

Polytechnic, Tempe, and West campuses

1.) DATE: <b>10/07/07</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>WST</b> Number: <b>200</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;  Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>NANCY HELLNER</b> PHONE: <b>480.461.7489</b> FAX: <b>480.461.7644</b>	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW:  → The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: <b>Select core area...</b> Awareness Areas: <b>Historical Awareness (H)</b>	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC prefix <input checked="" type="checkbox"/> Elective  Effective date: <del>2008</del> <sup>2009</sup> <b>Spring</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no District-wide common course competencies and outline	
Chair/Director: <b>Nancy Hellner, MCC</b>	Chair/Director Signature: <i>Nancy A. Hellner</i>

AGSC Action:      Date action taken:       Approved       Disapproved

Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU-[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	text; content page; part 1, 2, 3, 4. course competences numbers 3, 6-13, 15, 16.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	text; content page; part 1, 2, 3, 4. course competences numbers 3, 6-13, 15, 16.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	text; content page; part 1, 2, 3, 4. course competences numbers 3, 6-13, 15, 16.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	text; content page; part 1, 2, 3, 4. course competences numbers 3, 6-13, 15, 16.
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		<ul style="list-style-type: none"> <li>• Courses in which there is only chronological organization.</li> <li>• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.</li> <li>• Courses whose subject areas merely occurred in the past.</li> </ul>	

**Justification Statement**  
**WST 200--Essential Feminist Writing**  
**Historical Awareness Value**

WST 200, Essential Feminist Writing, is for those students who want to gain greater depth of understanding and insight about how feminism has changed major societal institutions over time. From gaining the many "rights" that for hundreds of years belonged exclusively to males, especially white males in Europe and the United States, to learning that most of women's contributions in every facet of society have been erased, students understand the significance of historical authorship. They learn that history is a point of view rather than a factual account of happenings. The idea of erasure is of utmost importance in this course. While it is true that people who fail to learn from the past are often doomed to repeat it; it is also true that historical erasure is just as damaging. Artist Judy Chicago states this idea beautifully when she says, "Because we [women] are denied knowledge of our history, we are deprived of standing upon each other's shoulders and building upon each other's hard earned accomplishments. Instead we are condemned to repeat what others have done before us and, thus, we continually reinvent the wheel."

When students read that women were not "given" rights but had to fight for them, the right to vote, own property, attend school, and work in certain jobs take on an added significance. Students see how institutions have changed because of feminism. When they learn that women were essential to winning wars, defending democracy, furthering the arts, establishing community services, and hundreds of other overlooked contributions, they realize that these omissions have bearing on the present, and their knowledge of history gains breadth and depth.

The course reminds students that individuals and their ideas can have a profound effect on the social, political, and economic contexts or human institutions. Margaret Mead, one of the few women anthropologists in a very male-dominated area of study, realized the importance of individuals and their ideas. She said, "Never doubt that a small group of thoughtful committed people can change the world; indeed, it's the only thing that ever has."

Just as a course called Essential Christian Writings would have historical value by asking students to read and react to the writings of Joseph Smith, Martin Luther's "95 Theses," or other individual's ideas so that students could see the importance of those individual writings in their historical context, Essential Feminist Writings justifies the significance of individual's ideas and their consequences that have resulted in huge changes within cultures. For example, Elizabeth Cady Stanton's "Address to the New York Legislature, 1854" resulted in the "Married Woman's Property Act," repealing a Great Britain and United States law that deemed women as property of their husbands. Obviously, this law is of utmost importance, and in 2005, a student in Essential

Feminist Writings traced the various changes that the act has gone through and discussed its implications for modern US citizens in a Special Projects paper.

Feminist historians want students to realize that individuals and their ideas can change whole cultures' social, political, and economic contexts and human institutions. Students in this course will learn that "The Declaration of Sentiments" produced in 1848 in Seneca Falls, New York, was the initial step that resulted in our country's Nineteenth Amendment seventy two years later.

Like all political movements, Women's Studies must not be afraid to self-critique in order to insure that previous errors are not repeated. To that end, it is essential that our students be informed about the controversial history, actions, and theories of various women's movements. No movement exists in a vacuum, and students must realize the complexity of the issues of earlier times. Students must realize that the world of the First Wave Feminists in the 1800s and early 1900s and the Second Wave Feminists in the early 1960s through 1980s was very different from today's Third Wave Feminist culture. It is essential that students realize that the idea of diversity and the sophistication of thought about many issues that we take for granted were not heard in earlier times.

In order to understand any historical event, students must read works in the context of the political and social thought of the time. To understand why the First Wave women's rights leaders focused on different issues than the Second Wave feminists, those eras must be studied within the context of the laws, social mores, and beliefs of those periods.

Essential Feminist Writing invites students to discover and recover the importance of women's place in history by discussing the contributions of writing by feminists from an historical perspective. Traditional history texts often reflect the erasure, omission, and distortion of the contributions of women; thus, few people are aware of the great feminist writings from the past. They do not realize that feminists, both male and female, have always used letters, essays, speeches, poems, plays, and novels as in their crusade for freedom.

From Abigail Adams' letters written to her husband in 1776, to John Stuart Mill's 1869 essay entitled "The Subjection of Women," to Virginia Woolf's classic A Room of One's Own, published in 1929, to "On Being Nominated to the Supreme Court" by Ruth Bader Ginsberg, students will be able to read the words that inspired, challenged, and changed the course of history. By examining these too often forgotten historical writings, students will be able to analyze the methods of production of meaning, and they will address and investigate these works in order to recognize and analyze the activist history and the gaps regarding that history that traditional courses often contain.

The course's special projects offer students a chance to further explore ideas that changed the course of history for at least half of the human race. Students will be able to see clearly why what has happened still affects what is

happening today. They will be ready and willing to posit answers to such questions as “How did denying women and Black men from serving on juries affect the “Justice System?” “Why did the media barely mention the hecklers at a 2008 Hillary Clinton meeting carrying signs reading, “Iron our shirts!”? What would have been the media coverage if the same hecklers had carried signs at a Barack Obama meeting reading, “Shine our shoes!”?

This course supplies readings from individuals that affect the way humans behave in both private and public spheres; it ensures that students will understand feminism’s impact on culture.

**Official Course Description: MCCC CD Approval: 03/22/05****WST200 20056-99999**

LEC 3 Credit(s) 3 Period(s)

**Essential Feminist Writing**

Literary tracing of feminism from 18th century to present. Explores major issues related to women in the 20th century. Prerequisites: ENG101 or permission of instructor.

[Go to Competencies](#)   [Go to Outline](#)

**MCCC CD Official Course Competencies:**

**WST200**                      **Essential Feminist Writing**  
**20056-99999**

1. Identify and describe significant events associated with the early international feminist movement. (I)
2. Identify and describe the works of essential women and events in the feminist movement in the United States from the eighteenth century to World War II, and explain their impact on the feminist movement. (I)
3. Identify influential men as feminists, and explain how their works supported and/or contributed to the rise of feminism internationally and in the United States. (II)
4. Compare and contrast liberal, conservative, and radical feminism. (III)
5. Identify and describe the essential works and major events in the international feminist movement from World War II to the 1990s, and explain their impact on the feminist movement. (IV, VI)
6. Identify and describe the essential works and major events in the feminist movement in the United States from World War II to the 1990s, and explain their impact on the feminist movements. (V, VII)
7. Use the literary works of essential women writers, read major literary works and analyze major themes associated with global feminism in the twenty-first century. (VIII)

[Go to Description](#)   [Go to top of Competencies](#)

**MCCC CD Official Course Outline:**

**WST200**                      **Essential Feminist Writing**  
**20056-99999**

- I. Early Feminism
  - A. International movement
    1. Significant events
    2. Essential women
  - B. "Feminism" in the United States
    1. Significant events
    2. Essential women
- II. Men as Feminists
  - A. Works by feminist men
  - B. Major events
- III. Diverse Feminisms
  - A. Liberal feminism
    1. Issues and perspective
    2. Essential works

- 3. Major events
- B. Conservative feminism
  - 1. Issues and perspective
  - 2. Essential works
  - 3. Major events
- C. Radical feminism
  - 1. Issues and perspective
  - 2. Essential works
  - 3. Major events
- IV. Pre-World War II International Feminism
  - A. Essential women
  - B. Essential works
  - C. Major events
- V. Pre-World War II US Feminism
  - A. Essential women
  - B. Essential works
  - C. Major events
- VI. Post-World War II International Feminism
  - A. Essential women
  - B. Essential works
  - C. Major events
- VII. Post-World War II US Feminism
  - A. Essential women
  - B. Essential works
  - C. Major events
- VIII. Twenty-First Century Global Feminism
  - A. Essential women
  - B. Essential works
  - C. Major events

[Go to Description](#)   [Go to top of Competencies](#)   [Go to top of Outline](#)

WST 200 Essential Feminist Writings TBA Section 2001

Nancy Hellner, Ph.D. Office: LO 7  
Message Phone: 461-7489 Fax # 461-7644  
Office Hours: TBA and by appointment  
Email address: hellner@mail.mc.maricopa.edu

**COURSE DESCRIPTION:**

Literary tracing of feminism from 18<sup>th</sup> century to present. Explores major issues related to women in the 21<sup>st</sup> century.

**REQUIRED TEXTS AND MATERIALS:**

Schneir, Miriam, ed. Feminism: The Essential Historical Writings.  
Schneir, Miriam, ed. Feminism in Our Time: The Essential Writings, World War II to the Present.

MCC Email account and ID; Student Handbook; Access to films in Elsner library.

**COURSE NEEDS STATEMENT:**

This course will situate readings within historical and cultural contexts to explore the forces that shape that art in terms of gender, race, ethnicity, class, and sexuality in an effort to effect social change.

**COURSE COMPETENCIES:**

By the end of the course, students will be able to:

1. Identify and describe significant events associated with the European feminist movement.
2. Identify and review the works of essential women involved in the European feminist movement.
3. Identify and describe significant events associated with "Old Feminism" in the United States.
4. Identify and review the works of essential women involved in the early feminist movement in the United States.
5. Identify major men as feminists and describe how their works supported and/or contributed to the rise of feminism in Europe and the United States.
6. Identify significant events of the 1950's and describe their impact on the feminist movement.
7. Identify essential women of the 1950's and describe how their literary work contributed to the feminist movement.
8. Identify significant events of the 1960's and describe their impact on the feminist movement.
9. Identify essential women of the 1960's and describe how their literary work contributed to the feminist movement.



10. Identify significant events of the 1970's and describe their impact on the feminist movement.
11. Identify essential women of the 1970's and describe how their literary work contributed to the feminist movement.
12. Identify significant events of the 1980's and describe their impact on the feminist movement.
13. Identify essential women of the 1980's and describe how their literary work contributed to the feminist movement.
14. Compare and contrast liberal, conservative, and radical feminism.
15. Identify essential women writers associated with contemporary feminism.
16. Review major literary works associated with contemporary feminism.
17. Using the literary works of essential women writers, review and analyze major themes associated with feminism in the twentieth century.

### **ACADEMIC INTEGRITY:**

Besides academic performance, students should exhibit the quality of honesty. Any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty and plagiarism make students subject to disciplinary action. Refer to the Student Handbook for information regarding institutional policy and due process procedure.

### **PLAGIARISM:**

To plagiarize is to present as your own any work that is not exclusively your own. Plagiarism of all of or a portion of any assignment will be strictly penalized. Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If you plagiarize, you will fail the course.

### **COURSE REQUIREMENTS:**

Students will be required to:

1. Be on-time and have good attendance.
2. Meet for appointed one-on-one conferences in the instructor's office.
3. Do all reading and homework.
4. Pass quizzes, midterm, and final exam.
5. Successfully complete the Special Project

### **SPECIAL PROJECT:**

The student will write an annotated bibliography and research paper of at least ten pages about a selected topic. This assignment is open to serve the student's special interests.

**LATE WORK:**

Everyone receives one act of mercy for late homework papers EXCEPT THE SPECIAL PROJECT. After that, an assignment is worth half credit if it is turned in after homework has been taken up (if you are tardy) or if it is one day late, and no credit if it is turned in more than one day late. No exceptions.

**PARTICIPATION:**

Students should keep in contact with the instructor via email for questions or concerns that arise any time. If any missing in-office consultation is unexcused, the instructor reserves the right to withdraw the student.

**QUIZZES:**

In addition to a midterm and the final exam, students will complete take home quizzes.

**INDIVIDUAL NEEDS:**

Students with limitations due to any disability, including learning disabilities, may expect reasonable accommodations. Please see me immediately to discuss any special needs that you might have.

**GRADING:**

All grades are figured on a point/percentage basis. Points vary.

A 90-100%, B 80-90%, C 70-80%, D 60-70%, F 0-59%

Tests: and quizzes: 50%

Participation and homework: 25%

Special project: 25%

**HOMEWORK:**

All homework should be typed with the following heading in the upper left hand corner, and it should be double-spaced.

Name  
WST 200  
Due Date  
Topic

## TENTATIVE COURSE OUTLINE

### Unit 1 Foremothers

#### Readings:

Introduction to Feminism, xi-xxi. Letters of Abigail Adams, 2-4; Mary Wollstonecraft, "A Vindication of the Rights of Women," 5-16. Letters and Journal of George Sand, 28-34; Sarah M. Grimke, "Letter of the Equality of the Sexes and the Condition of Women," 35-48.

**Internet:** Women's History Timeline. [www.biography.com/womens-history/timeline.jsp](http://www.biography.com/womens-history/timeline.jsp)

### Unit 2 First Wave Genesis

#### Readings:

Margaret Fuller, "Woman in the Nineteenth Century," 62-71; Married Woman's Property Act -1848, 72-74; Declarations of Sentiments and Resolutions - Seneca Falls, 76-82; Sojourner Truth, "Ain't I A Woman?," 93-95; Lucy Stone, "Disappointment is the Lot of Woman," 106-109.

### Take home quiz #1

### Unit 3 Suffrage

#### Readings:

Elizabeth Cady Stanton, "Address to the New York State Legislature-1854," 110-116; "Address to the New York State Legislature -1860," 117-121; Susan B. Anthony, "The United States of America vs Susan B. Anthony," 132-136; Carrie Chapman Catt, "The World Movement for Woman Suffrage-1904-1911," 286-292; Emmeline Pankhurst, "I Incite this Meeting to Rebellion," 293-295; "When Civil War is Waged by Women," 296-304.

**Film:** Iron-Jawed Angels.

### Unit 4 Marriage and Money

**Readings:** Lucy Stone, "Marriage of Lucy Stone under Protest," 103-105; John Stuart Mill, "The Subjection of Woman," 162-178; Friedrich Engels, "The Origin of the Family, Private Property, and the State," 109-204; Emma Goldman, "Marriage and Love," 318-324.

**Internet:** The Cult of Domesticity

**Midterm Take Home Exam**  
**Special Project topic due.**

## **Unit 5 Education and Economy**

**Readings:** Victoria Woodhull and Tennessee Claflin, "Which is To Blame?", 149-151. Charlotte Perkins Gilman, "Women and Economics," 230-246. Virginia Woolf, "A Room of One's Own," 344-355. "Civil Rights Act of 1964, Title VII," 71-75. Bernice Sandler, "Patterns of Discrimination in Higher Education," 382-386.

## **Unit 6 Organizing Power**

**Readings:** National Organization for Women Statement of Purpose, 95-102; Redstockings Manifesto, 124-129; Radicalesbians, "The Woman-Identified Woman," 160-167; National Black Feminist Organization Statement of Purpose, 171-174; The Combahee River Collective Statement, 175-187.

## **Take home quiz #2**

### **Progress Report for Special Topic**

**Film:** Gloria Steinem: A Woman's Progress

## **Unit 7 Deconstructing Ideologies**

**Readings:** Naomi Weisstein, "Kinder, Küche, Kirche as Scientific Law: Psychology Constructs the Female," 213-228; Kate Millett, "Sexual Politics," 229-24; Shulasmith Firestone, "The Dialectic of Sex: The Case for Feminist Revolution," 245-256; Mary Daly, "After the Death of God the Father: Women's Liberation and the Transformation of Christian Consciousness," 260-271; Susan Brownmiller, "Against Our Will: Men, Women, and Rape," 272-282; Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence," 310-326.

### **Annotated Bibliography for Special Topic due.**

## **Unit 8 Backlashes and Victories**

**Readings:** Equal Rights Amendment, 369-371; Jane Roe vs Henry Wade: Opinion of the Court, 399-407; Andrea Dworkin, "Pornography: Men Possessing Women," 419-427; Carol Gilligan, "In A Different Voice," 428-438; Susan Faludi, "Backlash," 454-468; Anita Hill, "Statement to the Senate Judiciary Committee," 469-477; Ruth Bader Ginsburg, "On Being Nominated to the Supreme Court," 481-483.

## **Final Exam**

### **Special Topic Paper Due**

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# FEMINISM IN OUR TIME

The Essential Writings,  
World War II to  
the Present

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Edited with an introduction and commentaries by  
**MIRIAM SCHNEIR**



Vintage Books

A Division of Random House, Inc. / New York

WST 700

# *Feminism in Our Time*

Miriam Schneir

A VINTAGE ORIGINAL, JULY 1994

FIRST EDITION

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## CONTENTS

Introduction by Miriam Schneir ix

### I REAWAKENING

Simone de Beauvoir *The Second Sex* 3  
 Doris Lessing *The Golden Notebook* 21  
 Sylvia Plath *Purdah* 33  
 The Report of the President's  
 Commission on the Status of Women  
*American Women* 38  
 Betty Friedan *The Feminine Mystique* 48

### II AN EARLY VICTORY

Civil Rights Act of 1964, Title VII 71  
 Pauli Murray and Mary O. Eastwood  
*Jane Crow and the Law: Sex  
 Discrimination and Title VII* 76

### III SISTERHOOD

Casey Hayden and Mary King  
*A Kind of Memo . . . to a Number  
 of Other Women in the Peace  
 and Freedom Movements* 89

The National Organization for Women Statement of Purpose	95
An SDS Statement on the Liberation of Women	103
Beverly Jones <i>Toward a Female Liberation Movement</i>	108
Redstockings Manifesto	125
Kathy McAfee and Myrna Wood <i>Bread and Roses</i>	130
Robin Morgan <i>Goodbye to All That</i>	148
Radicalesbians <i>The Woman-Identified Woman</i>	160
Audre Lorde <i>Who Said It Was Simple</i>	168
National Black Feminist Organization Statement of Purpose	171
The Combahee River Collective Statement	175

#### IV "WE CANNOT RELY ON EXISTING IDEOLOGIES"

Cynthia Ozick <i>The Demise of the Dancing Dog</i>	191
Juliet Mitchell <i>Women: The Longest Revolution</i>	201
Naomi Weisstein <i>Kinder, Küche, Kirche as Scientific Law: Psychology Constructs the Female</i>	213
Kate Millett <i>Sexual Politics</i>	229
Shulamith Firestone <i>The Dialectic of Sex: The Case for Feminist Revolution</i>	245
Muriel Rukeyser <i>The Poem as Mask</i>	257
Mary Daly <i>After the Death of God the Father: Women's Liberation and the Transformation of Christian Consciousness</i>	260
Susan Brownmiller <i>Against Our Will: Men, Women, and Rape</i>	272

Dorothy Dinnerstein, <i>The Mermaid and the Minotaur: Sexual Arrangements and Human Malaise</i>	283
Michele Wallace <i>Black Macho and the Myth of the Superwoman</i>	295
Adrienne Rich <i>Compulsory Heterosexuality and Lesbian Existence</i>	310
<b>V OUR BODIES</b>	
Anne Sexton <i>In Celebration of My Uterus</i>	329
Anne Koedt <i>The Myth of the Vaginal Orgasm</i>	333
Germaine Greer <i>The Female Eunuch</i>	343
Boston Women's Health Book Collective <i>Our Bodies, Ourselves</i>	351

#### VI WORKING FOR CHANGE

Equal Rights Amendment <sup>1970</sup>	369
New York City Commission on Human Rights Hearings on Women's Rights Eleanor Holmes Norton <i>A Strategy for Change</i>	372
Betty Friedan <i>Women's Rights and the Revolution of Rising Expectations</i>	380
Bernice Sandler <i>Patterns of Discrimination and Discouragement in Higher Education</i>	382
Patricia Jones <i>Women in Household Employment</i>	387
Phyllis Graber <i>Discrimination in High School Sports</i>	390
Bella Abzug <i>Women in Elective Office</i>	393

Jane Roe v. Henry Wade <i>Opinion of the Court</i>	399
Gloria Steinem <i>The Way We Were—And Will Be</i>	408
<b>VII THEMES OF THE EIGHTIES AND NINETIES</b>	
Andrea Dworkin <i>Pornography: Men Possessing Women</i>	419
Carol Gilligan <i>In a Different Voice</i>	428
Riane Eisler <i>The Chalice and the Blade: Our History, Our Future</i>	439
Susan Faludi <i>Backlash</i>	454
Anita Hill <i>Statement to the Senate Judiciary Committee</i>	469
African American Women in Defense of Ourselves	478
Ruth Bader Ginsburg <i>On Being Nominated to the Supreme Court</i>	481
<i>Sources of Selections</i>	485
<i>Acknowledgments</i>	489
<i>Index</i>	493

## INTRODUCTION

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This anthology brings together the major literature and documents that inspired and shaped modern feminism. The writings cover a period of more than forty years—from 1949, when Simone de Beauvoir's *The Second Sex* was published in France, to 1993, when Ruth Bader Ginsburg responded to her nomination to the U.S. Supreme Court.

The feminism of the post-World War II decades profoundly transformed the lives of women in the United States and throughout the world. It brought about upheavals in law and the customs of everyday life, and altered the consciousness of women themselves. Obviously, such momentous changes did not spring from unprepared ground. In an earlier volume, *Feminism: The Essential: Historical Writings*, I collected works by the women whose seventy-year struggle—from the mid-nineteenth century to the 1920s—created the conditions that made modern feminism possible.

The world's first organized movement in behalf of women was inaugurated in 1848 at a small chapel in the sleepy village of Seneca Falls, New York. There the thirty-two-year-old Elizabeth Cady Stanton delivered what she described as her first public speech, confessing that she was "nerved" for the ordeal only by her conviction that the time had come for "the question of woman's wrongs to be laid before the public" and by her belief "that woman herself must do this work; for woman alone can understand the height, the depth, the length, and the breadth of her own degradation."

Stanton's statement was not hyperbole. Women in the United



# FEMINISM

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## THE ESSENTIAL HISTORICAL WRITINGS

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Edited and  
with an introduction  
and commentaries

by

**Miriam Schneir**

VINTAGE BOOKS  
NEW YORK



A DIVISION OF  
RANDOM HOUSE

WST 200

*Feminism:  
Essential Historical  
Writings*

*Miriam Schreier*

## Contents

INTRODUCTION	xi
I. EIGHTEENTH-CENTURY REBELS	
ABIGAIL ADAMS • <i>Familiar Letters of John Adams and His Wife, Abigail Adams, During the Revolution</i>	2
MARY WOLLSTONECRAFT • <i>A Vindication of the Rights of Woman</i>	5
II. WOMEN ALONE	
FRANCES WRIGHT • <i>Course of Popular Lectures</i>	18
GEORGE SAND • <i>Indiana</i>	25
• <i>Letters of George Sand</i>	28
• <i>The Intimate Journal of George Sand</i>	32
SARAH M. GRIMKÉ • <i>Letters on the Equality of the Sexes and the Condition of Woman</i>	35
HARRIET H. ROBINSON • <i>Early Factory Labor in New England</i>	49
THOMAS HOOD • <i>The Song of the Shirt</i>	58
MARGARET FULLER • <i>Woman in the Nineteenth Century</i> 1845	62
MARRIED WOMEN'S PROPERTY ACT, NEW YORK, 1848	72
III. AN AMERICAN WOMAN'S MOVEMENT	
DECLARATION OF SENTIMENTS AND RESOLUTIONS, SENECA FALLS	76
FREDERICK DOUGLASS • <i>Editorial from The North Star</i>	83
WILLIAM LLOYD GARRISON • <i>Intelligent Wickedness</i>	86

LETTER FROM PRISON OF ST. LAZARE, PARIS	90
SOJOURNER TRUTH • <i>Ain't I a Woman?</i> • <i>What Time of Night It Is</i>	93 96
LUCRETIA MOTT • <i>Not Christianity, but Priestcraft</i>	99
LUCY STONE • <i>Marriage of Lucy Stone Under Protest</i>	103
• <i>Disappointment Is the Lot of Woman</i>	106
ELIZABETH CADY STANTON • <i>Address to the New York State Legislature, 1854</i>	110
• <i>Address to the New York State Legislature, 1860</i>	117
MARRIED WOMEN'S PROPERTY ACT, NEW YORK, 1860	122
ERNESTINE L. ROSE • <i>Petitions Were Circulated</i>	125
✓ SOJOURNER TRUTH • <i>Keeping the Thing Going While Things Are Stirring</i>	128
SUSAN B. ANTHONY • <i>The United States of America vs. Susan B. Anthony</i>	132
• <i>Woman Wants Bread, Not the Ballot!</i>	137
VICTORIA WOODHULL & TENNESSEE CLAFLIN	
• <i>Virtue: What It Is, and What It Is Not</i>	143
• <i>Which Is to Blame?</i>	149
• <i>The Elixir of Life</i>	152
✓ ELIZABETH CADY STANTON • <i>Womanliness</i>	155
• <i>Solitude of Self</i>	157
IV. MEN AS FEMINISTS	
✓ JOHN STUART MILL • <i>The Subjection of Women</i>	162
✓ HENRIK IBSEN • <i>A Doll's House</i>	179
✓ FRIEDRICH ENGELS • <i>The Origin of the Family, Private Property, and the State</i>	189
AUGUST BEBEL • <i>Woman and Socialism</i>	205
THORSTEIN VEBLEN • <i>The Theory of the Leisure Class</i>	212
V. TWENTIETH-CENTURY THEMES	
CHARLOTTE PERKINS GILMAN • <i>Women and Economics</i>	230

EMILY JAMES PUTNAM • <i>The Lady</i>	247
SENATE REPORT—HISTORY OF WOMEN IN INDUSTRY IN THE UNITED STATES	254
ANNA GARLIN SPENCER • <i>Woman's Share in Social Culture</i>	268
CARRIE CHAPMAN CATT • <i>The World Movement for Woman Suffrage 1904 to 1911: Is Woman Suffrage Progressing?</i>	286
✓ EMMELINE PANKHURST : <i>I Incite This Meeting to Rebellion</i>	293
• <i>When Civil War Is Waged by Women</i>	296
BREAD AND ROSES	305
EMMA GOLDMAN • <i>The Traffic in Women</i>	308
• <i>Marriage and Love</i>	318
✓ MARGARET SANGER • <i>Woman and the New Race</i>	325
CLARA ZETKIN • <i>My Recollections of Lenin: An Interview on the Woman Question</i>	335
VIRGINIA WOOLF • <i>A Room of One's Own</i>	344
SOURCES OF SELECTIONS	356