

Feminist Theory/ Feminist Conversations (WS 751R)
Department of Women's Studies
Emory University, Fall 2007
TH 1-4, 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 so that they “talk” to each other.

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*, (Second edition) eds. Wendy Kolmar and Frances Bartowski, (Mayfield, 2004), 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, except where noted.

PRODUCTS, ASSIGNMENTS, AND EVALUATION

1) WRITTEN CRITICAL RESPONSES

For **8 of the 11 classes** (excluding first and last), you are to write an informal but thoughtful written response to the primary reading for 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.

Organize your response around a **direct quote from your primary reading** for the day. Select a quote of one or two contiguous sentences that strikes you as incisive, important, compelling, or a summation of the ideas in the readings. Begin your response with that quote (cited properly) and explain the significance of the idea in the quote to the day's readings and/or the issues we have discussed in class.

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 critical response that brings the keyword into focus through close analysis of the primary reading and your individual reading(s), using your quote as a springboard. Since many conversations are implicit or emergent from the readings juxtaposed under a particular keyword, you should center on one--or only a few--aspects of the readings that interest you or pertain to your own projects. 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 reading.

Bring your response paper to class (do not email it to me), and post it on the class conference by the end of our class day. **Be prepared to share it with us in class.** 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.

2) WEEKLY INDIVIDUAL PRESENTATIONS:

Part of the pedagogical component of the course will be presentations to your peers every week except the first and last. For each day you will be assigned to prepare a **3 to 5 minute summary of one secondary reading** for your peers. Each of the secondary readings will be summarized by way of these brief presentations. Depending on number of students and readings, we may have more than one summary of each reading on a particular day. Your summary should be carefully crafted to be focused, cover the main points of the reading, and suggest its significance to the primary reading and the keyword itself. You may read it or talk it, but be concise. Of course, your summary will reflect your own perspective. You should mine from the reading its most positive aspects and utility, emphasizing its strengths, and noting its historical context within the development of feminist theory. We can critique the reading in our discussions. You will be the expert on your secondary reading and should be prepared for questions we have about it. You should not consult outside sources, but rather find in the reading what you can. The aim of these brief presentations is to surround the keyword concept and primary reading with a rich mosaic of ideas and perspectives that will help us develop a sense of the theoretical depth of each keyword.

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 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 must **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 end of September or beginning of October, **to discuss your seminar paper**. This conference will begin the process of developing a **2 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 AND ATTENDANCE

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.

You are allowed one unquestioned absence during the semester. Any more absences without a documented excuse (medical documentation, Dean's letter, legal document, conference

program indicating your participation, or funeral program) will lower your grade.

EXTRA CREDIT

Extra credit is available for attending women's studies or disability studies related Agnes Scott, Emory or community events. These events must have intellectual content; if that is in question, discuss this with me in advance for approval. Write up a one-page summary of the event and its intellectual significance; include your name, event, title, date, location. You may submit up to **three extra credit reports**. These will affect your participation grade.

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.

POLICIES

Emory University seeks to provide equal access to its programs, services and their deputies for people with disabilities. Emory also complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you need a classroom accommodation, please make an appointment with me to discuss this as soon as possible. All information will be held in confidence.

Strict adherence to the Emory University Honor Code is required in this course. You are expected to be scrupulous about proper citation, quotations, and unintentional plagiarism.

GRADING

The eight combined weekly critical responses, the seminar paper, the combined individual and collaborative presentations, and the syllabus will each count as 25% of your final grade. Attendance and participation can inflect these totals either positively or negatively. 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. **Everyone must read the primary reading, which is bold and listed first under EACH keyword.** When we have more than one keyword, there will be a primary reading for each. Our discussions will focus closely and read carefully the primary reading, so be sure to print it out, highlight it, take notes on it, and bring it with you to class. Under the primary reading for each keyword is a list of **several secondary readings** for the keywords of the day. You need only read the secondary reading assigned to you for that day and give your individual summaries of these. However, you should look over the list of secondary reading carefully and may wish to read some of them that are of interest to you for your own benefit or to enhance your understanding of your assigned secondary reading. You will be considered the expert on that secondary reading; your classmates and I may have questions for you about it. Your secondary reading will be assigned the week before. Depending on numbers, there may be two people assigned to one secondary reading, or some may not be covered at all during class time. Taken together, the secondary readings form a **bibliography** for the course, and your individual summaries form a conversation that will illuminate the primary reading and the keyword (s).

SEPT. 6:

Introductions and syllabus
Sign up for next week's brief summaries

What Does Feminism Do?

Readings:

“What Gay Studies Taught the Supreme Court” from *Washington Post* (Handout)

Baumgartner, Jennifer and Amy Richards. "A Day without Feminism," *Manifesta: Young Women, Feminism, and the Future* (New York: Farrer, Straus, and Giroux) 2000: 3-9; notes 391-2. (Handout)

Formulate group definition: “What is Feminism?”

SEPT 13: 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)

(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.

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.

SEPT 20: WOMAN

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)

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) (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

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). (not on reserve)

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

SEPT 27: OTHER

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.

De Beauvoir, Simone. "Introduction" and "from Ch. 12," (1949) (Kolmar Reader)

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

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).

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.

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)

OCT 4: GENDER

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

Scott, Joan Wallach. "Gender as Useful Category of Analysis," in *Gender and the Politics*

of History. Columbia University Press, 1988. p. 29-50.

Stryker, Susan. "Transgender Feminism: Queering The Woman Question" in *Third Wave Feminism: A Critical Exploration*. Eds. Stacy Gillis, Gillian Howie, and Rebecca Munford. New York: Palgrave, 2004.

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.

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.

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.

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.

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

OCT 11:

REPRESENTATION

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.

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.

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.

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.

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.

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.

OCT 18:

CONSTRUCTIVISM

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

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

Samuels, Ellen. "Critical Divides: Judith Butler's Body Theory and the Question of Disability" in *NWSA Journal* (14, 3): fall 2002. pp. 58-76.

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.

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

ESSENTIALISM

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

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.

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

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

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

OCT. 25:

POSITIONALITY

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.

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.

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.

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

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.

NOV. 1 class cancelled

NOV 8: IDENTIFICATION

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.

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

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

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

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) (KolmarRe"der)

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

NOV. 15: INTERSECTIONALITY

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 Umamsky. NY: New York UP, 2001. pp. 33-57.

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.

Cole, Johnetta Betsch and Beverly Guy-Sheftall. *Gender Talk: The Struggle for Women's Equal in African-American Communities* (New York: Ballantine Books, 2003. Chapter 3, "Collisions," pp. 71 -- 101. Notes, pp. 237-243.

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.

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.

NOV. 22: BODY

Butler, Judith. "Preface" and "Violence, Mourning, Politics" in *Precarious Life: the powers of Mourning and Violence*. New York: Verso, 2004. pp. XI-XXI and 19- 49.

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.

Grosz, Elizabeth. "Sexed Bodies" *Volatile Bodies: Toward a Corporeal Feminism*. Bloomington: Indiana University Press, 1994. pp. 187-210; notes 226-228.

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.

Chase, Cheryl. "'Cultural Practice' or 'Reconstructive Surgery' U.S. Genital Cutting, the Intersex Movement, and Medical Double Standards" in *Genital Cutting and Transnational Sisterhood: Disputing U.S. Polemics*. Eds. Stanlie M. James and Claire C. Robertson. Urbana and Chicago: University of Illinois Press, 2002. 126-151.

Colligan, Sumi. "Why the Intersexed Shouldn't Be Fixed: Insights from Queer Theory and Disability Studies," *Gendering Disability*, Eds. Bonnie G. Smith and Beth Hutchinson (New Brunswick, New Jersey: Rutgers University Press) 2004: 45-60.

Kessler, Suzanne J. "Rethinking Genitals and Gender," *Lessons from the Intersexed* (New Brunswick: Rutgers UP, 1990) pp.105-132.

Fausto-Sterling, Anne. "The Five Sexes." *The Sciences*, 33 (Mar/Apr 1993): 20-24.
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