MEMORANDUM

Date: Revised April 10, 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: Sexuality, Voice, and Resistance: Philosophy, Psychoanalysis, Neurobiology, and Politics
Options, Course Outlines, Readings & Admission

• L06 3567.001 - Fall 2005 and Spring 2006, 6-credit, & A-paper credit, OR
  L06 3567.002 – 2 credits, Fall Only

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

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April 10, 2005

SEXUALITY, VOICE, AND RESISTANCE: PHILOSOPHY, PSYCHOANALYSIS, NEUROBIOLOGY, AND POLITICS

Professors Carol Gilligan and David Richards, and Professor Eva Cantarella, Professor of Roman Law, University of Milan (in Spring term)
N.Y.U. School of Law

- **6-credit seminar: A-paper credit, 2 hours Fall Term and 3 hours in Spring Semester**
  - or
- **Only Fall Term, 2-credit seminar**

**Course Outline and Readings***

**FALL SEMESTER**

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).

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

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

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

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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)

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)


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.

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Spring 2006
SEXUALITY, VOICE, AND RESISTANCE:
PHILOSOPHY, PSYCHOANALYSIS, NEUROBIOLOGY, AND POLITICS
Professors Eva Cantarella, Carol Gilligan, and David Richards
Spring semester, 2006 (3 hours)
N.Y.U. School of Law

Course Outline and Readings
(Spring Semester)

The second semester of the seminar will more closely examine the roots of patriarchal religion and ethics studied in the first term. In particular, the instructors will critically examine the historical and psychological development of conceptions of patriarchal manhood, focusing both on the development of such conceptions in support of the Roman imperial state and its successors (the patriarchal interpretation of Christianity, in Augustine and others, leading to anti-Semitism) and the later elaborations of such resistance (including within Christianity and in artists like Shakespeare, Cervantes, and Wharton) that can be traced to this period. Drafts of long student papers for the course must be submitted for review and comments by the instructors by the end of spring break, and all papers are due by the end of term (no extensions will be given).

Class 1: The male political warrior- hero, the renunciation of personal love, and the founding of the imperial state.

4. Short dramatization, written and acted by instructors of The Aeneid with Dido (Gilligan), Venus (Cantarella) and Aeneas (Richards)

Class 2: A feminist counter-narrative to patriarchal psychology and religion

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Class 3: Religions under the Roman Empire

1. A.D. Nock, Conversion (Oxford University Press, 1933) (in Seminar Readings**).

Class 4: Women in the Ancient World


Class 5: A feminist counter-narrative to patriarchal religion


Class 6: The intolerance of patriarchal religion and resistance to it.

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Class 7: Christian anti-Semitism, and resistance to it


Class 8: Roots of Resistance within Christianity


2. David A.J. Richards, Disarming Manhood

Class 9: The Historical Force of Patriarchy in Italy, Resistance

1. David I. Kertzer, Sacrificed for Honor: Italian Infant Abandonment and the Politics of Reproductive Control (Boston: Beacon Press, 1993);


Class 10: Cervantes and Ondaatje on patriarchal manhood


Class 11: Wharton on Resistance


2. Edith Wharton, Summer (New York: Penguin 1993)

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Class 12: Apuleius and Augustine; Carol Gilligan on developmental psychology and William Shakespeare’s early, middle, and late comedies and romances of love as Apuleian transformative resistance to Augustinian patriarchy; Shakespeare on Roman patriarchal manhood

1. Carol Gilligan, The Birth of Pleasure

Class 13: Breaking out of disassociation in resistance


Class 14: Patriarchy’s Love Laws and the Possibility of Redemption

   • Assignment due for students taking the seminar full-year: long paper based on themes of the seminar.