The subject of women's studies has become prevalent on many college campuses over the past few years. This document presents a collection of essays, bibliographies and syllabi concerning the growing field of women's studies. The subjects include women in literature, women in history, women in the American economy, sex and politics, sociology of the family, the feminine personality, the psychology of women, and the linguistic behavior of male and female. (HS)
Female Studies : No 2

by

Florence Howe
FEMALE STUDIES II

Collected by the Commission on the Status of Women of the Modern Language Association

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PREFACE

The Modern Language Association's Commission on Women began to function as a clearing-house for information on new curricular developments in feminist studies at about the same time that Sheila Tobias was putting together Female Studies I, a collection of 17 syllabi and bibliographies. We are grateful to her and to Jo Ann Gardner, of KNOW, Inc., for suggesting that we produce Female Studies II. One Goucher undergraduate, Sally Fenstermaker (now Sally Fenstermaker Berk of Northwestern University) began the task of organizing materials that teachers were sending to the Commission; another Goucher undergraduate, Carol Ahium, has worked for the past three months to collect the syllabi and bibliographies for the 66 courses in this collection.

Our editing has been eclectic and dependent on materials sent to us. Where we have received essays, as from Maurine Greenwald, Gerda Lerner, and Lillian Robinson, we have printed them. We have printed many lengthy bibliographies, but in one case (Lenore Weitzman) decided to include instead a lengthy series of suggestions for essay-topics and independent research. In all cases, our aim has been to serve the needs of those who would contribute to a new and rapidly-expanding area of feminist studies.

We are grateful to all who have made this collection possible. We celebrate especially the generosity of all the contributors.

F.H.
I LITERATURE & CULTURAL CRITICISM

1. INTRODUCTION: Identity and Expression
   Florence Howe, Goucher College

2. Women in Fiction
   Elsie Adams, Mary Briscoe, Agate Krouse, Wisconsin State
   University/Whitewater

3. Images of Women in Literature
   Dianne Alstad, Yale University

4. Old English
   Frank Battaglia, University of Wisconsin/Madison

5. Images of Women
   Ruth Benson, Wesleyan University

   Barbette Blackington, American University

7. Images of Women in English and American Literature
   Selma R. Burkom, Kirkland College

8. Woman as Hero
   Lee R. Edwards, University of Massachusetts/Amherst

9. The Female in American Civilization
   Carol Ehrlich, University of Iowa

10. Daughters and Ducats
    James Ellis, Mount Holyoke College

11. The Image of the Woman in Literature
    Mary Anne Ferguson, University of Massachusetts/Boston

12. Women and Literature
    Nancy Hoffman, Portland State University

13. Images of Woman in German Literature
    Ritta Jo Horsley, University of Massachusetts/Boston

14. On Women
    Sheila Houle, Hampshire College

15. Men and Women in 19th Century Literature
    Linda Hunt, University of Massachusetts/Boston

16. The War of the Sexes: Or the Literary Mistreatment of Women
    Mary Tyler Knowles, Dartmouth College

17. Women in Literature
    Marcia Lieberman, Joan Jofie Hall, University of Connecticut
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Author</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>The Feminine Mystique in American Fiction</td>
<td>Wendy MARTIN</td>
<td>Queens College/ CUNY</td>
</tr>
<tr>
<td>35</td>
<td>Women Writers</td>
<td>Joyce NOWER</td>
<td>San Diego State College</td>
</tr>
<tr>
<td>38</td>
<td>Female Characters</td>
<td>Joyce NOWER</td>
<td>San Diego State College</td>
</tr>
<tr>
<td>40</td>
<td>Coming of Age</td>
<td>Dorothy REDDEN</td>
<td>Douglass College</td>
</tr>
<tr>
<td>41</td>
<td>The Sexual Order</td>
<td>Lillian ROBINSON</td>
<td>Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>44</td>
<td>Women and Literature</td>
<td>Joanna RUSS</td>
<td>Cornell University</td>
</tr>
<tr>
<td>46</td>
<td>Women Writers and Women's Problems</td>
<td>Patricia SPACKS</td>
<td>Wellesley College</td>
</tr>
<tr>
<td>49</td>
<td>The Literature of Women's Liberation</td>
<td>Elaine SHOWALTER</td>
<td>Douglass College</td>
</tr>
<tr>
<td>52</td>
<td>The Woman Writer in the Twentieth Century</td>
<td>Elaine SHOWALTER</td>
<td>Douglass College</td>
</tr>
<tr>
<td>54</td>
<td>Literary Perspectives on Women</td>
<td>Emily TOTH</td>
<td>Johns Hopkins University</td>
</tr>
<tr>
<td>55</td>
<td>Women Authors</td>
<td>Ingrid WENDT</td>
<td>Fresno State College</td>
</tr>
<tr>
<td>59</td>
<td>American Women Poets</td>
<td>Bernice ZELDITCH</td>
<td>Foothill College/California</td>
</tr>
<tr>
<td>61</td>
<td>Women and Culture</td>
<td>Catherine STIMPSON</td>
<td>Barnard College</td>
</tr>
<tr>
<td>62</td>
<td>The Women's Rights Movement in America</td>
<td>David ALLMENDINGER</td>
<td>Smith College</td>
</tr>
<tr>
<td>65</td>
<td>Women's History in America</td>
<td>Maurine GREENWALD</td>
<td>Brown University</td>
</tr>
<tr>
<td>74</td>
<td>History and Social Role of Women</td>
<td>Susan KLEINBERG</td>
<td>University of Pittsburgh</td>
</tr>
<tr>
<td>79</td>
<td>Women in American Culture</td>
<td>Agate KRAUSE</td>
<td>Wisconsin State University/Whitewater</td>
</tr>
<tr>
<td>83</td>
<td>The Many Worlds of Women</td>
<td>Gerda LERNER</td>
<td>Sarah Lawrence College</td>
</tr>
</tbody>
</table>
36. Women in History
   Roberta SALPER, San Diego State College

37. The Woman in American History
   June SOCHEN, Northeastern Illinois State College

38. The Women in America
   Charles TROUT, Mount Holyoke College

39. Approaches to the Study of American Feminism
   Mr. WEINSTEIN, Smith College

III SOCIAL SCIENCE

40. Pro-Seminar: Women in the American Economy
   Robert AVERITT, Smith College

41. Social Control: Men & Women and the Oppression of Women
   Frank BATTAGLIA, University of Wisconsin/Madison

42. Sex and Politics: The Impact of Sex on Power and Influence in Society
   Susan BAURQUE, Smith College

43. Graduate Seminar in Social Organization: Women
   Barbette BLACKINGTON, American University/Washington

44. Economics and Sociology: Section on Women
   Marjorie CHILDERS, Mount Holyoke College

45. Introduction to Sociology: Women in American Society
   Ely CHINOY, Smith College

46. Sociology of the Family
   Jan DIZARD, Smith College

47. Pro-Seminar: Feminine Personality
   Matina S. HORNER, Harvard University

48. Linguistic Behavior of Male and Female
   Mary Ritchie KEY, University of California/Irvine

49. Psychology of Women
   Dr. MARLOWE, Manhattan Community College/SUNY

50. Social Inequalities
    Alice S. ROSSI, Goucher College

51. Family and Kinship
    Alice S. ROSSI, Goucher College

52. Women in the U.S. Economy
    Francine B. WEISSKOFF, Yale University
<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>Sex Roles: Psychological and Sociological Implications</td>
<td>Shirley WEITZ, Harvard University</td>
<td>132</td>
</tr>
<tr>
<td>54</td>
<td>Sociological Perspectives on Women</td>
<td>Lenore WEITZMAN, Yale University</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td><strong>IV  INTRODUCTORY AND/OR INTERDISCIPLINARY COURSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>The Position of Women in the Social Order</td>
<td>Barbette BLACKINGTON, American University</td>
<td>140</td>
</tr>
<tr>
<td>56</td>
<td>Biology and Society</td>
<td>Karen FEENY, Cornell University</td>
<td>143</td>
</tr>
<tr>
<td>57</td>
<td>Women in Society</td>
<td>June FOWLER, Susan Frankford, University of Maryland/Baltimore</td>
<td>144</td>
</tr>
<tr>
<td>58</td>
<td>Philosophical and Psychological Aspects of Women's Roles</td>
<td>Dorothy HOFFMAN, Howard L. Parsons, University of Bridgeport</td>
<td>146</td>
</tr>
<tr>
<td>59</td>
<td>Sex Roles in American Society and Politics</td>
<td>Gayle HOLLANDER, Hampshire College</td>
<td>147</td>
</tr>
<tr>
<td>60</td>
<td>Honors Seminar on Women</td>
<td>MACCIA, Peterson, Ramaley, Rogers, and Allen, Indiana University</td>
<td>150</td>
</tr>
<tr>
<td>61</td>
<td>Exploring the New Feminism</td>
<td>Ellen MORGAN, Princeton Adult School</td>
<td>152</td>
</tr>
<tr>
<td>62</td>
<td>Current Issues in the Women's Liberation Movement</td>
<td>Roberta SALPER, San Diego State College</td>
<td>154</td>
</tr>
<tr>
<td>63</td>
<td>Women as a Minority Group</td>
<td>SIGGELEKOW, Nelson, Schwartz, Scott, SUNY/Buffalo</td>
<td>156</td>
</tr>
<tr>
<td>64</td>
<td>Social Roles of Women in America</td>
<td>Sheila TOBIAS, Wesleyan University</td>
<td>159</td>
</tr>
<tr>
<td>65</td>
<td>Women in America</td>
<td>Nancy WEISS, Ann Wood, Princeton University</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td><strong>V  ART AND CULTURAL CRITICISM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>The Image of Women in the 19th and 20th Centuries</td>
<td>Linda Nochlin POMMER, Vassar College</td>
<td>163</td>
</tr>
</tbody>
</table>
INTRODUCTION

Florence Howe  Goucher College

IDENTITY AND EXPRESSION: A WRITING COURSE FOR WOMEN

Identity and expression. The search for self as an approach to writing; writing as a means of self-discovery. Class discussions focussed on attempts to clarify ideas about a woman's relationship to the world. Reading and writing of autobiographical fiction and essays. Special attention to the development of the essayist's analytical skills.

A Theory about Teaching Composition, Especially Essay-writing: I had come to Goucher from institutions in which freshman writing consisted of a series of essays on a variety of topics. It was clear to me, after a single experience with Goucher's English 101 that students could write better papers when they focussed their reading, discussion, and thinking for an entire term on a single topic. This is hardly surprising, since good writing is possible only from a person who is well-informed at least on a particular subject. That is, a writer needs to be in control of a body of material, whether theoretical, practical, experiential, or whatever. For inexperienced writers, such control may come only from efforts at rewriting that force them to look more searchingly either at experience or source materials. The problem for the teacher is to choose a theme, readings, and other materials that most, if not all students in the course will find interesting. Obviously, this is more difficult both for teacher and students than the ordinary scattered-shot or smorgasbord approach of composition courses.

In addition to readings on a single theme, classroom discussions similarly focussed are valuable. In Mississippi, I had seen students, freed from the usual rigors of teacher-directed classrooms, exercises, grades, produce unusually good writing. Apart from the elimination of all that frightens students in the composition classroom, the pedagogic devices that may account for the quality of writing were two: intense and open-ended class discussion; the students' own desire to write. How to reproduce these in a college classroom—and with women students? I shall save the bulk of this discussion for a later section, but to anticipate a bit here, it was not difficult to move from the Mississippi experience to teaching women: In Mississippi, the starting place was the lives of black high school students, mostly poor; at Goucher, the starting place was the lives of white college women, mostly middle-class.

Open-ended discussion in which I assumed chiefly the role of "facilitator," a role less controlling than "leader," was my starting place. When students talk about their own lives and concerns, they discover that other students share them. That what they may have regarded as individual failings or idiosyncrasies may indeed reflect social conditions or social problems amenable to analysis, even to potential solution. Such open discussion may allow students to write personal or autobiographical essays or lightly-disguised stories or poems: this may be the way in which writing in the course begins. But the sharing of personal experiences in a group leads inevitably to social inquiry: perhaps to the discovery of a pattern—e.g., the daughters of working mothers call home less frequently than the daughters of non-working mothers; perhaps to the raising of areas of conflict—e.g., should mothers work? Perhaps to the desire to account for patterns, to explore social theories. Thus discussion that begins with the question, "How is
your life different from your brother's?" may, in the course of a week, turn to
"Should things be that way?" or to theories of child-rearing.

Students are obviously interested in each other's lives and experiences,
though they tend to discount their own as trivial. Discussion is often encouraging
for the student who finds others interested in her experiences. She may be more
willing than heretofore to consider writing about her life. The role of the
teacher is crucial here—for support and encouragement as well as for an occasional
contribution from her own experience. She may also remind students that writers
make literature out of their lives and experiences.

It is also possible to begin discussion from selected readings. Obviously,
it is useful if these are related to the lives of participants. Thus reading and
experience reinforce each other, and students learn to look critically and analyt-
cally at books, essays, poems, stories, in relation to their own lives. What in
this story is also part of my experience? What is not and may therefore teach me
something new? How can I judge its truth if it is beyond my experience? When
students consider with seriousness those differences among them that make for
different evaluations of particular fictional characters, for example, they begin
to understand the factors necessary for any sort of analysis, literary or other.

In summary, three factors seem useful for helping students to learn to write
effectively—which means, in my terms, to write with full grasp of a subject and
with some ability to analyze either in relation to experience or information or
theory or all three: first, lengthy focus on a single topic; second, as much
attention to discussion, and as much deep or intense discussion as the group's
dynamics will allow, in addition to reading; third, as little coercive pressure
from a teacher as a classroom atmosphere allows, and reliance instead on students' desires to write.

A Theory about Teaching Composition to Women: All that I have said up to
now might be applicable to any teaching of composition. And I understood most of
it before I understood what was so special about teaching women. What I learned
from listening to my (women) students was that they consistently considered women
writers (and hence themselves, though that was not said outright) inferior to men.
If women believed themselves inferior writers, so it would be. Moreover, why
should naturally inferior writers attempt anything ambitious? How to convince
young women that their self-images grow not from their biology but from centuries
of belief in their inferiority as well as from male-dominated and controlled
institutions? How to convince them when even the brightest of them reviews the
past in a lengthy essay and concludes that since there have been few great intel-
lectual women, women must be inferior as a biological group?

A device I began to use two or three years ago was helpful, in that it
allowed me to bring the problem directly to my students as well as to assess some
of its depth and complexity. On the first day of class, and after I had talked
about the course a bit, enough to establish the beginnings of a non-threatening
atmosphere, I asked students to write for ten minutes on their assessment of
themselves as writers: do they like to write? what are their "hang-ups" about
writing? I read the papers and returned them the next day marked only with +
or - signs, or occasionally with a ± or a -+. I was attempting to gauge, crudely
of course, their self-images as writers. If there was a sign of pleasure or
achievement, I rated them +; if there was none—only a legend of pain and failure—
I rated them -. Some of the pain ranged from "I never enjoy writing" to "When I
have to write anything, I get a headache for the whole day before." More seriously
still were the self-indictments: "My English teacher last year said I can't think
logically"; or "I don't have any ideas"; or "I don't have any imagination"; or "I can't write anything really interesting." I have never had more than six "positives" from a group of 15 or 20; in my last group of 15, there were 14 "negatives." I have used this device to initiate discussion about why students feel as they do: do such feelings reflect the alleged inferiority of women? do they indict the teaching of composition? etc. Such discussions have led to admissions from many students that they secretly want to write, that they should like to "have ideas" and "imagination," but that they feel it's too late for them. They are asking to be told, of course, that it is not too late, and I certainly oblige.

There was some correlation between those students who liked to write and those who could; also between those who liked to write and those who kept some sort of journal or who wrote lengthy and elaborate letters daily. For several terms I asked the students to bring a journal-notebook to class each day and to spend the time from arrival until ten minutes past the bell writing in that book. I used the time in the same way. In another term, I asked that students write for ten or fifteen minutes each day in a journal outside of class. In still another variation, I asked that students keep a journal that recorded what went on in each hour of class, though they were to write in it in the evenings. In all cases, students were not obliged to show me their journals, though some wished to do so; in conference, we usually discussed the effect of journal writing. And in all cases, students reported at least a notable rise in fluency; those students able to write only twenty words in the first ten minute session, for example, were writing several pages long before the end of the term.

The group experience for women is a particularly crucial one for several reasons. If they have come from co-ed classes, they have experienced the domination by men of intellectual discussion; if they have come from a women's high school, they may still never have had serious discussion with their peers, and with an adult present, about the nature of women's lives. In either case, they have been taught to dislike each other, to regard other women as competitors for men's favors. Intense group discussion about their lives is meant to help build students' respect for one another even as it should allow them to trust themselves to sustain intellectual discussion—and hence to attempt it in writing.

There are several associated problems in this regard. The passivity and dependency of women students—these characteristics are of course not innate but socially conditioned in schools and the culture at large—needs special attention, as does their avoidance of conflict. Typically, women students try to see "both sides," possibly to avoid taking a position and thus being part of some "conflict." It is safer to be neutral or "open-minded" if you are a woman. But of course, it is difficult, if not impossible, to be a neutral writer. The role of the teacher in the open-ended group discussions is, therefore, important. Obviously, it is helpful for students to have before them a model of a strong woman teacher-intellectual. At the same time, given the social conditioning of freshman women, a strong woman may arouse negative reactions. Assuming a relatively unobtrusive role in the classroom, on the other hand, may also arouse some negative reactions, especially from those who want what they have been accustomed to: directions that tell them clearly "what the teacher wants," so that they may continue their passive-dependent patterns. Since it is important to break that pattern, I have risked the anger or bewilderment of students, calculating that it may be of benefit to the group as well as to individuals. On the whole I have been correct, though I was not always wise enough (especially in the beginning) to rescue those students for whom independence was terrifyingly traumatic.
Once women students felt confidence in the possibility of their functioning as intellectuals, they could choose whether they wished to commit themselves to the work involved. Writing is hard work; thinking is hard work. Women are trained in school and out to follow directions well—which means passivity. It is not that passive-dependent people don't work conscientiously at a given job. But such people find it easier to be told what to do rather than to figure it out for themselves or even to decide what they really want to do.

If the first aspect of the theory of teaching women to write involves the breaking of passive/dependent patterns and assumptions of inferiority, the second has to do with informing them about the processes of social conditioning, helping them to analyze sexual stereotyping and to grow conscious of themselves as women. Hence, the theme of the course is explicitly "the identity of women."

I tell the class explicitly that my aim is to improve their ability to write through helping them to understand their social identities as women and their potential as feeling and thinking people.

How the course works. In the beginning, I relied on readings to incite discussion and as early subjects of themes. Of late, I have been freer to begin with the lives of students, and with their interest in the women's movement. To students bored with the readings, I have suggested looking at children's books or school texts, and from them I have had papers and reports on such subjects as sexual stereotyping in third grade arithmetics. Students write at will or at class-arranged will, with no punitive deadlines arranged by the teacher. No grades are ever assigned papers, a feature that encouraged students to experiment with stories or poems or even with difficult intellectual subjects, rather than to stick to the "safe" thing they learned to do in high school. Autobiographical writing, with or without self-analysis, is one particular kind of writing students are interested in; the other might be called an "ideas" or "argument" paper, in which they try to analyze aspects of sexual stereotyping either in life, children's books, the media, or literature. Central both to reading and writing—and in practice functioning to connect those activities—is the weekly series of class discussions, in which we talk about what we've read or focus on someone's paper. I am interested in evoking feelings from them about their experiences or their reading. Then I want to know why they feel as they do, a question that leads both back to the piece of literature and into their own experiences, assumptions, etc. The process of discussion connects feelings and thoughts and is essential to analysis.

Books that have been useful. *Sons and Lovers* has been very useful for starting the course, since students enjoy reading the book and are therefore interested in initiating discussion on such topics as the relative guilt of mother or father for their poor relations with each other and with the children; or on their identification with either of the two young women in the novel. In the last two years, I have used, as openers in the course, *A Doll's House* and/or *The Awakening* by Kate Chopin. Both have been excellent. This year, students were also interested in reading Hardy's *Tess*; and Anne Moody's autobiography, *Growing Up in Mississippi* was the most popular book of the term. I have the sense that good autobiographical materials, rather than fiction, would be better to use henceforth.

The nonfictional materials of most interest were the essays in *Notes From the Second Year* (P.O. Box AA, Old Chelsea Station, NYC 10011, $1.25), although students continued to read *The Second Sex*, *Born Female*, and *The Feminine Mystique*. I keep movement literature on reserve in the library.

(A longer, more detailed version of this paper is available from the author.)
The course will examine 19th and 20th century novels dealing with women. The course will challenge traditional assumptions about the nature and the role of women by focusing on literary works with female protagonists; it will also challenge some critical assumptions (made by male critics and by male-trained and female critics) about these works.

Though the primary focus will be on British and American novels, two particularly influential continental works (by Beauvoir and Ibsen) will be included.

Reading List:
Simone de Beauvoir, The Second Sex.
Henrik Ibsen, A Doll's House (1889, England).
Jane Austen, Emma (1815-6).
George Eliot, The Mill on the Floss (1860)
Louisa Mae Alcott, Little Women 1868
Henry James, The Portrait of a Lady 1881
Olive Schreiner, The Story of an African Farm, 1883
Thomas Hardy, Tess of the D'Urbervilles, 1891
Stephen Crane, Maggie: A Girl of the Street, 1896
Willa Cather, My Antonia, 1918
Sinclair Lewis, *Main Street*, 1920
D. H. Lawrence, *Women in Love*, 1921
Virginia Woolf, *Mrs. Dalloway*, 1925
Gwendolyn Brooks, *Maud Martha*, 1965
One major goal of the course is to analyze the two major trends in literature concerning women: the idealization of woman as saint, martyr, transcendent love object and chaste ethereal creature versus the opposing and concurrent trend of misogyny in which women are portrayed as irresponsible, lusty shrews and crafty, insubordinate wives. We hope to discover why Western civilization has propounded this essentially dualistic view of women as two separate species—one carnal and one spiritual—from Eve and the Virgin Mary (sources of man's downfall and of his salvation), to the femme fatale and the innocent maiden, the adulteress and the wife on a pedestal, ending with the twentieth century resurgence of misogyny in the form of "bitch goddess" and the "devouring mother." The polarization of women into good and evil parallels the traditional Western attitude toward love and sexuality: total spiritualization of the flesh in platonic love and deep suspicion of all sexuality—especially female. This mind-body dichotomy and the dualistic vision of women must be set in the context of a patriarchal culture.

To analyse the roles, myths and stereotypes of women in different historical periods and to relate these roles to the social structure, the status and function of women is the particular social setting in which the work was written. This will allow us to discover to what extent the image of women in a literary work reflects reality, and to what extent it is an ideal propounded by that society in order to help socialize women into a particular role. One problem is that women characters in fiction are most often a function of cultural values and male subjectivity rather than an accurate portrayal of woman's real situation and her reactions to it.

To analyse the ideology of romantic love and how it functions to mystify and rationalize woman's subordination by glorifying her prescribed roles of motherhood, self-sacrifice and keeping to "her place" in the home. An example of this is that women are traditionally portrayed almost exclusively in terms of their relationships to men—as wives, mistresses and accessories—whereas men are portrayed in a wide variety of situations, coping with the heroic problems of the "human" condition.

To study the works of women writers, especially of the twentieth century, who give insight into female subjectivity and who present an alternate view of women's experience rather than merely imitating literary conventions. We will also examine why there were so few women authors before the nineteenth century, why those who did write did not write in the classical genres, and how their relatively restricted lives influenced their works.

"Feminist" literary and cultural criticism will be used throughout the course to help put the works we read in a certain perspective and to aid in determining the social functions that were served by creating specific ideals of womanhood.

The students will have a role in organizing the course and may decide which problems they would like the course to emphasize. In the bibliography on the following pages, there are significant works from each historical period arranged chronologically. The students will choose, as a group, which eras they would like to study and then will select eight to ten of the listed works of literature and criticism relevant to those periods, to be used in class discussions.
BIBLIOGRAPHY: LITERARY WORKS

Sophocles, Antigone
Aeschylus, The Oresteia
Euripides, Medea, The Bacchae
Ovid, The Art of Love
Chaucer, "The Wife of Bath" and "The Clerk's Tale" in Canterbury Tales
Andreas Capellanus, The Art of Courtly Love
Walter Map, Courtier's Trifles (selected stories)
Shakespeare, Othello, Antony and Cleopatra
Molière, L'Ecole des Femmes (Ecole)
Racine, Andromaque, Phèdre
Prévost, Manon Lescaut
Laclos, Les Liaisons Dangereuses
Defoe, Moll Flanders
Sade, Justine
Balzac, Le Lys dans la vallée
Stendhal, Lamiel, La Chartreuse de Parme
Charlotte Bronte, Villette
Flaubert, Madame Bovary or L'Education Sentimentale
Baudelaire, selected poems from Les Fleurs du mal
Tolstoy, The Kreutzer Sonata
Ibsen, Hedda Gabler
Hardy, Jude the Obscure
Zola, L'Assomoir, Nana
D. H. Lawrence, short essays on men and women, Women in Love, "The Woman Who Rode Away" or other short stories
Virginia Woolf, "Women and Fiction," A Room of One's Own, To the Lighthouse or Mrs. Dalloway
Henry Miller, Tropic of Cancer or short stories
Anais Nin, Diary, Vol. 1.
Radclyffe Hall, Well of Loneliness
Hansberry, A Raisin in the Sun
McCullers, The Member of the Wedding
Doris Lessing, The Golden Notebook or short stories from A Man and Two Women
Genet, The Balcony or The Maids
Mailer, "The Time of Her Time," in Advertisements for Myself
Mary McCarthy, "Cruel and Barbarous Treatment"
Philip Roth, Portnoy's Complaint
Story of O
Isabel Miller, A Place for Us

LITERARY AND CULTURAL CRITICISM

Primary works:
de Beauvoir, Simone, "Myths" and other chapters in The Second Sex, 1949
Elmann, Mary, Thinking About Women, 1968
Marcus, Steven, "Pornotopia" and other chapters in The Other Victorians, 1964
Marder, Herbert, selections in Feminism and Art: A Study of Virginia Woolf, 1968
Millett, Kate, Sexual Politics, 1970 (selected chapters)

Secondary sources for reference:
Aries, Philippe, Centuries of Childhood, 1960 (chapters on family evolution)
Auerbach, Erich, Mimesis, 1946
Brewster, Dorothy, Doris Lessing, 1965
de Rougemont, Denis, Love in the Western World, 1940
Fiedler, Leslie, Love and Death in the American Novel, 1962
Hauser, Arnold, A Social History of Art, 1951 (four volumes)
Hunt, Morton, The Natural History of Love, 1959
Mill, John Stuart, On the Subjection of Women, 1863
Praz, Mario, The Romantic Agony, 1933
Putnam, Emily James, The Lady, 1910 ("Studies of Certain Phases of her History")
Rogers, Katharine, The Troublesome Helpmate: A History of Misogyny in Literature
Sampson, Ronald, The Psychology of Power, 1965 (first three chapters)
Valency, Maurice, In Praise of Love, 1958
Watt, Ian, The Rise of the Novel, 1957
Wright, F. A., Feminism in Greek Literature, 1923
I have a proposal on what ought to be our work together in this course. I suggest that we organize ourselves as a research and writing team to produce a paper to be titled: "A Basic Contradiction in the Status of Women in Old English Society." An important and needed paper on this subject can be done in ten pages or less. Just one of the significances of the paper will be its revision of the commonplace notion that there was a "Germanic tradition of respect for women" which anticipated courtly love.

In making this proposal I am presuming that I am establishing the initial direction of the project. We will, however, be entering a process. It seems likely that as we get into this together important decisions about the direction and evaluation (including conclusions) of our study will be made more and more together, by group decision.

At present I think that the paper should have as its main focus establishing the FACT that noblewomen like Wealtheow in Beowulf were probably treated very much differently than servant women in the same mead hall. She passed the cup in a ceremony of high courtesy, they could expect to be molested or raped. This fact is illuminated by the analysis Engels offers in Origin of the Family... and we can work to supplement that study with contemporary material from OE legal codes.

Establishing the contradiction would entail comparing the position of Wealtheow with that of the women in the Arab chronicle provided in Franciplegius. Inveighings against gangbangs in Wulfstan's sermons are other similar material that can be cited.

I'm fairly confident of being able to publish this data if we get it together. We can sign the paper as a research and writing group--"English 320, Sec. 1, University of Wisconsin"--or some other name if we get much help from people outside the class. If there's time we can do another project on Riddle #61.

Suggestions for a reading of Beowulf

According to the perspective presented in Beowulf, when a woman gave birth to a son destined for great deeds she had the Ancient Master's strength to thank for bearing him (vv. 940-945, Klaeber edition). Hrothgar's comment makes it clear that women were considered vehicles for propagation rather than partners in any important sense. Similarly, the narrator used the women in Beowulf as vehicles to advance his argument for courage in battle and willing submission to the lord.

For example, women's admiration is used to inspire warriors in combat. Before the battle with Grendel, Beowulf predicts he will be victorious. Wealthoew, lady of the hall, brings him the meadcup. Beowulf responds with an even greater boast that he will either defeat the fiend or die (vv. 612-640). "To the lady the words were well liking, the vaunt speech of the Goth." Much later, Beowulf's courage stems from the fear of losing the respect he has gained: "So it behooves a man to act when he in battle thinks to attain enduring Praise--he will not be caring about his life" (vv. 1534-1536).
Battle-honor is also urged by reference to Grendel's mother, who fights and runs rather than fighting to the death in a 'manly' way. (Grendel's mother is less feared than Grendel because she is a female fiend—vv. 1280-1290.) The only one she kills in her attack, Aeschere, is a thane on the way up, a member of the new ruling class, the very existence of which is a violation of the older tribal order. Grendel has only a mother and no father, which suggests that he and his mother may be representatives of the older matrilineal order (See Engels, *Origin of the Family, Private Property and the State.* The association of evil with anything threatening the patrilineal order may be the key to understanding large sections of *Beowulf.* An analysis of kinship terms in the poem (e.g., faederenmaege, v. 1263) should be very useful in focusing the struggle between matrilineal and patrilineal orders.

Hildeburh, the woman in the Lay of Hnaef, is offered as an example of the proper reaction to deaths in war. Though grief-stricken, she unquestioningly accepts the loss of her kin and personally gives orders for her own son's body to be committed to the pyre (vv. 1071-1080, 1114-1124). On the other hand, those who survived the battle might actually be rewarded by the possession of women. Hygelac himself gives to Jofor his only daughter as reward for war-spoils and as pledge of loyalty (vv. 2991-2998).

In the poem *Beowulf* and Hrothgar represent the patrilineal, property-oriented structure which has displaced the earlier democratic tribal organization in which men and women participated as equals (cf. Engels with Tacitus, who was disgusted by such tribes). Grendel and his mother are last vestiges of the earlier order. Christian mythology has been coalesced with pagan patrilineal mythology in such a way that Grendel and his mother, representatives of the earlier tribal structure, are seen as enemies.
Images of Women
Fall 1970

Tolstoy, Family Happiness.
Carson McCullers. The Member of the Wedding.
Jane Austen. Persuasion.
Relevant Sections: C. W. Shedd. Letters to Karen.
Letters to Philip.
"J." The Sensuous Woman.

Kate Chopin. The Awakening.
Lillian Hellman. The Little Foxes.
Doris Lessing. "" and/or The Golden Notebook.
Philip Roth. Goodbye, Columbus.
Ronald Fair. Many Thousand Gone.
Eldridge Cleaver. Soul on Ice.
Toni Cade, ed. The Black Woman.
Mary McCarthy. The Group.
Plato. The Republic: Book V.
Virginia Woolf. A Room of One's Own.
Three Guineas.
Kate Millett. Sexual Politics.
Show and tell session: the pornography of your choice.
And/or: discussion of any appropriate book selected by anyone for any reason.

These books have also been placed on reserve:

Simone de Beauvoir. The Second Sex.
Maud Bodkin. Archetypal Patterns in Poetry.
F. X. Newman, ed. The Meaning of Courtly Love. (on reserve for COL Junior Colloquium)
For reasons of space, we are only including Part II of this course which deals with women. Part I was an introduction to the subject of sociology through literature. The full syllabus can be obtained from Professor Blackington, Sociology, American University, Washington, D.C.

Part II  The Position of Women in Literature

Rogers, The Troublesome Helpmate, p. ix-277
Mme. de Staël, De la littérature considérée dans ses rapports avec les institutions sociales, Paris, 1800
Simone de Beauvoir, "The Myth of Woman in Five Authors", (Montherlant, D. H. Lawrence, Claudel, Breton and Stendhal) in her The Second Sex, Bantam Q3192, $1.25, p. 185-236
Betty Friedan, "The Happy Housewife Heroine", Dell Paperback, 2498, $.75, p. 28-72

The Position of Women in India


The Position of Women in American Literature

Seminar discussion will focus upon Sinclair Lewis' Main Street, 1920 and Theodore Dreiser's American Tragedy
Theodore Dreiser, Sister Carrie, N. Y., Modern Library, 1917
The Titan, Dell Paperback, LX109, $.75
Tragic America, N. Y., Oxford V. P., 1932
W. A. Sevanberg, Dreiser, N. Y., Chas. Scribner, 1963
Erich Auerbach, Mimesis: The Representation of Reality in Western Literature, N. Y., Doubleday, 1957

The Position of Black Women in American Literature

Seminar will be devoted to analysis of the position and description of Black Women in American literature.

Historical development of the entry and use of Black Women in American Literature
Servant, Mother, Martyr--The Black Mask of Humanity--The American National Sin--Uncle Tom's Cabin--The Black Woman in Black Literature--The Black Woman in the novels of William Faulkner and Eudora Welty

Seymour Cross, and John Hardy, Images of the Negro in American Literature, Chicago, Chicago V. P., 1966
Part III Protest of Women's Position in Literature

History of Women's Protest Theme

Richard Lattimore, Themes in Greek and Latin Epitaphs Illini Paperback 1D-5, $1.95
Philip E. Slater, The Glory of Hera, Greek Mythology and the Greek Family, Boston, Beacon Press, 1968, $11.35
M. I. Finley, The Ancient Greek, Viking Paperback C159, $1.45

Protest of Women's Position in Literature

Seminar discussion will focus upon Ibsen's A Doll's House
Henrik Ibsen, Hedda Gabler, Chandler Paperback
Lew Lowenthal, "Henrik Ibsen" in his Literature and the Image of Man, op. cit., p. 167-89

Part IV The Woman as Artist

Professor Ann Hofstra will lecture on Mary Anne Evans, "George Eliot"
George Eliot, Adam Bede, N. Y., Henry Holt, n. d.
__________, Middlemarch, Penguin, EL2, $1.45
__________, Daniel Deronda, Penguin, EL20, $1.95
__________, Silas Marner, Penguin, EL30, $1.25
Barbara Hardy, The Novels of George Eliot, Oxford V. P. Paperback
William J. Harvey, The Art of George Eliot, N. Y., Oxford V. P.

The Woman Novelists--The Woman Poet, Sappho, Emily Dickinson--The Woman Intellectual, Margaret Fuller--The Woman Artist, Isadora Duncan: Artist and Author--Biography

Summary of the Course

Deiss' The Roman Years of Margaret Fuller
Schucking, "Shifting of the Position of the Artist", in The Sociology of Literary Taste, p. 19-30

Lecture Citations:

Thomas Pinney, Silly Novels by Lady Novelists, N. Y., Columbia U. P., 1963
Robert N. Wilson, The American Poet: A Role Investigation, Dissertation, Harvard University, 1952
Isadora Duncan, My Life, N. Y. Boni and Liveright, 1927
Hugh Dalziel Duncan, "The Writers' Role in a New City" in The Rise of Chicago as a Literary Center... op. cit.
Donald Stouffer, The Art of Biography in Eighteenth Century England, Princeton V. P., 1941
Margaret Fuller, Woman in the Nineteenth Century and Kindred Papers Relating to the Sphere, Condition and Duties of Woman, N. Y., Source Book Press, 1970 (1855), $15.00
Perry Miller, ed., Margaret Fuller, American Romantic, Selections from Her Writings and Correspondence, Cornell Paperback, CP-100, $2.45
A. Literature 225, 226.

Selected novels pertinent to "the women problem" will be analyzed to the end of answering several questions: (1) how has literature defined "being female"? (2) what has it seen as woman's role in society? (3) what is your (the student's) definition of "being a woman"? The center of talk each semester will be the five assigned novels. Students will be encouraged to respond to the texts rather than rehearsing the views of the authorities. Evaluation will be based on the student's oral and written work. As an adjunct to the readings, each student will write three (3-5 page) papers; hopefully the topics will be related to the basic questions raised by the course.

Assigned reading, Fall semester: Richardson, Clarissa; Austen, Emma; Bronte, Wuthering Heights; Hawthorne, The Marble Fawn; Eliot, Middlemarch. Spring semester: James, Portrait of a Lady; Hardy, Jude the Obscure; Woolf, Mrs. Dalloway; Lawrence, Women in Love; Lessing, The Golden Notebook.

B. The purpose of the course is two-fold: first to increase women's consciousness of self-definition and their role in society; second, to indicate the various definitions and roles suggested for women in literature. The readings are used to generate discussion which is frequently more personal than literary. The papers hopefully serve the same purpose.
C. The course is part of the regular literature offerings in the Humanities Division. There is no Women's Studies program per se at Kirkland, a women's college.

D. Student response has been enthusiastic. The women find the questions immediately "relevant" and are motivated to do the sort of self examination/definition which the course hopes to generate. They seem to find the explicit linking of literature and life a sufficient prod to surmounting the difficulties of reading lengthy and complex works. For example, the novel which sixteen out of twenty of the students felt was most valuable was Lessing's Golden Notebook. Other works which many felt were key were Clarrisa, Middlemarch, Portrait of a Lady, and Women in Love. The "carry-over" from class room to dorm, to "real life" seems high: the women who were most involved in the course have significantly altered their assumptions about vocations, marriage, etc.
Assignments:

Sept. 15: Introduction
Sept. 22: Samuel Richardson: *Clarissa* (Riverside)
Sept. 29: Samuel Richardson: *Clarissa*
    Reports: Friedrich Engels: *The Origin of the Family* ...
    Mary Wollstonecraft: *The Rights of Woman* ...

    Reports: Jane Austen: *Emma*
    Edgar Royston Pike: *Human Documents of the Victorian Golden Age*

Oct. 13: Charlotte Bronte: *Jane Eyre* (Riverside)
    Reports: Laurence Hatterer: *The Artist in Society* ...
    Mrs. Gaskell: *Life of Charlotte Bronte* (the person doing this report should also look at the *Life of Charlotte Bronte* published recently by Oxford University Press and available in the library.)
    Charlotte Bronte: *Villetts*

    Reports: Leslie Fiedler: *Love and Death in the American Novel*
    Richard Chase: *The American Novel and Its Tradition*

Oct. 27: George Elliot: *Middlemarch* (Riverside)
    Reports: Gordon Haight: *George Elliot: a biography*
    John Stuart Mill: *The Subjection of Women* (and the section on Mill in Gertrude Himmelfarb's *Victorian Minds*)
    Ivy Pinchbeck: *Women Workers and the Industrial Revolution*

Nov. 3: George Elliot: *Middlemarch*
    Reports: J.A. Banks: *Prosperity and Parenthood* ...
    J.A. and Olive Banks: *Feminism and Family Planning in Victorian England*
    Madeleine Riley: *Brought to Bed*

(The three preceding books may be reported on separately, but they might equally be done as one report by some ambitious being.)

Steven Marcus: *The Other Victorians*
Anon.: *My Secret Life* (the library has one volume on reserve and I have a paperback abridgement which may be borrowed.)
Ronald Pearsall: *The Worm in the Bud* ...
Douglas Hughes (ed.) *Perspectives on Pornography*
(These four books should probably be done as one report by someone who has a scholarly interest in pornography and in the mostly unreported underside of Victorian life.)

Nov. 10: Henry James: *The Portrait of a Lady* (Riverside)
Reports: Leon Edel (ed.): *The Diary of Alice James*
Kate Chopin: *The Awakening*
John Fowler: *The French Lieutenant's Woman*
Olive Schrader: *Woman and Labor*

Nov. 17: Henry James: *The Portrait of a Lady*
Reports: Theodore Dreiser: *Sister Carrie*
Aileen Knudtson: *Up From the Pedestal*
Carl Degler: *Out of Our Past*
Mary Elkan: *Thinking About Women*
A. Bott & I. Clephane: *Our Mothers* (Borrow my copy)

Nov. 24: Virginia Woolf: *Night and Day* (Penguin)
Reports: Virginia Woolf: *A Room of One's Own* (Harcourt Brace)
Virginia Woolf: *Three Guineas*
Virginia Woolf: *A Writer's Diary* (Signet)
Herbert Marder: *Feminism and Art*
Tennyson: *The Princess*
Patmore: *An Angel in the House*
Elizabeth Barrett Browning: *Aurora Leigh*
John Ruskin: *Sesame and Lilies*

Dec. 1: HOLIDAY

Reports: Kate Millett: *Sexual Politics* (Borrow my copy)
George Dangerfield: *The Strange Death of Liberal England* (particularly the sections on feminism and women's rights)

Sigmund Freud: *The Psychology of Women* (In new introd. lectures)

Reports: John Aldridge: *In Search of Heresy*

D. H. Cameron: *The Rainbow* and *Aaron's Rod*
Hemingway: *The Short Happy Life of Francis Macomber*

The depiction of the female will be related to the prevailing legal, social, sexual, and political status of woman in American society.

Reading:

2. Nathaniel Hawthorne, *The Blithedale Romance*, Dell, $.60
3. *Motive*, March–April, 1969, Vol. XXIX, Numbers 6 & 7 (Address: P.O. Box 871 Nashville, Tennessee 37202) $1.00
5. Sinclair Lewis, *Main Street*, Signet, $.75
I shall, as you might guess, examine the near-chattel status of women in match-making arrangements, and the vicious double-standard accompanying this—most prominently in Restoration comedy. An attempt will be made to determine to what extent the conventional dramatic presentation of the financial and marital situation in each age reflects prevailing, legal and social practice. Most of the plays through the 18th century will be comedies, which treat, almost by definition, of marriage; only in the 19th century (with a few exceptions) does marriage begin to become an important theme in serious drama and tragedy. (I am leaving out a great range of treacherous infidelity, etc., in revenge tragedies, to be sure.)
THE IMAGE OF THE WOMAN IN LITERATURE

The purpose of the course is to discover in selected literature the images, archetypes, and stereotypes of women characters, such as the shrew, the bitch, the old maid, the mother, the clinging vine, the seductress and emasculator of men, the idol, the sex object, the helpmeet, the modern free woman, and to discuss the effects of these literary images upon the self-image of actual women today.

Background reading in historical, sociological, and psychological analyses of women's image will be required, but the focus of the course will be upon the literary works themselves. Many short stories and poems will be read since they lend themselves readily to discovering one single emphasis; longer works will be read with every effort to avoid the tendency inherent in a thematic approach to reduce the work of art to a single dimension.

Tentative reading list:

Elaine Showalter, ed., Women's Liberation: A Sourcebook of Feminism and Literature, Harcourt, Brace, in press 1970

(These two books include excerpts from many historical, anthropological and psychological works).

Short stories: Chretien de Troyes, The Knight of the Cart, Erec and Enide (abridged); Chaucer, The Miller's Tale, Wife of Bath's Prologue, Clerk’s Tale; Sir Gawain and the Green Knight; Hawthorne, Rappacini’s Daughter; Henry James, Four Meetings; Fitzgerald, The Last of the Belles; Mary E. Freeman, A New England Nun; Faulkner, A Rose for Emily; Dorothy Parker, Big Blonde; Chekov, The Darling Flaubert, A Simple Heart; Katherine Mansfield, Miss Brill; D. H. Lawrence, The Virgin and the Gypsy.


Poems: Petrarch, selected sonnets; Scott, The Lady of the Lake; Coleridge, Christabel; Keats, La Belle Dame Sans Merci; Suckling, Why so Pale?; Browning, My Last Duchess; Frost, Two Witches; Auden, Let me Tell you a Little Story.

Novels: Dan Wakefield, Going All the Way (1970); Doris Lessing, The Golden Notebook Flaubert, Madame Bovary Willa Cather, My Antonia
WOMEN AND LITERATURE

General view of the problems of women: women alone, divorce, child-rearing, economic dependence, sexual freedom, woman as artist, in politics...

Doris Lessing, The Golden Notebook
Children of Violence (series)
          Martha Quest
          A Proper Marriage
          A Ripple from the Storm
          Landlocked
          The Four-gated City

Background: Betty Friedan, The Feminine Mystique
           John Stuart Mill, On the Subjugation of Women
           Women in America (essays) ed. R. J. Lifton

Simone De Beauvoir, The Second Sex
The Mandarins
Memoirs of a Dutiful Daughter

In the Second Sex, especially read: Introduction, skim destiny, Myths (X, 2,5,6, and XI), as much of Book Two as you can take, especially The Formative Years (Part IV), Situation (XVI, XVII, XXI), Justifications (XXIII), and Toward Liberation.

    in Ulysses, Molly Bloom's soliloquy

Political, intellectual woman--her journalism, her art

Susan Sontag, "Trip to Hanoi" Esquire, Dec. 1968
          Deathkit (novel)
          Against Interpretation (essays)

Mary McCarthy, Hanoi in NY Review of Books (I, 5/23/68; II, 6/6/68; 6/20/68
          The Company She Keeps  III--Vol. 10, Nos. 10,11,12; IV,
          The Group  7/11/68, Vol. 11, No. 1)
          Memories of a Catholic Girlhood

Michele Ray

Jessica Mitford, The American Way of Death
          The Trial of Doctor Spock
Women and Mental Illness, Schizophrenia, "Strangeness"

Jennifer Dawson, The HaHa
Hannah Greene, I Never Promised You a Rose Garden
Anais Nin, Diary, A Spy in the House of Love
Francoise Mallet--Joris, A Letter to Myself
Sylvia Plath, The Bell Jar, Ariel (poems)
Anne Sexton, To Live or Die, All My Pretty Ones (poetry)
Simone Weil, Gravity and Grace
Djuna Barnes, Nightwood

Background: R. D. Laing, The Politics of Experience
The Divided Self
John Rosen, Direct Psychoanalysis
Bert Kaplaned. The Inner World of Mental Illness (first
person accounts of several women)
Tom Scheff ed. Mental Illness and Social Processes
Barry Stevens (a woman) and Carl Rogers, Person to Person

Examination of Racial-Sexual Oppression analogy (kinds of problems: oppression
of blacks, minorities; oppression of women; artistic expression as a result?
of oppression --> southern white lady writers, south african women writers,
Anne Frank, concentration camp expression)

Eldridge Cleaver, Soul on Ice
Ralph Ellison, Invisible Man
LeRoi Jones, The Dutchman
Franz Fanon, The Wretched of the Earth

Carson McCullers, The Heart is a Lonely Hunter
Lillian Smith, Strange Fruit, Killers of a Dream
Doris Lessing, African Stories, The Grass is Singing
Harriet Beecher Stowe, Uncle Tom's Cabin
Nadine Gordimer, The Soft Voice of the Serpent
Olive Schreiner, Stories of an African Farm

Kate Chopin, The Awakening
Elizabeth Bowen, The Death of the Heart
Grace Paley, The Little Disturbances of Man
Christina Stead, The Man Who Loved Children
Penelope Mortimer, The Pumpkin Eater
Dorothy Parker, Here Lies (esp. Big Blonde)
Poetry by Women

Denise Levertov, The Sorrow Dance, O Taste and See, The Jacob's Ladder
Anne Sexton, Sylvia Plath (gain)
An anthology of Contemporary Poetry
Diana Wa'cowski
Our own poems


Kay Boyle, Thirty Stories
Djuna Barnes, Nightwood, Spillway, The Antiphon
Anias Nin
Radclyffe Hall, The Well of Loneliness
Colette, Cheri, The Last of Chri, Claudine at School, Claudine and Annie

Virginia Woolf

A Room of One's Own
A Haunted House and other Short Stories
To the Lighthouse
Mrs. Dalloway
Orlando
A Writer's Diary
German 396 - Senior Honors Seminar: Images of Woman in German Literature. Spring, 1971,

Open to qualified Seniors in German. The seminar will attempt to discover dominant images, archetypes, and stereotypes of woman in German literature of different periods and selected individual writers. The material will range from the medieval period to the present, although emphasis will be placed on literature from the Age of Goethe to the present.

Topics and readings may include:
- Classical ideals of femininity:
  Goethe: *Iphigenie, Tasso*
  Schiller: "Nürde der Frauen"
- Romantic concepts of love and woman:
  Schlegel: *Luzinde*
- Woman caught in hypocritical social attitudes:
  Hebbel: *Maria Magdalene*
  Fontane: *Effi Briest*
  Hauptmann: *Einsame Menschen*
- Male chauvinist reactions:
  Nietzsche, Wedekind, George, Freud.

The seminar is being offered jointly by the members of the department and will receive more specific formulation in the coming weeks.
Sheila Houle
Hampshire College
Fall, 1970

ON WOMEN - TEXTS FOR THE SEMINAR

DRAMA


Edward Albee. WHO'S AFRAID OF VIRGINIA WOOLF. Pocket Books, 1969

FICTION

Jane Austen. EMMA. Airmont Publishing Co., 1966

Janet Lewis. THE WIFE OF MARTIN GUERRE. Swallow Press, 1966

Evan S. Connell. MRS. BRIDGE. Viking Press, 1969

POETRY


Sylvia Plath. ARIEL. Harper and Row, 1965

RELIGIOUS LITERATURE

Any edition of the Old Testament


Simone Weil. GRAVITY AND GRACE. Routledge and Kegan Paul, 1963

Tutorials: Wed. 2-3 p.m. Kitty Duff
3-4 p.m. Sue Howland

Thurs. 2-3 p.m. Maggie Higgs
3-4 p.m. Dave Mucklow

9/24 Course organization; orientation
9/28 TO Women: Books of Ruth, Judith, Esther
10/1 ANTIGONE
10/5  LA VITA NUOVA
10/12 THE WIFE OF MARTIN GUERRE
10/19 EMMA
*10/22 RICHARD III - S. Howland's presentation
10/26 THE DOLL'S HOUSE
11/2 SONNETS FROM THE PORTUGUESE
*11/5 Woman in Black Literature - M. Higgs' presentation
11/9 AUTOBIOGRAPHY OF ST. THERESE OF LISIEUX
11/16 MRS. BRIDGE
*11/19 D. H. Lawrence - K. Duff's presentation
11/23 Sylvia Plath COLOSSUS, ARIEL
11/26 Thanksgiving Vacation
11/30 WHO'S AFRAID OF VIRGINIA WOOLF
*12/3 Herman Hesse - D. Mucklow's presentation
12/7 Simone Weil GRAVITY AND GRACE
*12/10
*12/14 TUTORIAL PRESENTATIONS OF FINAL WORK
*12/17
12/19 Christmas Vacation
MEN AND WOMEN IN 19TH CENTURY LITERATURE

This section will be oriented towards the examination of men and women in major 19th century literature: their changing roles, self-concepts and attitudes towards one another; special attention will be paid to the concept of femininity.

WOMEN IN REVOLT
Henrik Ibsen - *A Doll House*
*Ghosts*

BEFORE NORA: THE FEMININE CHARACTER AND THE CONCEPT OF FEMININE SENSIBILITY
Dr. Gregory - *A Father's Legacy to his Daughters*
Rousseau - from *Emilio*, Book V
Jane Austen - *Pride and Prejudice*
Charles Dickens - *Bleak House*

THE IMPACT OF INDUSTRIALISM AND THE CLAIMS OF THE NATURAL MAN -- AND WOMAN
William Blake - "London"
"And did those feet in ancient time"
"The Chimney Sweeper"
William Wordsworth - "The World is Too Much With Us"
"It Is a Beauteous Evening"
"The Solitary Reaper"
"I Wandered Lonely As a Cloud"
Emily Bronte - *Wuthering Heights*
Emily Dickenson - poems

THE NEW WOMAN
Henry James - *Daisy Miller*

THE MYTH OF FEMININE EVIL: MALE FEARS AND FANTASIES
Samuel Coleridge - "Crystabel"
John Keats - "La Belle Dame Sans Merci"
"Lamia"
August Strindberg - *The Father*
*Miss Julie*

REFERENCES
Kate Millett, *Sexual Politics*
Sidney Ditzion, *Marriage, Morals and Sex in America*
THE WAR OF THE SEXES: or the literary mistreatment of women

"For the husband is the head of the wife, even as Christ is the head of the church: and he is the savior of the body. Therefore as the church is subject unto Christ, so let the wives be to their own husbands in every thing."

So wrote St. Paul in I Corinthians consigning the woman to a subordinate place in the hierarchy of created beings. Many women today complain that little has changed since St. Paul wrote: either they are seen as "moms" without minds, the object of man's sexual pleasure and reproductive instincts, or, if they step out of their "proper" roles, they are seen as masculine "monsters of bitchery." This course will study works by influential male authors such as Flaubert, Tolstoi, Zola, Faulkner, Hemingway, D. H. Lawrence, Albee, Mailer, Miller, Farina. Cleaver, and LeRoi Jones to see to what extent women's criticisms are justified and to consider whether the presence of such chauvinism (if it does exist) does or should affect our final evaluation of the work. We will also want to examine the cultural milieu out of which the work was produced.

Students will also be expected to familiarize themselves with some background material from St. Paul, John Milton (excerpts from Paradise Lost), J. S. Mill (On the Subjugation of Woman) Kate Millett on Freud (Sexual Politics, second chap.), Philip Wylie ("Momism from A Generation of Vipers), and Joan Jordan (The Economic Exploitation of Women). And they will be expected to read at least one book written by a female author who deals with women's psychological or social entrapment in a male-dominated society (such as Jane Austen, Virginia Woolf. Doris Lessing, Nikki Giovanni, or Sonia Sanchez).
I selected this topic because of my own interest in the different types of depictions of women by male authors over several centuries and in the cultural milieu that produced them. Certain authors such as Faulkner are able, in some part, to transcend the prevalent attitudes of his culture to render with sympathy the psychological problems faced by his women characters whereas others, such as Hemingway, although skilled in showing the effects of the war on society seems unable to escape his own misogynist bias.

I also believe that the freshmen students need to know more about the possible roles as well as the conflicts women face in what is now still a male-dominated society. I selected Richard Farina's *Been Down So Long It Looks Like Up To Me* because I discovered in another course last spring that students tremendously admire the "hip" hero of this novel yet I was appalled by his dehumanized treatment of his "women". Students need to be exposed both to great literary works from the past and present as well as to learn to admire humane attitudes towards people as people if we are to have a truly viable society.

I decided not to limit the contents of this course to any single century nor to any single country for as wide an exposure both to the problem and to the literature as is possible is desirable. Time constraints will obviously be a factor in limiting the reading list before the course is given. Any suggestions especially as to contemporary continental authors would be appreciated.

Tentative reading list:

Flaubert, Gustave. *Madame Bovary*
Tolstoi, Leo. *The Kreutzer Sonata*
Zola, Emile. *Nana*
Faulkner, William. *Light in August*
Hemingway, Ernest. *In Our Time* or *The Sun Also Rises*
Lawrence, D. H. *Lady Chatterly's Lover* or *Sons and Lovers* / *Women in Love*
Albee, Edward. *The American Dream*
Mailer, Norman. "The Time of Her Time" in *Advertisements for Myself*
Miller, Henry. excerpt from *The Tropic of Capricorn*
Farina, Richard. *Been Down So Long It Looks Like Up To Me*
Cleaver, Eldridge. "White Woman, Black Man" from *Soul on Ice*
Jones, LeRoi. *The Dutchman*
Chaucer, Geoffrey, *The Clerk's Tale*
 Aristophanes. *Lysistrata*
Genet, Jean. *The Balcony* or *The Thieves Journal*
Sanchez, Sonia. *Poems* (published by Broadside Press?)
Giovanni, Nikki. *Poems* (published ?)
Lessing, Doris. *A Woman and Two Men*
Strindberg, August. *Miss Julie*
Ibsen, Henri, *The Doll's House, Hedda Gabler*

To be further pruned obviously!
Three sections of Women in Literature are currently being taught here, for the first time, under a department catalogue number assigned for courses on special topics; we are enclosing a copy of our proposal to have this course included permanently in the department's curriculum. A proposal has also been submitted for a graduate course.

MARCIA R. LIEBERMAN is teaching one section of the course, English 290 Gl, on 18th and 19th century fiction, with this reading list:

- de Maupassant, *A Woman's Life*
- Flaubert, *Madame Bovary*
- Defoe, *Moll Flanders*
- Richardson, *Clarissa*
- Beerbohm, *Zuleika Dobson*
- Thackeray, *Vanity Fair*
- Austen, *Emma*
- Eliot, *Middlemarch*
- Meredith, *The Egoist*
- Hardy, *Jude the Obscure*

JOAN HALL is teaching two sections of the course, English 290 - N1 and Pl, on contemporary fiction, with this reading list:

- Either Betty Friedan's *The Feminine Mystique* or Virginia Woolf's *A Room of One's Own*, or Mary Ellmann's *Thinking About Women* or Kate Millett's *Sexual Politics*.
- D. H. Lawrence, *Women in Love*.
- V. Woolf, *To The Lighthouse*.
- F.S. Fitzgerald, *Tender Is the Night*.
- J. Barth, *End of the Road*.
- J. R. Salamanca, *Lilith*.
- D. Lessing, *Golden Notebook*.
- M. Spaik, *The Prime of Miss Jean Brodie*.
- M. McCarthy, *The Group*.
- D. Barthelme, *Snow White*.
- T. Southern, *Candy*.

Originally, only two sections were projected, each of thirty-five students, but enough students wanted to take the course that another section was opened. These courses are lecture/discussion courses, and the students are lively, responsive and interested.
This course will analyze the treatment of women in selected novels and short stories in an effort to determine the range and types of feminine stereotypes (Earthmother, Martyr, Fallen Woman, Helper or Home-Maker) in American fiction. Since there are few women (in fact, no women) in American fiction whose lives are self-actualizing (i.e. who have identities which are not totally dependent on men), we will attempt to analyze the social, economic, and literary reasons why women are presented as passive creatures rather than human beings who lead challenging or even risk-taking lives. In our discussion, we will contrast the lives of fictional heroines with the lives of Elizabeth Cady Stanton, Fanny Wright, Amelia Earhart, Margaret Fuller and their twentieth-century counterparts in an effort to determine why ever since the first best-seller was written by Susanna Rowson in 1798, American fiction has not reflected the lives of women as they really are or could be.

Susanna Rowson, *Charlotte Temple*
N. Hawthorne, *Scarlet Letter, Blithedale Romance*
Henry James, *Portrait of a Lady, The Bostonians*
Edith Wharton, *Age of Innocence*
Kate Chopin, *The Awakening*
E. Hemingway, *Farewell to Arms*
N. Mailer, *The American Dream*
John Barth, *End of the Road*
John Updike, *Couples*
Joyce Carol Oates, *A Garden of Earthly Delights*
Mary McCarthy, *The Company She Keeps*
Alison Lycus, *Love and Friendship*
short stories by Eudora Welty, K. Mansfield, Willa Cather, *My Mortal Enemy*

Supplementary Reading:

Kate Millett, *Sexual Politics*
Betty Friedan, *The Feminine Mystique*
Ian Watt, *Rise of the Novel*

Lecture/Symposium Topics for The Feminist Movement

Introduction to the History of Women in the United States and Europe
Legal Status of Women
Women and Work
Higher Education for Women
A Psychoanalyst Looks at Women
Dialectic of Love and Marriage
Biological Study of Men and Women
Abortion (symposium including speakers from health collectives, abortion clinics—counsellors, doctors, nurses)
Alternate Life-Styles (speakers from woman's commune, Radical Lesbians, single professional women and divorced women).
Child-Care Centers
Women in Politics
The New Feminist Theatre
Third World Women
Image of Women in Art and Literature
Women in Other Cultures
Future Perspectives: Radicalizing Women

The course will consist of a weekly two-hour symposium or lecture(s) on the above topics and one small section meeting for one hour to discuss topics suggested by the lectures or symposia as well as the reading material listed below. Students should keep a journal recording their response to the course and the ways in which concepts affect academic and social life.

Required: On Reserve in the Library
Sexual Politics: Kate Millett
The Feminine Mystique: Betty Friedan
A Century of Struggle: Eleanor Flexner
Sisterhood is Powerful: Robin Morgan, Editor
Born Female: Caroline Bird
American Women, The Report of the President's Commission on the Status of Women

Supplementary Reading:
The Dialectics of Love: Shulamith Firestone
A Woman's Place: Cynthia Epstein
The Development of Sex Differences: E. Macoby
Academic Women: Jessie Bernard
Male and Female: Margaret Mead
Sex and Temperament: Margaret Mead
Everyone Was Brave: William O'Neill
The Woman in America: Robert Lifton
Thinking About Women: Mary Ellman
Talking to Women: Nell Dunn
A Vindication of the Rights of Woman: Mary Wollstonecraft
On Women, J. S. Mill
The Second Sex: Simone de Beauvoir
The Woman Question: Selection from Marx and Engels
<table>
<thead>
<tr>
<th>Date</th>
<th>Article</th>
<th>Fiction etc.</th>
<th>Presentation</th>
<th>Suggested Topics</th>
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<tbody>
<tr>
<td>9/21</td>
<td>Introduction: Organization of course, organization of Women's Studies Program</td>
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<tr>
<td>9/28</td>
<td>Notes: 32,48,103,108 Freidan: Chs. 1,12,13. (DeBeauvoir: Sections II, VII)</td>
<td>(All articles)</td>
<td>Perspectives:</td>
<td>Third World</td>
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<td>New Forms</td>
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<td>Racism</td>
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<td>Equal rights</td>
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<td>Sexuality</td>
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<td>Woman</td>
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<td>10/12</td>
<td>Same as above</td>
<td>A. Petry, The Street</td>
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<td>Third World</td>
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<td></td>
<td>Woman</td>
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<td>10/19</td>
<td>Notes: Articles on pp. 68,72. (deBeauvoir: Essays on pp. 400,541,639.)</td>
<td>K.A. Porter, The Old Order</td>
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<td>The &quot;strong woman&quot;; Black-White interaction</td>
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<td>10/26</td>
<td>Notes: Articles on pp. 10,28,68,72 Freidan: Chs. 2,3,9</td>
<td>K. Boyle, Thirty Stories (selections to be announced)</td>
<td></td>
<td>Varieties of human relation-ships</td>
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<td>11/2</td>
<td>Notes: Articles on pp. 42, 37, 83 Freidan: Chap. 5</td>
<td>A. Jellicoe, The Knack</td>
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<td>Sexuality</td>
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<td>11/9</td>
<td>Notes: Article on p. 16 Freidan: Ch. 5 (deRougmont: Love in the Western World) (deBeauvoir: Essay on p. 456.)</td>
<td>M. Durass, Four Novels: Ten-Thirty on a Summer Evening: Moderato Cantabile</td>
<td></td>
<td>Love</td>
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<td>11/16</td>
<td>(deBeauvoir: Essays on pp. 379,541)</td>
<td>S. Jackson, The Magic of Shirley Jackson: (to be announced)</td>
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<td>Alienation</td>
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<td>11/23</td>
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<td>S. Jackson (cont.)</td>
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<td>Article</td>
<td>Fiction etc.</td>
<td>Presentation</td>
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<td>12/7</td>
<td>Notes: Article on p. 101</td>
<td>R. Owens, Futz and What Came After</td>
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<td>The Stranger</td>
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<td>12/14</td>
<td>Notes: Articles in Section on Organizing. Friedan: Ch. 14.</td>
<td>S. Plath, Ariel Alfonsina Storni (dittoes)</td>
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<td>Anger</td>
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<tr>
<td>1/4</td>
<td>Notes: Article on p. 76</td>
<td>A. Sexton, Live or Die</td>
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<td>Live or die</td>
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**Reading List**

Akhmatova, Anna  
Boyle, Kay  
Conrad, Earl  
Duras, Marguerite  
Firestone, Shulamith, ed.  
Friedan, Betty  
Jackson, Shirley  
Jellicoe, Ann  
Mistral, Gabriel  
Owens, Rochelle  
Petry, Ann  
Plath, Sylvia  
Porter, Katherine Anne  
Sexton, Anne

*Selected Poems, Penguin*  
*Thirty Stories, New Directions*  
*Rock Bottom, International*  
*Four Novels, Grove Press*  
*Notes from the Second Year, Radical Feminism*  
*The Feminine Mystique, Dell*  
*The Magic of Shirley Jackson, Parrar, Straus, Giroux*  
*The Knack, The Sport of My Mad Mother, Dell*  
*Selected Poems, Indiana University Press*  
*Futz and What Came After*  
*The Street, Pyramid*  
*Ariel*  
*The Old Order, Harvest*  
*Live or Die, Houghton, Mifflin*

**Recommended Background Reading List (Optional)**

deBeauvoir, Simone  
Flexner, Eleanor  
Graves, Robert  
Hernton, Calvin  
Milliet, Kate

*The Second Sex*  
*Century of Struggle*  
*The White Goddess*  
*Sex and Racism in America*  
*Sexual Politics*

**Writers' Diaries**

Colette  
Min, Anais  
Woolf, Virginia

*Diaries*  
*Diaries*  
*Diary*
Additional Recommended Authors

Doris Lessing, The Golden Notebook, Ballantine
Elizabeth Bowen, The House in Paris, The Death of the Heart, Vintage
Katherine Mansfield, Stories, Vintage
Carson McCullers, The Ballad of the Sad Cafe, Bantam
Flannery O'Connor, A Good Man Is Hard To Find, Signet
Gertrude Stein, Three Lives, Vintage (Caution: Racist)
Sigrid Undset, Kristin Lavransdatter, Pocketbook
Djuna Barnes, Nightwood, New Directions
Eudora Welty, Thirteen Stories, Harvest
Selma Lagerlof, The Story of Gosta Berling, Signet
Simone de Beauvoir, She Came to Stay, Dell; The Woman Destroyed, Putnam
Virginia Woolf, Mrs. Dalloway, Harcourt, Brace, World; Orlando, Signet
Isak Dinesen, Winter's Tales, Vintage
Colette, Cheri
Murasaki, The Tale of Genji, Modern Library
Bella Akmadulina, Fever and Other New Poems, Apollo
Gwendolyn Brooks, Selected Poems, Harper
Mary Barnard, tr., Sappho, University of California Press
<table>
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<tr>
<th>Date</th>
<th>Article</th>
<th>Fiction etc.</th>
<th>Presentation</th>
<th>Suggested Topics</th>
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<td>9/22</td>
<td>Notes: Articles on pp. 32,48,103,108 Friedan: Chs. 1,12,13. (deBoauvoir: Sec. II and VII.)</td>
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<td>Introduction: Organization of course and WS program</td>
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<td>9/20</td>
<td>Notes: Articles on pp. 32,48,103,108 Friedan: Chs. 1,12,13. (deBoauvoir: Sec. II and VII.)</td>
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<td>Perspectives: Third World New Forms Racism Sexism Equal Rights Power Sexuality</td>
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<td>10/6</td>
<td>Notes: pp. 50-53 (Hernton: Sex and Racism in America) (Paper on effects of oppression.)</td>
<td>A. Petry, The Street E. Conrad, Harriet Tubman</td>
<td>Third World Woman</td>
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<td>10/13</td>
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<td>Same as above</td>
<td>Socialization Process of Women</td>
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<td>10/27</td>
<td>Notes: Article on p. 16 Friedan: Ch. 5 (deRougemont: Love In the Western World)</td>
<td>D.H. Lawrence, The Man Who Died</td>
<td>The myth of woman</td>
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<td>11/3</td>
<td>(deBeauvoir: Essays on pp. 200,603)</td>
<td>D.H. Lawrence, Lady Chatterly's Lover</td>
<td>The myth of woman</td>
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<td>11/10</td>
<td>Notes: Articles on pp. 42,83 Friedan: Ch. 13</td>
<td>A. Strindberg, Miss Julie (DHW) Lorea, House of Bernanda Alba (DHW)</td>
<td>Class and sex Repression-self-destruction Woman and nature Alienation of body and mind</td>
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<td>11/17</td>
<td>(deBeauvoir: pp. 60-75)</td>
<td>J. Toomer, Cane</td>
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<td>A view of a revolutionary woman</td>
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<td>11/24</td>
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<td>Continue above</td>
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<td>The springs of inertia</td>
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<td>12/1</td>
<td>Notes: Articles in section on Organizing Friedan: Ch. 14</td>
<td>M. Gorky, The Mother</td>
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<tr>
<td>12/7</td>
<td>(deBeauvoir: Essay on p. 640.)</td>
<td>A. Chekhov, The Major Plays: Three Sisters* or (DHW) Cherry Orchard</td>
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Date  Article  Fiction etc.  Presentation  Suggested Topics
12/5  deBeauvoir  G.B. Shaw,  Woman and p. 379  "Major Barbara  "reality"
1/5  "  Shaw, St. Joan
1/12  Arbuzov, It Happened  A new heroine?
in Irkutek  Idealization

Selections
Chekhov, A.  The Major Plays, signet.
Conrad, E.  Harriet Tubman, International
Friedan, B.  Feminine Mystique, Dell.
Firestone, S.  Notes from the Second Year, Radical Feminists
Gorky, M.  The Mother, Collier
Ibsen, H.  Four Major Plays, Signet
Lawrence, D.H.  Saint Mawr, The Man Who Died, Vintage
Petry, Ann  The Street, Pyramid
Shaw, G.B.  Saint Joan, Penguin
Toomer, J.  Cane
Weiss, ed.  Drama in the Modern World

Optional Reading List
de Beauvoir, Simone  The Second Sex****
Flexner, Eleanor  Century of Struggle
Graves, Robert  The White Goddess
Hernton, Calvin  Sex and Racism in America
Millet, Kate  Sexual Politics
TEXTS in order of discussion:

Jane Austen (1775-1817)
  Northanger Abbey (1798) (Signet)

Henry James (1843-1916)
  What Maisie Knew (1897) (Anchor)

E. M. Forster (1879-1970)
  A Room With a View (1908) (Vintage)

Elizabeth Bowen (1899-)
  The Death of the Heart (1938) (Vintage)

William Faulkner (1897-1962)
  The Sound and the Fury (1929) (Vintage)

Katherine Anne Porter (1890-)
  Pale Horse, Pale Rider (1939) (Signet)

Carson McCullers (1917-1967)
  The Member of the Wedding (1946) (Bantam)

Gwendolyn Brooks (1917-)
  Maud Martha (1953) (Popular Library)

FINAL EXAM and/or Tillie Olsen's Tell Me a Riddle

Please keep up to date on reading, and bring current book to class.
Lillian Robinson
Department of Literature
Massachusetts Institute of Technology
Fall, 1970

THE SEXUAL ORDER

September 17th -- Popular culture: music*

September 24th -- Popular culture: ads, periodicals*

*See Popular Culture assignment sheet for specific readings & listings

Popular Culture: October Playboy--October True Confessions--September Ladies Home Journal--"J" The Sensuous Woman

Optional: Any issue of any "Bride's" magazine--Current issue of Vogue--Confession Magazines "on reserve" in my office

October 1st -- Freud, CIVILIZATION AND ITS DISCONTENTS
Xerox material on Freud
Naomi Weisstein, Kuche, Kinde Kirche as Scientific Law:
Psychology Constructs the Female
Mary McCarthy, 'The Tyranny of the Orgasm' in ON THE CONTRARY
Optional: Ann Koedt, 'The Myth of the Vaginal Orgasm' with supplement:
Nancy Mann, 'Fucked-Up in America'
Herbert Marcuse, EROS AND CIVILIZATION
Wilhelm Reich, THE FUNCTION OF THE ORGONE

October 8th -- Philip Roth, PORTNOY'S COMPLIANT
John Cheever, 'An Educated American Woman' in THE BRIGADIER AND THE GOLF WIDOW

October 15th and 22nd --
Colette, THE VAGABOND
Pavese, AMONG WOMEN ONLY
Doris Lessing, 'One Off the Short List'

November 5th -- Eugene O'Neill, DESIRE UNDER THE ELMS
Frederick Engels, THE ORIGIN OF THE FAMILY, PRIVATE PROPERTY AND THE STATE

November 12 -- Margaret Mead, MALE AND FEMALE
SEX AND TEMPERAMENT IN 3 PRIMITIVE SOCIETIES
(excerpts will be assigned)

November 13 -- Selections from ANALYSIS OF HUMAN SEXUAL RESPONSE
Something like LOVE WITHOUT FEAR
A book of Pornography

December 3 -- GUSTAVE FLAUBERT, MADAME BOVARY
Mary Renault, THE CHARIOTEER

December 10 -- Mary Wollstonecraft, VINDICATION OF THE RIGHTS OF WOMAN
and 17
John Stuart Mill, ON THE SUBJECTION OF WOMEN
Virginia Woolf, THREE GUINEAS
Margaret Benston, 'The Political Economy of Women's Liberation'
Juliet Mitchell, 'Women: The Longest Revolution'
Laurel Limpus, 'Sexual Repression and the Family'
Other pamphlets to be specified
What am I doing teaching Women's Studies in a men's college? Substantial recent gains in female enrollment have raised the proportion of undergraduate women at MIT to 7.8%. Invidious distinctions are constantly drawn not only between male and female students, but between MIT "coeds" and (real) girls. Despite cross-registration from Wellesley, it is not unusual--though no longer the norm--for a class to contain no women at all.

More than half my students in "The Sexual Order" are female, but the nature of the course is largely determined by the male-dominated institution that surrounds it. MIT is, of course, a "university polarized around science." This peculiarity has also contributed to the way the course works. With their strong background in science, MIT students are most responsive to a discursive, objective approach to cultural phenomena. They are less willing to make the connections between social and personal experience or to recognize intellectual discipline and rigor in non-scientific areas. I have the impression that students take the course most seriously when it is concerned with broad cultural questions, but react with defensive jocularity when it comes closer to their own lives.

"The Sexual Order" is a Literature elective in the Department of Humanities. Its subject matter necessarily crosses disciplinary boundaries, but the kind of cultural criticism I am concerned with is rooted in literary tradition. The course proceeds as an examination of some central sexual myths. Literature is both the source and the reflection of those myths. I think I have a tendency to vacillate between close reading of particular texts and sweeping cultural syntheses--result of the contradiction between literary training and the limits of a single isolated course.

"Sex" in this course has three related meanings: sexual identity, sexuality, and political relations. The title, I think, embraces all three. We begin by considering popular culture--advertising, song lyrics, mass circulation magazines, The Sensuous Woman--and the myths they embody. ("Myth" is used throughout as a literary category, not a moral stricture or a euphemism for "untruth."). The first block of "serious" reading is about Freudianism; it includes Civilization and its Discontents and some minor works of Freud, along with Naomi Weisstein's "Kuche, Kinde, Kirche as Scientific Law: Psychology Constructs the Female" and Mary McCarthy's "The Tyranny of the Orgasm." Supplementary materials I recommend are Marcuse's Eros and Civilization, works of Wilhelm Reich, and Ann Koedt's "The Myth of the Vaginal Orgasm." Two literary works that follow illustrate both the influence of Freudianism and the dangers of generalizing about those influences; they are Philip Roth's Portnoy's Complaint and John Cheever's "An Educated American Woman."

In the next section of the course, we look at a few books that show isolated women reacting to social stereotypes. Colette's The Vagabond, Cesare Pavese's Among Women Only and Doris Lessing's "One Off the Short List" are the texts here.

On the whole, the approach is influenced by cultural anthropology, a direction that becomes explicit in the next unit, where we read O'Neill's Desire Under the Elms, Engels' The Origin of the Family, and two major studies by Margaret Mead. The approach carries over into the material about sexuality, which includes the Brechers' Analysis of Human Sexual Response (popularization and critiques of Masters and Johnson), a contemporary marriage manual, Flaubert's Madame Bovary, and Mary Renault's The Charioteer.

The course ends with readings about sex and politics: the classic essays by Mary Wollstonecraft and J. S. Mill, Virginia Woolf's Three Guineas, and a number of recent pamphlets. Pressure of time has forced me to cut out a unit I was very
much interested in—tentatively titled "Sex and High Culture." Reading here included Virginia Woolf's *A Room of One's Own* and an essay of my own about it, Kenneth Clark's *The Nude*, Kate Millett's *Sexual Politics* and some sixteenth century love sonnets.

Films are shown in connection with the course, but none of them has been the topic of a whole class discussion. My original list (abridged by the realities of non-commercial distribution) included *The Sheik*, *It Happened One Night*, *Lady in the Dark*, and *Elvira Madigan*. Guests have attended class to give us the benefit of their expertise; we have had a critic doing a book on Pavese, an anthropologist to talk about the family, an art historian to lecture on Delacroix's nudes, and the September Playmate. (It is a hard class for a guest because the 40-odd members have developed a kind of solidarity that promotes discussion and discourages lecturing.) One class is being planned and run by students from the Gay Liberation Front. Informal gatherings take place from time to time, and the class is going away together for a discussion weekend in Vermont.

Student "input" consists in active class participation, plus a substantial term project. Many of these projects are traditional literary subjects explored from a new angle: stereotypes or reversals of sexual roles in the work of a particular novelist or playwright; a few papers are applying similar questions to films, painting or music. A number of students are keeping journals about their own experiences with the reading—something I hesitated to make a requirement but was pleased to encourage. Several male students are writing about different aspects of the socialization of men; one is studying collective child-rearing experiments. Taking a lead from Pavese, one man is attempting a work of fiction from the female point of view. A graduating history major is writing about the decline of American feminism. Some are working on "creative" projects: a photographic essay for one, a film for another couple, and a (Joycean) pornographic novel for a team of two writers and an illustrator.
Lectures
1. Images of women in fairy and folk tales—Alison Bishop
2. Pattern of little womanhood in classical children's literature—Patricia Latham
3. The conception of women in English Medieval and Renaissance literature—Michael Kaufman
5. Jane Eyre's descendents: the Gothic novel—Joanna Russ
6. Women in Hawthorne's fiction—Dan McCall
7. Feminine types in the fiction of Harold Frederic—Jean Blackall
8. Civilization and madness: literature of the American frontier—Frances Waller
9. The "Woman Question" in late 19th century America: Adams and James—Cushing Strout
10. Love and death in Western literature—Linda Finlay
11. Respectability and success in a changing society: The House of Mirth and Sister Carrie—Howard Kaye
13. Jean-Paul Sartre and the second sex—Dorothy McCall
14. The independent woman in the fiction of Mary McCarthy and Doris Lessing—Sheila Tobias

Reading List
1. (A. Bishop) Required: Grimm's Fairy Tales (best known ones)
   One of the following:
   Fitzgerald, Tender Is the Night
   Roth, Portnoy's Complaint
   Forster, Howards End
   On Reserve: Several books of fairy and folk tales

2. (P. Latham) Required: Alcott, Little Women
   On Reserve: Pollyanna
   The Secret Garden
   The Fairchild Family
   Wilder, The Little House on the Prairie
   Peter Cowen, The Image of Childhood

3. (M. Kaufman) Required: The Taming of the Shrew
   Much Ado About Nothing
   On Reserve: Eileen Powers, "The Position of Women" in The Legacy of the Middle Ages
Blanche Dow, *The Varying Attitudes Toward Women in French Literature*
Chilton Powell, *English Domestic Relations*
Francis Utley, *The Crooked Rib*
Louis B. Wright, *Middle Class Culture in Elizabethan England*
Edward Westermarck, *A Story History of Marriage*

4. (D. Archibald) Required: (one of the following)
   Jane Austen, *Pride and Prejudice*  
   *Emma*  
   *Persuasion*

5. (J. Russ) Required: Bronte, *Jane Eyre*

   One contemporary Gothic novel by an author such as Victoria Holt

6. (Dan McCall) Required: Hawthorne, *The Scarlet Letter* or *The Blythedale Romance*

7. (J. Blackall) Required: Harold Frederic, *The Damnation of Theron Ware*

8. (F. Waller) Required: Hamlin Garland, *Son of the Middle Border*

   On Reserve:  
   Kolvaag, *Giants in the Earth*  
   Stegner, *The Big Rock Candy Mountain*  
   Wister, *The Virginian*


   On Reserve:  
   Lasch, *The New Radicalism in America* (Chapter on "Woman as Alien")  
   Stegner, *The Sound of Mountain Water* (ch. 3, pt II)  

10. (L. Finlay) Required: Denis de Rougement, *Love in the Western World*

    On Reserve:  
    Malraux, *Man's Fate*  
    *The Temptation of the West*  
    Joseph Bedier, *The Romance of Tristan and Iseult*

11. (H. Kaye) Required: Dreiser, *Sister Carrie* or *Wharton, The House of Mirth*

12. (J. Bishop) Required: Henry James, *Portrait of a Lady*

13. (Dorothy McCall) Required: de Beauvoir, *The Second Sex* (selected chapters)  
    One of the following:  
    Jean-Paul Sartre, *Nausea*  
    *The Flies*  
    *Anti-Semite and Jew*

14. (S. Tobias) Required: Mary McCarthy, *The Group* or  
    Doris Lessing, *The Golden Notebook*
Reading will concentrate on the works of such writers as those listed below, with a focus on personal (as opposed to political) views of feminine problems. Although the reading will not necessarily follow a historical sequence, there will be some effort to ascertain the relevance of varying social contexts to the ways in which women have understood themselves. But the shape of the course will depend on the class itself: students will take a good deal of responsibility for the conduct of classes, and student interest and participation will largely determine the range of reference and concern.

**POETS**

Anne Finch, Countess of Winchilsea
Elizabeth Barrett Browning
Christina Rossetti
Emily Dickinson
Elinor Wylie
Edna St. Vincent Millay
Sylvia Plath
Anne Sexton

**WRITERS OF LETTERS, JOURNALS, MEMOIRS**

Dorothy Osborne
Lady Mary Wortley Montagu
Hester Thrale Piozzi
Fanny Burney
Dorothy Wordsworth
Lillian Hellman
Mary McCarthy

**FICTION WRITERS**

Fanny Burney (*Evelina*)
Jane Austen
Charlotte Bronte
Emily Bronte
George Eliot
Kate Chopin (*The Awakening*)
Virginia Woolf
Doris Lessing
Mary McCarthy
Katherine Anne Porter
Eudora Welty
Tillie Olson
Joyce Carol Oates

This is in no sense a definitive "reading list," only some suggestions.
Sept. 28  Ellen Willis, *Up From Radicalism: A Feminist Journal* (duplicated)

Margaret Cavendish, Duchess of Newcastle, *A True Relation of My Birth, Breeding and Life* (duplicated)

Mary McCarthy, *Memories of a Catholic Girlhood*

Oct. 5  Mary McCarthy, *The Company She Keeps*

Oct. 12  Poems (duplicated): Anne Bradstreet, Anne Pinch, Countess of Winchilsea, Emily Dickinson, Elinor Wylie

Oct. 19  George Eliot letters (duplicated); George Eliot, *The Mill on the Floss*

Oct. 26  Assorted letters and diaries (duplicated and on reserve)

Dec. 7  Doris Lessing, *The Golden Notebook*

Dec. 14  Final discussion

**SOME IMPORTANT WORKS BY AND ABOUT WOMEN**

Louisa May Alcott, *Little Women* (Airmont, 95c)

*Jane Austen, *Persuasion* (Airmont, 50c)  
*Emma* (Airmont, 50c)

Simone de Beauvoir, *Prime of Life* (Lancer, $1.25)

*Charlotte Bronte, *Shirley* (Popular Library, $1.25)  
*Jane Eyre* (Airmont, 60c)

Emily Bronte, *Wuthering Heights* (Airmont, 50c)

*Kate Chopin, *The Awakening* (Capricorn, $1.65)

Fanny Burney, *Evelina* (Norton, $1.95)

*Colette, *Earthly Paradise* (Sunburst, $2.65)

Emily Dickinson, *Selected Poems and Letters* (Anchor, $1.45)
Isak Dinesen, Out of Africa
Maria Edgeworth, Belinda
Mary Ellman, Thinking About Women

Journal of Charlotte L. Forten: A Free Negro in the Slave Era (Collier, $2.45)

*Elizabeth Gaskell, Mary Barton (Norton, $1.96)
Wives and Daughters (Penguin, $2.75)

Ellen Glasgow, The Sheltered Life
Vein of Iron (Harbrace, 95c)

Mattie Griffiths, Autobiography of a Female Slave (Mnemosyne, $3.50)

*Lillian Hellman, An Unfinished Woman
Diary of Alice James (Apollo, $1.95)

Child of the Dark: The Diary of Carolina Maria de Jesus (Signet, 75c)

Amy Lowell, Poems

*The Story of Mary MacLane

The Complete Letters of Lady Mary Wortley Montagu

Letters of Dorothy Osborne

Katherine Ann Porter, Flowering Judas and Other Stories (Signet, 95c)

Adrienne Rich, Necessities of Life (Norton, $1.95)

Anne Sexton, Love Poems (Houghton Mifflin, $1.95)

*Jean Stafford, Collected Stories (Sunburst, $2.95)

E. P. Stewart, Letters of a Woman Homesteader (Bison, $1.25)

Harriet Beecher Stowe, The Minister's Wooing

Elizabeth Taylor, In a Summer Season

Hester Thrale, Thraliana

Mary Webb, Precious Pane

*Virginia Woolf, To the Lighthouse (Harvest, $2.45)
The Voyage Out (Harvest, $2.45)
A Writer's Diary (Signet, $1.25)
SYLLABUS

Part I: Feminist Literature of the 1960s; consciousness and history

September
15 - Introduction
22 - Friedan
25 - Friedan
29 - Ware, Womanpower. History of the WLM; Black women's lib

October
2 - Ware. Rap session with Cellestine Ware.
6 - Notes from the Second Year. NY Radical Feminists
9 - Feminist manifestos
13 - Female sexuality: articles by Joline, Koedt; recommended: Masters and Johnson, Human Sexual Response
16 - Rap session on female sexuality, with Joyce Walstedt, psychotherapist

Part II: Literature by and about women, 1920-1970

20 - Sinclair Lewis, Main Street
23 - Lewis

November
3 - Lewis
10 - Mary McCarthy, The Group
13 - McCarthy
17 - McCarthy
20 - Evan Connell, Mrs. Bridge
24 - Connell

December
1 - Rap session with WLM members
4 - Sylvia Plath, Ariel
8 - Plath
11 - Plath
15 - Anne Sexton, poems
18 - Synthesis
22 - Synthesis

Three papers will be required: there will be no final exam.
Paper 1: October 9. Analysis of advertising for women
Paper 2: December 1. Analysis and criticism of the literary treatment of a theme or character relating to women's status.
Paper 3: Due after Xmas recess. Discussion of an aspect of your personal experience which has shaped your attitudes as a woman; or criticism of an aspect of your education which has limited you as a woman.
Required:

Betty Friedan - The Feminine Mystique
Sinclair Lewis - Main Street
Mary McCarthy - The Group
Evan Connell - Mrs. Bridge
Margaret Drabble - Thank You All Very Much
Sylvia Plath - Selected Poems
Cellestine Ware, Womanpower; Notes from the Second Sex

Recommended:

I. Background

Caroline Bird - Born Female
William O'Neill - Everyone Was Brave
Masters and Johnson - Analysis of Human Sexual Response
Lawrence Lader - Abortion
Robert Lifton - The Woman in America
Simone de Beauvoir - The Second Sex
Mary Ellmann - Thinking About Women
Andrew Sinclair - The Emancipation of American Women
Alfred Kinsey - Sexual Behavior in the Human Female
Margaret Mead and Frances Kaplan, eds. - American Women: The Report of the President's Commission on the Status of Women. 1965

II. Autobiography

Mary McCarthy - Memories of a Catholic Girlhood
Anais Nin - The Diary of Anais Nin
Ellen Glasgow - The Woman Within
Lillian Hellman - An Unfinished Woman
Beatrice Webb - My Apprenticeship
Jon and Rumer Godden - Two Under the Indian Sun

III. Novels by Women: 20th Century

Doris Lessing - Martha Quest
A Proper Marriage
The Golden Notebook
Virginia Woolf - Mrs. Dalloway
To the Lighthouse
Margaret Drabble - Jerusalem the Golden
The Waterfall
The Garrick Year
Alison Lurie - Love and Friendship
Real People
The Nowhere City
Kathryn Perutz - The Garden
May Sarton - The Small Room
Shirley Jackson - Hangmen
Mary McCarthy - The Company She Keeps
   The Groves of Academe
   A Charmed Life
Maxine Kumin - The Passions of Uxport
Sylvia Plath - The Bell Jar
Pauline Marshall - The Chosen Place, the Timeless People
Sarah E. Wright - This Child's Gonna Live
Joyce Carol Oates - Them
   Expensive People
Edna O'Brien - The Girl with Green Eyes
Nell Dunn - Up the Junction
   Poor Cow
   Talking to Women
Penelope Mortimer - The Pumpkin Eater
Iris Murdoch - A Severed Head
   The Unicorn

IV. Novels by Women - 19th Century

Olive Schreiner - Story of An African Farm
George Eliot - The Hill on the Floss
   Middle-march
   Daniel Deronda
Charlotte Bronte - Jane Eyre
   Shirley
   Villette
Louise May Alcott - Little Women
Elizabeth Gaskell - Wives and Daughters
   Cranford

V. Novels by Men

John Updike - Couples
John Barth - The End of the Road
Philip Roth - Letting Go
Norman Mailer - The American Dream
D. H. Lawrence - Sons and Lovers
   Lady Chatterley's Lover
John Fowles - The French Lieutenant's Woman
Lawrence Durrell - Justine
   Clea

VI. Poems, Plays Belles Lettres

Sylvia Plath - Ariel
Anne Sexton - All My Pretty Ones
   Live or Die
   Love Poems
Edward Albee - Who's Afraid of Virginia Woolf
   The American Dream
Tennessee Williams - Suddenly Last Summer
   Baby Doll
   Streetcar Called Desire
Lorraine Hansberry - Raisin in the Sun
Lillian Hellman - The Children's Hour
   Toys in the Attic
   The Little Foxes
Virginia Woolf - A Room of One's Own
Elaine Showalter
Douglass College

THE WOMAN WRITER IN THE TWENTIETH CENTURY
Spring 1971

Syllabus

1. Women and the Literary Marketplace, 1850-1900
   Helen Papashvily, All the Happy Endings.
   Louis Auchincloss, Pioneers and Caretakers: A Study of Nine American Women Novelists. (Delta paperback)

2. The Woman Writer: Stereotypes and Traditions
   J.S. Mill, The Subjection of Women, Chap. III
   *Virginia Woolf, A Room of One's Own (Harcourt, Brace)

   Sarah Orne Jewett, A Country Doctor.
   Mary Austin, A Woman of Genius.
   *Kate Chopin, The Awakening. (Capricorn)

4. The Suffrage Movement
   William O'Neill, Everyone Was Brave: The Rise and Fall of Feminism in America.
   Mary Johnston, Hagar.
   *Ellen Glasgow, The Woman Within.

5. English Women Writers and the Feminine Ideal: Impressionism
   *Virginia Woolf, Mrs. Dalloway. (Harcourt, Brace)
   Katherine Mansfield, selected stories
   Dorothy Richardson, Pilgrimage.

   Djuna Barnes, Nightwood.
   *Edna St. Vincent Millay, poems and letters

7. Regionalism
   Willa Cather, My Antonia.
   Ellen Glasgow, Barren Ground.
   Elizabeth Madox Roberts, The Time of Man.
8. The Influence of Marx and Freud

*Mary McCarthy, *The Company She Keeps (Dell).
The Group (Dell).

9. The Neo-Gothic School of Southern Regionalists

*Carson McCullers, *Member of the Wedding.
Katherine Anne Porter, *The Leaning Tower.

10. Black Women Writers

Gwendolyn Brooks, poems.
Nikki Giovanni, poems.


*Sylvia Plath, *Ariel.
The Bell Jar.
Anne Sexton, *Live or Die.
*Love Poems.
Denise Levertov, *Jacob's Ladder.
Diane Wakoski, *In the Blood Factory.

12. New Feminine Consciousness: American Fiction

*Alison Lurie, *Real People.
*Tillie Olson, *Tell Me a Riddle (Faber).
*Joyce Carol Oates, *Expensive People. (Fawcett Crest)

13. New Feminine Consciousness: British Fiction

*Iris Murdoch, *A Severed Head. (Viking)
*Margaret Drabble, *Thank You All Very Much. (Signet)
Penelope Mortimer, *The Pumpkin Eater.
Brigid Brophy, *Don't Never Forget.

14. Synthesis

Catherine Drinker Bowen, "We Never Asked a Woman Before," *Atlantic Monthly*, March, 1970
Kate Millett, *Sexual Politics.*
Mary Ellman, *Thinking About Women.*
LITERARY PERSPECTIVES ON WOMEN

This course is to examine the portrayal of women in literature by both men and women. Particularly stressed will be the emphasis on stereotyped roles; the long tradition of misogyny in Western literature; the development of female consciousness; the concurrently held yet opposing views of women as both Mary (Beatrice, Laura, etc.) and Eve (Delilah, Guinivere, etc.); and the ways in which woman is constantly defined as the Other, in existentialist terms.

Note: Probably some sociological approaches cannot be avoided, and some Freudian work is possibly inevitable. However, I want to concentrate more on thematic and stylistic topics than on questions about whether men and women are innately different, inferior or superior, and the like.

Most or all of the following:

Virginia Woolf, *A Room of One's Own*
Aristophanes, *Lysistrata*
Chaucer, *The Wife of Bath's Prologue and Tale*
Shakespeare, *The Taming of the Shrew*
Mme. de la Fayette, *La Princesse de Cleves*
Eliot, *Middlemarch*
Austen, *Northanger Abbey*
(possibly *Emma* or *Pride and Prejudice*)
Flaubert, *Madame Bovary*
Ibsen, *A Doll's House*
James, *Portrait of a Lady*
Leduc, *La Batarde* (or another work dealing with lesbianism)
Lessing, *Golden Notebook*
K. Chopin, *The Awakening*

Possible parallel readings:

Andreas Capellanus, *The Art of Courtly Love*
Katherine Rogers, *A History of Misogyny* (The Troublesome Helpmate)
Mary Ellmann, *Thinking About Women*
Simone de Beauvoir, *The Second Sex*
Women: A Journal of Liberation
Denis de Rougemont, *Love in the Western World*
Jean Gagen, *The New Woman: Her Emergence in English Drama, 1600-1730*
Ashley Montagu, *The Natural Superiority of Women*
Appropriate readings from Freud
Kate Millett, *Sexual Politics*
WOMEN AUTHORS

TEXTS:  
O'Connor, Flannery, *3 by Flannery O'Connor*, Signet  
de Beauvoir, Simone, *The Second Sex*, Bantam  
Woolf, Virginia, *Room of One's Own*, Harcourt, Brace  
Woolf, Virginia, *To the Lighthouse*, Harcourt, Brace  
Duras, Marguerite, *Hiroshima, Mon Amour*, Grove  
McCullers, Carson, *Member of the Wedding*, Bantam  
Oates, Joyce Carol, *Garden of Earthly Delights*, Crest, Fawcett  
Porter, Katherine Anne, *Flowering Judas & Other Stories*, Signet  
Mansfield, Katherine, *Katherine Mansfield Stories*, Vintage

All assignments not in books purchased may be found on library reserve. (see attached list).

TOPICS AND RELATED READING:

Sept. 16  
Introduction to Course: Woman as Other: *The Second Sex*, Book I

Sept. 23  
Woman as Artist

*The Second Sex*, Book II, Chapter XXV (The Independent Woman)  
*A Room of One's Own*, Virginia Woolf

Fiction: Doris Lessing, "To Room 19"  
Poetry: Erica Mann, "The Commandments"

Sept. 30  
Childhood

*The Second Sex*, Book II, Chapter XII (Childhood)  
Fiction: "The Garden Party," Katherine Mansfield  
"A Memory of A Catholic Girlhood," Mary McCarthy  
Jane Eyre, Charlotte Bronte  
Poetry: "Nikki-Roasa," Nikki Giovanni  
"The Father of My Country," Diane Wakoski  
"The Child and the Shadow," Elizabeth Jennings  
"I Hear You," Shirley Kaufman  
"Values in Use," Marianne Moore

Oct. 7  
The Young Girl: Sexual Awareness

*The Second Sex*, Book II, Chapters XIII and XIV (The Young Girl and Sexual Initiation)  
Fiction: *Member of the Wedding*, Carson McCullers  
"Yoneko's Earthquake," Hisaye Yamamoto  
"A No-Account Creole," Kate Chopin  
Poetry: "Our Bodies," Denise Levertov  
"The Mutes," Denise Levertov  
"Room," Shirley Kaufman  
"A Gift of Trilliums," Sandra McPherson  
"Song," Marilyn Thompson

Oct. 14  
Woman and Love

*The Second Sex*, Book II, Chapter XXIII (The Woman in Love)  
Fiction: "Melanchta & Jeff," Gertrude Stein from *Pride and Prejudice*, Jane Austen; from *Wuthering Heights*, Emily Bronte
Poetry: "I Cannot Live With You," Emily Dickinson
"Three of Swords," Diane Wakoski
"Delay," Elizabeth Jennings
"Identity," Elizabeth Jennings

Oct. 21
The Independent Woman

The Second Sex, Book II, Chapter XXI (Women's Situation and Character)
Fiction: "Theft," Katherine Anne Porter
"The Little Governess," Katherine Mansfield
"The Maid of Saint Philippe," Kate Chopin
"The House of Mirth," Edith Wharton
Poetry: "No More Soft Talk," Diane Wakoski

Oct. 28
The Married Woman

The Second Sex, Book II, Chapter XVI (The Married Woman)
Fiction: "Marriage a la Mode," Katherine Mansfield
"Bliss," Katherine Mansfield
"Seventeen Syllables," Hisaye Yamamoto from Middlemarch, George Eliot
Poetry: "Fear of Flying," Mona Van Duyn
"Toward a Definition of Marriage," Mona Van Duyn
"Housewife," Anne Sexton
"The Applicant," Sylvia Plath
"When You have Forgotten Sunday: The Love Story," Gwendolyn Brooks
"Marriage," Marianne Moore
"The Accomplices," Isabella Gardner

Nov. 4
The Role of Mother

The Second Sex, Book II, Chapter XVII (The Mother)
Fiction: A Garden of Earthly Delights, Joyce Carol Oates
Poetry: "Bedtime Story: For Moss," Barbara Drake
"The Division of Parts," Anne Sexton
"Abortion," Anne Sexton
"The Fortress," Anne Sexton
"Mothers, Daughters," Shirley Kaufman

Nov. 11
Maturity and Old Age

The Second Sex, Book II, Chapter XX (From Maturity to Old Age)
Fiction: "The Daughters of the Late Colonel," Katherine Mansfield
"The Jilting of Granny Weatherall," Katherine Anne Porter
"A Worn Path," Eudora Welty
"A Good Man is Hard to Find," Flannery O'Connor
Poetry: "Balm," Sandra McPherson
"The Weaver," Joan Swift

Nov. 18
Social Life; Friendship

The Second Sex, Book II, Chapter XVIII (Social Life)
Fiction: "The Waltz," Dorothy Parker
"But the One on the Right," Dorothy Parker
"The Defeated," Nadine Gordimer
"Petrified Man," Eudora Welty
Nov. 25
Woman "Outside" of Society: The Lesbian, The Prostitute
The Second Sex, Book II, Chapters XV and XIX (The Lesbian and Prostitutes and Hetairas)
Fiction: "A Piece of News," Eudora Welty
"The Puzzleheaded Girl," Christina Stead
Poetry: "The Whores on the Road to Leonardo," Ruth Good
Sappho, Selected Poems, translated by Mary Barnard

Dec. 2
Woman and Religion
The Second Sex, Book II, Chapter XXIV (The Mystic)
Fiction: "Johnny Panic and the Bible of Dreams," Sylvia Plath
"Good Country People," Flannery O'Connor
To the Lighthouse, Virginia Woolf
Poetry: "Because I Could Not Stop for Death," Emily Dickinson
"Two Sides of Calvin," Phyllis McGinley
"Alleluia from the Cloister," Sister Madeline de Frees

Dec. 9
Woman and Society, World Affairs
Fiction: "Flowering Judas," Katherine Anne Porter
"The Displaced Person," Flannery O'Connor
"The Lottery," Shirley Jackson
Drama: "Hiroshima Mon Amour," Marguerite Duras
Poetry: "Revolutionary Letters," Diana DiPrima
"Daddy," Sylvia Plath
"Success is Counted Sweetest," Emily Dickinson

Dec. 16
The Masculine Image
Fiction: "The White Horses of Vienna," Kay Boyle
"Paul's Case," Willa Cather
Wise Blood, Flannery O'Connor
Poetry: "Blessed is the Man," Marianne Moore

Jan. 6
Summary

BIBLIOGRAPHY ON RESERVE:
Austen, Jane, Pride and Prejudice
Boyle, Kay, "The White Horses of Vienna" in Thirty Stories
Bronte, Charlotte, Jane Eyre
Bronte, Emily, Wuthering Heights
Brooks, Gwendolyn, "When you Have Forgotten Sunday..." in The Honey and the Gall: Poems of Married Life, ed. Chad Walsh, Macmillan
Cather, Willa, "Paul's Case," in Five Stories
Chopin, Kate, "The Maid of Saint Philippe" in the Complete Works of Kate Chopin and The Awakening
Dickinson, Emily, "I Cannot Live with You," "Because I Could Not Stop for Death," and "Success is Counted Sweetest" in Selected Poems
Drake, Barbara, "Bedtime Story: For Moss" in Trans-Pacific Magazine, Vol. 2
de Frees, Sister Madeline (formerly Sister Mary Gilbert), "Alleluia from the Cloister" in From the Darkroom, Bobbs-Merrill
Eliot, George, Middlemarch
Gordimer, Nadine, "The Defeated" in The Soft Voice of the Serpent
Hall, Donald, ed., New Poets of England and America, Number 2
Jackson, Shirley, The Lottery
Jennings, Elizabeth, "Delay" and "Identity" in New Poets of England and America
Kaufman, Shirley, "Mothers and Daughters" and "I Hear You" in The Floor Keeps Turning; "Room" in New American Review, Vol. 2

Lessing, Doris, "To Room 19" in A Man and Two Women

Levertov, Denise, "The Mutes" in The Sorrow Dance


McCarthy, Mary, Memories of a Catholic Girlhood

McGinley, Phyllis, "Two Sides of Calvin" in Times Three

McPherson, Sandra, "Balm" in Northwest Review (Winter, 1970)

Moore, Marianne, "Blessed is the Man," "Marriage," and "Values is Use" in a Marianne Moore Reader


Sappho, Sappho, A New Translation, tr. Mary Barnard, University of California Press, 1958

Sexton, Anne, "Abortion," "The Fortress," and "Housewife" in All My Pretty Ones. "Division of Parts" in To Bedlam

Stead, Christina, "The Puzzleheaded Girl," in Kenyon Review (Summer, 1965)

Stein, Gertrude, "Melanchta and Jeff" in Three Lives

Swift, Joan, "The Weaver" in Northwest Review (Winter, 1970)

Van Duyn, Mona, "Fear of Flying" in New American Review, Vol. 7, "Toward a Definition of Marriage" in A Time of Bees


Wharton, Edith, "The House of Mirth" in The House of Mirth

AMERICAN WOMEN POETS

This course will offer an introduction to the work of selected American Women Poets from Colonial times to the present day. The course will begin with a few general questions on the works of women poets: Do women write "important" poetry? What are the topics that have engaged the interest of women poets? What forms have American women poets used? The class will read and study the works of Colonial poets, Emily Dickinson, the Imagists, and proceed to the works of the most important and well known of contemporary poets. During the last two weeks of the quarter, we will explore the works of women poets since 1965, using periodicals and new collections as they are issued.

This course is a course which transfers to the University of California as a humanities elective; prerequisite for the course is English 1A and preferably, English 1B.

REQUIREMENTS OF THE COURSE:

1. Each student is responsible for reading and discussing the assigned poems, together with assigned literary histories and/or critical articles.

2. We will have occasional quizzes testing comprehension of the poems, and occasional in-class writing to offer students opportunities for showing how they arrived at their interpretations. These interpretive writings will be dittoed and circulated so that the whole class can share the insights of others.

3. Each student will be required to write a short paper (5-10 pages) on the works of one poet, either a poet discussed in class or, unfortunately, neglected. These papers will be summarized by the writer so that the class can learn of new poets, or gain new approaches to the assigned poets.

4. Grading will be done on the basis of quizzes, the short paper, and the final, with the paper counting most heavily. Discussion in class will count at most 10% toward the final grade—freedom in discussion will be highly valued in this class.
Our culture, even aspects of our language, makes certain assumptions about men and women and assigns each sex certain roles. Writers in particular use a set of stereotypes, such as the virgin or the whore, and symbols, such as the flower or the moon, to describe women. Often there is an odd contradiction between the mythic role women play in works of the imagination and the harsh duties they have in ordinary life.

The seminar will explore some of these assumptions, roles, stereotypes, and symbols. It will look at the contributions of some women to culture, to see whether they try to abide by or to rebel against conventional notions of creativity and sexuality. This seminar hopes to expose old fallacies: that women are lesser beings, that women are meant for mothering, but little else.

Reading will fall into two rough groups: that by the traditionalists and that by revolutionaries. Work will include Genesis, Oedipus Rex, Medea, and writing by Shakespeare, Swift, Samuel Richardson, Jane Austen, some Romantic and Victorian poetry, Thomas Hardy, Freud, Virginia Woolf, Doris Lessing, Henry Miller, Jean Genet, and Eldridge Cleaver. Selections from 19th and 20th century feminist writing will also be assigned.
TEXTBOOKS:

A good college dictionary

A dittoed collection of the works of representative American women poets

Supplements: The Collected Poems of Emily Dickinson--Johnson; A Marianne Moore Reader; Collected Poems--Louise Bogan; Relearning the Alphabet--Denise Levertov; To Bedlam and Part Way Back--Sexton; Colossus--Sylvia Plath; Questions of Travel--Elizabeth Bishop; The Floor Keeps Turning--Shirley Kaufman; 31 New American Poets--Schreiber; Poetry magazine; The New Poets--Carroll

A Note of Explanation:

English 35--Special Reading: American Women Poets is one of four courses which will be given consecutively under the general title What Women Write. The focus on American poets was chosen simply to simplify the task of this quarter; American novelists; American short story writers; and playwrights will follow. In the future, a thematic grouping can be made that will allow the class to study writers from Sappho to the latest student writer. I am especially interested in doing the playwrights this way--I am looking forward to introducing students to the writings of Hrothswitha, for instance.

The collection of poems referred to will be an ad hoc collection, consisting of poems by the following: Anne Bradstreet, Phyllis Wheatley, Emily Dickinson, Marianne Moore, Edna St. Vincent Millay, Amy Lowell, H.D., Louise Bogan, Muriel Rukeyser, Gwendolyn Brooks, Mari Evans, Denise Levertov, Anne Sexton, Janet Lewis, Sylvia Plath, Elizabeth Bishop, Josephine Miles, Shirley Kaufman, Kathleen Frazer, Gail Dusenberry, Sister Mary Norbert Korte, Nancy Willard.

In the meantime, and during the course also, I take my tape-recorder with me to poetry readings and bring back the tapes to my class and my school, so that we can hear the voices of new women poets as they speak out.
THE WOMEN'S RIGHTS MOVEMENT IN AMERICA

1. Introduction:

2. First Feminists, 1790-1848
   a. Assignment: Write a biographical sketch of a feminist born between 1790 and 1820. 5 pages
   b. Sources: Autobiographies, life-and-letters books in Smith College collection, library
   c. Readings: Margaret Fuller, Sections 7-11, in Barbara Cross, ea., The Educated Woman in America
                  Eleanor Flexner, Century of Struggle, 41-105
                  Andrew Sinclair, The Emancipation of the American Woman, 35-102

3. The Second Generation and After, 1850-1920
   a. Exercise: Analyze the careers of ten feminists born after 1860
   b. Sources: Dictionary of American Biography
                  Biographical Cyclopedia of American Women
   c. Reading: Flexner, 105-228
                Sinclair, 139-233

4. Chronologies of Feminism
   a. Exercise: Devise a chronology of significant events or developments in the women's rights movement; compare contemporary accounts with modern
   b. Sources: Paulina Wright Davis, A History of the National Women's Rights Movement (1871)
                  William O'Neill, Everyone Was Brave
                  Sinclair and Flexner, passim

5. Domesticity and the Origins of Feminism
   a. Assignment: no essay or exercise
   b. Sources: M. T. Bingham, ed., Emily Dickinson's Home: Letters of Edward Dickinson and His Family
                  Catherine Beecher, Sections 1-6, in Cross, Educated Woman in America
   c. Reading: William R. Taylor and Christopher Lasch, "Two Kindred Spirits": Sorority and Family in New England, 1839-1846,
                  New England Quarterly, XXXVI (1963), 23-41

6. How the Founders Defined Feminism
   a. Assignment: Write an essay on the definition of feminism or the understanding of women's rights in a 19th century tract, and compare it with a similar document from the 20th century. 5 pages
Margaret Fuller, *Woman in the Nineteenth Century*  
Charlotte Perkins Gilman, *Women and Economics* (1899)

7. Opposition: Anti-Feminism and the Mentality of the Lady  
a. Assignment: no essay or exercise  
b. Sources: Mary B. Chesnutt, *A Diary from Dixie*  
Beecher in Cross (repeat)  
Sinclair, 113-138. Edmund Wilson, *Patriotic Gore*  
Flexner, 294-305

8. The Movement: Organization and Politics  
a. Assignment: Write an essay analyzing the growth of one feminist organization or institution  
b. Sources: Smith Library, Sophia Smith collection, Smith College Archives  
c. Reading: William O'Neill, *The Woman Movement*

a. Assignment: no essay or exercise  
b. Sources: Elizabeth Cady Stanton *et al.*, *History of Woman Suffrage*  
c. Reading: Aileen Kraditor, *The Ideas of the Woman Suffrage Movement*

10. The Movement: New Roles  
a. Assignment: no essay or exercise  
b. Sources: Jane Addams, *Twenty Years at Hull House*  
M. Carey Thomas, Sections 12-16, in Cross, *Educated Woman in America*  
Smith College Archives  
c. Reading: Christopher Lasch, *The New Radicalism in America*, 3-68, 104-140

11. The Movement: Birth Control and New Sexual Theory  
a. Assignment: no essay or exercise  
b. Sources: Margaret Sanger, *An Autobiography*  
c. Reading: J. A. and Olive Banks, *Feminism and Family Planning in Victorian England*

12. Historians of Women's Rights in America  
a. Assignment: Write a review essay on any three accounts of the history of feminism in America  
b. Sources: 19th or 20th century accounts—e.g., O'Neill, Sinclair, Flexner, Kraditor, Lasch, Stanton  
Colloquium on the History of Women

Reading List

Archival Sources

Smith College Archives: Higher education

Sophia Smith Collection:
- Birth Control -- Sanger, Rose, Brush, Ames, and Planned Parenthood collections
- Woman Suffrage -- Anthony, Casement, Catt, Flexner, Howland, Morganthau, Blake, Schain, N. E. Hospital, Garrison, Ames, Tuttle, and Dreier collections
- Woman's rights -- Beard, Woman's rights, and Women's Liberation collections

Published Sources

Autobiographies in Smith College collection, library
- Barbara Cross, ed., The Educated Woman in America
- Perry Miller, ed., Margaret Fuller
- Paulina Wright Davis, A History of the National Women's Rights Movement (1871)
- M. T. Bingham, ed., Emily Dickinson's Home: Letters of Edward Dickinson and His Family
- Sara Grimke, Letters on the Equality of the Sexes and the Condition of Women (1838)
- Margaret Fuller, Woman in the Nineteenth Century
- Charlotte Perkins Gilman, Women and Economics (1899)
- Mary B. Chesnutt, A Diary from Dixie
- Elizabeth Cady Stanton et al., History of Woman Suffrage (1881-1922), 12 vols.
- Margaret Sanger, An Autobiography

Selected Modern Studies
- Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the United States
- Andrew Sinclair, The Emancipation of the American Woman
- William O'Neill, Everyone Was Brave: The Rise and Fall of Feminism in America
- William O'Neill, The Woman Movement
- Aileen Kraditor, The Ideas of the Woman Suffrage Movement
- J. A. and Olive Banks, Feminism and Family Planning in Victorian England
- Christopher Lasch, The New Radicalism in America
WOMEN'S HISTORY IN AMERICA

I. INTRODUCTION: WHY STUDY WOMEN'S HISTORY?


Aileen Kraditor, "Women in History and Historiography," UP FROM THE PEDESTAL: SELECTED WRITINGS IN THE HISTORY OF AMERICAN FEMINISM

II. THE IMAGES OF WOMEN.

Leslie Fiedler, "The Revenge of Woman: From Lucy to Lolita," LOVE AND DEATH IN THE AMERICAN NOVEL


Mary Ellmann, THINKING ABOUT WOMEN

Harvey Cox, "Sex and Secularization," THE SECULAR CITY

Jamie Fricoc, "Testbooks and Conditioning," WOMEN: A JOURNAL OF LIBERATION, Fall, 1969

Leah Heyn, "Children's Books," ibid

Donna Keck, "The Art of Maiming Women," ibid

American paintings, slides from the art department shown in class

III. PARALLEL PROBLEMS: BLACKS AND WOMEN

Gunnar Myrdal, "A Parallel to the Negro Problem," Appendix 5 in AN AMERICAN DILEMMA, Vol. II

Helen Matthews Lewis, THE WOMAN MOVEMENT AND THE NEGRO MOVEMENT—PARALLEL STRUGGLES FOR RIGHTS

Helen Hacker, "Woman as a Minority Group," SOCIAL FORCES (Oct., 1951)

Naomi Weisstein, "Woman as Nigger," PSYCHOLOGY TODAY (Oct., 1969)

Calvin Hernton, SEX AND RACISM IN AMERICA

IV. BLACK NATIONALISM AND BLACK WOMEN'S LIBERATION: A DIALOGUE

Lee Roi Jones, "American Sexual References: Black Male," HOME

Eldridge Cleaver, "To All Black Women, From All Black Men," SOUL ON ICE

Frantz Fanon, "The Woman of Color and the White Man" and "The Man of Color and the White Woman," BLACK SKIN, WHITE MASKS

Toni Cade, ed., THE BLACK WOMAN: AN ANTHOLOGY
V. THE FAMILY IN AMERICA

Ruth Anshen, ed., THE FAMILY: ITS FUNCTION AND DESTINY
Philippe Aries, CENTURIES OF CHILDHOOD
Arthur Calhoun, HISTORY OF THE AMERICAN FAMILY
Franklin Frazier, THE NEGRO FAMILY
Hazel Kyrik, THE FAMILY IN THE AMERICAN ECONOMY

VI. ORIGINS OF THE FEMININE MYSTIQUE, 1830-1860

Catherine Beecher, and Harriet Beecher Stowe, THE AMERICAN WOMAN'S HOME
John Abbott, THE MOTHER AT HOME
GODEY'S LADY'S BOOK
Andrew Jackson Downing, ARCHITECTURE OF COUNTRY HOUSES
Thomas R. Dew, "Dissertation on the Characteristic Differences between the Sexes," 'n UP FROM THE PEDESTAL

VII. ALTERNATE FAMILY STRUCTURES, AMERICAN STYLE

John Humphrey Noyes, HISTORY OF AMERICAN SOCIALISMS
William Hinds, AMERICAN COMMUNITIES AND CO-OPERATIVE COLONIES
Charles Nordhoff, COMMUNISTIC SOCIETIES OF THE UNITED STATES
Discussion of present communal living experiments

VIII. FEMINIST THEORISTS

Nineteenth century: Mary Wollstonecraft, A VINDICATION OF THE RIGHTS OF WOMEN
John Stuart Mill, SUBJECTION OF WOMEN
Sarah Grimke, LETTERS ON THE EQUALITY OF THE SEXES AND THE CONDITION OF WOMAN
Margaret Fuller, WOMAN IN THE NINETEENTH CENTURY
Charlotte Perkins Gilman, WOMEN AND ECONOMICS

Twentieth century: Crystal Eastman, articles written for LIBERATOR
Lorine Pruette, WOMEN AND LEISURE
Anna Parsons, WOMAN'S DILEMMA
Suzanne LaFollette, CONCERNING WOMEN
Simone de Beauvoir, THE SECOND SEX
Betty Friedan, THE FEMININE MYSTIQUE
Kate Millett, SEXUAL POLITICS

IX. THE SUFFRAGE MOVEMENT

Declaration of Sentiments and Resolutions, Seneca Falls Convention "Woman and Government," UP FROM THE PEDESTAL (pro- and anti-suffrage arguments)

Background sources: Eleanor Flexner, CENTURY OF STRUGGLE
Alan Grimes, THE PURITAN ETHIC AND WOMAN SUFFRAGE
Alleen Kraditor, THE IDEAS OF THE WOMAN SUFFRAGE MOVEMENT, 1890-1920
William O'Neill, THE WOMAN MOVEMENT

X. SOCIALIST RESPONSE TO WOMEN: A FICTIONAL APPROACH

Vida Scudder, A LISTENER IN BABEL
Arthur Bullard, COMRADE YETTA
Charlotte Teller, THE CAGE
Estelle Baker, THE ROSE DOOR
Reginald Kauffman, THE SPIDER'S WEB
Florence Converse, THE CHILDREN OF LIGHT

XI. RESPONSE OF THE SOCIALIST PARTY

James Weinstein, "Women and Socialism," THE DECLINE OF SOCIALISM IN AMERICA
Mari Jo Buhle, Women and the Socialist Party, 1901-1914," RADICAL AMERICA
(Feb., 1970)
Articles from THE SOCIALIST WOMAN (the Socialist Party women's paper)

XII. THE MIDDLE-CLASS WOMAN'S DILEMMA, 1890-1930

Womanhood: The Problem of Futility
Charlotte Perkins Gilman, "The Breakdown," THE LIVING OF CHARLOTTE GILMAN
Alice James, THE DIARY OF ALICE JAMES
Mary Deland, "The Change in the Feminine Ideal," ATLANTIC, CV (March, 1910)
Gertrude Atherton, "The Woman in Love," HARPER'S BAZAR, XLIV (May, 1910)
Inez Haynes Gillmore, "Confessions of an Alien," HARPER'S BAZAR XLVI (Apr., 1912)
Kate Chopin, THE AWAKENING
Zelda Fitzgerald, SAVE ME THE WALTZ

The Problem of Family and Vocation: Analyses from the Political Right to Left
REPORT OF THE COMMITTEE ON THE FAMILY (Oct., 1907) (National League for the
Protection of the Family)
Rev. Samuel Dike, "Sociology in the Higher Education of Women," ATLANTIC
MONTHLY (reprint Nov. 1892) (Publication of the National Divorce Reform League)
Bertha Richardson, THE WOMAN WHO SPENDS: A STUDY OF HER ECONOMIC FUNCTION
Anna Garlin Spencer, WOMAN'S SHARE IN SOCIAL CULTURE
Jane Addams, "Filial Relations," and "Household Adjustment," DEMOCRACY AND
SOCIAL ETHICS
Thorstein Veblen, THE THEORY OF THE LEISURE CLASS
Charlotte Gilman, THE HOME
Industrialization of Housework as a Basis for Emancipation
ACADEMY OF POLITICAL AND SOCIAL SCIENCE, XLVIII (July, 1913)
Anna Beal Parsons, WOMAN'S DILEMMA, pp. 200-248

XIII. ACTIVISM ON SEVERAL FRONTS, 1890-1950

See list of autobiographies

XIV. REVOLUTION IN THE MAKING: CONTEMPORARY FEMINISM

Discussion of writings on the women's liberation movement

AUTOBIOGRAPHIES OF WOMEN'S EXPERIENCES
compiled by Maurine Greenwald

SOCIAL REFORMERS

SUFFRAGISTS
Harriet Blatch, CHALLENGING YEARS, 1940
Rheta Dorr, A WOMAN OF FIFTY, 1924
Florence Harriman, FROM PINEAPORES TO POLITICS, 1923
Julia Ward Howe, REMINISCENCES, 1899
Mary Livermore, THE STORY OF MY LIFE, 1897
Maud Nathan, ONCE UPON A TIME AND TODAY, 1933
Anna Howard Shaw, THE STORY OF A PIONEER, 1915
Elizabeth Cady Stanton, EIGHTY YEARS AND MORE, 1898
Jane Grey Swisshelm, HALF A CENTURY, 1880

SOCIAL SETTLEMENT WORKERS

Jane Addams, TWENTY YEARS AT HULL HOUSE, 1910
SECOND TWENTY YEARS AT HULL HOUSE, 1930
Mary Anderson, WOMEN AT WORK, 1951
Louise DeKoven Bowen, GROWING UP WITH THE CITY, 1926
OPEN WINDOWS, 1946
Alice Hamilton, EXPLORING THE DANGEROUS TRADES, 1943
Florence Kelley, four articles in SURVEY GRAPHIC: Oct. 1, 1926
Feb. 1, 1927
Apr. 1, 1927
June 1, 1927
Mary White Ovington, THE WALLS CAME TUMBLING DOWN, 1947
Mary Simkovich, NEIGHBORHOOD, 1938
HERE IS GOD'S PLENTY, 1949
Goldie Tuvin Stone, MY CARAVAN OF YEARS, 1945
Lillian Wald, HOUSE ON HENRY STREET, 1915
WINDOWS ON HENRY STREET, 1945

SOCIALISTS, ANARCHISTS, AND COMMUNISTS

Ella Reeve Bloor, WE ARE MANY, 1940
Elizabeth Gurley Flynn, I SPEAK MY OWN PIECE, 1955
Mary Ganz, REBELS, 1920
Charlotte Perkins Gilman, THE LIVING OF CHARLOTTE GILMAN, 1935
Emma Goldman, LIVING MY LIFE, 1931
Mary Harris Jones, AUTOBIOGRAPHY OF MOTHER JONES, 1925
Margaret Sanger, AN AUTOBIOGRAPHY, 1938
Vida Scudder, ON JOURNEY, 1937
Mary Heaton Vorse, A FOOTNOTE TO FOLLY, 1935

WRITERS

Mary Austin, EARTH HORIZON, 1932
Ruth Benedict, AN ANTHROPOLOGIST AT WORK, 1959
Ellen Glasgow, THE WOMAN WITHIN, 1954
Lillian Hellman, AN UNFINISHED WOMAN, 1969
Mabel Dodge Luhan, INTIMATE MEMORIES, 1933-1937
Mary McCarthy, MEMORIES OF A CATHOLIC GIRLHOOD, 1957
Lucy Sprague Mitchell, TWO LIVES, 1954
Gertrude Stein, THE AUTOBIOGRAPHY OF ALICE B. TOKLAS, 1933
Ida Tarbell, ALL IN A DAY'S WORK, 1939
Edith Wharton, A BACKWARD GLANCE, 1934

ADDITIONAL AUTOBIOGRAPHIES

Margaret Bourke-White, PORTRAIT OF MYSELF, 1963
Mary Margaret McBride, OUT OF THE AIR, 1960
Perle Mesta, PERLE-MY STORY, 1960
Eleanor Roosevelt, AUTOBIOGRAPHY, 1961

PERSONAL ACCOUNTS OF WOMEN'S ORGANIZATIONS

LABOR AND TRADE UNION WORK

Mary Anderson, WOMEN AT WORK, 1951
Mary Dreiser, MARGARET DREIER ROBINS: HER LIFE, LETTERS AND WORK, 1950
Alice Henry, THE TRADE UNION WOMAN, 1915
Agnes Nestor, WOMEN'S LABOR LEADER: THE AUTOBIOGRAPHY OF AGNES NESTOR, 1954
Rose Schneiderman, ALL FOR ONE, 1967

CONSUMERS' LEAGUES

Josephine Goldmark, IMPATIENT CRUSADER: FLORENCE KELLEY'S LIFE STORY, 1953
Maud Nathan, THE STORY OF AN EPOCH-MAKING MOVEMENT, 1926

GENERAL FEDERATION OF WOMEN'S CLUBS

J. D. Croly, THE HISTORY OF THE WOMEN'S CLUB MOVEMENT IN AMERICA, 1898
Mildred White Wells, UNITY IN DIVERSITY, 1953
Mary Wood, THE HISTORY OF THE GENERAL FEDERATION OF WOMEN'S CLUBS, 1912

WOMAN'S PARTY

Inez Hayes Irwin, THE STORY OF THE WOMAN'S PARTY, 1921
Doris Stevens, JAILED FOR FREEDOM, 1920
ON TEACHING WOMEN'S HISTORY

Women as a social group have largely been omitted from both standard and specialized accounts of American history. While no conscious conspiracy is responsible for this omission, historians' neglect is symptomatic of our culture's attitude toward women. In teaching two seminars on women's history, at Brown University during 1969-70, I attempted to understand the nature of this attitude since the early nineteenth century. This paper is an endeavor to communicate some sense of the process involved in my research and teaching. I have included a discussion of my approach, source materials, and classroom experience. My closing comments suggest the value of women's history.

Formulating the course had radical implications: it demanded that I ask basic questions about the economy (the use of women as a reserve labor force, the concentration of women in particular jobs), the political system (the historical function and relative importance of the franchise), and the social system (the predominance in our culture of a particular family structure, child-rearing pattern, and division of labor). Additionally, it forced me to confront the problems of teaching—relating to students, creating a humane learning environment, encouraging the examination of problems from several points of view. Throughout the year I constantly re-evaluated the syllabus and classroom dynamics. The students' participation in this process was crucial. Their views have contributed to this presentation. The syllabus has been revised for this paper so that others may benefit from my experience and my current thoughts on the subject.

The initial and most basic problem I faced in researching women's history was that of focus. Should the heroines of our culture be the reference point—the Harriet Beecher Stowes, the Amelia Earharts, the Eleanor Roosevelts? Should the course chart the "progress" of women, each decade showing women winning increasing social, political and economic equality? Should cultural prejudices and discriminatory policies define the emphasis? Should the course focus on middle-class or working-class, white or black, native or immigrant women? Were the traditional social, political, and economic divisions of general history adequate to the study of women's experiences, or was there an approach especially suited to the examination of women's history?

My answer to the question of focus grew directly from my introduction to women's studies—the writings of Jane Addams. Addams explores the relationship between women's experiences and the history of the family. In her essay "Filial Relations," for example, she reveals the conflict between woman as a family possession and woman as a productive member of society. She describes the paradoxical situation of the middle-class woman, whose privileged yet sheltered position permits her to become aware of social problems, while it simultaneously thwarts her efforts to express her political and social consciousness effectively. This insight suggested to me the need for developing an historical perspective on the cliche that women's place is in the home.

Because Jane Addams' comments spoke so much to the present, I was encouraged to begin my research from the standpoint of current attitudes toward women's "proper sphere" and the importance of the family. I attempted to explore the origins of those attitudes. Particular questions were raised by this approach: what is the historical connection between women's domesticity and the needs of the American economy? Do women constitute a conservative and stabilizing force? What political forms have women's social self-perception taken? How has technological change affected women's status, self-image, and activities? What critiques have feminists offered of women's actual and presumed social roles? In short, I attempted to
understand the terms in which women have been viewed by the culture, the economic, social, and political significance of those attitudes, and the context in which self-conscious women activists and writers have viewed themselves and their problems.

The availability of primary sources determined the boundaries of the questions I could reasonably begin to answer. Descriptions of the experience of women servants, slaves, immigrants, pioneers, and factory workers remain buried in court records, journals, letters, travelogs, and newspapers. Hopefully new historical approaches will be developed to enable us to explore the history of the "common" woman. In contrast, materials on the middle-class woman's history, particularly the struggle for legal and political rights, are more readily available, although many are long out of print. Ultimately, sources available at Brown University libraries decided the breadth of my course.

My materials' principally included sources from the fields of history, literature, and art: economic studies, political tracts, journals, diaries, autobiographies, women's magazines, household guides, architecture manuals, poetry and fiction, movies, paintings, and photographs. I tried to organize the sources to reveal different aspects of a topic. For example, in illuminating the problem of the educated woman's position in American society from 1880 to 1910, I brought together Thorstein Veblen's theory of the leisure class, Charlotte Gilman's autobiography, Kate Chopin's novel THE AWAKENING, and Thomas Eakins paintings. Veblen describes changing patterns of female domesticity against the background of industrialization. As factories, schools, and commercial farms increasingly supplanted the traditional productive work performed by women at home, the domestic orientation of women nonetheless persisted. Especially among the affluent middle and upper classes, Veblen observes the transformation of such domesticity into a role based on conspicuous consumption. While Veblen describes this change from the point of view of an observer and critic, Gilman reveals the personal trauma of trying to transcend the social attitudes which traditionally denied middle-class women a work sphere in society at large and now were denying a productive work role even at home. Chopin presents aspects of this dilemma in fictional form. Eakins, in turn, forcefully portrays on canvas the loneliness, spiritual depression, and sexual repression among such women of leisure. A discussion of the psychology of middle-class women at the turn of the century could be illuminated by any one of these sources, but taken together they begin to raise experience from an individual to a social-historical level.

The process of coordinating materials presented fundamental problems. I found the task easier as I slowly developed a more comprehensive social, political, and economic framework for dealing with women's history. Initially I arranged my materials in chronological sequence. From an arbitrary starting point in the 1820's, the course progressed by thirty year intervals to the present. The continuity of particular subjects, however, was too disrupted by this approach. We would study an aspect of the labor movement, the struggle for the vote, a communal living experiment, or radical feminism, only to begin again at a later time to pick up the threads of these topics. As this difficulty became apparent after several weeks of class, discussions with students prompted me to rearrange the syllabus topically, locating the chronology within separate topics. This approach enabled us to explore the ramifications of various themes in more comprehensive terms.

My students were all undergraduates, female and male, most of whom were enrolled in Brown's American Civilization program. Originally the course was offered only to American Civilization majors as one of two options for a senior seminar requirement. However, since my course was the only one in the university which dealt directly with women's history, I permitted interested students from other disciplines to take the course during the second semester.
I encountered numerous difficulties in this my first college teaching experience. The initial classroom procedure based on students' oral reports with alternate sessions devoted to readings in common proved unsatisfactory. The oral reports failed miserably, because they were just that--reports without analysis or interpretation. We were too preoccupied with dissecting the readings rather than using them as background material for discussing particular problems. We were at first emotionally and intellectually too timid to ask penetrating questions about the nature of social relations in America, patterns of domestic and industrial labor, class structure, political reform, and mechanisms for social change. As classroom participants we tended to perform for one another rather than work in common. The initial routine, in effect, inhibited our developing a clear sense of how various articles, essays, fiction, and other material might fit together.

By reorienting the syllabus around particular topics in women's history, we began to see the forest as well as the trees. Moreover, in working together on common problems we began to relate better as people. We relaxed the relationship further by changing our meeting place from a classroom to a student's apartment. I more easily defined my role there as participant rather than as classroom expert or "judge." Consequently, students participated in the class more readily and more intensely.

There is still much I have to learn about organizing a classroom situation. How to get the discussion going? How to ask penetrating questions? How to help students appreciate the process of thinking, reading, and writing? How to overcome the dehumanizing patterns of classroom learning that underpin most of American education? How to share my ideas or question others' without defining a "line" which tyrannizes students?

Discussions were most dynamic when students carefully formed opinions on the materials they had read. Short ungraded writing assignments encouraged such preparation. Most of the time this writing experience was itself enough to encourage informed discussions. As a variation, several times I reduced the short papers to a single paragraph each and distributed dittoed copies to the class. We would discuss our differing points of view and the different kinds of evidence we used. This procedure helped to illuminate the process by which historians select evidence and judge their materials. This writing and discussion technique encouraged students to formulate their ideas clearly and facilitated fuller classroom participation.

Research projects broadened our concerns considerably. Very often students chose to apply their historical perspective on women to research in their own major fields of interest. Thus, for example, an anthropology major, using the Israeli kibbutz as a test case, offered an interesting anthropological discussion of sex-role channeling in children's literature; a religious studies major examined the church's treatment of women; a creative writing major wrote a short story about women's present dilemmas. Other topics included the image of women in musical productions of the 1920's; the social, political, and medical dimensions of abortion; post-World War II psychology's definition of the normal woman; the experience of the black woman--a study of Gwendolyn Brooks; and an analysis of Margaret Sanger's crusade for birth control.

As a way of sharing the papers, they were typed on stencils and reproduced for mutual distribution among all the students. A further intention to produce a book of students' papers for placement in the Brown University library was however thwarted due to the too numerous writing problems of too many students.
Women's history makes a serious contribution to the discipline of American social history, because it assumes the existence of certain historical problems which pertain to women as women. In doing so it explores the origins, nature and function of some traditional American myths and prejudices. I was struck by the course's success in sensitizing students to underlying values and traditions, to the social, political, and economic realities of our society. Students' comments repeatedly confirmed this, both among females and males, political activists and non-activists. Students began to become aware of our culture's pervasive, but usually unarticulated sex-role ideology. This awareness prompted students to examine their personal histories and expectations. Moreover, the process of socialization along sex lines suggested parallels of channeling according to categories of class and race. They could then apply to the experiences of blacks and other oppressed minorities not only a feeling of moral indignation, but also an understanding of social process. It would be presumptuous of me to say that the study of American women's history changed my students' lives, but they have assured me that the course initiated internal dialogues on issues which they otherwise might never have contemplated.
Pre-Industrial Society

September 8. Economic roles of women, part 1 "in the home"
Morgan: Virginians at Home. pp. 39-44, 47
Spruill: Women's Life and Work in the Southern Colonies. Ch. 4
Tryon: Household Manufactures in the U. S. pp. 62-122; 192-6; 202-213
Seaver: The Life of Mrs. Mary Jemison. (in Darlington Library, sixth floor Cathedral) pp. 30, 32, 47, 48, 55, 56, 77, 131, 151

September 10 "outside the home"
Andrews: Colonial Folkways. pp. 86-139
Demos: Little Commonwealth. pp. 89-91
Greene: The Negro in Colonial New England. (+pp to be announced)
Conrad: Harriet Tubman. part 1
Griffiths: Autobiography of a Female Slave
Spruill: Women's Life... Ch xii-xiv
Jernegan: Laboring and Dependent Classes in Colonial America +
Montgomery Working Classes of the Pre-industrial City. Labor History v9
Benson: Women in Eighteenth Century America
Dexter: Colonial Women of Affairs

September 15 "social role and status"
Bridenbaugh: Myth and Realities. pp. 19, 84-85, 172-175
Moller, Herbert: "Sex Composition and Correlated Patterns of Colonial America." William and Mary Quarterly (WMQ) v2, 1945 pp. 113-153
Starkey, M: The Devil in Massachusetts
Jester, A. E. Domestic Life in Virginia. pp. 41-47
Melder, Keith "Ladies Bountiful" New York Hist. xlviii 231-255.
Treudley, Mary "The Benevolent Fair" Social Service Review 1940, pp. 509-522
Spruill: Women's Life. Ch 1, xv, xvi.
Tannenbaum, Frank: Slave and Citizen. The Negro in the Americas

September 17 "education"
Spruill, ch ix, x.
Flexner, Eleanor: Century of Struggle. pp. 15-30
Morgan, Virginians. pp. 17-21
Woody, Thomas: A History of Woman's Education in the United States v. 1

September 22 "political thought and action"
Flexner, ch. 1, 3.
Field Vena, Constantia
Battis, Emery: *Saints and Sectaries.*
Blumenthal: *Women Campfollower of the American Revolution*
Ellet, Eliz: *Women of the American Revolution* (Darlington)

September 24  "marriage and divorce"
Taylor, Orville "Jumping the Broomstick" Arkansas Historical Quarterly xvii pp. 217-231
Spruill: *Women's Work,* ch. 7

September 29  "domestic patterns"
Greven, Philip "Family Structure in 17th Century Andover" WMQ, 1966 pp. 234ff
Frazier, E. F. *The Negro Family in the United States.* Ch 1-4
Demos, John: *Little Commonwealth,* Part 2
Morgan, *Virginians,* Ch. 2
Lantz, et al., "Pre-Industrial Patterns in the Colonial Family in American" Am. Soc. Rev. xlvii 1968 pp. 413-426
Earle, Alice H: *Home Life in the Colonial Days*
Calhoun, Alfred: *Social History of the American Family* v. 1
Trollope, Fanny: *Domestic Manners of the Americans*

October  "frontier life"
Brown, Dee: *Gentle Tamers,* ch. i-vii.
Stewart, Elinor: *Letters of a Woman Homesteader*
Moses, Mary S. "The Pioneer Woman" Historian II pp. 5-16
Fowler, Wm: *Women on the Frontier* (Darlington)
Sterrett, Mary Pioneer Women of Western Pa. Pitt M. A. Thesis 1931
Hinds: *American Communities*

The Early Industrial Period

October 8  "factory labor"
Miles, Henry Lowell as it was and is
Ware, Norman: *The Industrial Worker* Ch. 2, pp. 47-55, Ch. 5-9
Bode, Carl: *American Life* pp. 28-40
Larcom, Lucy: *New England Girlhood* Ch. vii, pp. 175-188, 197-200

October 13  "factory labor, cont"
Carrey, Matthew: "An Appeal to the Wealthy of this Land"
Rhynie: *Southern Cotton Mill Workers and Villages.* +
Spero and Harris; *Black Worker,* ch. 1
Andrews and Bliss: *History of Women in Trade Unions*
October 15  
"status"  
Larcom, p. 182, 188-192, 196-202  
Bonner, James C. The Journal of a Milledgeville Girl  
Mansfield, Edward Deering: The Legal Rights, Liabilities and Duties of Women  
Flexner, ch. 4

October 20  
"education"  
Bode, ch. 12  
Larcom, ch. 2, 10, 11  
Welter, Barbara "Anti-intellectualism and the American Woman"  
Mid-America, 1966, pp. 258-270  
Flexner, pp. 30-40  
Woody, Thomas A. Relevant Sections of History of Education

October 22  
"domestic patterns"  
Bridges, William: "Family Patterns and Social Values in America, 1825-1875" American Quarterly (AMQ) xvii pp. 3-11  
Rapson, Richard "The American Child as seen by British Travellers, 1845-1935" AMQ xviii pp. 520-534  
Welter Barbara, "The Cult of True Womanhood" AMQ xviii pp. 151-175  
Bode, part 2  
Calhoun, Vol. 2

October 29  
"political thought and action"  
Grimke, Sarah Letters on the Equality of the Sexes and the Condition of Woman  
Lutz, Alma: Crusade for Freedom  
Massey, Mary Eliz. Bonnet Brigades  
Sillen, Samuel Women against Slavery  
Smith, Thelma "Feminism in Philadelphia" Penn. Mag. of History and Biography. ixviii 1944, pp. 234-60  
Flexner: Ch. 3,5,6,7

From the Civil War to the Vote

November 5  
"economic roles"  
Wharton, Vernon: The Negro in Mississippi, Ch. 9  
Covington, Mary: Half a Man, Ch 6  
Spear, Allan: Black Chicago, pp. 29, 34, 151-158  
Spero and Harris: The Black Worker, Ch. 2, 16. pp. 152, 177-8  
Census (In gov't documents, ground floor) Abstract 1900 Women at work.  
________ Committee on the Employment of Colored Women in New York City of Brooklyn, 1919  
Hutchins, C. L. Women in Modern Industry  
Abbott: Women in Industry  
Campbell, Helen: Prisoners of Poverty, 1887  
Commons, Documentary History... V. 6, pp. 280ff. v.5 pp. 325-333  
Flexner, Ch. 9, 14, 28  
Wolfson, Teresa: The Woman Worker and the Trade Unions  
MacDonald, J. R. Women in the Printing Trades

November 10  
"family and education"  
O'Neill Wm: Divorce in the Progressive Era  
Furstenberg, Frank: "Industrialization and the American Family"  
Am Soc Review xxxi, 326-337
Frazier, Negro Family Parts 2,3,4
Pleck, Eliz: "Black Family Structure in a 19th Century City"
   Unpublished Manuscript.
Rousmaniere, John "Cultural Hybrid in the Slums" AMQ, Spring, 1970
Newcomer, Mabel: A Century of Higher Education for Women, Ch. 2,3
Taylor, James, Before Vassar Opened

November 12
"political thought and action"
Gusfield, Joseph: Symbolic Crusade
Kleinberg, Susan: "A Study of a Woman's Organization" Unpub. Ms.
Brown, Ch. 13
Flexner, Ch. 10-13, 19-24
O'Neill, Everyone Was Brave, Ch. 1-3, 5
Kraditor: Ideas of the Woman Suffrage Movement
Up from the Pedestal
Riegel, Robert "Women's Clothes and Women's Rights" AMQ, xv 390ff
Grimes, Alan: The Puritan Ethic and Woman Suffrage
Anthony, Susan: History of Women's Suffrage

After the Vote
November 17
"economic role"
Hatcher, Orle: Rural Girls in the City for Work
Bernstein: The Lean Years, pp. 33, 44-45, 100, 223-6, 325-9
Fruette, Lorine: Women Workers through the Depression
Henry, Alice: Women and the Labor/Movement
Flynn, H. G.: Women in the War
---------: Women in War Industries

November 24
"economic role, after the war"
Cussler, Mrgt: The Woman Executive
Mattfeld, and Van Aken: Women and the Scientific Professions
Eyde: Work Values and Background Factors as Predictors of Women's
 Desire to Work
Smith, Georgina: Help Wanted Female
Jones, Claudia: An End to the Neglect of the Problems of the Negro
 Woman
Wesley, Chas: Negro Labor in the U. S. +
--------: 1965 Handbook on Women Workers

December 1
"domestic patterns"
Frazier, Part 5
Bernard: Marriage and Family among Negroes
Middleton, Putney: "Dominance in Decision in the Family: Race and
 Class Differences: AM J. Soc 65, May 1960
Rainwater: Workingman's Wife.
"Crucible of Identity" Daedalus 95, Winter 1966
and Yancey: The Moynihan Report
Gans, Herbert: The Urban Villagers
The Levitowners
Poll, S.: Hasidic Community of Williamsburg
Whyte, Wm: Street Corner Society
Komarovsky, Mirra: Blue Collar Marriage
"education and status"

Bernard, Jessie: *Academic Women*

Davis, Anne: "Women as a Minority Group in Higher Academics"

American Sociologist May 1969

Hutchinson, Emile: *Women and the Ph.D*

Gruchow, Nancy: "Discrimination" Science, May 1, 1970 559-61

Noble, Jeanne: *Negro Woman's College Education*

Woman's Bureau: *Trends in the Educational Attainment of Women*

Myrdal, Gunnar: *American Dilemma*, Appendix 5

Kanowitz, L: *Women and the Law*

Lader, L: *Abortion*

Helfrich: *Social Role of the Executive's Wife*

Bowman, Garda: "Executive Attitudes Toward Female Executives"


Dollard: *Caste and Class in a Southern Town*

Mead, Margaret (ed). *American Women: Report of the President's Commission, 1965*
The position of American women in the past
The feminists: the struggle for suffrage and other rights

Reading: selections from the following:

Eleanor Flexner, *Century of Struggle: The Woman's Rights Movement in the United States*
Andrew Sinclair, *The Better Half: The Emancipation of the American Woman*
Max Lerner, *America as a Civilization*
Robert E. Riegel, *American Feminists*
Ishbel Ross, *Charmers and Cranks*

Women as portrayed by American male writers

Reading:

James Fenimore Cooper, *The Last of the Mohicans*
Henry James, *Daisy Miller*
Harold Frederick, *The Damnation of Theron Ware* or William Faulkner, *Light in August*
Philip Roth, *When She Was Good*
Selections from Leslie Fielder, *Love and Death in the American Novel*

Women as portrayed by American female writers
The contribution of women to American literature

Reading:

Susanah Rowson, *Charlotte Temple* or Harriet Beecher Stowe, *Uncle Tom's Cabin*
Sarah Orne Jewett, *The Country of the Pointed Fire*
Willa Cather, *My Antonia*
Edith Wharton, *The Age of Innocence*
Christina Stead, *The Man Who Loved Children*
Selections from the poetry of Anne Bradstreet, Emily Dickinson, Edna St. Vincent Millay, Amy Lowell, Marianne Moore, Elizabeth Bishop, Denise Levertov, Anne Sexton, Sylvia Plath

Selections from the short stories of Mary Wilkins Freeman, Ellen Glasgow, Katherine Anne Porter, Mary McCarthy, Carson McCullers, Flannery O'Connor, Shirley Jackson, Jean Stafford

Women today: "You've come a long way, baby" or "Women are a minority group"?

Reading: selections from the following:

Simone de Beauvoir, *The Second Sex*
Betty Friedan, *The Feminine Mystique*
Seymour M. Farber, ed. *The Potential of Woman*
Jay Lifton, ed. *The Woman in America*
Robert Theobald, ed. *Dialogue on Women*
Footnote to the Course Outline

In addition to the reading required according to the Course outline, each student will be expected to do more specialized reading on a specific topic, to write a paper based on that reading, and to read some of the best papers done by members of the class. The following are some of the possible topics for individual papers. These are only examples rather than items in a comprehensive list.

1. Interesting individual feminists: e.g. Lucy Stone, Sojourner Truth, Lucretia Mott, Harriet Tubman, etc.
2. Interesting individual literary figures: e.g., Margaret Fuller, Louisa May Alcott, Harriet Monroe, Susan Sontag, etc.
3. Significant statements concerning the rights of women (may include both American and English sources): e.g. John Stuart Mill's On the Subjection of Women, Mary Wollstonecraft's A Vindication of the Rights of Woman, Lydia Maria Child's The History of the Condition of Women, in Various Ages and Nations, etc.
4. Women as pioneers in various fields: e.g., Mary Lyon, Prudence Crandall, Anna Howard Shaw, etc.
5. Significant parallels and relationships: e.g. the abolitionists, the Quakers, the growth of unions, the stereotypes of women compared to the stereotypes of Negroes, etc.
6. The description and explanations of oddities: e.g., Bloomers, Carry Nation, etc.
7. The image of contemporary women as reflected in television programs and commercials, women's magazines, contemporary novels, etc.
8. Women in American drama: e.g., the American reception of The Doll's House, Lillian Hellman, Edward Albee's women, etc.
9. Description and evaluation of significant contributions by women in the student's special field of interest: e.g., Margaret Mead, Susanna K. Langer, Mary E. Beard, etc.
10. Any substitutions of relevant works and writers for those found in the syllabus.

Suggested Texts:

Simone de Beauvoir, The Second Sex
Sculley Bradley, et. al. ed. The American Tradition in Literature
Norton, 3rd ed. 2 Vols.
Willa Cather, My Antonia
James Fenimore Cooper, The Last of the Mohigans
Seymour M. Farber, ed., The Potential of Woman
William Faulkner, Light in August
Daly, Mary. The Church and the Second Sex. New York, 1968
Dell, Floyd. Women as World Builders: Studies in Modern Feminism. Chicago, 1913
Ellman, Mary, Thinking About Women. New York 1968
Farber, Seymour M., ed. The Potential of Woman: A Symposium
Handbook on Women Workers, United States Department of Labor, Washington, D. C. 1965
Hunt, Morton. Her Infinite Variety: The American Woman as Lover, Rival and Mate. New York. 1962
Lerner, Max. America as a Civilization. New York, 1957
Lifton, Jay R. ed. The Woman in America, Boston, 1965
Leslie Fiedler, Love and Death in the America Novel, rev. ed.
Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the U. S.
Harold Frederick, The Damnation of Theron Ware
Betty Friedan, The Feminine Mystique
Henry James, Daisy Miller
Sarah Orne Jewett, The Country of Pointed Firs
Max Lerner, America As a Civilization
Jay Lifton, ed., The Woman in America
Robert E. Riegel, American Feminists
Ishiai Ross, Charmers and Cranks
Philip Roth, When She Was Good
Susanah Rowson, Charlotte Temple
Andrew Sinclair, The Better Half: The Emancipation of the American Woman
Christina Stead, The Man Who Loved Children
Harriet Beecher Stowe, Uncle Tom's Cabin
Robert Theobald, ed., Dialogue on Women
Edith Wharton, The Age of Innocence

Note: Although this list seems to require a formidable amount of money, many of the books mentioned are already in the Textbook Library for use in English courses. Furthermore, some of the books from which only selections are to be read could be placed on reserve in the library.

Supplementary Bibliography

There is a vast amount of material that is directly or indirectly relevant to this course (cf. Men in American Culture). This list includes only general studies. Additional useful materials may be found in periodicals, specialized bibliographies in many of the books listed, individual studies of the writers to be discussed, etc.

Beard, Mary R. America Through Women's Eyes. New York, 1933
Beard, Mary R. Woman as a Force in History: A Study in Traditions and Realities. New York, 1946
de Beauvoir, Simone. The Second Sex. New York, 1953
Borgese, Elizabeth Mann. The Ascent of Woman. New York, 1963
Calhoun, Arthur. A Social History of the American Family from Colonial Times to the Present. 3 Vols. Cleveland, 1917-1919
Child, Lydia Maria. History and Condition of Women in Various Ages and Nations Boston, 1835
THE MANY WORLDS OF WOMEN

Reading
Assignment One - BACKGROUND

David Potter article in Saveth, American History and the Social Sciences, pp. 427-448

Two and Three - AMERICAN WOMEN TODAY

Betty Friedan, The Feminine Mystique, chs. 1, 3, 5, 9, 13, 14
Caroline Bird, The High Cost of Keeping Women Down, entire book
Robert J. Lifton, ed., The Woman in America, pp. 98-143
Lee Rainwater, R. P. Coleman and W. L. Yancey, Workingman's Wife, pp. 15-125
Myra Komarovsky, Blue Collar Wife, pp. 23-170, 220-34, 330-67

Assignment Four

Virginia Woolf, A Room of One's Own (Harcourt, Brace, 1929)
Ibsen, Henrik, A Doll's House (play)
Ibsen, Henrik, Ghosts (play)
Lessing, Doris - Any of her novels
Simone de Beauvoir, The Second Sex
Simone de Beauvoir, The Mandarins

Assignment Five (Units 5-10) THE FORGOTTEN HISTORY OF WOMEN

H. C. Spruill, Woman's Life and Work in the Southern Colonies, any 50 pp.
Frances Kemble, Journal of a Residence on a Georgian Plantation (concerning slave women)
Benjamin A. Botkin, Lay My Burden Down, pp. 61, 65; 79-83, 89-93, 139-140; 153-156

A few chapters from one of these
Olive Gilbert, Narrative of Sojourner Truth
or
Bradford, Harriet Tubman, Moses of Her People

Assignment Six

Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the U. S., chs. 3-6
Harriet Martineau, Society in America (ed. S. M. Lipset), sections on women, pp. 125-201; 291-308
Barbara Cross (ed.) The Educated Woman in America, pp. 13-30, 105-136
A. S. Kraditor, Up From the Pedestal, pp. 53-87, 179-188 (Selections: S. M. Grimke, A. E. Grimke, Margaret Fuller, Emma Willard, Catherine Beecher, Seneca Falls Convention)
Assignment Seven

Rheta Child Dorr, Susan B. Anthony (N. Y. 1928)
Elizabeth Cady Stanton, 80 Years or More (London: Fisher & Unwin, 1898)
Elinor Hays, Morningstar, A Biography of Lucy Stone (N. Y. Harcourt, Brace, 1961)
Alma Lutz, Emma Willard (Boston, 1929)
Mary Lyon, Life and Labors of M. L. (N. Y. American Tract Soc., 1858)

Assignment Eight

Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the U. S., chs. 9, 14, 18

Assignment Nine

Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the U. S., chs. 10, 16, 19, 20, 22, 23

Assignment Ten

Amram Scheinfeld, Women and Men, (N. Y.: Harcourt, Brace and Co., 1943), chs. 10, 11, 24, 27, 30
Naomi Weisstein, Kinder, Kučhe, Kirche as Scientific Law, Women to By For and About I, #1

Assignment Eleven


Also read in one or more of the following:

Doris Lessing, The Golden Notebook
Simone de Beauvoir, Memories of a Dutiful Daughter
Dorothy Parker, Short Stories, starting on pp. 21, 47, 199, 211
Kay Boyle, Short Stories
Ann Morrow Lindbergh, Gift from the Sea
Isadora Duncan, My Life
Katherine Anne Porter, Flowering Judas
Anne Moody, *Coming of Age in Mississippi*
Virginia Woolf, *Three Guineas*

**Assignment Twelve**

Botannon, *Social Anthropology*, pp. 23-31, chs. 5, 6, 7, 8

Compare with:
Uchendu, *The Ibo*
M. Mead, *Coming of Age in Samoa*, chs. 3-7, 10-12

Scan:
M. Mead, *Sex and Temperament in Three Primitive Societies*
Stephens, *The Family in Cross-Cultural Perspective*

**Assignment Thirteen** (use selectively)

Mary Wollstonecraft, *A Vindication of the Rights of Women*
John Stuart Mill, *On the Subjection of Women*
Frederick Engels, *The Origin of the Family, Private Property and the State*
Lenin, V. I., *Women and Society*, pp. 11-24
George Bernard Shaw, *The Intelligent Woman's Guide to Socialism*
Thorstein Veblen, *The Theory of the Leisure Class*, chs. 3, 4, 7
Kraditor, *Up From the Pedestal*, pp. 363-69 (N.O.W.)
Helen Hacker, "Women as a Minority Group", *Social Forces* XXX (Oct. 1951), 60-69
Beverly Jones and Judith Brown, "Toward a Female Liberation Movement"
Laurel Limpus, *Liberation of Women* and various women's liberation journals

**Assignment Fourteen**

plus pp. 385-463

Scan:
Donald R. Brown, *Women in the Soviet Union* (A symposium)
The seminar was entitled, "The Many Worlds of Women"; it was designed to explore women's role, status, self-image and history.

It was, frankly, an experiment, in that it did not confine itself to a strict "history of women in the United States" approach, but sought to approach the subject in a free-wheeling, inter-disciplinary way. This proved to be its greatest strength, not only because it appealed to the student's desire for full comprehension of a complex topic, but because the different angles of vision provided by guest lecturers from Biology, Anthropology, Psychology immensely enriched our approach to history. The course consisted of a three week unit on the status, economic, political and social, of contemporary United States women; one week on the concept of femininity as experienced in literature and culture; a five week unit on the history of American women, then one week each on the following topics: the biology and genetics of women; psychology of women; the anthropological view; the major systems of thought concerning woman's place in society; a comparison of the status of women in several modern societies.

The concept of the course was to treat the subject as a legitimate field for scholarly inquiry and evaluate the various theories concerning the field, as the need arose. The aim was to give the students a broader outlook on the subject than they originally had brought into the class; in this the seminar was certainly successful.

Since there were no prior requirements, the students in the seminar ranged from freshmen to seniors, generally with little or no background in college-level history. At the outset, their resistance to the historical part of the course was very great. They questioned the course outline and expressed the opinion that this long historical unit would be "irrelevant" to them. This initial resistance was quickly dispelled by an assignment asking them to list ten American women of importance (before 1950) and a discussion of their choices - or rather lack of choices. It became evident to them that their knowledge of women of the past was greatly inadequate and that, just possibly, there was something worthwhile to learn about women of achievement, who were, generally, missing from the standard history textbooks. This theme quickly became the motivating force of the course. Students realized that in this area of history they were dealing with material which had largely been neglected by historians or viewed from a perspective which obscured its true significance. Thus, from the outset, the students felt they were participating in a process of discovery -- in fact, in the very process of "making history", which is the province of the historian-scholar. The seminar became a sort of laboratory experience for discovering and digging up historical data, arriving at some frame of reference for evaluating them and incorporating them in a larger structure. In fact, students were participating in the work of the historian-scholar in a perfectly natural way, and in the process learning more about history than they could have in any conventional course. The resulting enthusiasm for historical study was most gratifying.

The major assignment for the term's work was a biographical study of one woman out of American history. In order to arrive at sensible choices, there had been several weeks of lecture-discussion based on readings in social, economic and political history. The students chose to do biographical studies of such women as Frances Wright, Elizabeth Blackwell, Dorothea Dix, Mary McLeod Bethune, Charlotte Perkins Gilman, Margaret Sanger and others. Once the student had decided on her
topic, the scope of the inquiry was left to her discretion, but the first written
assignment was the compilation of as complete a bibliography of the subject as
the student could find. This necessitated instruction in the techniques of doing
bibliographical research, which the students accepted eagerly, because they found
it a necessary tool for what they were trying to accomplish. It quickly became
evident that there was little secondary material available on some of the most
interesting female figures of the past, or that such secondary material as was
available suffered from unscholarly bias. Thus students were led, very naturally,
to the need for looking at primary source materials and learning how to use them.
The result was that an assignment, which the instructor had conceived of as a
fairly moderate "term paper" became for most students an ambitious research
paper which exposed them to primary and manuscript sources and introduced them
to all the intellectual and practical problems of the working history scholar.
Naturally, the results were uneven and many mistakes were made, but the value
of the exercise was not in the perfection of the "answer", but in the process
of finding the answer. Some students worked on organizational records of
women's organizations, others used letters and diaries as their source material.
Several studied the printed works of female reformers in journals and newspapers.
One student spent a weekend at the Manuscript Division of the Library of Congress,
reading her subject's letters. Several students learned to use biographical
studies of their subjects in comparison to primary materials, and to begin to
make judicious evaluations based on comparisons. Apart from this particular
assignment, students were led, by the nature of the subject matter, to reading
historiography critically and to practice the skill of asking meaningful questions
of the past. In students' evaluations of the course at the end of the term, the
recurring theme was: "I never knew history could be that interesting and meaningful."

The seminar, quite unexpectedly, revealed deep-seated doubts and problems in the
students concerning their own role as women in society. This not only involved
problems of choices -- the traditional marriage versus career -- but more complex
intellectual uncertainties concerning their identity as women. Who defines our
role in society? Who tells us how to act? What accounts for the many decisions
we each make separately by which we shortchanged our own opportunities? These
were some of the recurring questions for discussion. A look at the past, at the
shifting social values of propriety and sex roles, was useful and illuminating.
Students began to examine their own concepts of femininity in the light of traditional
values, changing social mores and changing economic conditions. It became clear
after a few weeks of discussion that for many girls, probably many more girls than
is generally realized, intellectual accomplishment is seriously hampered by the
confusion over socially acceptable concepts of "femininity". Several of the students
expressed the conviction, in their evaluations, that their ideas of what to do with
their lives had undergone change, as a result of the seminar. They were more open
to different options of life patterns, different ways of making use of the many
opportunities open to them, different educational goals. Two of them were rein-
forced in their desire to go on to graduate study; one or two thought, for the
first time, they might like to become historians. The sampling was, of course,
small, but the experience of the seminar would indicate that to a group of female
students the opportunity for frank discussion of these troublesome questions can
be of great vocational and intellectual significance.

Finally, this course can easily be adapted for use with larger, more traditional
classes. Instead of ambitious research papers, brief biographical studies of women
of the past could be assigned, utilizing printed sources, such as autobiographies,
letters and speeches, microfilmed magazines. Instead of the informal discussion
possible in the seminar, several brief papers might be substituted. Themes for
such papers might be: "My feelings about being a girl," "Different life styles of
educated women," "Working women and their problems." Such papers could then form
the basis for several fairly free discussion sessions, especially with faculty from
the fields of psychology and sociology. The presences of Women's Liberation groups
on most campuses will also guarantee lively controversy and a concentration on
basic issues of concern to students.

A historical seminar on women can be a valuable addition to the curriculum and
a useful tool both for the teaching of history and for motivating female students.
WOMEN IN HISTORY

TEXTS

The Woman Question, selected readings of Marx, Engels, Stalin and Lenin

CENTURY OF STRUGGLE, The Woman's Rights Movement in the United States, Eleanor
Flexner. Cambridge: Harvard University Press, 1959 (or
paperback edition published by Antheum, 1968)

THE WOMAN MOVEMENT: Feminism in the United States and England, (series of documents
with 100 page introduction) William L. O'Neill. New York:
Barnes and Noble, 1969. (To be published in paperback by
Quadrangle, January, 1971)

In addition to these three books, please read one of the autobiographies from the
lists distributed in class. The choice is up to you. Please have 8-10 pages
written about the work. The way in which you organize this is up to you; you may
consult with me if you wish.

From time to time in class I will give you further sources for reference on the
particular subject we are discussing. It might be convenient to make a separate
bibliographical list of these works.
This course is a history course. It attempts to survey the sweep of American history from the point of view of the American woman. Thus, it is suggestive in parts and in depth only in the way that it creates a new perspective for the student. Opportunities for in depth consideration of various time periods and various themes will be given to the student through a research paper.

1. The basic texts for the course are:
   a. Aileen Kraditor, *Up From the Pedestal*, (a book of readings on the woman)
   b. Wm. O'Neill, *Everyone Was Brave*
   c. Betty Friedan, *Feminine Mystique*
   d. Andrew Sinclair, *The Emancipation of the American Woman*
   e. Nathaniel Hawthorne, *The Scarlet Letter*

2. The basic requirements for the course are:
   a. class participation
   b. reading the assigned materials are noted below
   c. one research paper (either written or oral)
   d. one short paper consisting of a review of 3 journal articles on the subject of women
   e. one take home hourly exam

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<th>Week of</th>
<th>Introduction:</th>
<th>Readings</th>
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<td>Sept. 14</td>
<td>Biblical/Marxist, Freudian views of women</td>
<td>a. Section I, #1</td>
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<td>Sept. 21</td>
<td>Puritan &amp; Southern view of woman</td>
<td>a. Section I, #2</td>
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<td>Sept. 28</td>
<td>Margaret Fuller: Seneca Falls, the statement of the argument</td>
<td>a. Section I, #3</td>
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<td>Oct. 5</td>
<td>Leading Feminists: E. C. Stanton, Lucy Stone: feminism &amp; abolitionism</td>
<td>a. Section II, #1</td>
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- 90 -

June Sochen
Northeastern Illinois State College

THE WOMAN IN AMERICAN HISTORY

Fall, 1970

Week of Sept. 14
Introduction: Biblical/Marxist, Freudian views of women

Week of Sept. 21
Puritan & Southern view of woman

Week of Sept. 28
Margaret Fuller: Seneca Falls, the statement of the argument

Week of Oct. 5
Leading Feminists: E. C. Stanton, Lucy Stone: feminism & abolitionism
### Film: Harriet Tubman & The Underground Railroad

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<th>Week of</th>
<th>Event</th>
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<td>Oct. 12</td>
<td>Dilemma of pre-Civil War Feminists</td>
<td>a. Section II, #5</td>
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<td>d. Part Three</td>
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<td></td>
<td>e. The Scarlet Letter</td>
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<tr>
<td>Oct. 19</td>
<td>The civil war and organizing the suffrage movement</td>
<td>a. Section III, #2</td>
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<td>Oct. 26</td>
<td>Other organizational developments: education, settlement movement, WCTU Gen'l Fed. of Women's Club</td>
<td>d. Part Four</td>
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<td>b. Chap. 1-2-3</td>
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<td>Nov. 2</td>
<td>Feminism vs Suffragism in the early 20th century</td>
<td>b. Chap. 4-5</td>
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<td>a. Section III, #6</td>
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<td>d. Parts 5-7</td>
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<td>Nov. 9</td>
<td>First World War period and after, Film: &quot;The Women Get the Vote&quot;</td>
<td>b. Chap. 6</td>
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<td>Nov. 16</td>
<td>Image of the Women in the Twenties</td>
<td>b. Chap. 7</td>
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<td>d. Parts 9-10</td>
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<td>Nov. 23</td>
<td>Depression, War, and Prospects. Film: EBF: &quot;Social Change &amp; The American Woman&quot;</td>
<td>c.</td>
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<td>b. Chap. 8-10</td>
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<td>Nov. 30</td>
<td>The Sixties: Now and Women Lib. Film: Eleanor Roosevelt</td>
<td>Current news mags</td>
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<td>&amp; women’s lib material</td>
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<td>Dec. 7</td>
<td>Summing Up</td>
<td>same as above</td>
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<td>Dec. 14</td>
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<td>same as above</td>
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### PERIODICAL ARTICLES TO READ ON THE AMERICAN WOMAN

Required for purchase:

Eleanor Flexner, Century of Struggle ($3.45)
Betty Friedan, The Feminine Mystique ($1.75)
Christopher Lasch, The New Radicalism in America ($1.95)
Sinclair Lewis, Main Street ($1.95)
Motive, XXIX, Nos. 6-7 (March-April, 1969) ($1.00)
Josephine Carson, Silent Voices ($6.95)
Mirra Komarovsky, Blue Collar Marriage ($1.95)

Recommended:

Caroline Bird, Born Female: The High Cost of Keeping Women Down ($.95)
Robert and Helen Lynd, Middletown ($2.95)
Aileen Krader, The Ideas of the Woman Suffrage Movement ($9.00)
Elliot Liebow, Tally's Corner ($2.25)
William O'Neill, Everyone Was Brave ($7.95 approx.)
Kate Millett, Sexual Politics ($7.95)
Robert Jay Lifton (ed.), The Woman in America ($2.45)
Lee Rainwater, Workingman's Wife ($.75)

Formal Requirements:

1) Each week, one or two of you will be asked to read in class a paper of approximately four or five typed, double-spaced pages (plus footnotes). The papers should respond to the questions posed on the syllabus (as closely as possible, that is). Deposit a copy of the paper the day the class is to meet—put it in my box, History Dept., Office, Library 205, by 9:00 a.m.

2) On two different occasions (your choice) you are to write a paper of no longer than three pages (plus footnotes) in response to the questions on the syllabus for the particular week you select.

3) One research paper, ca. 3000 words, plus footnotes and bibliography.

Summary: One paper of four-five pages plus two of three pages plus one of 10-15 pages.

Key to Symbols:

(P) - Purchase
(R) - Reserve
(S) - Stacks
Meeting #1 (Thurs. Sept. 17; Tues. Sept. 22): Introduction

Meeting #2 (Thursday, Sept. 24; Tues., Sept. 29): Two Contemporary Perceptions of Women

(R) Erikson, Youth, Identity, and Crisis, chapter 7 ("Womanhood and the Inner Space") 11 copies on reserve in folders

(P) Betty Friedan, The Feminine Mystique (Read selectively)
(If you have read this book, then substitute Caroline Bird, Born Female: The High Cost of Keeping Women Down)

QUESTIONS: What do you see as the basic conflicts between Erikson's views and those of Betty Friedan? With which do you agree or do you reject both? Is there such a thing as the "female nature"?

Meeting #3 (Thursday, Oct. 1; Tues. Oct. 6): The Origins of the Struggle for Equality

(P) Eleanor Flexner, Century of Struggle, Part I
(R) H. S. Commager (ed.), Documents of American History, "Declaration of Sentiments," Seneca Falls, 1848

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(R) William O'Neill, Everyone Was Brave, Chapters 1-2 (Criticism of the woman's movement as shallow, for it avoided the problems of family, home, motherhood. It eschewed socialism, communitarianism.)

(R) Mary Wollstonecraft, Vindication of the Rights of Women (The first significant outburst by an Englishwoman, 1790's. Still relevant)

(R) Mary Benson, Women in 18th Century America (Written in 1935 and still very much a leading work on the subject)


(S) Barbara Welter, "The Cult of True Womanhood: 1820-1860," American Quarterly (Summer 1966) (On the feminine virtues of piety, purity, submissiveness, domesticity)

(R) Elizabeth Cady Stanton, Susan B. Anthony, and Matilda Gage (eds.), History of Woman Suffrage, 1848-1861. A gold mine of source material that grows to six volumes--crucial!

(R) Vol. II, 1861-1876; (R) Vol. III, 1876-1885; (R) Vol. IV (Susan B. Anthony, ed.), 1885-1900; (R) Vols. V and VI, 1900-1920 (Ida Husted Harper, ed.)
(R) Margaret Fuller, Woman in the Nineteenth Century (Excellent contribution by the woman called by Wm. O'Neill "The most intellectually gifted woman of her generation"—watch, however, her tendency to fall back on self-denigrating cliches about women)

(R) Robert Riegel, American Feminists (Useful sketches of several leading feminists)

(R) Sarah Grimke, Letters on the Equality of the Sexes and the Condition of Women (published in 1838: attacks on men and on the clergy as the debasers of women)

(R) Andrew Sinclair, The Better Half: The Emancipation of the American Woman (Divided into 31 short—av. about 10 pages—chapters organized thematically—Excellent book to sample for important topics that might otherwise escape your attention)

(S) The library has many of the works written by women mentioned in Flexner.

QUESTIONS: Do you think that the first feminists correctly perceived "the woman problem"? Explain. Who do you think best saw the problem? Why?


(P) Eleanor Flexner, Century of Struggle, Part II

(R) See works by O'Neill, Welter, Riegel, and Sinclair cited above. Also, Sturton et al., and Anthony (eds.), History of Woman Suffrage, vol. II-IV

(R) Mary Massey, Bonnet Brigades: American Women and the Civil War (New roles for women—but improvement of status is another question—War considered as an instrument of social change)

(R) Charlotte Perkins Gilman, Women and Economics—(A devastating attack on the traditional conception of the woman's place in the home—The most recent edition contains a fine introductory essay by Carl Degler)

(R) Charlotte Perkins Gilman, The Home: Its Work and Influence (Equally, possibly more withering than Women and Economics)

(S) Carl Degler, "Charlotte Perkins Gilman on the Theory and Practice of Feminism," American Quarterly (Spring 1956)

Woodhull and Claflin's Weekly (Victoria Woodhull and Tennessee Claflin in the early 1870's attack subjects as wide-ranging as police harassment of prostitutes to...you name it) (Sophia Smith Archives) (The Smith collection includes many other feminist newspapers and magazines of every period including Revolution)
(R) Elizabeth Cady Stanton, Eighty Years and More (Stanton's autobiography)

(R) Ida Husted Harper, Susan B. Anthony (3 vol. biography which is a storehouse of information on the woman's movement, even more than on Anthony herself)

(R) Maud Wood Park, Front Door Lobby (Inside view of the suffragists' political methods)

QUESTIONS: A paradox has been suggested: In the Gilded Age, a reactionary and supposedly inert era, the woman's struggle markedly advanced. True or False? How would "advance" be defined in the second half of the 19th Century? Who would be the most radical feminist leader and why?

Meeting #5 (Thurs. Oct. 15; Tuesday, Oct. 20): Social Feminism

(R) Robert W. Smuts, Women and Work in America, pp. 1-68

(R) William O'Neill, Everyone Was Brave, pp. 77-106, 146-166 (and 107-146 if you have time)

(P) Christopher Lasch, The New Radicalism in America, pp. 3-68

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(R) Alan Davis, Spearheads for Reform (Best book on the settlement house movement. See esp. chapter 7, "Working Women and Children")

(R) Jane Addams, Twenty Years at Hull House (See whether Lash's insights make sense when set against Addams' own account of her work)

(R) Aileen Kraditor, Ideas of the Woman Suffrage Movement (See Chapter 6, "The 'New Immigration' and Labor," for the confused response of the Woman Movement toward alien classes)

(S) Periodical articles by and about Jane Addams, Florence Kelley, Vida Scudder, Emma Goldman, and others—See too the names used by O'Neill, "Ten Who Led the Woman Movement," Chapter 4 of Everyone Was Brave)

(R) Floyd Dell, Women as World Builders: Studies in Modern Feminism (Published in 1913 but essays of quality on Gilman, Addams, Isadora Duncan, Beatrice Webb, Emma Goldman and several others)

QUESTION: How well equipped were the social feminists to deal with the problems described by Robert Smuts? Does one have to roll over and play dead in view of O'Neill's criticism of the social feminists?
Meeting #6 (Thurs. Oct. 22, Tues. Oct. 27): Victory--Or Was It?

(P) Flexner, Century of Struggle, Part III

(R) Aileen Kraditor, Ideas of the Woman Suffrage Movement, chapters 2-3, 8 ("The Rationale of Antisuffragism," "Two Types of Suffragist Argument," and "Political Parties and Suffragist Tactics"


(R) If you have time, take a look at Mitchell, and the two Pankhurst volumes listed below for a comparative perspective, Britain vs. U. S.

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(R) Inez Hayes Irwin, The Story of the Woman's Party (An old book but still good on Alice Paul and a significant radical movement)

(S) Go to Reader's Guide and seek out relevant articles

(R) O'Neill, Everyone Was Brave, chapter 6

(R) David Mitchell, The Fighting Pankhurst Sisters (militant suffragists show the tactics which inspired Alice Paul and the Women's Party)

(R) Emmeline Pankhurst, My Own Story (Britain's embattled suffrage leader)

(R) Estelle Sylvia Pankhurst, The Suffragett (More on Britain)

QUESTIONS: Do you find Miss Catt and her cohorts to have been more effective than Alice Paul and Associates? Which tactics do you think were effective? Which program? Did suffrage come virtually in spite of the efforts of both suffrage groups?

Meeting #7 (Thurs. Oct. 29; Tues. Nov. 3): Changing Manners and Morals


(P) Sinclair Lewis, Main Street
QUESTION: Carol Kennicott—friend or foe of women’s liberation?

Meeting #8 (Thurs. Nov. 5; Tues. Nov. 10): The Twenties—Decade of Revolution?

(R) Robert and Helen Lynd, Middletown, chapters 10-12

(P) Christopher Lasch, The New Radicalism in America, chapter 4 ("Mabel Dodge Luhan: Sex as Politics")

(R) William O’Neill, Everyone Was Brave, chapter 8 ("The Post Suffrage Era")

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(R) Sophonisba Breckingride, Women in the Twentieth Century, Vol. 7 of President’s Research Committee on Social Trends, Wesley C. Mitchell, Chairman (First systematic study of the woman in America—includes census data—details on working women, sources of income, earnings, political life—See esp. chapter 5 for summary of 1918-1932—encyclopedic rather than swinging)

(R) William Leuchtenburg, The Perils of Prosperity (chapter 9: "The Revolution in Morals") (Brief, lively summary) Leuchtenburg suggests, among others, the following periodicals, articles (Stacks):

The Survey, Dec. 1, 1926 (issue devoted to women)
Freda Kirchwey (ed.), Our Changing Morality: A Symposium (1924)
The Annals of the American Academy of Political and Social Science (May 1929) (devoted exclusively to women)
Mary Agnes Hamilton, "Nothing Shocks Me" Harper's (July 1927)
Dorothy Dunbar Bromley, "Feminist, New Style," Harper's (Oct. 1927)
Eleanor Wembridge, "Petting and the Campus," Survey (July 1, 1925)
G. Stanley Hall, "Flapper Americana Novissima," Atlantic Monthly (June 1922)

Look for others in the Reader's Guide: Isadora Duncan, Flappers, the Woman at Work, etc.

(R) Inez Hayes Irwin, Angels and Amazons (So you think there is male chauvinism? Here is the female equivalent for the 1920’s)

QUESTIONS: When writers speak of the period as a time of "revolution" for women, what do they mean? How revolutionary were the Twenties? If advances took place, and some undoubtedly did, how can they be explained, especially if the Twenties exhibited strong reactionary tendencies in other aspects?
Meeting #9 (Thurs. Nov. 14; Tues. Nov. 17): World War II, and the Post-War Reaction

(S) Any two United States Women's Bureau Bulletins in the series numbered 190-226 (call number is HFN UN6 which is on Level Two)

(R) Philip Wylie, Generation of Vipers, Chapter 11 ("Common Women")
(10 copies in folders)

(R) Della rus, "Why Mothers Fail," Atlantic (March 1947) (10 copies)


(R) R. & H. Lynd, Middletown in Transition, chapter 5 (see what happened during the depression)

(R) Lynn White, Jr., Educating Our Daughters (A college president and noted medievalist thinks women should be taught to make an elegant souffle)

William Faherty, S. J., The Destiny of Modern Women in the Light of Paper Teaching (anti-feminist papal comments on women and their role up to the modern era available only via Interlibrary loan)

Joseph Fechter, S. J., "The Decline of Femicity," Catholic World (April 1945) (Good for conservative Catholic point of view)

Ethel Goldwater, "Women's Place" Commentary (December 1947) (Talks about the modern woman's dilemma) (Interlibrary loan)

(S) Elizabeth Hardwick, "The Subjection of Women," Partisan Review (May 1953) (Review of Simone de Beauvoir's The Second Sex...and more)

(S) Elizabeth Nottingham, "Toward an Analysis of the Effects of the Two World Wars on the Role and Status of Middle Class Women," American Sociological Review (Dec. 1947)

(R) Margaret Meade, "The Woman in Wartime," in Jack Goodman (ed.), While You Were Gone (An unbelievably wretched article for popular consumption that seems to differ sharply from male and female. Compare)

(R) International Labor Organization, The War and Women's Employment

(S) Helen Hacker, "Women as a Minority Group," Social Forces (Oct. 1951)

(Hacker picks up an analogy made by the first suffragists and then given expression in Gunnar Myrdal's American Dilemma (1944), Appendix 5. The analogy: The enslaved (and later quasi-enslaved) black man and the enslaved white woman suffer virtually identical plights.)
QUESTIONS: Wars have nearly always had substantial impact on society (e.g. the impact of the Civil War on women). Why not World War II? Or did it? Explain.


(P) Mirra Komarovsky, Blue Collar Marriage
(R) Lee Rainwater, Workingman's Wife, chapter 8
(R) Lee Rainwater and Karol Weinstein, And the Poor Get Children (Chapter 5 on the social role and self-image of the poor white married woman is worthwhile)

Alice Rossi, "Abortion Laws and Their Victims," Trans-Action (Sept.–Oct. 1966) (The literature on abortion is immense—this one is particularly useful—shows that women are less liberal than men in their attitudes toward abortion) (Interlibrary loan)

What are the blue collar wife's special difficulties which arise from her class identity? Or are her difficulties really part of the larger woman problem? How useful would any of the pre-1945 feminists have been to Komarovsky's women?


(P) Josephine Carson, Silent Voices
(R) Elliott Liebow, Tally's Corner, chapters 4–5

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(R) L. Franklin Frazier, The American Negro Family (classic study—compare to Moynihan)

(R) E. Cleaver, Soul on Ice (see his thoughts on women, black and white)

QUESTION: Is the problem for black women a question of women's liberation, racial liberation or both?
Meeting #12 (Tues. Dec. 8; Thurs. Dec. 10): The Middle Class Working Women


(R) Alva Myrdal and Viola Klein, Women's Two Roles: Home and Work, chapters 1, 4, 8, 10

(R) E. and K. Kenniston, "An American Anachronism: The Image of Women and Work," American Scholar (Summer 1964) (10 copies in folders on reserve)

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(R) David Potter, "American Women and the American Character," in John Hagee (ed.), American Character and Culture (A superb historian puts his mind to work on this vital question—result is the thesis that improved status has not led to improved morale)

(S) Bruno Bettelheim, "Growing Up Female," Harpers (Oct. 1962) (Discusses how the educational system prepares women for a liberated life when, in fact, not often is wide-ranging choice for women to be found in American society)

(S) Mildred Weil, "An Analysis of the Factors Influencing Married Women's Actual or Planned Work Participation," American Sociological Review (Feb. 1961) (A key article though the sociologese makes tough going for the uninitiated)

(S) Evelyn Ellis, "Social Psychological Correlates of Upward Social Mobility among Unmarried Career Women," American Sociological Review (Oct. 1952) (A brief article that contends that most of these women are neurotic)

(S) Sanford Dornbusch and David Heer, "The Evaluation of Work by Females, American Journal of Sociology (July 1957) (3 page article—rough going—sample includes non-white females too)

(R) National Manpower Council, "Womanpower and Work in the Lives of Married Women"

(S) Edward Saveth, "The Problem of American Family History," American Quarterly (Summer 1969) (Historiographical, with emphasis on the dual role)

QUESTION: "The middle class working woman is condemned to a schizoid life. For her, there is really no solution." Eh?
Meeting #13: No class -- THE LONG PAPERS ARE DUE BEFORE VACATION

Meeting #14 (Tues. Jan. 5; Thurs. Jan. 7):

Contemporary Woman's Liberation - A Comparative Perspective on Tactics and Obstacles Faced

(P) Motive, XXIX, nos. 6-7 (March - April 1969)

(R) Kate Millett, Sexual Politics, chapter 4, Women in the USSR and Nazi Germany: From Victory to Defeat

(S) Periodical articles on women in Holland, Sweden and the USSR

(R) Urie Bronfenbrenner, "The Changing Soviet Family" in Donald Brown (ed.), The Role and Status of Women in the Soviet Union (sees retreat in Soviet policies toward the family)

(R) Eva Merriam, After Nora Slammed the Door: American Women in the 1960's (An early example of the new feminism--intentionally humorous)


--or newsstand--or dorm) See images of women in Ladies Home Journal, McCall's, Redbook, Good Housekeeping, Seventeen, Ingenue, Cosmopolitan, Single Girl, Glamour, Mademoiselle, Vogue, Harper's Bazaar, Screenlife, Silver Screen, Better Homes and Gardens, Women's Day, House Beautiful, Modern Bride

(R)--unclassified) Pat Ryan, "There She Is, Miss America," Sports Illustrated, (Oct. 6, 1969), pp. 70-82 (Makes no bones about why Miss America is the ideal symbolic target for WLM protest)

Mao Tse-Tung, Quotations from Chairman Mao: The Little Red Book (Chapter on women is very big in Weatherwoman circles--So is V.I. Lenin, The Emancipation of Women and Engel's writings on the woman too)


(R) Alice Rossi, "Equality Between the Sexes: An Immodest Proposal," in Lifton (ed.), The Woman in America (a blueprint for action?)

QUESTION: Do you find models for women's liberation appealing? What sort of social arrangement do you think would suit you best? One drawn from historical precedent? One drawn from feminism elsewhere? One not yet devised?
APPROACHES TO THE STUDY OF AMERICAN FEMINISM

I. Feminism: Problems of Definition


*(Included in Robert J. Lifton, ed., The Woman in America or in Daedalus, Spring 1964)*

II. The Women's Rights Movement: Historical Measurements

READING: Eleanor Flexner, Century of Struggle or Andrew Sinclair, The Emancipation of the American Woman and William O'Neill, Everyone was Brave (selections) or Robert Riegel, American Feminists (selections) Aileen Kraditor, "Introduction" to Up From the Pedestal (Xeroxed)

III. Case Studies in American Feminism

A. Margaret Fuller: The Emergence of the "New Woman"


B. The Suffrage Reformers

Review Flexner and O'Neill (selections) Silven S. Tomkins, "The Psychology of Commitment..." (Xeroxed) James McGovern, "Anna Howard Shaw: New Approaches to Feminism" (Xeroxed) plus the reading of one biography or autobiography of a major figure in the woman's suffrage movement, which may be taken from a list to be distributed


RECOMMENDED: Francis Parkman, Vassal Norton
Elizabeth Cady Stanton, et. al., History of Woman's Suffrage, 6 vols.
C. The Theory and Practice of Domesticity

Barbara Welter, "The Cult of True Womanhood: 1820-1860" (Xeroxed)
Paul Conner, "Patriarchy: Old World and New" (Xeroxed)
Winthrop D. Jordan, "Notes on Antebellum Southern Images of Woman Negroes" (Xeroxed)
Gail Parker, "Mary Baker Eddy and Sentimental Womanhood" (Xeroxed)
David Brion Davis, "Jealousy and the Immoral Wife," from Homicide and American Fiction (Xeroxed)
Miss Beecher's Domestic Receipt-Book (1854) -- (selections)
J. A. and Olive Banks, Feminism and Family Planning in Victorian England, pp. 58-84

RECOMMENDED: Mary Boykin Chestnut, A Diary from Dixie
The Law of Baron and Femme (1816)
Betty Friedan, The Feminine Mystique

D. The Woman of Affairs: Kate Chase Sprague

Henry Adams, Democracy
Thomas and Marva Belden, So Fell the Angels
or Isabel Ross, Proud Kate
*Jo M. Erikson, "Notes of the Life of Eleanor Roosevelt"

*(Robert J. Lifton, ed., The Woman in America.)

E. Professional Women: A Pair of Female Physicians

Directing the seminar this week will be Mr. Walter Harp of the State University of New York (Stony Brook)

READING: W. D. Howells, Dr. Breen's Practice
Review Taylor and Lasch, Riegel and Lotte Bailyn

RECOMMENDED: (The autobiographies of the two physicians under discussion)
Harriet K. Hunt, Glances and Glimpses (1856)
Marie Zakrzewska, A Woman's Quest

F. Victoria Woodhull and Mabel Dodge Luhan: Feminism as a Cultural Style

Woodhull and Clafin Weekly, 1873-74 (selections)
Robert Riegel, "Women's Clothes and Women's Rights" (Xeroxed)
J. A. and Olive Banks, Feminism and Family Planning in Victorian England (review)
Christopher Lasch, "Woman as Alien," and "Mabel Dodge Luhan: Sex as Politics," in The New Radicalism in America
James R. McGovern, "The American Woman's Pre-World War I Freedom in Manners and Morals" (Xeroxed)
William L. O'Neill, "Divorce in the Progressive Era" (Xeroxed)

RECOMMENDED: Johanna Johnston, Mrs. Satan: The Incredible Sage of Victoria C. Woodhull
Mabel Dodge Luhan, Intimate Memories (autobiography), vol. 1, Background; Vol. 2, European Experiences
Kate Millett, Sexual Politics
G. Jane Addams: Feminism as Social Reform

Jane Addams, *Twenty Years at Hull-House*

Christopher Lasch, "Jane Addams: The College Woman and the Family Claim," in *The New Radicalism in America*

Jill Conway, "Jane Addams: An American Heroine"

Arthur Mann, "The New and the Newer Women," in *Yankee Reformers in the Urban Age*

Staughton Lynd, "Jane Addams and the Radical Impulse," *Commentary* (July 1961)

Christopher Lasch, "Introduction" to *The Social Thought of Jane Addams* (Xeroxed)

RECOMMENDED: Christopher Lasch, ed., *The Social Thought of Jane Addams*
Margaret Tims, *Jane Addams of Hull House, 1860-1935*

H. Margaret Sanger: Sexual Values and the Family

David Kennedy, *Margaret Sanger*
or *Margaret Sanger, Autobiography*

Review Erik Erikson

*Alice S. Rossi, "Equality Between the Sexes: An Immodest Proposal"* (Xeroxed)

J. A. and Olive Banks, *Feminism and Family Planning in Victorian England*, review previous assignments and read also pp. 1-14, 85-134

RECOMMENDED: Theodore Dreiser, *An American Tragedy*
Sidney Ditzion, *Marriage, Morals and Sex in America: A History of Ideas*

*(Included in Robert J. Lifton, ed., *The Woman in America*)

IV. Discussion of paper topics

V. Recapitulation: New Directions in the Study of Feminism

READING: Gerda Lerner, "New Approaches to the Study of Women in American History" (Xeroxed)
Robert Meritt  
Department of Economics  

PRO-SEMINAR: WOMEN IN THE AMERICAN ECONOMY

Economics 202b is not a course. It is a pro-seminar. In our departmental pro-seminars we consider topics outside the mainstream of traditional work by professional economists. We try to decide, teacher and students, whether or not received economic theory has explanatory power when applied to this new problem. The expected answer is that conventional theory yields a number of useful insights. We then ask whether additional analytical gains can be made by applying unconventional theories or even by developing new ones.

With this in mind, my present plan is to structure Economics 202b around the following themes:

1. Does conventional macroeconomic and microeconomic theory tell us anything about the special and curious role of women in American economic life? In particular, are these theories useful in interpreting the data concerning female industrial employment patterns, female money income, and the allocation of time-use between American males and females?

2. Can general systems theory or an economic theory based upon a time theory of value help explain what we know empirically about the economic tasks performed by women?

3. Given our knowledge of economic theory, what can we say about the validity of the following propositions? How would one go about proving or disproving these assertions?

A. American capitalism does not create discrimination against women; it merely provides a quantifiable mirror image of women's inferior status in American culture. Men tend to assign themselves the high-status work in every patriarchial culture. Since in America money is an important measure of status, men tend to monopolize those jobs yielding the highest money income. Seen in this light, capitalism is consistent with an inferior status for women, but it does not require it. To attack the capitalist system as woman's oppressor is merely to engage in the common but fruitless assassination of the messenger bearing the bad news.

B. Women do socially necessary work in America even when they remain housewives. They devote their labor-time to the socially necessary tasks of consumption -- shopping, cooking, housecleaning, rearing the next generation (this last activity may be considered a form of production as well as consumption). But consumption work, although socially necessary, is traditionally unpaid. In a culture where money income determines status, a specialization in unpaid work may contribute to feelings of inferiority.

C. Most American women who are not members of our impoverished underclass have achieved a form of economic security that we have not yet extended to men. That is, they have, if they are married, a guaranteed annual income. So long as their marriage remains intact, their money income continues. If they divorce, their money income may fall, but it will usually not fall to zero (alimony). Does this peculiar economic arrangement help us gain an understanding of male and female behavior?
D. Every society must produce goods as well as services. Goods production involves the relationship between man and nature, while service work of the "personal service" variety involves the relationship between man and man. In America a division of labor has evolved that assigns most man-nature work to men, and the bulk of man-man work to women. Woman's economic place is in the home with children, or at least in the people-oriented services -- nursing, elementary education, retail clerking. If they are to be competently performed, both types of work must be socially reinforced by sanctifying social fictions. Yet these two types of social fiction, one stressing the importance of thing work and the other the importance of people work, seem inherently contradictory. How can this problem of social engineering be solved? Answer: Create a dual culture based, if possible, on a biological, and thus empirically established, difference. A strong candidate for this dual culture-biological basis is the male-female sex difference. Another possibility, of course, is the difference in skin pigmentation between races. So long as persons of different sex, and persons of different race, internalize the cultural attitudes assigned them, an economic system can have the best of all possible worlds in this matter. Of course, separate is inherently unequal so money income will flow to the high status work, putting pressure on those sanctions used to reinforce low-status but socially necessary work.

I hope that this brief statement gives the reader some information about the kinds of work done in our economics pro-seminars. Needless to say, the questions I have suggested concerning the role of women in the American economy represent no more than a sample of those available.

The Economics Department at Smith did not give pro-seminars until this year. Our first pro-seminar is being offered this fall by Mr. Leonard. The fall topic is environmental economics. Yale University is offering a course this spring on Women in the Economy. I know of no other such courses offered currently or in the past in the Connecticut Valley or elsewhere.
Frank Battaglia  
Department of English  

MAN, SCIENCE AND SOCIETY SERIES  
SOCIAL CONTROL: MEN AND WOMEN AND THE OPPRESSION OF WOMEN  

An intensive study of the influence of family structure and institutionalized living patterns on the development of personality and behavioral traits. The course will analyze the connection among these elements in the socio-economic systems of the contemporary United States, feudal and revolutionary China, tribal Africa, and the American Indians. The psycho-analytic theories of Reich, Roheim, Brown, Laing, and Fanon will be used as tools of personality analysis.

Frederick Engels, Origin of the Family, Private Property and the State, International paperback.  
Mirra Komarovsky, Blue Collar Marriage, Vintage.  
William Hinton, Fanshen, Vintage.  
Jan Myrdal, Report from a Chinese Village, Signet.  
Chinua Achebe, Things Fall Apart, Fawcett-World.  
R. D. Laing, The Divided Self, Penguin.  
Frantz Fanon, Studies in a Dying Colonialism, Grove paperback.  
Recommended, Norman Brown, Life Against Death, Vintage.  
Recommended, Simone de Beauvoir, The Second Sex, Bantam.  
Recommended, Herbert Marcuse, Eros and Civilization, Vintage.  
William Hinton, "Fanshen Re-examined," NEFP.  
Anna Louise Strong, "Rise of the People's Communes," NEFP.  
Margaret Benston, "The Political Economy of Women's Liberation" NEFP.  
Laurel Limpus, "Liberation of Women -- Sexual Repression and the Family," NEFP.  
Pat Mainardi, "The Politics of Housework," NEFP.  
Anne Koedt and Nancy Mann, "The Myth of the Vaginal Orgasm" and "A Reply," NEFP.  
Patricia Robinson, et. al., "Poor Black Women," NEFP.  
SEX AND POLITICS: THE IMPACT OF SEX ON POWER AND INFLUENCE IN SOCIETY

The object of this seminar is to improve the students' grasp of certain concepts in political science and enlarge their understanding of political life by enabling them to engage in a rigorous analysis of the relationship between sex and politics.

The seminar material is divided into four parts: political theory, political socialization, political behavior, and political decision-making. Students will examine the legacy of classic political thought about the division of power along sex lines and the modern approaches to this issue. Under the heading of political socialization they will examine the content of male and female socialization and the impact of this socialization on political and social institutions. In considering the relationship between sex and political behavior the students will examine two general areas: political movements that have sought to realign the division of power on the basis of sex-oriented concerns, and political behavior in modern societies especially American society as reflected in voting patterns, leadership patterns, and informal influence patterns.

In the remainder of the seminar students will consider concrete cases in the making of political decisions on issues with a sexual content, that is, how those decisions get made and who makes them. The three issues which will be covered are birth control and population, the law (equal rights and protective legislation), and sex education.

Students will write a research paper based on one of the decision-making issues. In addition, students will become familiar with survey data and survey analysis techniques using data on women's attitudes and characteristics.

Theoretical Approaches

Ernest Barker, The Politics of Aristotle
The Republic of Plato
Friedrich Engels, The Origins of Family, Private Property and State
Karl Marx, Friedrich Engels, V. Lenin, J. Stalin, The Woman Question
(selected writings)
John Stuart Mill, The Subjection of Women
Alice Rossi, "Sex Equality: The Beginnings of Ideology," The Humanist
Kate Millett, Sexual Politics

Political Socialization

R. E. Dawson and K. Prewitt, Political Socialization
Herbert Hyman, Political Socialization
Bruno Bettelheim, Children of the Dream
Sarah Spinks, "Sugar and Spice", This Magazine is About Schools
Margaret B. Crook, Women and Religion
Mary Daly, The Church and the Second Sex
Political Behavior

A. Political Movements

Franz Fanon, Studies in Dying Colonialism
Eleanor Flexner, Century of Struggle
Aileen Kraditor, ed., Up From the Pedestal
William O'Neill, Everyone Was Brave
Gunnar Myrdal, An American Dilemma, appendices

B. American Politics

Angus Campbell, The American Voter
Cuber and Haroff, Sex and the Significant American
Martin Gruberg, Women in Politics
Peggy Lamson, Few Are Chosen
Lawrence Ludovici, The Final Inequality

C. Comparative Perspectives

Richard Fagin, The Transformation of Political Culture in Cuba
William Hinton, Fanshen
Brigitta Linneur, Sex and Society in Sweden
Ronald Sampson, The Psychology of Power
Robert Scott, "The Political Culture of Mexico", in Political Culture and Political Development

Political Decision-Making

A. Population and Birth Control

American Friends Service Committee, Who Shall Live
Elizabeth T. Douglas, Margaret Sanger
David Lowe, Abortion and the Law
M. Potts, ed., A Guide to the Abortion Act 1967

B. The Law - Equal Rights and Protective Legislation

Cases: Muller vs. Oregon, Brandeis brief; Lochner vs. New York; Hoit vs. Florida
Pauli Murray and Mary Eastwood "Jane Crow and the Law", in The George Washington Law Review
Leo Kanowitz, Women and the Law
The Civil Rights Act of 1964
Margery Leonard, The Equal Rights Amendment: Questions and Answers
Prepared by the Research Department of the National Women's Party

C. Sex Education

Mary Breasted, Oh! Sex Education
Herbert Gans, The Levittowners
Robert Wood, Suburbia, Its People and Their Politics
A. J. Vidich and J. Bensman, Small Town in Mass Society
BARBETTE BLACKINGTON
Department of Sociology
American University
Washington, D.C.
Fall 1970

GRADUATE SEMINAR IN SOCIAL ORGANIZATION: WOMEN

Course Description

A graduate seminar, limited to a student enrollment of ten students, which will meet once a week, Tuesday, 3:05 - 5:45. It is assumed that the students in the course will have mastered the fundamentals of social organization at the undergraduate level and are prepared for specialized work.

The way in which women, always a complex social group, have been organized into the industrial labor force will be examined in the first half of the course. Classic works in this area, such as C. D. Wright's The Working Girls of Boston, Elizabeth Beardsley's Women and the Trades, and Edith Abbott's Women in Industry will be read. The processes by which women were moved as a work force from the home into the factories and workshops will be examined. The unique ways in which women workers were used, comparison of their position in the industrial work force with that of men and children, and the ways in which their industrial work affected the organization of their home and family life will be studied.

The second part of the course will examine the ways in which women organized themselves into a social protest movement. The history of their organizational efforts in England and America will be examined. The nature of the present-day organizational efforts of the various women's protest groups will be included and analyzed.

Comparison will be made of the ways in which men organize women and themselves with those used by women in organizing themselves.

Assignments

Apart from weekly reading in the literature students will be expected to undertake research in one of the two areas described above. The class may vote to do collective research which will be published as a book or vote to do individual projects.
TEXTS:

Dabaghian, *Mirror for Man*
Berger, *Invitation to Sociology*
Mead, *Male and Female*
Lifton, *The Woman in America*
Myrdal & Klein, *Women's Two Roles*
Connell, *Mrs. Bridge*
Williams, *Sissie*
Hacker, "Women as a Minority Group", a reprint
Mitchell, "The Longest Revolution"
Berger & Luckmann, *The Social Construction of Reality* (will be used for the final exam book)
Friedan, *The Feminine Mystique* (recommended but not required)

ASSIGNMENTS:

I. Introduction - September 18-21
   Dabaghian, Chapters 1 and 2; Berger, Chapters 1 and 2

II. Culture - September 23-28
   Dabaghian, chapter 4; Berger, Chapter 4; Mead, Chapters 3 through 7; Lifton, Essay by Lifton. Recommended but not required: Friedan, Chapter 6; Dabaghian, Chapter 19; Mead - Read on if you wish.

III. Socialization and Roles - September 30-October 7
   Dabaghian, Chapter 5; Berger, Chapter 5; Lifton, Essays by McClelland and E. Erikson; Start reading Connell

On reserve in the library:

IV. Small Groups, Primary Groups and the Family - October 9-16
   Dabaghian, Chapter 6; Mead, Chapters 13 and 16; Finish Connell; Begin Williams

On reserve in the library:

V. Large Groups and Formal Groups - October 19-26
   Dabaghian, Chapters 12, 17 and 10; Myrdal and Klein (all); Lifton, Essays by Peterson and Bailyn

On reserve in the library:
Langer, articles on Women at the Telephone Company in *New York Review of Books*, in issues of March 12 and 26, 1970
VI. Stratification - October 28 - November 15

Debaghian, Chapters 7, 8 and 9; Mitchell, reprint; Haeker, reprint; Finish Williams; Lifton, Essay by Rossi

On reserve in the library:

Rossi, "Sex Equality: The Beginnings of Ideology" (in unclassified section)

VII. Deviancy, Change and Control - November 18-December 11

Debaghian, Chapters 3 and 11; Lifton, Essays by Rostow and Degler; Berger, Chapter 6

VIII Recapitulation - December 14-16

Debaghian - Epilogue; Berger, Chapter 8; Begin Berger and Luckmann - to be concluded during first week in January in lieu of class meetings
INTRODUCTION TO SOCIOLOGY: WOMEN IN AMERICAN SOCIETY

The growth of a "new feminism" in the last few years has raised many questions about the status and problems of women in American society. The focus of this section will be on the position of women in modern society, the roles they play, and the difficulties they experience.

Unfortunately -- and perhaps surprisingly -- the sociological literature on women is limited. Some of the reading is therefore polemical rather than analytic. Our task, with such reading, will be to subject the polemics to sociological analysis. But it will also be necessary to relate our analysis to your own experience, attitudes, and expectations.

The bulk of the required reading will be in the following books, all available in paperback editions:

Caroline Bird, Born Female (Pocket Books, $.95)
Betty Friedan, The Feminine Mystique (Bantam, $.95)
Robert J. Lifton (ed.), The Woman in America (Beacon, $2.45)
Alva Myrdal and Viola Klein, Women's Two Roles: Home and Work (Humanities Press, $2.50)

Additional assignments will be available in Lyon Reading Room.

OUTLINE AND ASSIGNMENTS:

1. Culture, Biology and Sex Roles: The Problem
   Friedan, Chs. 1, 2, 3
   Lifton, pp. 1-26 (by Erik Erickson) and 173-192
   Myrdal and Klein, Chs. 1, 2, 3

2. Women at Work
   Bird, Chs. 1, 2, 3, 4, 5
   Myrdal and Klein, Chs. 4, 5, 6

3. Marriage and the Changing Family
   Lifton, pp. 211-35 (by Edna G. Rostow)
   Myrdal and Klein, Ch. 7
   Rose, The Study of Society, pp. 528-38 (by William J. Goode and pp. 539-47 (by John Sirjamaki)

4. Values and the Interpretations of Women's Roles
   Bird, Chs. 7, 8
   Friedan, Chs. 4, 6, 8, 9, 10, 11
   Lifton, pp. 52-71 (by Diana Trilling)

5. The Education of Women
   Friedan, Ch. 7
   E. Chinoy, Coeducation at Smith, Part I.
6. The Problem of Equality

Lifton, pp. 98-143 (by Alice Rossi) and pp. 193-210 (by Carl Degler)
Bird, Ch. 10

7. The New Feminism

Bird, Ch. 9
Friedan, Chs. 13, 14

Also look through some of the women's liberation material available in the Sophia Smith Collection

SUPPLEMENTARY BIBLIOGRAPHY:

J. Bernard, Academic Women
S. de Beauvoir, The Second Sex
C. F. Epstein, Women's Place
S. M. Farber and R. H. L. Wilson, The Potential of Women
E. Flexner, Century of Struggle
E. Ginzberg, Life Styles of Educated Women
G. Harbeson, Choice and Challenge for the American Woman
V. Klein, Feminine Character: History of an Ideology
M. Komarovsky, Women in the Modern World
M. Mead, Male and Female
K. Millett, Sexual Politics
K. Mueller, Educating Women for A Changing World
National Manpower Council, Womanpower
M. Newcomer, A Century of Higher Education for Women
F. L. Nye and L. W. Hoffman, The Employed Mother in America
L. Rainwater, R. P. Coleman, and G. Handel, Workingman's Wife
R. Smuts, Women and Work in America
L. White, Educating Our Daughters
FOCUS:
The Industrial Revolution brought in its wake a myriad of social dislocations, not least of which was the disruption of then traditional forms of family organization. The analysis of the effects of industrialization on the family has formed an important debate in the social sciences. On the one hand, disorganization and demoralization were seen as principle outcomes. On the other, new levels of integration and new family forms were postulated. The central purpose of much of this course is to enter this debate and in the process deepen our understanding of one of the central features of social organization.

I. Competing Perspectives
Edwards (ed.), The Family and Change, Part One
Smelser, Social Change in the Industrial Revolution, Chaps. 10 and 11
Parsons and Bales, Family, Socialization, and Interaction Process, Chap. 1
Burgess, Locke and Thomas, The Family, (3rd ed.), Part Four
Engels, The Origin of the Family, Private Property, and the State
Bell and Vogel (eds.), The Family, Chap. 13

II. Family Organization: The Dynamics of Role Relationships
Parsons and Bales, Chaps. 6 and 7
Blood and Wo'Fe, Husbands and Wives, pp. 11-74
Bell and Vogel, Part III
Slater, "Parental Role Differentiation," in Coser, pp. 350-369

III: Family and Society
A. Overview
Scanzoni, Opportunity and the Family
McKinley, Social Class and Family Life
Edwards, Part II
Dizard, Social Change and the Family
B. Working Class Families
Komarovsky, Blue Collar Marriage
Rainwater, et. al., Working Man's Wife
C. Middle Class Families
Seeley, et. al., Crestwood Heights
Bell and Vogel, Chap. 10
D. Familial Politics: The Socialization of Mother and Child
Lifton (ed.), The Woman in America
Epstein, Women's Place
Millett, Sexual Politics, Chap. 2
Kenniston, The New Radicals

IV: Family Disorganization
Goode, Women in Divorce

V: The Changing Family
Edwards, Part VII
Matina S. Horner  
Harvard University  
Social Relations  

PRO-SEMINAR - FEMININE PERSONALITY

READING LIST:

9. Horner, "The Psychological Significance of Success in Competitive Achievement Situations: A threat as well as a promise - (pre-publication draft)", in *Selected Readings*.

These are basic sources many of which have extensive bibliographies. We will also use an extensive topical annotated bibliography. This is not available for distribution.

TOPICS TO BE COVERED IN THE SEMINAR INCLUDE:

1. Psychoanalytic and Neoanalytic Contributions to a Psychology of Women
2. Endocrines and Sexuality - Psychosomatic Responses
3. Identification Processes in Children and Adolescents
4. Development of Sex Role Identity and Sex Role Acquisition
5. Sex differences in Important Psychological Variables
6. Movement Toward Change
LINGUISTIC BEHAVIOR OF MALE AND FEMALE

I. Introduction

II. Other Languages of the World

Bilingual; English as a Second Language

III. Structural Features of Language

Phonological: Pronunciation; Suprasegmental Patterns

Grammar: Morphological Restrictions; Syntactic Patterns

Grammatical Categories -- Selectional Restrictions

Gender: Grammatical, Semantic

IV. Nonverbal Correlates of Language: Paralanguage

V. Male and Female Usage

Language Skills and Education

Vocabulary Differences

Words male/female use

Words used to refer to male/female

Taboo words and Concepts

Status and Standard/Nonstandard

Titles of Address, Proper Names, Greetings

Masculinity and Feminity and Styles of Speech

Pronominal and Morphological Referents to Relation to Roles in Society

Male and Female Authors and Implications in Writing and Literature

Literature Written for Male/Female

VI. Language and Culture

VII. Language Change

Bibliography

I. General

Furley, Paul Hanly, "Men's and Women's Language", The American Catholic Sociological Review 5 (1944), pp. 218-223


"The Woman" (1921), pp. 237-254


Reik, Theodor, "Men and women speak different language," Psychoanalysis 1-2 (Spring-Summer 1954), pp. 3-15

126
II. Other Languages of the World

Blood, Doris, "Women's speech characteristics in Cham," Asian Culture 3.3-4 (1962), pp. 139-143.


III. Structural Features of Language


Furfey, Paul Hanly, "The semantic and grammatical principles in linguistic analysis," Studies in Linguistics, 2.3 (Summer 1944), pp. 56-66.


IV Male and Female Usage


Hancock, Cecily Raysor, "'Lady and 'Woman'," American Speech 38 (October 1963), pp. 234-235.
Kimbrough, Marvin G., "A study of sex-differences in vocabulary among freshman students at Houston-Tillotson College, Austin, Texas"
Shuy, Roger W., "Sex as a factor in sociolinguistic research," Mimeo, Center of Applied Linguistics, 1965, pp. 15

V. Language and Culture

Prospectus:

This course considers the shaping of the feminine personality in contemporary American society. It begins with the "ideal" family and studies the socialization processes that prepare women for culturally defined sex roles.

Throughout development, children are exposed to institutional as well as interpersonal influences imparting images and identities: e.g. schools and mass media. Within these agencies, explanations are offered as to why the current structures exist: rewards and punishments for conforming and deviant behavior perpetuate them. Such explanations require searching examinations, as does the justification for (and alternatives to) existing goals.

Since one goal of this course is to increase the participation of women in society, some activity projects will be used as instruction devices. The course lends itself to socio-dramatic techniques, commitment training through practice, and independent exploration.

I. Power Relationships in the Family
   a. The neolocal, nuclear, conjugal family
   b. Other kinds of families
   c. The economic worth of children
   d. Infanticide and sex preferences

   Readings: Green, Marx, Laws, Sampson, Sechehaye
   Projects: Being a brother, son, father (sociodrama)

II. Archetypes and Roles
   a. Mythical conceptions
   b. Cultural configurations
   c. Women as objects; women as subject
   d. Caste and class

   Readings: Broverman (MH), De Beauvoir, Friedan, Hacker, Hays, Janeway, Montagu, Shainess(2), Trilling
   Projects: Museum visits--art, historical, anthropological

III. Socialization
   a. Media images
   b. Formal and informal education
   c. Training for incompetence and failure
   d. Occupational aspiration and choice

   Readings: Bem & Bem, Benedict, Gardner, Horner, Komarovsky, Lifton, Mead, Uhnak, Weisstein, Vogel
   Projects: Independent Study--media programs and advertisements, school readers and texts, career survey
IV. Female and/or feminine

a. Definition of personality traits
b. Gender
c. Women in Groups
d. Sexual Weaponry

Readings: Bird, Brothers, Broverman(CS), DeMartino, Horney, Schwarz, Tiger
Projects: Self-study--image, concept, ideal

V. Alternatives

a. Personality and lifestyle
b. The marital state
c. Do women have human rights?
d. Are men ready for androgeny?

Readings: Colebrook, Fairchild, Harbeson, Maslow, Newland, Rollin, Shainess(A)
Projects: Rewriting an autobiography; Breaking norms by role-reversal

Source Materials:

Goslin (ed.) Handbook of Socialization: Research and Theory
Patai (ed.) Women in the Modern World

Reports: President's Commission 1963; Governor's Committee (NY) 1964; President's Task Force 1970

Magazines: Cosmopolitan; Ladies Home Journal; Playboy

Reprints:

Bem & Bem, Training the Woman to Know Her Place; Benedict, Continuities and Discontinuities in Cultural Conditioning; Broverman, Sex-Role Stereotypes and Clinical Judgments of Mental Health; Broverman, Sex-Role Stereotypes and Self-Concepts in College Students; Gardner, Sesame Street and Sex-Role Stereotypes; Hacker, Women as a Minority Group; Horner, Why Bright Women Fail; Janeway, The Subordinate Sex; Komarovsky, Cultural Contradictions and Sex Roles; Laws, Social Psychology of Women; Rollin, Motherhood: Who Needs it?; Shainess, Abortion is no Man's Business; Shainess, Image of Women; Trilling, Female Biology in a Male Culture; Vogel, Family Size and Sex-Role Stereotypes; Weissstein, Woman as Nigger

Paperbacks:

Bird, Born Female; Brothers, Woman; Colebrook, The Cross of Lassitude; DeBeauvoir, The Second Sex; DeMartino, Sexual Behavior and Personality Characteristics; Fairchild, Women, Society and Sex; Friedan, The Feminine Mystique; Green, I Never Promised you a Rose Garden; Harbeson, Choice and Challenge; Hays, The Dangerous Sex; Horney, Feminine Psychology; Lifton, Woman in America; Marx, et. al., The Woman Question; Maslow, Toward a Psychology of Being; Mead, Male and Female; Montagu, The Natural Superiority of Women; Newland, Myself and I; Sampson, The Psychology of Power; Schwarz, The Psychology of Sex; Sechehaye, Autobiography of a Schizophrenic Girl; Tiger, Men in Groups; Uhnak, Policewoman
Required:


Lifton, Robert (ed) THE WOMAN IN AMERICA, Boston: Beacon Press, 1965. (paperback)


I. INTRODUCTION

A. Social Stratification

Heller, Celia, STRUCTURED SOCIAL INEQUALITY, New York: Macmillan, 1969
Introduction to Part III, Major Dimensions of Social Stratification, 105-132.


B. Assimilation and Acculturation:

Gordon, Milton, ASSIMILATION IN AMERICAN LIFE, New York: Oxford University Press, 1964, Chap. 2,3 (4,5,6 recommended)

C. Prejudice:


Williams, Robin, "Ethnocentrism," in Segal, 44-52.

II. RELIGION AND ETHNICITY

Gordon, Milton, ASSIMILATION IN AMERICAN LIFE, Chap. 7 Subsociety and the Subculture in America.


III. RACE


Grimes, Alan P., EQUALITY IN AMERICA, 1964, Chap. 2 Race; Chap. 3 Urban Majority.


IV. GENERATION


V. SEX


Erikson, Eric, "Inner and Outer Space: Reflections in Womanhood" in Lifton.


FAMILY AND KINSHIP

Course Readings


Most used readers:

I. OVERVIEW PERSPECTIVE

Goode, William, World Revolution and Family Patterns, 1963, Chap. 1,2.
Winch, Robert, The Modern Family, Chap. 1, 4-9.

II. CULTURAL VARIATION IN FAMILY & KINSHIP

Winch, Chap. 2 (Chinese), 3 (Kibbutz).
Goode, World Revolution and Family Patterns: Select one section on any one of following societies: Arabic, African, Indian, Japanese.
Goertz, Hildred, The Javenese Family, Chap. 1, 3.

III FAMILY FORMATION AND CYCLING

A. Developmental & Structural Constraints on Family Roles

Winch, Chapter 12.

B. Dating, Courtship, and Mate Selection

Winch, Chap. 10, 18, 19, 20.
Group for the Advancement of Psychiatry, SEX AND THE COLLEGE STUDENT, Atheneum 1966, Chap. 1, 2.
Elder, Olen, "Appearance and Education in Marriage Mobility," ASR, 34:4, August 1969.
Rapoport, Rhona, "The Transition from Engagement to Marriage," 
Rapoport, Rhona and Robert Rapoport, "New Light on the Honeymoon," 
Marmor, Judd, "Changing Patterns of Femininity," in Salo Rosenbaum 
and Ian Alger, THE MARRIAGE RELATIONSHIP, Basic Books, 1968, 
32-45.

C. Marriage

Winch, Chap. 21, 22, 23.
Cuber, J. and P. Haroff, SEX AND THE SIGNIFICANT AMERICANS, 1965, 
Chap. 3, 6, 7 OR "Five Kinds of Relationships," Sussman #35.
Bott, Elizabeth, FAMILY AND SOCIAL NETWORK, Tavistock Ltd., 1957, 
Chap. III, IV OR "Conjugal Roles and Social Networks," In Bell 
& Vogel, #19.
Rapoport, Rhona and Robert Rapoport, "Work and Family in Contemporary 
Society," ASR, 30:3, June 1965 or Sussman #7.
Raush, H., W. Goodrich, and J. Campbell, "Adaptation to First Years 
Safilios-Rothschild, "Family Sociology or Wives' Sociology? A Cross 
Cultural Examination of Decision Making," in Jl. of Marriage & 
Family, 31:2, May 1969, 290-301.
Rainwater, Lee, FAMILY DESIGN, Chap. 2, 3.
Dreikurs, Rudolph, "Determinants of Changing Attitudes of Marital 
Partners toward Each Other," in Salo Rosenbaum and Ian Alger, 
THE MARRIAGE RELATIONSHIP, Psychoanalytic Perspectives, 

D. Parenthood

1. General: Parental Role

Winch, Chap. 13
Rossi, Alice, "Transition to Parenthood," Jl of Marriage and the 
Gavron, Hannah, THE CAPTIVE WIFE, Chap. 8, 9, 10, 11.

2. Fertility & Social Implications

Davis, Kingsley & Judith Blake, "Social Structure & Fertility: 
Freedman, R., P. Whelpton, & John Smid, "The Case of United States," 
Berelson, Bernard, "Beyond Family Planning," Science, 163, 7 Feb., 
1969, 533-543.
Blake, Judith, "Demographic Science & the Redirection of Population 
Rossi, Alice, "Abortion and Social Change," Dissent, July-August 
Rainwater, Lee FAMILY DESIGN, Chap. 6, 7 & 8.

3. Child-rearing

Winch, Chap. 14, 15, 16, 17.
Bronfenbrenner, Urie, "The Changing American Child- A Speculative 
Analysis," in Coser, Rose LIFE CYCLE AND ACHIEVEMENT IN 
AMERICA, 1-20.
Rossi, Alice, "Naming Children in Middle Class Families," ASR, 
Kohn, Melvin, "Social Class and Parent-Child relationships: 
Course Description: The course will focus on the economic role of women and how it has changed over time. The interrelationship of the economic functions of women inside and outside the labor market will be examined. The participation of women in the labor force, the kinds of jobs open to them, their instability of employment and low income levels will be analyzed. Case studies of other countries will be employed to gain an understanding of the factors affecting the status of women. We shall explore the historical role of the women's rights movement and discuss programs for change. Students will be required to undertake an independent research project in consultation with the instructor and to submit a term paper. The following is a list of topics to be covered in the course.

Labor Force Participation of Women: The historical changes in the labor force participation of women will be examined. The importance of shifts in the structure of the economy and of national emergencies like the First and Second World Wars in facilitating the employment of women will be discussed. We shall also consider the impact of the changing social definition of a woman's role on the expanded participation of women in market work. The sequential entry into the labor force of young, single women; older, married women; and, most recently, the increased labor force participation of younger married women, many of whom have preschool age children, will be analyzed. We shall discuss the impact of technological changes in home work and increasing levels of education on the availability of women for work outside the home.

Occupational and Industrial Distribution of the Female Work Force: In this section we shall try to gain an understanding of the importance to the economy of the female work force. What industries and occupational categories rely most heavily on women workers? Moreover, what has the increased participation of women in market work meant in terms of their efforts to achieve equal employment opportunity. The heavy concentration of women in a few predominantly female occupations and in the service sector will be discussed. We shall try to reach some conclusions regarding the relative importance of differences in the qualifications and preferences of female and male workers and of discrimination in explaining this phenomena. We shall examine the various levels at which discrimination occurs: in the labor market, in hiring, and in promotion.

Unemployment: The different incidence of unemployment on female and male workers will be studied. The impact of unemployment rates on the labor force participation of women will be analyzed. We shall also discuss whether the disproportionate share of unemployment borne by women workers is a cause for social concern and what kinds of policies are needed to reduce the impact of unemployment on women.

The Earnings and Economic Contribution of Women: The lower earnings of women workers will be analyzed in terms of the traditional economic variables and an attempt will be made to discover the importance of discrimination in earnings differences. Through our discussions of the causes of income differentials we shall gain a better understanding of the most effective
policy measures to eradicate these differences. Why are the earnings of women workers important? Are the conventional notions that women's earnings are supplementary and not crucial to the economic welfare of their families accurate? Are the lower earnings of women workers related to the problem of poverty, the welfare crisis and other social issues?

We shall also discuss whether it is possible to measure the economic contribution of unpaid household labor. The proposal to pay women for home work will be discussed in terms of its feasibility and implications for the position of women in society.

Women and the Trade Union Movement: A key issue in this section is the limited participation of women in labor organizations. Is there any evidence that women have been excluded from unions? Are there any factors that make women hard to be organized? Have women played an important leadership role in any labor organizations? The relationship between the small representation of women in unions and inequality in earnings and employment will be discussed. The prospects for greater involvement in labor organizations in the future will be examined.

Women in Other Countries: Case studies of other countries will be used to gain an understanding of the importance for the economic position of women in society of differences among nations in the level of economic development, method of economic organization and historical traditions.

The Women's Rights Movement: The relationship between the women's rights movements and the economic status of women will be discussed. The historical role of women's rights groups in changing the economic position of women and the extent to which organization has been a response to changing economic roles will be an important issues in this section. How is the struggle for equality in the economic sphere related to efforts to achieve equality on other levels?

The Role of Women and Programs for Change: Throughout its discussions, the class will grapple with the difficult question of the appropriate roles of women and men in society. Although readings on the subject abound, in the end, students will have to reach their own conclusions and on these judgments will rest their views on the need for change and the kinds of programs necessary. I hope that the materials presented in the course will provide a valuable frame of reference for our discussions of this issue. Some of the specific policy measures to be discussed include child care, maternity leaves and benefits, equal pay and equal employment opportunities legislation. The role of government, educational institutions and business will also be examined.

Bibliography

This preliminary list includes references which may be of use to students in preparing their term papers.

Books:

Abbott, Edith, Women in Industry
Bird, Caroline, Born Female, David McKay Co. (New York: 1968)
Epstein, Cynthia, Women's Place: Options and Limits in Professional Careers, University of California Press (Berkeley: 1970)
Klein, Viola, Britain's Married Women Workers, Humanities Press (New York: 1965)
Klein, Viola and Alva Myrdal, Women's Two Roles, Routledge and Kegan Paul Ltd. (London: 1956)
Mill, John Stuart, The Subjection of Women, Frederick A. Stokes, Co. (New York: 1911)
Pinchbeck, Ivy, Women Workers and the Industrial Revolution, 1759-1850, George Rutledge and Sons, Ltd. (London: 1930)

Articles and Monographs:
Hacker, Helen, "Women as a Minoty," Social Forces, Vol. 30
Kenniston, Kenneth and Ellen, "The Image of Women and Work," American Scholar, Summer 1964
Klein, Viola, Women Workers—Working Hours and Services, Organization for Economic Co-Operation and Development (Paris: 1965)

138
McNulty, Donald, "Differences in Pay Between Men and Women Workers," Monthly Labor Review, December 1967
Smith, Georgina M., Help Wanted-Female: A Study of Demand and Supply in a Local Job Market for Women, Institute of Management and Labor Relations of Rutgers University (Rutgers: 1964)

U. S. Department of Labor, Bureau of Labor Statistics:

U. S. Department of Labor, Women's Bureau:

Background Facts on Women Workers, 1970
Day Care Facts, May 1970
Facts About Women's Absenteeism and Labor Turnover, August 1969
Fact Sheet on the Earnings Gap, 1970
Negro Women...in the Population and in the Labor Force, December, 1967
Women in Poverty-Jobs and the Need for Jobs, April 1968
Working Mothers and the Need for Child Care Services, June, 1968
Working Wives-Their Contribution to Family Income, Nov. 1968

SEX ROLES: PSYCHOLOGICAL AND SOCIOLOGICAL IMPLICATIONS

This is a problem-centered tutorial, which will use the concepts of psychology, sociology, and anthropology to examine the meaning of sex role identity for the individual and society. The course proceeds in logical order from the biological "givens" (including the psychoanalytic view on this) to the acquisition of sex role identity in childhood to the playing out of such roles in society. The latter part of the tutorial will emphasize the consequences of sex roles for women, due to the nature of the field, but, of course, any discussion of the status of women and proposals for change relates very actively to men as well. Aspects of the male sex role will be considered as central to the issue.

It is hoped that a roughly equal number of men and women will register for the tutorial to encourage meaningful discussion and exchange of ideas.

After a short introduction, using a fictionalized account of sex roles, the biological background of human sexual differentiation will be considered. Since biological issues are basic to the topic, it is important to deal with them in some depth. The ethological perspective, as taken by Lionel Tiger, will be discussed in conjunction with this topic. The psychoanalytic perspective, growing out of a quasi-biological view, is also relevant here, especially since it has had such far-reaching influence on thought about sex roles.

The second area of study will be that of sex role acquisition in childhood, as seen from several theoretical perspectives. Experimental studies will also be evaluated. Some structured observational studies by tutorial members will be encouraged, as well as retrospective inquiries into their own socialization experiences.

The fall term will end with a look at the sociology of sex roles. What significance do sex roles have for the maintenance of social structure? What special implications do they have for the institution of the family? A case study (Blue Collar Marriage) will be considered. The issue of women in professional careers, a sex role dilemma, will be given special emphasis here. A theoretical perspective (Cynthia Epstein's Woman's Place) and a case study (Women in medicine) will be used. Student discussion on this issue should be especially relevant here.

The spring term will begin with a short excursion into cross-cultural views of sex roles (Margaret Mead, etc.) and then go on to the heart of the course, the consideration of possible avenues of social change in sex roles, evaluated in the light of the empirical and theoretical evidence previously considered. Books such as A Room of one's own, The feminine mystique, Sexual politics, and the Marxist approach will be the basis for discussion. The tutorial paper will be due in the early spring, so that discussion of specific topics (e.g., black sex roles) will be facilitated.
Bibliography

Beach, Frank A., ed., Sex and Behavior, Wiley, 1965
*Epstein, Cynthia, Woman's Place, Univ. of California Press, 1970
Freud, Sigmund, New Introductory Lectures on Psychoanalysis, Norton, 1964 (paperback)
*Friedan, Betty, The Feminine Mystique, Dell, 1963 (paperback)
*Kanowitz, Leo, Women and the Law: The Unfinished Revolution, University of New Mexico Press, 1969 (paperback)
*Kaufman, Sue, Diary of a Mad Housewife, Bantam, 1967 (paperback)
*Komarovsky, Mirra, Blue Collar Marriage, Vintage, 1962 (paperback)
*Lifton, Robert Jay, ed., The Woman in America, Beacon, 1964 (paperback)
*Lopate, Carol, Women in Medicine, Johns Hopkins Press, 1968
*Millett, Kate, Sexual Politics, Doubleday, 1970
*Morgan, Robin, Sisterhood is Powerful: An Anthology of Writings from the Women's Lib Movement, Vintage, 1970 (paperback)
*O'Neill, William L., Everyone was Brave: The Rise and Fall of Feminism in America, Quadrangle, 1969
*Tiger, Lionel, Men in Groups, Vintage, 1970 (paperback)
*Woolf, Virginia, A Room of One's Own, Harcourt, Brace & World, 1929, 1957 ed. (paperback)

(*Recommended for purchase)

Annotated Reading List

1. Introduction

Kaufman, Sue, Diary of a Mad Housewife, Caricatures of sex roles, both male and female

2. The Biological Background

Hampson, J.L., "Determinants of Psychosexual Orientation," in Beach, What happens to hermaphrodites.
Jay, Phyllis C., "The Female Primate," In Farber & Wilson, Back to the apes. Tiger, Lionel, Men in Groups, Ethological perspective. Feminists hate this one.
Freud, Sigmund, "Femininity," Lecture 33 in New Introductory Lectures, The straight stuff.
Erikson, Erik H., "Inner and Outer Space: Reflections on Womanhood", in Lifton, Slightly diluted (see above).
Millett, Kate, Sexual Politics, pp. 176-220. Well-reasoned critique of Freud & Erikson.
3. Sex Role Acquisition in Childhood: Some Developmental Views


Sears, Robert R., "Development of Gender Role," in Beach. A look at some experimental work.

Maccoby, Eleanor E., "Sex Differences in Intellectual Functioning," in Maccoby. Is there a sexual factor in intelligence?

Mischel, W., "A Social Learning View of Sex Differences in Behavior," in Maccoby. Is it all imitation?


4. Sociological Implications of Sex Roles

Parsons, Talcott, "Age and Sex in the Social Structure," in Coser. No Soc Rel course is complete without a Parsons article...


Komarovsky, Mirra, Blue Collar Marriage. Where men are men and women are women.

Epstein, Cynthia, Woman's Place. Sociologist's view of the options and limits in professional careers for women.


Lopate, Carol, Women in Medicine. A case study, with some hard data, to illustrate the above 3 selections. What happens to a woman who chooses medicine, from the earliest career decision to her life as a practicing physician.

5. A Quick Cross-Cultural Perspective

Mead, Margaret, Male and Female. Reports of first-hand studies in New Guinea plus some opinionated Meadism.


6. Movement Toward Change

Woolf, Virginia, A Room of One's Own. A classic, which considers among other topics, the probable career of William Shakespeare had he been born a woman.

O'Neill, W. L., Everyone Was Brave: The Rise and Fall of Feminism in America. The historical viewpoint with a good analysis of why women "lost" after they "won" the vote. Current to late '60s.

Degler, Carl N., "Revolution without ideology: the Changing Place of Women in America," Read with O'Neill. Selection is in Lifton.

142
Rossi, Alice, "Equality Between the Sexes: An Immodest Proposal," in Lifton. Ditto to above.
Kanowitz, Leo, Women and the Law. It's all down in black and white -- sex roles, that is. What's there and what can be done.
Friedan, Betty, The Feminine Mystique. The opening volley in the revival of feminism, the book that started it all over again, a good lay analysis of social trends as they affect women: propagandistic intent sometimes clouds the analysis, however.
Millett, Kate, Sexual Politics. A radical feminist's view of history, literature, politics, psychology, etc. Perhaps the best book to come out of the current Women's Liberation movement so far.
Morgan, Robin, Sisterhood is Powerful, Far-ranging anthology of writings from the current Women's Lib movements.
   Exactly what it says. Marx, Engels, Lenin, etc. on women.
SOCIOLOGICAL PERSPECTIVES ON WOMEN

Sept. 29  Topic 1 - The Nature-Nurture Debate: Cross Cultural and Biological Data on Feminine Roles

Oct. 6   Topic 2 - Demographic Characteristics of Women in the United States: Marriage, Family, Divorce and Labor Force Participation

          a) Life Styles of Middle and Upper Class Women
          b) Life Styles of Lower Class Women
          c) The Double Jeopardy of Black Women (guest lecture: Elsie Washington, Life magazine)

Oct. 20  Topic 3 - Life Styles of American Women (cont.)
          b) Life Styles of Lower Class Women
          c) The Double Jeopardy of Black Women (guest lecture: Elsie Washington, Life magazine)

Oct. 27  Topic 4 - Role Analysis of Women as "Wives," "Mothers" and "Sexual Objects"
          a) Feminine Role Analysis
          b) The Role of Wife
          c) The Role of Mother
          d) The Role of Women as Sexual Objects

Nov. 3   Topic 4 - Role Analysis (cont.)

Nov. 10  Topic 5 - Women in Literature and the Mass Media (guest lecture: Gloria Steinem, New York Magazine)

Nov. 17  Topic 6 - Socialization, Sex Role Development, and Women's Self Concepts

Nov. 24  Topic 7 - Education, Educated Women and Women Professions


Dec. 8   Topic 9 - Legal Changes in the Status of Women

Dec. 15  Topic 9 - Women's Liberation

Required Books: Mead, Friedan, Millett and Women Workers 1969

Optional: Bird, Epstein, Farber and Wilson, Lifton

(Note: Miss Weitzman has sent us a lengthy and excellent bibliography. In the interest both of space and utility, however, we have chosen to publish, rather, her description of possible library or field research papers.)
Two research papers, with a common focus, are required. The first paper (involving library research) should serve as a background for the second paper (involving field research). Proposed paper topics must be submitted to your discussion group leader by Oct. 27.

The library research paper is due Nov. 24, 1970. This is to be a critical review of the sociological literature on a particular topic (discussing the present knowledge, questioning the methodological and substantive sex biases of the research, ascertaining the validity of the conclusions, and suggesting alternative methods for future research) or original library research in an area that has not yet been explored (such as the treatment of sex differences in medical texts.)

The field research paper is due Jan. 11. This will involve a series of field observations, experiments, or interviews to expand the current knowledge in your area of interest.

The following list of topics is suggestive of the type and scope of paper you will be expected to write. However, you are by no means limited to these topics.

Suggested Paper Topics

1. **Library:** equalitarianism in middle class/or working class families
   **Field:** interview a sample of married students/or older married couples/or couples with young children about the "division of labor" in their family and its change over time.

2. **L:** images of women in medical literature (general medical texts, or the AMA or local medical journals, or Ob-gyn texts)
   **F:** interview M.D.'s on "women's diseases" differential treatment of women (medicine given, operations performed, etc.)
   (variations on the above might conclude an analysis of the research on rates of a physical or mental illness and interviews with appropriate medical specialists).

3. **L:** Content analysis of sex roles and sex role prescriptions in children's books
   **F:** Observations in a Kindergarten class on sex role sanctioning (variations for the library research would include content analysis of children's T.V. shows, commercials directed at children, comic books, etc.)
   (variations for the field research might involve observations of parents and children in a neighborhood playground, social clubs (such as Brownie troops), dancing school or any grade school class.
   Alternatively you might want to write your own "unbiased" children's story and have it read to a class and discuss their reactions to "the lady doctor" or "the father who washes dishes"

4. **L:** Social class differences in parental aspirations for children (by sex)
   **F:** interview a sample of lc and mc mothers/or fathers on the topic
5. **L:** Treatment of women in the judicial process  
   **F:** Observe a court in New Haven (preferably divorce court or criminal court)

6. **L:** analyze the status of women as "sex objects" in literature (define a period or school) or in the mass media (select specific magazines (Playboy, Cosmopolitan, Readers Digest) or T.V. shows, or movies, or newspapers, etc.  
   **F:** interview women on their definitions of self and management of "sex-object" roles/or compare the responses from lc and mc women, of single and married women, of black and white women, or of divorced and married women./ Or interview two groups of males on how they define and manage their relationships with women "as sex objects"./ Or interview writers, newsmen, columnists, or literary critics on the subject in their writings.

7. **L:** examine the literature on women in a particular occupation. (secretary, lawyer, nurse, stockbroker, cab driver, teacher, maid, physician, union organizer, writer, publisher, operative, assembly line worker, sales clerk, policewoman, in advertising, publishing, the army, academia, retailing, etc. etc.)  
   **F:** interview women in this occupation about how they define their roles, what are the role strains, etc. Or interview both men and women on the occupation or interview pre-professionals and professionals (such as law students and lawyers) on the occupation.

8. **L:** The career aspirations of boys and girls of different social classes different ages or different racial or religious groups.  
   **F:** interview the appropriate samples of children about their aspirations, the availability of working female role models, their parents, attitudes, etc.

9. **L:** Content analysis of etiquette books over time to discuss changing images and roles for women (this could be done with women's magazines, short stories in women's magazines, advertisements in women's magazines, advice to the love-lorn columns or TV soap operas)  
   **F:** interview a sample of magazine editors, writers (preferably some male and some females) women's page editors and columnists on what is considered "appropriate" for women.

10. **L:** The role priorities and the role allocation of mc and lc women.  
    **F:** interview appropriate samples of women on their ideal and actual priorities, their time and monetary budgets for each of their roles, etc.

11. **L:** Content analysis of sex manuals, marriage and family texts, religious guides to pre-marital sexuality, etc.  
    **F:** interview a sample of clergy, M.D.'s, marriage counsellors, etc. on what they advise as "appropriate" sexual relations, adjustment, etc.
12. L: Compare the goals women's liberation with those of the feminists/or other minority groups or examine the role of women in the future envisioned by other "revolutionary" groups.

F: Do a participant observation study of a women's group of which you are a member, or interview women's lib. members on their goals and visions or the visions of the future, or interview men and women in another "revolutionary" group on the role of women in the future they want to create.

13. L: Discuss the use of class analysis as applied to women and its valid indicators of women's social status.

F: Use your scale of class status to analyze responses of women to your new indicators.

14. L: Do a content analysis of sales manuals for "women's" products. Interview Avon representatives and Fuller brush men on their selling technique.

F: Interview art students or artists on their conceptions of visual femininity and masculinity.

15. L: Do a content analysis of women in art (define a period or compare two artists' work).

F: Interview a sample of appropriate women on their solutions to role strain, or the management of their sexual identity, etc.

16. L: Comparison of the life styles and role strains of single and married women, single and divorced women, married and divorced women—or simply a role analysis of single women, married women, divorced women, mothers, unmarried mothers, etc.

F: Interview a sample of appropriate women on their solutions to role strain, or the management of their sexual identity, etc.

17. L: Content analyze employment applications or pre-employment tests. Interview personnel workers about the ideal worker and the sex role components of various jobs or interview about the hireup practices in women's colleges or at Yale.

Additional, less specific topics follow:

1. a comparison of the role of women in two societies, or the same society in a transitional and modern period.
2. a comparison of the life styles of women in different social classes, racial or ethnic groups.
3. women in politics, theatre, academe, etc.
4. the concepts of female in the writings of two authors, in contemporary sociological theory.
5. sex biases in high school education.
6. role analysis of the female welfare recipient.
7. class differences in contraceptive use.
8. comparison of research on male and female homosexuals.
9. the social-sexual roles of popular heroes.
10. reactions to fashion and fashion advertisements by lc and uc women.
11. high school students' career plans (male v. female) courtship patterns (and how they manage sex) or sex role stereotypes.
12. analysis of "attractive" and "ugly" women's roles.
13. analysis of same-sex and opposite-sex friendship patterns.
14. describe and analyze the role of women in a particular religion.
15. analyze the status of "black woman" or "glamour girl" or "bitch" or "castrating female" or "Jewish mother" or "swinger"
THE POSITION OF WOMEN IN THE SOCIAL ORDER

Texts:


In the past, *Anna Karinina*, by Lev Tolstoy has been read in this course as a document which reveals the position of an upper class woman. It is the finest of the documents which we have examined in the past courses from the point of view of analysis of women's position, but it is lengthy. Students report that they valued reading it more than other material but found its volume handicapped them in their work in other courses. Anyone who wishes to substitute *Anna Karinina* for any of the documents above is encouraged to do so.


*Not on sale in the bookstore. To be distributed in class.*
Class Meeting Date Period Will be Devoted to:

#1 Monday, Sept. 14th Lecture: Overview of the course. What is involved in the scientific examination of women's position in society. Location of women in the population, labor force and educational system. Documentation of her actual economic, political, legal and social positions. Nature and extent of prejudice and discrimination against women. Historical background of these social processes. Examination of the patterns of response to inequality: acquiescence, adjustment, accommodation, conflict, resistance, revolt. Impact and significance of female equality upon the social order.

Assignment. Read The Feminine Mystique by Betty Friedan. No written report on this book is required. You should be familiar enough with it to discuss it in class.

PART I. Analysis: The next three assignments are designed to perfect the student's analytical abilities and enable him or her to identify the factors which determine the position of an individual woman in a complex social order. The material used for developing analytic skill is three documents, one novels and two autobiographies.

Class Meeting Date Period Will be Devoted to:

#2 Monday, Sept. 21st Report on Below Stairs. This is the autobiography of a white, lower class woman, an English servant whose career in service extends roughly between World War I and World War II. Read the book giving your attention to the variables which determine and limit her position. Such things as class standing, educational opportunities, ambition, horizons, personal looks and talents, opportunities to meet man, etc., all enter into the complex fabric of her position, rights, and participation in society.

The position of this woman changes over the years. What were the causal factors in the improvement of her lot?

How do her male counterparts fare at all stages of her life? What privileges and powers do her male opposite numbers possess that she does not? What is the importance of these differences? Isolating as many of the above factors as possible and analyze the significance of them.


#4 Monday, Oct. 5th Report on Washington Square. This is novel about a white, upper-middle class woman.

PART II. The Nature of Woman: There is a vast literature which seeks to identify woman's actual physical and psychological nature and to differentiate the actual from that alleged to be her nature and behavior on her part which is socially conditioned. We read four works which examine this area: Mead's Sex and Temperament, Montagu's The Natural Superiority of Women, Engel's, The Origin of the Family and de Beavoir's, The Second Sex. The papers which you write on these three works take a different form from those you wrote on the documents in Part I. The form of the reports is to be as follows. The report is to be presented in two parts. The first part is to be an outline of the material in the book. This is the most difficult part of the assignment and that which will take most of your time and labor. None of your opinions or impressions should intrude into this statement. It is to be strictly an objective, factual restatement in outline form.
The second part is to present to the seminar your critical reflections on the book. You are encouraged to bring to bear upon the material the most intellectual, knowledgeable, original and discerning appraisal of what you have thought about the content which you can muster. This part of the report is entirely your domain. You are free to discuss and pursue any avenue you deem significant to a fuller understanding of the work or any thoughts or relationships of value to analysis of women's position which the material has inspired in you.

Class Meeting Date Period Will be Devoted to: (On each day, students are to pass in outline and critique due)

#5 Monday, Oct. 12th Margaret Mead's *Sex and Temperament*.


#8 Monday, Nov. 2nd Simone de Beauvoir's *The Second Sex*. P. V-XXIV with care. Write a succinct summary statement of the content of each chapter in the book. Not an outline. Outline the "Conclusion" p. 674-89. Write a critique of *The Second Sex* as you did for the books which you outlined in the previous three assignments.

PART III. The Realization of Inequality: The papers which you do for all the rest of the books in the course are to be as follows: Either outline the book or article, part one of what you did on Mead, Montagu, and Engels or write a critical review of it, part two of that assignment. Do one or the other. You may vary what you do, obviously, choosing to outline some things and critically review others.

#9 Monday, Nov. 7th Aristophenes' *Lysistrata* and Ibsen's *A Doll's House*. Lecture on *Medea*.

#10 Monday, Nov. 23rd Strindberg's *Miss Julie*.

#11 Monday, Nov. 23rd Sinclair's *The Emancipation of the American Women*. Pass in outlines on critiques. (A film will be shown in class on Margaret Sanger.)

#12 Monday, Nov. 30th Lerner's *The Grimke' Sisters from South Carolina*.

#13 Monday, Dec. 7th Myrdal and Klein's *Women's Two Roles* and Benston's article, "The Political Economy of Women's Liberation".

#14 Monday, Dec. 14th Russell's *Marriage and Morals*.

1. Woman Evolving

The origin of H. sapiens and woman's place in prehistoric society. Nomadic tribes and the effect of the agrarian revolution. The effect of judaocristian philosophy on the social position of woman from biblical times to the present.

2. Industrial Revolution and War

How these two factors have altered the actual and potential position of women in the labor market from the mid-nineteenth century to the present.

3. Modern Womanpower

The female labor force since 1945. Its economical and social implications.

4. The Biology of Women

The difference between the sexes. What effect does it have on woman as a member of society? What effect do men think it has?

5. Women and Law

How Roman and western law have made woman a second class citizen. How is this changing today? How much further must and can it go? Draft? How can we speed the process of change?

6. The Feminine Psyche

What being born female does to people. Women at home and at work.

7. Women are Revolting

The feminist movement yesterday and today. Self-determination as its ill-defined goal.

8. Responsibilities of Being Female

To other women, to society, to children, to employers.

9. United We Stand

Power for women and how it works. How to use it to induce desired changes in society. What we can learn from other, similar movements.

10. Practical Considerations

Some everyday problems for women and suggestions for overcoming them.

11. The Next Hundred Years

WOMEN IN SOCIETY

This course will be an interdisciplinary study of women in America. The aim of the course for the Spring 1970 semester will be to discover cultural myths about women and their social role, to develop methods for analyzing such myths, and to discuss how we can be involved in the solutions of problems which arise from these myths. We will draw on and question the opinions and information of faculty members from various disciplines and divisions, using as points of focus the relationship of women to mechanization; sexual attitudes; the family; marginality and failure syndromes; and the channeling of creativity. Students will be encouraged to reach into personal background to relate experiences and ideas and to evaluate them.

In the absence of a comprehensive discipline on women, this course will introduce the ways students can form questions, analyze and criticize current academic thought about women. It will also try to develop a perspective on women which is sensitive to sexual assumptions and conducive to critical understanding to foster initiative in the face of the issues and problems that recur not only for the individual but for the society at large. This kind of introductory multi-disciplinary approach should stimulate the development of other intensive courses on women.

Methodology:

This is a seminar course; there will be a series of brief but intense contacts with many disciplines, each of which is important to develop an integrated understanding of women in contemporary society. There will be a series of "units" presented consecutively during the semester. Each unit will involve three class sessions. At the first two sessions of each unit one or more faculty members will present material to the class from her/his particular disciplinary perspective. Each faculty member will also assign approximately three hours reading to supplement her/his seminar discussion. The faculty member or members who organized the unit may attend the discussion session dealing with the reading and the classroom presentations. All other faculty participants are welcome to attend each of the discussion sessions, although they are not required to do so. Considerable effort has been expended to insure that each faculty member will not inadvertently be offering the same basic material under different disciplinary rubrics; considerable effort has also been expended to insure that the diverse disciplinary perspectives are arranged in such a way as to maximize continuities.

A steering committee, consisting of two students (Susan Frankford and June Fowler) and two faculty members will coordinate the course. The student coordinators will assist in leading class discussions. Ultimate responsibility for the course rests with the faculty coordinators.
SYLLABUS

I. Introductory Sessions

II. Biology and Biological Myths

III. Women in Ancient and "Primitive" Societies

IV. Women in the Early Development of the Western World

V. A Woman in the Judaic Tradition

VI. Women in American History, I

VII. Women in American History, II

VIII. Law and Women

IX. Women and the Economy

X. Psychology and Psycholinguistics

XI. Women in Literature

XII. Women in the Philosophical Tradition

XIII. Sociological Analyses of the Status of Women

XIV. Panel on Professional Women in Contemporary American Society

XV. Civil Rights and Women's Liberation

XVI. Alternative Visions of the Social Role of Women, I

XVII. Alternative Visions of the Social Role of Women, II

XVIII. Synthesizing Seminar
PHILOSOPHICAL AND PSYCHOLOGICAL ASPECTS OF WOMAN'S ROLES

Description:

A critical examination of the major philosophical positions regarding woman in the past and present (conservatism, fascism, liberalism, anarchism, socialism, etc.), dealing with views on the biological nature and social roles of woman, the problems of value (equality, freedom, etc.), and economic, social, and political implications of these positions. Psychological implications will be discussed in relation both to traditional conceptions of woman's roles and to alternative life styles, marriage forms, and family patterns which are being recommended and experimented with today.

Permission of Department required. Psychology majors wishing to enroll in Philosophy 340-11 and receive credit for 3 hours in Psychology should consult with Dr. Hoffman.

Textbooks:

Sisterhood is Powerful, edited by Robin Morgan (Random House paperback, 1970)

Sexual Politics by Kate Millett (Doubleday paperback, 1970)
Sex Roles in American Society and Politics

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>September 25</td>
<td>Introductory Session: Course expectations, evaluation</td>
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<tr>
<td>2</td>
<td>October 2</td>
<td>Educational Opportunities and Patterns</td>
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<tr>
<td>3</td>
<td>October 9</td>
<td>Economic Positions</td>
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<tr>
<td>4</td>
<td>October 16</td>
<td>Legal Status of Women</td>
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<td>5</td>
<td>October 23</td>
<td>Patterns of Political Behavior: Men Versus Women</td>
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<td>6</td>
<td>October 30</td>
<td>Induction into Social and Political Roles: Sexual Differences</td>
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<tr>
<td>7</td>
<td>November 6</td>
<td>The Women's Liberation Movement</td>
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<td>8</td>
<td>November 13</td>
<td>Looking Back: The Women's Suffrage Movement and Feminism</td>
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<td>9</td>
<td>November 20</td>
<td>Student Presentations:</td>
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<td>10</td>
<td>December 4</td>
<td>Student Presentations:</td>
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<td>11</td>
<td>December 11</td>
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<td>12</td>
<td>December 18</td>
<td>Student Presentations:</td>
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Topics/Readings

1. Introductory session: course expectations, evaluation, and sundry matters

2. Educational opportunities and patterns
   - Flexner, Eleanor, *Century of Struggle*, pp. 1-40, 113-130
   - Kraditor, Aileen S., *Up From the Pedestal*, pp. 79-107
   - Friedan, Betty, *The Feminine Mystique*, Ch. 7 (142-173)
3. Economic Positions

Bird, Caroline. *Born Female: The High Cost of Keeping Women Down*, pp. 1-125, 140-200
Peterson, Esther, "Working Women." pp. 144-172 in Lifton, R. J., *The Woman in America*
Mead and Kaplan, pp. 1-24, 35-64, 111-127
Women's Bureau, United States Department of Labor, *1969 Handbook on Women Workers*, skim pp. 1-85, 127-175, 177-200. (On reserve only)
*Washington Newsletter for Women* (Look through issues to date)
Women's Bureau "Fact Sheet on the Earnings Gap" (Xerox)

4. Legal Status of Women

Kanowitz, Leo, *Women and the Law*, entire book
Congressional Record for August 10, 1970, hearings on the Equal Rights Amendment (xerox handed out)

5. Patterns of Political Behavior: Women Compared to Men

Mead and Kaplan, pp. 147-159

6. Induction into Social and Political Roles: Sexual Differences

Millett, Kate, *Sexual Politics*, Ch. 2 (23-58), Ch. 4 (176-233)
Friedan, Ch. 2 (28-61), Ch. 5 (95-116), Ch. 6 (117-141)
Maccoby, Eleanor E., "Sex Differences in Intellectual Functioning," pp. 25-55. in Maccoby, ed., *The Development of Sex Differences* Bird, Ch. 7 (126-139)
Mead and Kaplan, 181-204

7. The Women's Liberation Movement

Kraditor, pp. 363-369
Ware, Cellestine, *Woman Power*, Ch. 1 (16-74), Ch. 3 (100-141), Ch. 5 (165-169).
Freeman, Jo. "The Building of the Gilded Cage"
Komissar, Lucy, "Violence and the Masculine Mystique"
"Living with the Boy," How Harvard Rules Women
"Radcliffe and the Myth of the Good Woman," How Harvard Rules Women

From Notes from the Second Year:
Mainardi, "The Politics of Housework"
Willis, Elian. "Consumerism and Women"
Sarachild, Kathie, "A Program for Feminist 'Consciousness-Raising'"
Congress to Unite Women "What Women Want: For Starters"
"The Redstockings Manifesto"
"The Feminists: A Radical Organization to Annihilate Sex Roles:
and any other articles that interest you: come prepared to talk
about them

8. Looking Back: The Women’s Suffrage Movement and Feminism

Flexner, pp. 41-112. 131-331
Kraditor. pp. 183-252
Ireland, W., "The Rise and Fall of the Suffrage Movement," Leviathan,
Vol. 2. No. 1, May 1970 (xerox to be handed out)
COURSE INSTRUCTORS: Dr. E. Maccia (Philosophy of Education), Dr. M. Peterson (Psychology), Dr. J. Ramaley (Physiology), Dean V. Rogers (Student Personnel and Services), Dr. P. Allen (English)

COURSE DESCRIPTION: This seminar offers honors students of junior or senior standing, in conjunction with faculty from various disciplines, the opportunity to assess the knowledge of these various disciplines in regard to the status of American women in contemporary society and to pursue in depth questions about the factors related to that status and its change.

COURSE SESSIONS:

I. INTRODUCTION TO COURSE

Sept. 22 Objectives, Procedures, Resources (Maccia, Peterson, Ramaley, Rogers, Allen)

II FACTORS RELATED TO STATUS OF CONTEMPORARY AMERICAN WOMEN AND ITS CHANGE

Sept. 24 Biological Differences (Ramaley)

Sept. 29 Behavioral and Emotional Differences (Peterson)

Oct. 1 Higher Education (Rogers)

Oct. 6 Women in Literature (Allen)

Oct. 8 Philosophical Factors (Maccia)

III STATUS OF CONTEMPORARY AMERICAN WOMEN

IV. PROSPECTS FOR CHANGE

Under III and IV, sessions on topics such as sexual role, family role, family law, occupations, labor law, cultural differences, and women's organizations will be held. Faculty from Indiana University other than the course instructors as well as experts from outside the university will be invited to participate. For example, Professor Paul Gebhard (Director of Institute for Sex Research) will conduct a session on sexual role, Professor J. Scanzoni (Sociology) on family role, and Professor D. Hopson (Law) on family law. Not all the sessions have been scheduled so that topics of interest to seminar participants can be introduced into the course.
V. RESEARCH PROJECTS OF SEMINAR

Sessions will be held to help participants formulate research problems and procedures and for the presentation and discussion of research findings.

COURSE BIBLIOGRAPHY:

1. RECOMMENDED REFERENCES
   1.1. De Beauvoir, Simone, THE SECOND SEX
   1.2. Ellis, Julie, REVOLT OF THE SECOND SEX
   1.3. Farber, Seymour M. and Wilson, Roger H. L., THE POTENTIAL OF WOMEN
   1.4. Mattfeld, A. Jacquelyn and Van Aken, C. G., WOMEN AND THE SCIENTIFIC PROFESSIONS
   1.5. Mead, Margaret, AND KEEP YOUR POWDER DRY
   1.6. Millett, Kate, SEXUAL POLITICS
   1.7. Roers, Katherine M., THE TROUBLESOME HELPMATE
   1.8. "Women in the Age of Science and Technology", IMPACT, Vol. XX, No. 1, 1970

2. CHRONOLOGICAL BIBLIOGRAPHY

In conjunction with each session and at least one session prior, readings will be assigned from the recommended references and other sources.
EXPLORING THE NEW FEMINISM--A FEMINIST ANALYSIS OF OUR CULTURE

Sept. 24  Dr. Kathryn Boals, Assistant Professor, Department of Politics, Princeton University. "The Politics of Male-Female Relations"

Oct. 1  Dr. Lois W. Banner, Instructor, Department of History, Douglass College. "An Introduction to the History of Women"


Oct. 15 Dr. Suzanne Keller, Professor, Department of Sociology, Princeton University, author of Beyond the Ruling Class (Random House, 1963) and The Urban Neighborhood (Random House 1968). "The Contemporary Family: Trends and Prospects"

Oct. 22 Dr. Miriam Keiffer, Faculty Member, Bensalem College of Fordham University and Assistant Professor, Department of Psychology, Fordham University; and Ms. Joyce Walstedt, Psychotherapist in private practice in Princeton, founder of the Feminist Psychotherapists. "Psychology and Women"

Oct. 29 Ms. Mary I. Oates, Harold R. Dodds Fellow, Department of English, Princeton University. "Mary and Eve: The Poets' Fantasies 400-1700"

Nov. 5 Dr. Elaine Showalter, Assistant Professor, Department of English, Douglass College, Editor, Women's Liberation: A Thematic Sourcebook on Feminism in Literature (Harcourt, Brace & World, Inc., Winter 1971). "Women Writers and Feminine Experience"

Nov. 12 Cynthia M. Jacob, Esq., Administrative Deputy in charge of Southern Regional Offices of Public Defender. "Women and the Law"

Nov. 19 Dr. Jennifer S. Macleod, Chief Psychologist, Opinion Research Corporation. "Women and Employment"

Dec. 3 Dr. Kate Millett, Lecturer, Department of Sociology, Bryn Mawr College, sculptor, author of Sexual Politics (Doubleday, 1970), "A Better Future: Prospects for Change."

Coordinator--Ms. Ellen Morgan, doctoral candidate, Dept. of English, University of Pennsylvania

This course of lectures will be given in Princeton High School at 9 p.m. Thursday evenings under the auspices of the Princeton Adult School. It is a miniature Women's Studies program which could serve as a model for the programs many feminists hope to see developed in college and high school curricula.
General

Friedan, Betty -- *The Feminine Mystique.* Dell, 1963

Bird, Caroline -- *Born Female: The High Cost of Keeping Women Down.* McKay, 1968 (hardcover); Pocket Books, 1969 (paper).

Woolf, Virginia -- *A Room of One's Own.* Harcourt, Brace, 1929.

For Individual Lectures

Sept. 24 Chapter 2, Kate Millett, *Sexual Politics,* Doubleday 1970


Oct. 29 Holy Bible (in any convenient translation): see especially *Genesis* and St. Paul's *Epistles;* Milton's *Paradise Lost,* Books IV and IX.


Dec. 3 Kate Millett, *Sexual Politics,* Doubleday 1970
# CURRENT ISSUES IN WOMEN'S LIBERATION MOVEMENT

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 29</td>
<td>&quot;A Woman's work is never done&quot;, LEV., 32-38</td>
<td>&quot;Myth of happy housewife&quot;</td>
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<td>&quot;Politics of Housework,&quot; NOTES, 28-31</td>
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<td>&quot;Economic Function of Oppression of Women, NOTES, 68-72</td>
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<td>&quot;Consumerism and Women,&quot; NOTES, 72-76</td>
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<tr>
<td>Nov. 3</td>
<td>Introduction to Sisterhood is Powerful (ditto)</td>
<td>&quot;Appearance and growth of Women's Liberation&quot;</td>
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<td>Nov. 5</td>
<td>&quot;You don't need the vote...&quot;, LEV. 4-8</td>
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<td>&quot;Women and the left,&quot; NOTES, 55-57</td>
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<td>&quot;Hard knocks: Working in Mixed...&quot; NOTES, 59-63</td>
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<td>&quot;Women's Liberation-which way now?&quot; LEV. 8-10</td>
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<td>&quot;Why Women's Liberation?&quot; by Marlene Dixon (ditto)</td>
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<td>Nov. 10</td>
<td>Sexual Politics, pp. 1-233.</td>
<td>&quot;Sex and politics&quot;</td>
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<td>Nov. 13</td>
<td>&quot;A Theory of Female Sexuality&quot; (ditto)</td>
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<td>Nov. 17</td>
<td>&quot;The Politics of orgasm&quot; (ditto)</td>
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<td>&quot;Notes of a radical lesbian&quot; (ditto)</td>
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<td>Nov. 19</td>
<td>&quot;Radical feminism,&quot; NOTES, 32-37</td>
<td>&quot;Monogamy; alternatives to the nuclear family.&quot;</td>
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<td>Nov. 24</td>
<td>&quot;Female Liberation...&quot; NOTES, 48-54</td>
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<td>&quot;Day care-who care?&quot; LEV. 26-32</td>
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<td>&quot;On Abortion and Abortion Law,&quot; NOTES, 89-94</td>
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<td>Dec. 1</td>
<td>&quot;Self-Defense for Women,&quot; (ditto)</td>
<td>&quot;Violence and self-defense&quot;</td>
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<td>Dec. 3</td>
<td>&quot;The Need for Self-defense: verbal or physical?&quot; (ditto)</td>
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<tr>
<td>Dec. 3</td>
<td>&quot;Women's Liberation in England,&quot; LEV., 38</td>
<td>&quot;Women in minority groups; in other countries.&quot;</td>
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<tr>
<td>Dec. 8</td>
<td>&quot;On Cuban Women,&quot; LEV. 39</td>
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<td>Dec. 10</td>
<td>&quot;Double Jeopardy: to be Black and Female,&quot; (ditto)</td>
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<td>&quot;An Introduction to the chicana&quot; (ditto)</td>
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<td>&quot;The Mexican-American Woman&quot; (ditto)</td>
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<td>&quot;Experiment in Freedom: Women of China&quot; (ditto)</td>
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<td>&quot;Women and the Welfare system&quot; (ditto)</td>
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<td>&quot;Two jobs: Women who work in factories&quot; (ditto)</td>
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<td>Dec. 17</td>
<td>&quot;A Critique of the Miss America Protest, NOTES 86-89</td>
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<td>&quot;Rage of Women&quot; (ditto)</td>
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<td>&quot;Brutal manners of men&quot; (ditto)</td>
<td></td>
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<td>Jan. 5</td>
<td>&quot;Historical Documents,&quot; pp. 512-553 of</td>
<td></td>
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<tr>
<td>Jan. 7</td>
<td>Sisterhood is Powerful (or on ditto)</td>
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<td>Jan. 12</td>
<td>&quot;Issues: Manifestos,&quot; NOTES, pp. 111-126</td>
<td>&quot;Political positions of various groups in Women's Liberation&quot;</td>
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<tr>
<td>Jan. 14</td>
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## TEXTS:
1. Kate Millett, Sexual Politics
2. Notes from the Second Year: Women's Liberation (Major writings of the radical feminists)
3. Leviathan magazine, May, 1970
IN ADDITION:

Nov. 3-5: Sisterhood is Powerful, an anthology of writings from the Women's Liberation Movement, edited by Robin Morgan, published by Vintage Books, 1970. Until this arrives in the bookstore, I will ditto copies of certain articles.

Marlene Dixon's "Why Women's Liberation?" originally appeared in the December 1969 number of Ramparts Magazine.

Nov. 10-13-17: "A Theory of Female Sexuality" by Mary Jane Sherfey, "The Politics of Orgasm" by Susan Lydon, and "Notes of a radical lesbian" by Martha Shelly all appear in Sisterhood is Powerful.


"Double Jeopardy..." by Frances M. Beal, "An Introduction..." by Elizabeth Sutherland, "The Mexican-American Woman" by Enrique Longuey y Vasquez, "Experiment in Freedom..." by Charlotte Bonny Cohen, "Women and the Welfare system" by Carol Glassman, and "Two jobs..." by Jean Tepperman all appear in Sisterhood is Powerful.

Dec. 15-17: "Rage of Women" by Richard Farson appeared in LOOK magazine last year, "Brutal Manners of Men" by Nicholas Von Hoffman was a nationally syndicated column in, among other papers, the Miami Herald this summer.
WOMEN AS A MINORITY GROUP

Women, formerly fearful of rebellion or becoming involved in any controversy that would threaten their feminine identity, are now eager to resort to hard line approaches to articulate and express their rage and bitterness over social and cultural barriers imposed upon them. There is a growing understanding that the common oppression of women provides the basis for uniting across class and race lines to form a radical movement in protest of such issues as economic exploitation, psychological deprivation, and exploitive sexuality.

This area lends itself to historical understandings, societal and psychological implications, job discrimination, employment laws, the role of women in other nations, and the development of groups such as NOW (National Organization of Women) and WLF (Women's Liberation Front). It is becoming more and more apparent that such movements toward the liberation of women will have a definite impact upon the structure of our American Society.

Final evaluation consists of letter grade or S/U option.

Bibliography

Canary, Betty, Surviving as a Woman, Regnery, New York, 1970.


**PERIODICALS**

"Everyone was Brave: The Rise and Fall of Feminism in America". W. L. O'Neil, *Saturday Review* 52:27 -9+, 0 11'69, E. Janeway.

"For Women a Different Climb to the Top". *Business Week*, August 2, 1969.


"Is a Women's Revolution Really Possible?" *McCall's*, October, 1969.


"Woman's Place". Atlantic, March, 1970.


"Women are Discriminated Against: But They Deserve It". Mademoiselle, February, 1970.


"No Place for Women, or Several?" Catholic World, February, 1970.

"Women's Place in the Church". America, February 28, 1970.


"Reporting the Movement". Atlantic, March, 1970.

"What Are You Supposed To Do if You Like Children"? Atlantic, March, 1970.

SUBJECT

What is Patriarchy?
Origins of Patriarchy

Alternatives to Patriarchy?

History, Historians and Patriarchy

I WESTERN CIVILIZATION - A PATRIARCHAL SOCIETY

Kate Millett, Sexual Politics
Friedrich Engels, Family, Private Property and the State

Margaret Mead Sex and Temperament
Introduction and Part IV

II PSYCHOLOGY RECONSTRUCTS THE FEMALE

Eleanor Maccoby, Development of Sex Differences (one or two chapters)

Millett "Freud" ch. p. 176

Simone de Beauvoir, The Second Sex

III IMAGES OF WOMEN IN LITERATURE

Millett: Ch. 1 and Part III

Fiedler: Love and Death in the American Novel Ch. 4,8,9,10,00

"Family Happiness" and "Kreutzer Sonata" in Tolstoy, Ivan Ilyich and Other Stories
Independent Women

"Womanish Writing"

Introduction

Movies of fifties and 60's as examples of images

Masculine Mystique

Also recommended for this section:

Psychology of Family Processes

Ideas of Women's Suffrage Movement
Margaret Fuller

History of Suffrage Movement

Also recommended:

Women's Liberation 1960's

Sex and Racism

"Two Men and a Woman" and other stories by Doris Lessing

Bradstreet, Sexton, Levertov

IV FEMININE MYSTIQUE AND MASCULINE MYSTIQUE IN AMERICA

Friedan, Feminine Mystique

---------- (two films)

Sheila Tobias

Selected Chapters, Lionel Tiger, *Men in Groups or Love and Death...* Ch. II
Lucy Komisar "Violence and Masculinity"

Margaret Meade, *Male and Female* and
Millett on Mailer and Miller

----------

V REBELLION OF WOMEN I

Millett "Historical Background"

Excerpts

Eleanor Flexner *A Century of Struggle*

----------

VII REBELLION OF WOMEN II

Sisterhood is Powerful, ed., Robin Morgan

VI CASE STUDY OF PATRIARCHY GONE INSECURE: SEX AND RACISM IN AMERICA

Cal Herndon, *Sex and Racism in America*

OR Cleaver, *Soul on Ice*
Southern Men
Lilian Smith, *Killers of the Dream*

Southern Women
Ann Scott, *The Southern Lady*

VII STATUS OF WOMEN IN AMERICA
Faith Seidenberg, *Women and the Law*

Law
Professor Bysiewicz, University of Connecticut Law School

Lifton ed., *The Woman in America*

Marny White

Economic and Professional
Mary McCarthy, *The Group*

Sheila Tobias

Psychological

Counter Cultures

Prostitution

(Possibly her new article)

Sheila Tobias

Charleen Whisnant

Marny White

Sheila Tobias

Bob Berger on Kibbutz or Sweeny on hippies or Hurwitz on USSR

Kate Millett
This course will be given during the spring semester under the auspices of the Program in American Civilization. I will be teaching it in cooperation with Ann Wood, an assistant professor in the English Department here. The course really has no connection with any kind of women's studies program. It will serve as the required seminar for juniors majoring in American Civilization. (Each year the topic of that required seminar changes; in previous years, it has been Negroes in America, religion, socialism, revolutionary traditions, etc.; this time we thought it would be appropriate to try an interdisciplinary seminar on women.) There are at present about two dozen juniors enrolled in the American Civilization program, and all of them, as it happens, are male. We do hope to enroll at least a few girls in the seminar (who are not majoring in American Civilization), but since we do intend to run the course as two seminars, we will have to keep the enrollment down.

As we have conceived it, the course will be a reading and research seminar on the changing status, goals, and sensibility of women in America primarily during the century 1820-1920, but with some attention to the more recent period. Topics to be studied will include women in the home, women's education, the suffrage movement, women in various other reform movements, voluntary and paid employment for women, and women as writers. In addition to published sources, the reading materials for the course will consist in large part of unpublished sources which we have found in our research at the Schlesinger Library and the Sophia Smith Collection. During the course of the semester each student will be expected to write two papers growing out of the assigned readings and the seminar discussions.
Linda Nochlin Pommer
Vassar College
Department of Fine Arts
Spring, 1970

THE IMAGE OF WOMEN IN THE 19TH AND 20TH CENTURIES

February 9 - George Eliot representation of women by Ingres, Dalacroix, Manet

16 - Woman as sex: Pornography and sexual imagery
      The theme of the prostitute

25 - The concept of the nude
      Freudian mythology in modern art

March 2 (Picasso and surrealism)
      Matisse and the harem concept of woman

9 - Women in Pre-Raphaelite painting and Victorian literature

March 9 - Women in Pre-Raphaelite painting and Victorian literature

30 - Woman as angel and devil in 19th century art
      The Vampire woman in art and literature

April 6 - The Holy Family and the image of domesticity in bourgeois art
      Architecture of the Home and interior decorating

13 - Woman in "low" art: the social significance of costume;
      popular imagery and illustration; advertising;

20 - Women's magazines; television and the movies

27 - Socially conscious representations of women in art and literature
      (contrast English and French feminist literature)

May 4 - Women as artists: Rosa Bonheur, B. Morisot, M. Cassat, K. Kollwitz,
      G. O'Keefe, H. Frankenthaler, G. Hartigan, ...

11 - joint session

READING LIST

Marcus, Steven, The Other Victorians: a study of sexuality and pornography
Hunt, M., The Natural History of Love, N. Y. 1959 (chs. on romantic love,
      household romanticism, Victorians, Emancipation.)
Rogers, K., The Troublesome Helpmeet; a history of misogyny in literature,
      Seattle, 1966.
Rougemont, Denis de, Love in the Western World, Pantheon, 1956.
Praz, M., The Romantic Agony.
Wollstonecraft, Mary, A Vindication of the Rights of Women, 1792.
      pp. 16-35.
Reff, T., "The Meaning of Manet's Olympia," Gazette des Beaux-Arts LXIII (1964)
      111-22.
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Gombrich, E. H., "Psychoanalysis and the History of Art," Freud and the
Twentieth Century.
Adhemar, Jean, Toulouse-Lautrec: His complete lithographs and drypoints,
Johnson, Lee, Delacroix.
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occupations, home training, suffrage, attitudes of men).
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The Private Life of the Queen, by a member of the Royal Household, N. Y., 1897.
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Library), Phila., 1898.
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Women of England, the Daughters of England, the Wives of England, the
Mothers of England (N. Y., 1844).
The art of good behavior;...a complete guide for ladies and gentlemen,
particularly those who have not enjoyed the advantages of fashionable
life... N. Y., 1850.
Guthrie, H., ed. Late Victorian decor from Eastlake's Gothic to Cook's House
Beautiful, 1968.
Back issues of American Home, House and Garden, Ladies' Home Journal,
Moers, E., The Dandy.
Laver, J., English costume of the 19th century. (illus.).
Burbank, Emily, Woman as decoration. N. Y., 1917.
______________________ It's an art, N. Y. 1914.
Hamburger, E., It's a woman's business, N. Y., 1939 (advertising, clothing).
Jones, E., Those were the good old days. A happy look at American advertising, 1880-1930. N. Y., 1959.
Morse, P., Art and Pornography.