

## Piedmont Project Statement

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I have used environmentalist ideas and material from the Piedmont Project IV in two ways in my own work. First and most immediate is to integrate environmentalism into my regularly taught, existing course, Feminist Theory (WS 751R), which is a core required course for women's studies Ph. D. and graduate certificate students. I will also integrate environmentalist material into a new graduate course that I intend to design and offer in spring 2005 on Feminist Theory and Disability.

WS 751R is organized around several "Keywords" essential to feminist theory. I have woven environmentalist readings into the keywords PATRIARCHY, REPRODUCTION, GENDER, and ACTIVISM. Placing specific readings on environmental issues within these rubrics allows us to examine the following interrelated issues: 1) the conflicts between sustainability as a green initiative and population control as a eugenic initiative; 2) the conflicts between promoting environmental biodiversity and developing reproductive technology that limits human diversity; 3) the gendered aspects of a domination model of natural resource management; 4) ecofeminism as a maternal model of environmentalism; 5) the conflicts between sustainability and consumer culture.

The two related, specific aspects of environmentalism I intend to emphasize in these courses are ecofeminism and biodiversity. Ecofeminism is an environmentalist perspective that figures gender into the analysis of why human presence threatens its own environment. It offers a gendered version of sustainability as a solution to this threat.

Feminist Theory/ Feminist Conversations (WS 751R)  
Emory Institute for Women's Studies  
Fall 2004, TH 10-1, Candler 125

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## **COURSE DESCRIPTION**

Our purpose in this graduate seminar is to engage thoughtfully and critically, both as individual critics and as an intellectual community, with several foundational and vibrantly contested conversations within feminist theory. The course is organized around several “keywords” (to borrow a critical strategy from Raymond Williams), each of which is a central concept within feminist theory. Some of the conversations that we will enter take the form of debates, such as the essentialism/constructivism debates. Other conversations revolve around questions, such as “what is a woman?” By focusing on the contradictions and confluences in and among these conversations, we can avoid balkanizing feminisms into competing and mutually exclusive categories or periodizing feminist thought into a progress narrative composed of “waves.”

The keywords are organized to form a logical exploration, starting with perhaps the most fundamental concept of feminist thought, “patriarchy.” The readings gathered together explore each keyword by forming a conversation about the concept. The readings for each keyword challenge, support, augment, or contradict one another—illustrating that feminist theory is never monolithic, but rather is a polyphonic, often conflicting, always self-reflexive, conversation. In addition, the arrangement of the keywords is designed to form a larger conversation that will encourage us to consider and contest the keyword discussions we have already had as we move through the syllabus. I have arranged the readings for each key word in a suggested order to be read so that they “talk” to each other and have designated secondary readings most days so that you can manage the reading load according to your time and interest.

The readings included in this syllabus not only comprise a conversation, but reflect a range of academic disciplinary perspectives, methodologies, assumptions, and discursive styles so that we can consider a variety of feminist discourses. We will reflect as well on the politics and practices of language, methods, style, and interdisciplinarity. The readings are eclectic, covering feminist theory from the nineteenth-century to the present, with an emphasis on the last thirty years in western feminist thought. This centering on western theory is a limitation of my own expertise, although I have aimed for much diversity within that particular arena. The readings range from feminist classics to less known, or even obscure pieces. All the readings are essays or excerpts from feminist books. This plan allows us to experience a variety of authors and approaches, while still focusing on a set of concepts. This cafeteria-style syllabus will encourage you to read more of the texts or authors that compel you or that pertain to your projects. Taken together, the texts, collections, and the required “Kolmar reader” are a rich resource for your own teaching and scholarship.

## **TEXTS**

The only ordered text available at the Bookstore is *Feminist Theory: A Reader*, eds. Wendy Kolmar and Frances Bartowski, (Mayfield, 2000), simply because it contains several of

pieces on the syllabus and is a good, comprehensive reader. You may wish to buy this because it is a good resource or you may wish to share with someone.

All other readings are available through on-line reserves.

## EVALUATION AND EXPECTATIONS

### 1) WEEKLY CRITICAL RESPONSES

For each class, you are to bring an informal but thoughtful written response to the readings that are due that day. These responses will allow you to synthesize your reading, reflect on the conversations about the keywords for that day, as well as place your readings in the larger context of the questions, issues, and discussions the course raises. Your responses will also help launch our class discussions, give you practice in critical writing, and allow me to get to know how and what you think.

Your response should be about two to three, double-spaced, typed pages. (Please put your name, date, course number, and keywords on it.) Your discussion should be a coherent but relatively spontaneous response that brings some of the readings for that day together into a conversation. Since many conversations are implicit or emergent from the readings juxtaposed under a particular keyword, you should focus on one--or only a few--aspects of the readings that interest you or pertain to your own projects. You need not deal with every reading, but try to be as comprehensive as you can. On days when we have several keywords, you may focus on one or relate the keywords to one another. Your paper should use specific ideas, quotes, or information from the readings to address or engage larger issues regarding the keywords, but you should of course not simply summarize the readings.

The responses must be handed in to me in person at the end of each class period. If you are absent, they can be made up **only** if you provide a documented excuse (medical, legal, Dean's letter, death-in-the-family). You will get from 1 to 10 points on each response, depending on how well you demonstrate that you carefully read and thought about the material. You do not need to turn in a response paper on the day of your teaching presentation.

Even if you have not completed the readings or done the response paper, you should come to class anyway so that you can participate in the discussions. If you do not turn in a response paper, hand in a piece of notebook paper with your name, date, and course number and you will get four points for participation.

### 2) TEACHING PRESENTATION

Each of you will do a teaching presentation once during the semester as a part of the pedagogical component of the course. The presentation should be about 20 to 25 minutes (no more) and should center on one aspect of the day's readings that you develop. Do not try to be comprehensive, but rather present a coherent, focused analysis of what interests or compels you about the days' readings. In other words, you are not responsible for everything we consider that day in regard to the readings. You may discuss additional readings (although we will not read additional material) or focus on one of the plethora of "feminisms" You should offer a few discussion questions (not more than 5) to spark discussions during the rest of the class period. In addition, you may wish to present information, provide charts or diagrams, guide a critical

exercise, or use any pedagogical strategy that seems appropriate. Feel free to discuss the presentation with me in advance if you like. You will also be responsible for checking that the on-line reserves for that day's readings are in order. Please do this early on in the semester and notify me if there is a problem.

### 3) SYLLABUS

The other pedagogical component of the course will be creating a syllabus of your own design for a women's studies course that emphasizes feminist theory. You may wish to draw heavily from our course reading list and/or other parts of the books from which we read, or you may wish to find other sources that explicate the central concepts, questions, and architecture of your course. Your syllabus may be a for disciplinary or interdisciplinary women's studies at any level. It should include readings, assignments, a description that clarifies the logic and organization. There are many sources of WS syllabi that you may wish to consult or use as models, including samples from the web and from Emory WS faculty. The last class period will be devoted to sharing your syllabi and seminar papers in brief synopsis with your classmates.

### 4) SEMINAR PAPER

As part of the critical component of the class, you will write a seminar paper of about 15-20 d/s pages that emerges from our readings and conversations. The paper is due at the end of the semester (we'll negotiate an exact date). This paper should arise from your own interests, a continuing project (like pre-dissertation components), or other course work you have done. It should focus primarily on the theoretical underpinnings or implications of your topic. It should be theoretically interdisciplinary, but may concentrate on specific disciplinary methods, approaches, or sets of materials. Although you should use many of the course readings as sources for the paper, you may bring in related material, other feminist theory, primary sources—in short, whatever you need to structure the paper and support its argument. Think of this seminar paper as a formal draft of a future conference paper, critical article, or chapter of your dissertation.

### 5) MIDTERM PROSPECTUS

Around midterm, schedule a conference with me, preferably during the weeks before spring break (2/24-3/6), to discuss your seminar paper. This conference will begin the process of developing a 2-3 page prospectus of your final seminar paper. You may come to the conference with ideas, notes, or a draft of the prospectus, but the formal prospectus should be handed to me within a week or two after the conference. We will set a date at the conference. Start thinking about your paper fairly soon in the semester, but the final paper may migrate somewhat—or even fairly far-- from both your initial ideas as well as from the prospectus.

### 6) PARTICIPATION

Since our class is a seminar, everyone is expected to attend and participate in the discussions. You should be at all times respectful of one another's positions and opinions and be attentive to the balance of conversation so that everyone has ample opportunity to speak. I will facilitate the discussion in a manner that accomplishes this. I encourage you to offer provisional comments, questions, and positions in order to create dynamic discussions in which we influence one another's ideas and opinions. Although personal and subjective responses to the issues and questions the course raises are welcome, we should use personal experiences and opinions as a

way to critically examine the issues the readings raise. Your grade may be positively or negatively inflected by your level of participation and may be lowered because of unexcused absences.

### **CONFERENCES**

I am available for informal conversations or conferences about the class, your work, your larger interests or concerns, or whatever you might like to talk over. Consider me an available mentor. Although my formal office hours are limited to give me flexibility, I am in my office very often and can usually schedule an appointment at your convenience, either there or off-campus. You are also free to drop by unannounced if I am available. If I am busy, we can schedule a better time.

Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with me to discuss this as soon as possible. All information will be held in the strictest confidence.

### **GRADING**

The weekly critical responses (combined) and the seminar paper will each count as 40% of your final grade. The presentation and the syllabus will each count as 10% of your final grade. I will compute a final grade based on the following scale:

100-93 = A  
 92-90 = A-  
 89-88 = B+  
 87-83 = B  
 82-80 = B-  
 79-78 = C+

77-73 = C  
 72-70 = C-  
 69-68 = D+  
 67-63 = D  
 62-60 = D-  
 Below 60 = F

## SCHEDULE OF READINGS

The following readings are assigned for the class day indicated below. The readings are arranged to form a conversation about the key word or words for the day, often referring to and arguing with one another. The initial lists of readings are primary and should be read in the order listed. Suggested secondary readings that augment the primary ones are listed for most days. You may elect to scan, skim, or to read in depth, sometimes even focusing on some secondary materials in favor of primary ones, depending on your interests and the approaches of each particular reading. We should assume that everyone has read the majority of the primary list in order of appearance and perhaps some of the secondary list.

### JAN. 15:

Introductions and syllabus

Formulate group definition: "What is Feminism?"

### JAN. 22:

#### **PATRIARCHY**

Lerner, Gerda. "The Creation of Patriarchy" and "Definitions" in *The Creation of Patriarchy*. (NY: Oxford, 1986) pp.212-244, notes 229-244.

Johnson, Allan G. "Patriarchy: The System." (Chs. 4) *The Gender Knot*. Philadelphia: Temple UP, 1997. pp. 75-98; notes 275-278.

#### **Reuther, Rosemary Radford, "Ecofeminism"**

<http://www.spunk.org/library/pubs/openeye/sp000943.txt>

<http://www.ecofem.org/>

Rubin, Gayle. "The Traffic in Women: Notes on the Political Economy of Sex" (1975) pp. 228-44 (Kolmar Reader)

Tuana, Nancy. "In Man's Control" (Ch. 8) in *The Less Noble Sex: Scientific, Religious and Philosophical Conceptions of Woman's Nature* (Indianapolis: Indiana University Press, 1993) pp. 155-169, notes pp. 189-91.

Ehrenreich, Barbara and Deidre English. "The Woman Question" and "The New Masculinism" *For Her Own Good*. NY: Anchor Press, 1978. pp.5-20.

Secondary:

Pagels, Elaine. "What Became of God the Mother? Conflicting Images of God in Early Christianity." (1976) pp. 265-272 (Kolmar Reader)

Rich, Adrienne. "The Kingdom of the Fathers," *Of Woman Born*. NY: Bantam, 1976. pp. 56-83, notes 288-91.

**OTHER**

De Beauvoir, Simone. "Introduction" and "from Ch. 21," (1949) pp. 145-155. (Kolmar Reader)

Narayan, Uma. "Through the Looking Glass Darkly: Emissaries, Mirrors, and Authentic Insiders as Preoccupations," in *Dislocating Cultures: Identities, Traditions, and Third-World Feminism* New York: Routledge, 1997. Pp. 120-157; notes, 208-215.

Plaskow, Judith. "The Right Question is Theological," in Susannah Heschel, *On Being a Jewish Feminist*

Secondary:

Woolf, Virginia. excerpts from *Three Guineas* about the "Society of Outsiders." (orig. 1938) London: The Hogarth Press, 1968. pp. 188-220.

**GAZE**

Berger, John. *Ways of Seeing*, Ch. 3, London: BBC and Penguin, 1972. pp. 45-64.

Kaplan E. Ann. "Is the Gaze Male?" in *Powers of Desire*, eds. Ann Snitow, et. al. (Monthly Review, 1983). (Kolmar Reader) pp.333-340.

Sturken, Marita and Lisa Cartwright., "Spectatorship, Power, and Knowledge." (Ch. 3) in *Practices of Looking*. New York: Oxford UP., 2001 pp. 72-108.

Haraway, Donna. "The Persistence of Vision" in Katie Conboy. et. al. eds. *Writing on the Body*. New York: Columbia UP, 1997. Pp. 283-295.

Secondary:

Mulvey Laura " Visual Pleasure and Narrative Cinema," (1975) in *Feminisms*, eds Robyn Warhol and Diane Price Herndl (Rutgers, 1997) pp. 438-448.

Lorde, Audre. "The Transformation of Silence into Language and Action." in *Sister Outsider*. Freedom, CA: The Crossing Press, 1984. pp.40-44.

Garland-Thomson, Rosemarie. "Dares to Stares: Disabled Women Performance Artists and the Dynamics of Staring" (manuscript, on-line reserves)

**FEB. 5:****REPRESENTATION**

Tuana, Nancy. "The Misbegotten Man" (Chapter 2) in *The Less Noble Sex: Scientific, Religious and Philosophical Conceptions of Woman's Nature* (Indianapolis: Indiana University Press, 1993) pp.18-50; notes pp. 175-178.

Warner, Marina. Ch. 3, 4, 13. "Virgin Birth," "Second Eve," and "The Milk of Paradise." *Alone of All Her Sex: The Myth and the Cult of the Virgin Mary*. (orig. 1976) New York: Vintage, 1983. 34-67, 192-205.

Iris Marion Young, "Breasted Experience" in *Throwing Like a Girl and Other Essays in Feminist Philosophy and Social Theory*. Bloomington: Indiana UP, 1990. pp. 189-209.

Lorber, Judith. "Waiting for the Goddess: Cultural Images of Gender" (Ch. 5) in *Paradoxes of Gender*. New Haven: Yale UP. 1994. pp. 97-119. notes 313-316.

Urla, Jacqueline and Alan C. Swedlund, "The Anthropometry of Barbie" in Jennifer Terry and Jacqueline Urla, eds. *Deviant Bodies: Cultural Perspectives in Science and Popular Culture*. Bloomington: Indiana UP. pp. 277-313.

Fausto-Sterling, Ann. "Gender, Race, and Nation: The Comparative Anatomy of Hottentot Women in Europe, 1815-1817" in Jennifer Terry and Jacqueline Urla, eds. *Deviant Bodies: Cultural Perspectives in Science and Popular Culture*. Bloomington: Indiana UP. pp. 19-48.

Secondary:

Thomas Laqueur, "Of Language and the Flesh," (Ch 1.) in *Making Sex* (Harvard, 1990) pp.1-24 notes 245-250.

Keller, Evelyn, Fox. "Feminism and Science" *Signs: Journal of Women and Culture and Society* 7, 3 (1982): 589-602.

## **FEB. 12:**

### **WOMAN**

Carby, Hazel V. "White Woman Listen! Black Feminism and the Boundaries of Sisterhood" in *The Empire Strikes Back: Race and Racism in 70s Britain*. London: Hutchinson, 1982. pp. 213-235.

Walker, Alice. "Womanist" (1983) p. 11 (Kolmar Reader)

Walker, Alice. "In Search of Our Mothers' Gardens," in *In Search of Our Mother's Gardens*. NY: Harcourt Brace Jovanovich, 1983. pp. 231-243.

Williams. Delores S. "Womanist Theology" in *Weaving the Visions: New Patterns in Feminist Spirituality*, eds. Judith Plaskow and Carol P. Christ, pp. 179-186.

Spelman, Elizabeth, V. "Introduction," *Inessential Woman: Problems of Exclusion in Feminist Thought*. Boston: Beacon Press, 1988. pp. 1-17.

Lerner, Gerda. "Differences Among Women" in *Why History Matters: Life and Thought*.



Oxford: Oxford University Press, 1997. pp. 131-145; notes 219-224

Rich, Adrienne. "Compulsory Heterosexuality and Lesbian Existence," in *Blood, Bread, and Poetry* (Norton, 1986)

Wittig, Monique "One Is Not Born a Woman," in *The Straight Mind* (Beacon, 1992) (Kolmar Reader, pp. 299-303)

Secondary:

Cannon, Katie G. "Moral Wisdom in the Black Women's Literary Tradition" and "Metalogues and Dialogues: Teaching the Womanist Idea" *Katie's Canon*. New York: Continuum, 1995.

Heilbrun, Carolyn. from *Toward A Recognition of Androgyny* (1974). pp. 198-203 (Kolmar Reader)

Cott, Nancy F. "Introduction." *The Grounding of Modern Feminism*. New Haven: Yale UP, 1987. pp. 1-10.

## **FEB. 19:**

### **GENDER**

Scott, Joan Wallach. "Gender as Useful Category of Analysis," in *Gender and the Politics of History*. Columbia University Press, 1988. p. 29-50.

Butler, Judith. "Bodily Inscriptions, Performative Subversions," and "From Parody to Politics," in *Gender Trouble*. New York: Routledge: 1990. pp. 128-149, notes 168-9.

**Zweifel, H. (1997). "The gendered nature of biodiversity conservation." *N W S A Journal* 9(3): 107-123.**

Fausto-Sterling, Anne. "Gender Systems." *Sexing the Body* (NY: Basic Books, 2000) pp. 233-255; notes 367-379.

Halberstam, Judith. "An Introduction to Female Masculinity: Masculinity without Men" (Ch. 1) in *Female Masculinity*. Durham: Duke UP, 1998. Pp. 1-43; notes 279-282.

### **DIFFERENCE/EQUALITY**

Kittay, Eva Feder. "Introduction" in *Love's Labor : Essays on Women, Equality, and Dependency*. New York : Routledge, 1999. pp. 1-19; notes 189-98.

Mohanty, Chandra Talpade. "Under Western Eyes Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs* 2002, vol. 28, no. 2, pp.499-535.

Zinn, Maxine Baca and Bonnie Thornton Dill. "Theorizing Difference from Multiracial Feminism" *Feminist Studies* 22, 2 (Summer 1996): 321-31?

Young, Iris Marion. "Social Movements and the Politics of Difference" (Ch. 6) in *Justice and the Politics of Difference*. Princeton: Princeton University Press, 1990. pp. 156-191.

Suggested:

Susan McClary. "Introduction: A Material Girl in Bluebeard's Castle" in *Feminine Endings: Music, Gender, Sexuality* (University of Minnesota, 1991) pp.

Suggested readings on MASCULINITY:

Susan Bordo, "Reading the Male Body," in *The Male Body*. ed. Laurence Goldstein (Michigan, 1994) pp. 265-306.

Kimmel, Michael. "Consuming Manhood: "Consuming Manhood: The Feminization of American Culture and the Recreation of the Male Body, 1832-1920" in *The Male Body*, ed. Laurence Goldstein (Michigan, 1994) pp. 12-42.

Faludi, Susan. "The Betrayal of the American Man ( an excerpt from *Stiffed*) Newsweek, Sept. 13, 1999, pp. 49-58.

## **FEB 26:**

### **CONSTRUCTIVISM**

Lorber, Judith. "Introduction" and "Night to His Day," in *Paradoxes of Gender*. New Haven: Yale UP. 1994. pp. 1-36. notes 303-306.

Martin, Emily. "The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16/3 (1991): pp.

Thomas, Carol. "Defining Disability : The Social Model" in *Female Forms: Experiencing and Understanding Disability*. Buckingham England: Open UP, 1999. pp. 13-32.

Hacking. Ian., "Why Ask What? " (Ch. 1) and "Disability" on pg. 38 in *The Social Construction of What?* Cambridge: Harvard UP, 1999. pp. 2-34; notes ?

Gilman, Sander L. "Reconstructing What?" in *Creating Beauty to Cure the Soul*. Durham: Duke UP, 1998. pp. 3-10, notes 147-151.

### **ESSENTIALISM**

Sorisio, Carolyn. "Tale of Two Feminisms" in, *Third Wave Agenda: Being Feminist, Doing Feminism*, eds. Leslie Heywood and Jennifer Drake. (Inneapolis: University of Minnesota Press, 1997. Pp. 134-149.

Irigaray, Luce. "When Our Two Lips Speak Together," *Signs* 6/1 (1980): 66-79.

Fuss, Diana. from *Essentially Speaking*, (1989) pp. 423-432 (Kolmar Reader)

Suggested:

Alcoff, Linda. "Cultural Feminism versus Poststructuralism: The Identity Crisis in Feminist Theory." (1988). pp. 403-413 (Kolmar Reader)

Russet, Cynthia Eagle. *Sexual Science: The Victorian Construction of Womanhood*. Cambridge: Harvard UP, 1989.

### **MAR. 4:**

#### **POSITIONALITY**

Harstock, Nancy. "The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism" in eds. Sandra Harding and Merrell Hintikka, *Discovering Reality*. Dordrecht, Holland: Reidel Publishing, 1983. pp. 283-305.

Collins, Patricia Hill. Chs. 1, 5, 11. *Black Feminist Thought*, 2nd Ed. NY: Routledge, 2000. pp. 1-43, 97-121, 251-271; notes 291-294, 296-297.

Rich, Adrienne. "Notes Toward a Politics of Location" in *Blood, Bread, and Poetry*. New York: Norton, 1986. Pp. 210-232.

Mairs, Nancy. "Plunging In" and "Body in Trouble." *Waist High in The World*. Boston: Beacon, 1996. pp. 40-63, notes 211.3-18

Lugones, Maria. "Playfulness, World-Travelling, and Loving Perception." (1987) in *The Woman That I Am*. ed. D. Soyini Madison NY: St Martin's Press, 1994. pp.626-638.

Scott, Joan Wallach. "The Evidence of Experience" *Critical Inquiry* Vol. 17 (summer 1991) pp. 773-797.

Suggested:

Harding, Sandra. "Rethinking Standpoint Epistemology" in Linda Alcoff and Elizabeth Potter, eds. *Feminist Epistemologies*. NY: Routledge, 1993. pp. 49-82.

**MAR. 18:****IDENTIFICATION**

Young, Iris Marion. "Postmodernist Critique of the Logic of Identity" in *Justice and the Politics of Difference*. Princeton: Princeton University Press, 1990. pp. 98-99.

Sedgwick, Eve Kosofsky. "Queer and Now" in *Tendencies*. Durham: Duke UP, 1993. pp. 1-22; notes

Brown, Wendy. Chs. 2 and 3. *States of Injury: Power and Freedom in Late Modernity*. Princeton, NJ: Princeton UP, 1995. pp. 30-76.

Haraway, Donna "A Cyborg Manifesto," in *Simians, Cyborgs, and Women*. NY: Routledge, 1991. (Kolmar Reader, pp.362-372)

Suggested:

Erkkliä, Betsy. "Ethnicity, Literary Theory and the Grounds of Resistance," *American Quarterly* 47, 4 (Dec. 95): 563-594. Sedgwick, Eve Kosofsky. "Introduction: Axiomatic." *Epistemology of the Closet*. Berkeley: U California P, 1990. pp. 1-63.

Christian, Barbara. "The Race for Theory"

**VOICE**

Gilligan, Carol. "Introduction" and Woman's Place in Man's Life Cycle" (Ch. 1) in *In a Different Voice*,. Cambridge: Harvard UP, 1982. Pp. 1-23.

Alcoff, Linda. "The Problem of Speaking for Others," in eds. Susan Weisser and Jennifer Fleischner. *Feminist Nightmares: Women at Odds*. NY: New York UP, 1994. pp. 285-309.

Truth, Sojourner. "Ain't I a Woman" and "Keeping the Thing Going While Things Are Stirring."(1851, 1867) pp. 66-7 (Kolmar Reader)

Mairs, Nancy. "On Being a Cripple." *Plaintext: Essays*. Tucson AZ: U of Arizona Press, 1986, 9-20.

Suggested:

Piercy, Marge. "Unlearning Not to Speak" (handout)

Truth, Sojourner. "Women's Rights," "When Women Gets Her Rights Man Will Be Right,"(1851, 1867) in *Words of Fire* . Ed. Beverly Guy-Sheftall. NY: The New Press, 1995. pp. 36-37.

Spivak, Gayatri C. "Can the Subaltern Speak?" in *Marxism and the Interpretation of Culture*. Eds. Cary Nelson and Lawrence Grossberg. Chicago: U of Illinois P: 1988. Pp. 271-313.

Tannen, Deborah. *You Just Don't Understand: Women and Men in Conversation*. New York: Ballentine, 1990. (Not on-line)

### PERFORMANCE

Goffman, Erving. "Self-Presentation," "The Stigmatized Self," and "Social Life as Drama," (1956, 1963, 1956) in *The Goffman Reader*, eds. Lemert and Branaman (Basil Blackwell, 1997) pp. 21-25, 73-79, 95-107.

Butler, Judith. "Introduction" *Bodies That Matter* (NY: Routledge, 1993) pp. 1-23.

Bordo, Susan. "Postmodern Subjects, Postmodern Bodies, Postmodern Resistance" in *Unbearable Weight: Feminism, Western Culture and the Body*. Berkeley: U of California Press, 1993. pp. 277-300; notes 341-342.

Alcoff, Linda Martín. "Who's Afraid of Identity Politics?," in *Reclaiming Identity: Realist Theory and the Predicament of Postmodernism*, University of California Press, 2000. pp.312-344.

### MAR. 25:

#### INTERSECTIONALITY

Crenshaw, Kimberle. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics" in *Feminist Legal Theory: Readings in Law and Gender*. Eds. T.K. Bartlett and R Kennedy. Boulder: Westview Press, 1991. Pp. 57-80.

Baynton, Douglas, C. "Disability and the Justification of Inequality in American History" in *The New Disability History: American Perspectives*. Eds. Paul K. Longmore and Lauri Umansky. NY: New York UP, 2001. pp. 33-57.

Davis, Angela Y. "Rape, Racism and the Myth of the Black Rapist." in *Women, Race and Class* (New York: Random House, 1981) pp. 172-201, notes pp. 265-268.

Lerner, Gerda. "Rethinking the Paradigm, I. Class, II. Race" in *Why History Matters: Life and Thought*. Oxford: Oxford University Press, 1997, Pp. 146-198; notes 224-237.

McIntosh, Peggy. "White Privilege and Male Privilege" (orig. 1988) in *Race, Class, and Gender: An Anthology*. eds. Margaret L. Andersen and Patricia Hill Collins. Belmont CA: Wadsworth, 1992. pp. 70-81.

#### Suggested:

Bowker, Geoffrey C. and Susan Leigh Star. Ch. 9 and 10. *Sorting Things Out: Classification and its Consequences*. Cambridge, MA: MIT Press, 1999. pp. 285-333.

Weber, Lynn. Chs. 1, 4, and 5 in *Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework*  
 NY: McGraw  
 Hill, 2001. pp.  
 17-30, 73- 109.

**APR. 1:**

**BODY**

**Gordon, Linda. "A Note on Population Control." *Women's Body, Women's Right*. (New York: Penguin, 1990 [1976], pp.386-396.**

Lorber, Judith. "Seeing as Believing: Biology as Ideology" (Ch. 2) in *Paradoxes of Gender*. New Haven: Yale UP. 1994. pp. 37-54. notes 306-307.

**Featherstone, Mike. "The Body in Consumer Culture," in eds. Mike Featherstone, et. al. *The Body: Social Process and Cultural Theory*, London: Sage, 1991. pp. 170-196.**

Young, Iris Marion, "Throwing Like a Girl," in *Throwing Like a Girl and Other Essays in Feminist Philosophy and Social Theory*. Bloomington: Indiana UP, 1990. pp. 141-159.

Thompson, Becky Wangsgaard. "'A Way Outa No Way': Eating Problems Among African-American, Latina, and White Women" *Gender and Society* 6,4 (December 1992): 546-561.

Bordo, Susan. "'Material Girl: The Effacements of Postmodern Culture,'" in *Unbearable Weight: Feminism, Western Culture and the Body*. Berkeley: U of California Press, 1993. pp. 245-275, notes 240-241.

Wendell, Susan. "The Social Construction of Disability" and "Disability as Difference" (Ch. 2 and 3) in *Rejected Bodies* (NY: Routledge, 1996) pp.35-84; notes 183-188.

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### **APR. 15:**

#### **ACTIVISM**

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When I was a boy" by Dar Williams, on *The Honesty Room* (handout)"Talking wheelchair blues" by Fred Small, on *The Heart of the Appaloosa* (handout)"Soundbite from Beijing," by Ysaye Barnwell, on *Sweet Honey in the Rock 25* (handout)

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**APR. 22:**

Synthesis; project and syllabi sharing