MEMORANDUM

Date: March 4, 2005

To: All First and Second Year JD Students and graduate LLM students,
New York University School of Law

From: Carol Gilligan and David Richards

Re: Readings and admission to seminar, Sexuality, Voice, and Resistance: Philosophy, Psychoanalysis, Neurobiology, and Politics option to take in:

- Fall & Spring Seminars, L0 6 3567.001
  - 5 credits
  - A-writing credit, or,
- Fall term only, L0 6 3567.002, 2 credits,

Course Outlines @ Course Management System’s Early Assignment Section

We intend to offer next academic year a seminar on sexuality, voice, and resistance: philosophy, psychoanalysis, neurobiology, and politics (the seminar is more fully described in the course outlined, below). We offer students the option to take only the first term of the seminar (two credits) or to take the full-year seminar (five credits). The second semester of the seminar will include, as a co-teacher, Eva Cantarella (Professor of Roman Law, University of Milan). Only students, who have taken the first semester of the seminar (or its equivalent), will be eligible for admission to the second semester of the seminar. And only those students who take the full-year seminar (5 credits) will receive A-writing credit for taking the seminar.

Admission to the seminar is by permission of instructors. Any students interested in applying for admission to the seminar should submit now a pertinent statement of background and interests to Ms. Gilbert either in person or by e-mail at: lynn.gilbert@nyu.edu; the application should include e-mail addresses where students can be reached both during the current and next academic year and over the summer, and should also make clear whether you are applying for the Fall Semester seminar only or for the full-year seminar. Admitted JD will be notified by the end of April and graduate LLM by the end of May.

In light of the demands in reading, class participation, and writing of this seminar, the instructors ask students admitted to the seminar to try to read novels, plays, and other full-length books studied in the seminar over the summer before taking the seminar with us in academic year 2005-2006.

Carol Gilligan & David Richards

*Readings: See Book List
**Seminar Readings: See the Course Packet..
March 4, 2005

SEXUALITY, VOICE, AND RESISTANCE:
PHILOSOPHY, PSYCHOANALYSIS, NEUROBIOLOGY, AND
POLITICS
Professors Carol Gilligan and David Richards

2-credit seminar in Fall term only
Fall semester, 2005 (2 hours)
N.Y.U. School of Law

Course Outline and Readings
(Fall Semester)
L0 6 3567.002

The seminar examines the central place of sexual voice in resistance to
basic injustices like extreme religious intolerance (anti-Semitism), racism, sexism, and
homophobia. Our study asks why the repression of sexual voice (whether in celibacy or
Puritanism) is often required by such injustices, and how questioning such repression
energizes movements of resistance. Our interdisciplinary approach includes political
philosophy, psychoanalysis, and neurobiology in understanding the body, voice,
resonance, and truth in various historical and contemporary liberation movements. It
begins with the study of Roman matrons opposing patriarchal controls on their
sexuality and the Jews resisting Christian intolerance. It then turns to the antebellum
and later abolitionist and feminist movements and considers the central place accorded
sexuality in Freud’s psychoanalysis. From these perspectives, it examines anti-racist
(including Zionism), anti-colonial, and gay rights movements in the twentieth century.
It ends with close examination of these issues at our own historically crucial moment.
The seminar includes in its pedagogy experiments in freeing creative voice through
writing and theater exercises.

The subject matter, structure, and expectations for this seminar differ from
the norm; it requires multiple short papers, working with other students in writing and
staging plays, regular attendance, and either a long term paper (for students taking the
seminar only in the fall term) or a long research A-paper (for students taking the full-
year seminar).

Class 1: Sexual voice in liberation movements (session 1)
Readings:*  

*Readings: See Book List  
**Seminar Readings: See the Course Packet.
Class 2: Sexual voice in liberation movements (session 2)


Class 3: Public notice space for democratic debate: the role of the Greek theatre in Athenian democratic discourse (including the discourse of the law courts, the assembly, and Socratic philosophy); images of women, as daughter, wife, and mother, in Greek theatre

2. Short play written, staged, and played by instructors, “The Oresteia, an interpretation of Clytemnestra (Gilligan), Agamemnon and Aegisthus (Richards)”
3. Euripides, Iphigeneia At Aulis W.S. Merwin and George E. Dimock, Jr. trans.

Class 4: The intolerance of patriarchal religion and resistance to it.

2. Daniel Boyarin, Carnal Israel: Reading Sex in Talmudic Culture (Berkeley: University of California Press, 1993)
4. David Richards (with Nicholas Bamforth), New Natural Law, Sexuality, and Gender: A Defense of Patriarchal Religion? (draft)

Class 5: Resistance to patriarchal religion


Class 6: The struggle of African-Americans and women for public voice about issues of race and gender (writing novels versus speaking in public) in the antebellum period: Lydia Maria Child, the Grimke sisters, Sojourner Truth, Harriet Jacobs.

1. Richards, Women, Gays, and the Constitution, pp. 34-124

*Readings: See Book List
**Seminar Readings: See the Course Packet..

Class 7: The impact of new forms of emancipatory narrativity after the Reconstruction Amendments: the novels of Richard Wright and Toni Morrison

2. Toni Morrison, Beloved (New York: Plume, 1987)

Class 8: Resistance to sexual repression: Victoria Woodhull, Emma Goldman, Margaret Sanger, Ida Wells-Barnett; Freud and a space of women’s sexual voice

1. Richards, Women, Gays, and the Constitution, pp. 125-198
5. Carol Gilligan, papers to be distributed

Class 9: Gay rights and lesbian feminism: resisting voice in Whitman, Virginia Woolf, and Alan Hollinghurst

1. Richards, Women, Gays, and the Constitution, pp. 288-373
2. Shakespeare, As You Like It The Arden Shakespeare, Agnes Latham ed. (Walton-on-Thames Surrey, Thomas Nelson, 1997)

*Readings: See Book List
**Seminar Readings: See the Course Packet.
Assignment: Short play to be written and staged by students, “As You Like It, or Orlando and Rosalind in the gay 21st century”

Class 10: The race/gender analogy (session 1):
1. Virginia Woolf, Three Guineas (San Diego: Harvest, 1966)
5. Pat Barker, Regeneration (New York: Plume, 1991)

Class 11: The race/gender analogy (session 2):
1. Richards, Women, Gays, and the Constitution, pp. 199-287

Assignment: Plays to be written and staged by students, “A Streetcar Named Desire at the millennium”

Class 12: Shaming manhood: the personal and political psychology of violence
2. James Baldwin, Go Tell It on the Mountain (New York: Laurel, 1985)

Class 13: The misogyny of the political anti-Semitism of fascism: the race/gender analogy (session 3)

*Readings: See Book List
**Seminar Readings: See the Course Packet..
Class 14: The misogyny of fundamentalism: the roots of terror in the wake of September 11, 2001

4. Short play to be written and staged by students: “The Oresteia in the 21st Century”
   • Assignment due for students taking only the fall term of the seminar: a long paper based on the shorter papers written each week for the seminar.