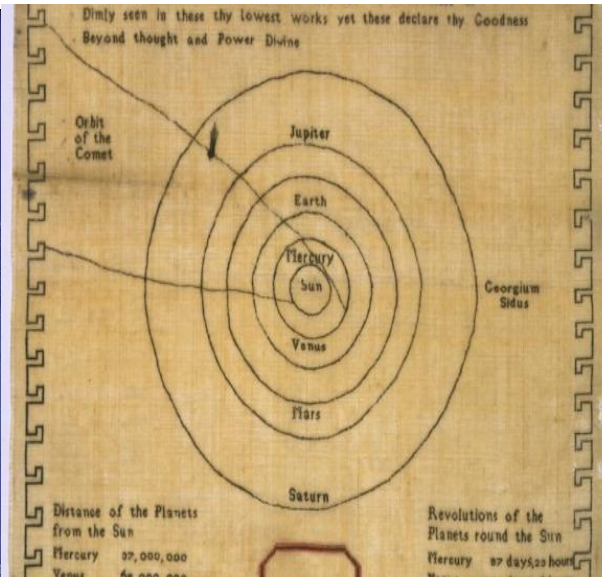


Nineteenth-Century Gender and Ecology

Instructor: Ms. Ann Garascia
T 10:10-12:00p

Email: ann.garascia@email.ucr.edu
Office Hours: TTh 12:00-1:30p



Anna Atkins' *Photographs of British Algae* (1843) Solar System Sampler (1811)

Ecology is the study of interactions among different environmental organisms, biotic and abiotic. In this course we will be expanding on ecology's relational imperatives by investigating how print, visual, and material cultures initiated critical engagements between the environment, and gender and sexuality throughout the long-nineteenth century. Spurred on by advancements in technology and scientific method, the nineteenth century in England witnessed a boom in scientific publishing, usually concentrated in metropolitan centers, as London became a hub of environmental research. Just as fields of emergent environmental science were taking form, so were different possible models of public female representation that both exploited and pushed against the drive for industrialization and urbanization. However, the relationships among gender, ecology, and print culture have been under-studied across ecocritical, feminist, and Victorian studies fields. Combining nineteenth-century prose fiction, nonfiction, and visual ephemera with contemporary ecocritical theories, this course highlights how different scientific research and publishing practices established a poetics of nineteenth-century feminism that resonates with contemporary feminist eco-criticisms. The course begins with an introduction to major questions in nineteenth-century gender and sexuality studies, as we will chart the sociocultural contexts that differentiated "natural" and "social" spheres alongside key nineteenth-century treatises on the "Woman Question." Then, we will be moving through different female-driven engagements with various branches of environmental sciences, including paleontology, mycology, botany, and physics, before reading early feminist conservationist texts. The course ends with readings speculating on the future of feminist eco-critical studies with an emphasis on queer perspectives.

Course Objectives:

1. To offer students an overview in historical scientific publishing, specifically concerning the work of nineteenth-century women.
2. To introduce students to key concepts and debates in ecocriticism.
3. To reinforce historically informed research skills and interpretative methods, and introduce students to non-anthropocentric writing, publishing, and archiving practices.
4. To explore how the environment intersects with questions of gender, sexuality, race, ethnicity, class, and disability across time and space.

Assignments:

First half of class: student-led facilitation

Second half of class: instructor-led discussion

Class Facilitation (20%): The oral assignment for this class is intended to be an interactive facilitated class discussion (as opposed to an oral presentation.) You may work singly or in pairs to draft a series of interpretative and critical questions that map out positions and topics designed to stimulate lively discussion. You will be assessed on whether or not your questions can be answered; whether or not your classmates take up the challenge of responding to your questions; and whether or not you have engaged with the assigned readings in meaningful, creative ways. You may offer some contextualizing comments or introduce a new supplementary text, but these should not surpass 5-10 minutes. Remember: the best facilitations are the ones in which the facilitator does not do all of the talking. Plan your questions to cover the first half of seminar (about 50 minutes) and after the break the seminar leader will take over.

Response Papers (20%): To prepare for seminar, each week students will write short responses (approximately 250 words) to the week's assigned readings over the course of the semester. The goal of this assignment is to synthesize the theoretical texts and literary-visual pieces in preparation for class discussion and seminar papers.

Seminar Proposal (20%; Week 12): To prepare for your final project, you will put together an abstract of 500 words previewing your topic, argument, and intervention. Your annotated bibliography will require that you do research to find primary sources and critical secondary sources that will help you develop your argument. For each source, you will supply a brief summary and how you see this source contributing to your project. We will workshop these proposals during Week 9 of the semester in place of a student-led facilitation.

**Abstract: 500 words

**Annotated Bibliography: 5-7 entries, 75-100 words/entry

Seminar Paper (40%): 15 pp. This paper may be on any topic relevant to the course's overall theme. Students are strongly encouraged to arrange office hours meetings to discuss potential paper topics before the proposal is due.

Reading Schedule

Week 1

Introductions, highlights from Robin Gilmour's *The Victorian Period: The Intellectual and Cultural Context of English Literature, 1830 - 1890*

Week 2 The Nature of Victorian Womanhood

Primary sources:

John Stuart Mill (with Harriet Taylor Mill), "The Subjection of Women" (1869)

PDF: <http://www.earlymoderntexts.com/assets/pdfs/mill1869.pdf>

Olive Schreiner, "Three Dreams in a Desert" from *Dreams* (London: T. Fisher Unwin, 1890), 65-87.

Charles Darwin, "CH V: On the Development of the Intellectual and Moral Faculties during Primeval and Civilized Times" from *The Descent of Man and Selection in Relation to Sex Volume One*. (1871)

Theory/Criticism:

Anne McClintock, "The Lay of the Land: Genealogies of Imperialism" from *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*. (New York: Routledge, 1995), 21-74

Elizabeth Grosz, "Darwin and Feminism: Preliminary Investigations for a Possible Alliance," *Material Feminisms*. Ed. Stacy Alaimo and Susan Heckman. (Bloomington: Indiana University Press, 2008), 23-52.

Week 3 Feminist Histories of "Separate Spheres"

Primary Source:

Selections from Mary Prince, *The History of Mary Prince: A West Indian Slave*. (1831):

<http://docsouth.unc.edu/neh/prince/prince.html>

Theory/Criticism:

Wendy Wheeler, "Introduction "A Very Long Revolution" from *The Whole Creature: Complexity, Biosemiotics, and the Evolution of Culture*. (London: Lawrence & Wishart, 2006), 12-38.

Tricia Lootens, "Introduction: Slaves, Spheres, Poetess Poetics," *The Political Poetess: Victorian Femininity, Race, and Legacy of Separate Spheres*. (Princeton: Princeton University Press, 2016), 1-28.

Week 4 Feminism and Ecology

Theory/Criticism:

Anne Fausto-Sterling, ““The bare bones of sex””: Part 1 – Sex and gender. *SIGNS* 30.2 (2004), 1491–1528.

Samantha Frost, “The Implications of the New Materialisms for Feminist Epistemology” from *New Materialisms: Ontology, Agency, and Politics*. Ed. Diana Coole and Samantha Frost (Durham: Duke University Press, 2010), 1-47.

Stacy Alaimo and Susan Heckman. “Introduction: Emerging Models of Materiality in Feminist Theory,” *Material Feminisms*. Ed. Stacy Alaimo and Susan Heckman. (Bloomington: Indiana University Press, 2008), 1-23.

Stacy Alaimo, “This About Pleasure: An Ethics of Inhabiting” from *Exposed: Environmental Politics and Pleasures in Posthuman Times* (Minneapolis: University of Minnesota Press, 2016)

Week 5 Paleontology: Feminism and (Extinct) Animal Studies



Mary Anning’s notes with illustration of dog, Tray (from BBC)

Primary Sources:

Mary Anning (fossil collector & paleontologist) ephemera (available on our course website)

Richard Owen, “Lecture II,” *On Parthenogenesis: or, The Successive Production of Procreating Individuals from a Single Ovum. A Discourse*. (1849)

Theory/Criticism:

Ursula K. Heise, “Multispecies Fictions for the Anthropocene” from *Imagining Extinction: The Cultural Meanings of Endangered Species*. (Chicago: University of Chicago Press, 2016), 202-238.

Donna Haraway, *The Companion Species Manifesto: Dogs, People, and Significance Otherness*. (Chicago: University of Chicago Press, 2003).

Week 6 Botany and Phycology: Feminism, Science, and Visual Culture

Primary Sources:

Anna Atkins, *Photographs of British Algae: Cyanotype Impressions* (1843) from New York Public Library Digital Collections:

<https://digitalcollections.nypl.org/collections/photographs-of-british-algae-cyanotype-impressions#/?tab=about>

Nature Domesticated: A Victorian Seaweed Scrapbook:

<http://www.victorianweb.org/science/biology/carrington.html>

Theory/Criticism:

Kaja Silverman, "A Kind of Republic" from *The Miracle of Analogy; or The History of Photography, Part 1*. (Stanford: Stanford University Press, 2015), 87-115.

Deborah Lutz, "Memory Albums" from *The Bronte Cabinet: Three Lives in Nine Objects*. (New York: W.W. Norton & Company, 2015)

Week 7 Glaciology: Feminism and Anthropocene Exploration

Primary Source:

The Life, Diaries, and Correspondence of Jane, Lady Franklin 1792-1875. Ed. W. F. Rawnsley. (Cambridge: Cambridge University Press, 2014).

Theory/Criticism:

Mark Carey, M. Jackson, Alessandro Antonello, Jaclyn Rushing, "Glaciers, Gender, and Science: A Feminist Glaciology Framework for Global Environmental Change Research" *Progress in Human Geography* 40.6 (2016)

C.V. Burek & M. Kölbl-Ebert. "Historical Problems of Women Undertaking Geological Fieldwork," *The Role of Women in the History of Geology*. Ed. C.V. Burek and B. Higgs. (London: The Geological Society, 2007), 115-123.

Week 8 Geology: Feminism, Race, and Posthumanism

Primary Source:

Lady Isabella Bird, *Unbeaten Tracks in Japan: an Account of Travels in the Interior including Visits to the Aborigines of Yezo and the Shrines of Nikkō and Isé*. (London: J. Murray, 1880).

Theory/Criticism:

Mel Chen, *Animacies: Biopolitics, Racial Mattering, and Queer Affect*. (Durham: Duke University Press, 2012)

Donna Haraway, "Anthropocene, Capitalocene, Plantationocene, Chthulucene: Making Kin." *Environmental Humanities*. 6 (2015), 159-165.

Week 9 Mycology: Feminism, Capitalism, and Material Culture



Papier-mâché mushrooms (from *Object Lessons: The Visualization of Nineteenth-Century Life Sciences*)

Primary Sources:

Nineteenth-Century Mushroom Models (available on our course website)

Digital Beatrix Potter Collection at the Armit Museum (250 drawings of fungi, over 40 of different mosses and many microscope studies of the process of germination.)

http://armitt.com/armitt_website/beatrix-potter/

Beatrix Potter, *The Journal of Beatrix Potter: 1881-1897*. Ed. Leslie Linder. (London: Frederick Warne, 1979)

Theory/Criticism:

Anna Lowenhaupt Tsing, “Part II After Progress: Salvage Accumulation” from *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. (Princeton: Princeton University Press, 2015), 57-137.

Week 10 Astrophysics: Crafting Feminist Archives

Primary Source:

Solar System Samplers from Victoria and Albert Museum of Childhood

Miriam Schapiro and Melissa Meyer, “Waste Not Want Not: An Inquiry into What Women Saved and Assembled—FEMMAGE” (1977-8):

<https://users.wfu.edu/~laugh/painting2/femmage.pdf>

Theory/Criticism:

Karen Barad, “Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter,” *Material Feminisms*. Ed. Stacy Alaimo and Susan Heckman. (Bloomington: Indiana University Press, 2008), 120-157.

Lorraine Daston, “The Sciences of the Archive,” *Osiris* 27.1 (January 1 2012), 156-187.

Amy Bug, "Has Feminism Changed Physics?" *Signs*. 28.3 (Spring 2003), 881-899.

Week 11 Archeology: Feminism and Ruins of the Past

Primary Source:

Gertrude Lowthian Bell, *A Woman in Arabia: The Writings of the Queen of the Desert* (1892-1926) (New York: Penguin Group, 2015).

Theory/Criticism:

Jane Bennett, "Ch. 1: The Force of Things" and "Ch. 2: The Agency of Assemblages" from *Vibrant Matter: A Political Ecology of Things*. (Durham: Duke University Press, 2010), 1-39.

Caitlin DeSilvey, "Observed Decay: Telling Stories with Mutable Things," *Journal of Material Culture*. 11.3 (2006), 318-338.

Whitney Battle-Baptiste, "CH. 1: Constructing a Black Feminist Archaeology" and "CH. 5: Moving Mountains and Liberating Dialogues" from *Black Feminist Archaeology*. (Walnut Creek: Left Coast Press, 2011).

Week 12 Feminism and Early Wilderness Preservation

Primary Sources:

Rosalie Edge, *Conservation— Come and Get It!* (1939)

Agnes Baden-Powell and Robert Baden-Powell, *Girl Guides. A Suggestion for Character Training for Girls* (1909)

Theory/Criticism

Andree Collard and Joyce Contrucci, "Facing the Future" from *Rape of the Wild: Man's Violence Against Animals and the Earth*. (Bloomington: Indiana University Press, 1989), 136-172.

Week 13 Ecosexuality

Primary Sources:

Documentary screening: Beth Stephens and Annie Sprinkle, *Goodbye Gauley Mountain: An Ecosexual Love Story*

Michael Field (Katharine Harris Bradley and Edith Emma Cooper), *Wild Honey from Various Time*. (London: T. Fisher Unwin, 1908)

The Online Diaries of "Michael Field" from Victorian Live and Letters Consortium:

http://tundra.csd.sc.edu/vllc/field_diaries

Theory/Criticism

Stacy Alaimo, "The Naked Word: Spelling, Stripping, Lusting as Environmental Protest" in *Exposed: Environmental Politics and Pleasures in Posthuman Times*. (Minneapolis: University of Minnesota Press, 2016)

Week 14 The Queer Future of Eco-Feminism

Theory/Criticism:

Robert McRuer, "Pink" from *Prismatic Ecologies: Ecotheory Beyond Green*, ed. Jeffrey Jerome Cohen. (Minneapolis: University of Minnesota Press, 2013), 63-83

Catriona Mortimer-Sandilands and Bruce Erickson, "Introduction: A Genealogy of Queer Ecologies," from *Queer Ecologies: Sex, Nature, Politics, Desire*. Ed. Catriona Mortimer-Sandilands and Bruce Erickson (Bloomington: Indiana University Press, 2010), 1-51.

Greta Gaard, "Toward a Queer Ecofeminism" *Hypatia* 12.1 (1997), 114-137.

Dianne Chisolm, "Biophilia, Creative Involution, and the Ecological Future of Queer Desire," from *Queer Ecologies: Sex, Nature, Politics, Desire*. Catriona Mortimer-Sandilands and Bruce Erickson (Bloomington: Indiana University Press, 2010), 359-383.

Week 15 Conference-Style Presentations of Seminar Papers