
2. Frameworks for Understanding the Relationship of Gender, Class and Race in Social Movements
   - Similarity: “The Slavery of Sex” (Grimke)
   - Woman’s Situation as “bondage” (Cady Stanton)
   - Common Goals/Partnership/Indebtedness- (Douglass, Truth, Cooper)
   - Intersection and Pragmatic Separation-Douglass (late 1860s)
   - Double/Multiple Jeopardy for Women of Color – (Grimke, Harriet Jacobs); Double/Multiple Vantage Points (Toni Morrison)
   - Intertwined Activism: Race and Gender-Conscious Political Strategies (Wells)
   - Intersectionality- (Kimberle Crenshaw, 1989)

3. The Female Body and Mind: Contested Terrain in late 19th Century America
   - Backlash, Biological Essentialism/Determinism and Anti-Suffrage: Challenges to 19th Century Women’s Rights Discourse;
   - The Political Nature of Backlash (Susan Faludi, *Backlash*)
   - The Historical Pattern of Biological Determinist Backlash Arguments

4. Dominant Medical Discourses of Womanhood in the 19th Century: Challenge to Female Entry into Higher Education, Employment and Citizenship Rights
   a. Male and Female Anti-Suffragists and “Woman’s Place”: arguments about jury service; anti-suffrage, race and class
   b. Debates about Women’s Place in Higher Education and the Professions- Edward Clarke, *Sex In Education* (1873)
   d. The Conflict Within: Madness, “Hysteria” and Women’s Roles in the 19th Century America (Smith-Rosenberg)-Writing Exercise/Discussion

   a. C.P. Gilman: an eclectic feminist
   b. *The Yellow Wallpaper* in the context of her nonfiction and fiction writing e.g., *Women and Economics* (1898), *Human Work* (1904), *The Man-Made World* (1911), *Herland* (1915)
   c. Interpretive debates around this text and around the question of women and madness; is this a “feminist” or “women’s rights” text?
   d. Meaning of this text in the contemporary period; relationship to other accounts of female madness (e.g., Sylvia Plath – *The Bell Jar*, Susanna Kaysen- *Girl, Interrupted*)