race in Contemporary France:
Lecture & Syllabus overview

Jan. 17 The Twentieth Century: World War One and its Aftermath
Lecture

Week 2

Jan. 22 Interwar Fantasies & Anxieties
Reading: Sanos, The Aesthetics of Hate Ch. 3 (pdf) & Dean, The Frail Body Chapter TBD

Jan. 24 World War Two
Reading: Pollard, chapter (pdf)

Week 3

Jan. 29 After 1945 (I)
Reading: Sanos, Beauvoir Ch. 4

Jan. 31 After 1945 (II)
Reading: Jobs, Riding the New Wave Chapter (pdf) on Bardot & Ross, chapter (pdf)
Week 4

Feb. 05  
*The Algerian War of Independence*  
Lecture & reading: Sanos, *Beauvoir*, Ch. 5  
**Essay**# 1 due

Feb. 07  
*The Algerian War of Independence*  
**Reading:** Kuby, article on Torture (pdf)

Week 5

Feb. 12  
*From the Algerian War to May 68*  
Lecture & Reading:

Feb. 14  
*May 68*  
**Reading:** Greenwald, *Daughters of 68*, Chapter (pdf)

Week 6

Feb. 19  
*The Sexual Revolutions*  
**Reading:** TBD (pdfs)

Feb. 21  
*Sex & Race in post-68 France*  
**Reading:** Shepard Ch 2 & 3 (pdfs)

Week 7

Feb. 26  
*The 1970s & 1980s (I)*  
**Reading:** Shepard, ch. 8-9 (pdfs)

Feb. 28  
*The 1970s & 1980s (II)*  
**Reading:** Sanos, article (pdfs)

Week 8

March 05  
*Scandals & Controversies: The Veil*  
**Reading:** Scott, *The Politics of the Veil*, pages to be decided

March 07  
*Scandals & Controversies (II)*  
**Reading:** Scott, *The Politics of the Veil*, pages to be decided
Week 9

SPRING BREAK

Week 10

March 19  
*Sex & Secularism*
Discussion of Scott book

March 21  
**NO CLASS**
AFTERNOON SPEAKER: PROF. JOAN W. SCOTT (attendance mandatory)
Essay #2 to hand in

Week 11

March 26  
*The Politics of Sex and the Body (I):*
Lecture & Reading: Siebel (pdfs) on Act Up

March 28  
*The Politics of Sex and the Body (II):*
Lecture & Reading: Martel, chapter (pdf)

Week 12

April 02  
Film showing: *120 BPM*

April 04  
Film showing: *120 BPM*

Week 13

April 09  
*New Feminisms*
Reading: *King King Theory* (entire book)

April 11  
*New Politics*
Reading: Boutledja (pdfs) & article (pdf)
Week 14

April 16  Film showing: *Speak Up* (2017)

April 18  Film showing: *Speak Up*

Week 15

April 23  Film discussion

April 25  Workshop: discussion of essay draft

Week 16

April 30  Wrap Up discussion  
Hand in essay #3  
Last day of class

Week 16 & 17

Make an appointment with Dr. Sanos to discuss semester work