

EDU 135: Gender and Education

Dr. Cara Judea Alhadeff

Seminar meetings: Tuesdays, Thursdays 1-4:30pm

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Course Theme

J. Krishnamurti's warning, "It is no measure of health to be well adjusted to a profoundly sick society," characterizes *both* our global crisis *and* our potential as scholars and activists /citizen-warriors (Chela Sandoval) to intervene in the sanctity of patriarchal normalcy. By challenging how the average consumer-citizen metabolizes binaries and taxonomies, this class will invoke an ethics of co-implication (lived empathy), not as a unified merging that dissolves into an amorphous hetero-normativity (the status-quo), but as the fluid feminist exchange of autonomy and interdependency. Once we learn to decipher what our sentient experiences are as distinct from the sickness of society (Krishnamurti), we can begin to work more effectively by collaborating with mutual respect. Divide-and-conquer techniques can only be inflicted when individuals do not experience themselves as relational beings. Empathy is born from self-awareness *in relation* to others. Concurrent with Shahrnush Parsipur's analyses, in his introduction to Deleuze and Guattari's *Anti-Oedipus*, Foucault sets the stage for personal action: "How do we rid our speech and our acts, our hearts and our pleasures of fascism? How do we ferret out the fascism that is ingrained in our behavior?" (xv). This course will guide us through Gloria Anzaldúa's concept of *la facultad*, "the capacity to see in surface phenomena the meaning of deeper realities" in *Borderlands, La Frontera*, 38).

While "critical thinking" is a current buzzword, internalized oppression is more intricately and intimately woven into our lives than ever previously imagined. In our petroleum-pharmaceutical-addicted cyber-world, the litany of our collusion with corporate and imperial forms of domination is infinite. *Gender and Education* mobilizes the layered possibilities for creativity and vulnerability as personal and cultural healing. Such promiscuous crossings underscore the interlocking mechanisms among multiple infrastructures that enable *both* collusion (perpetuating apathy and its concomitant loss of agency) *and* emancipation (allowing creativity and connectivity to flourish). Learning to speak in the first person increases our potential for self-confidence and agency--the will to speak and the will to act!

Because citizen-subjects are deeply rooted in hetero-normative patriarchal conventional concepts of the real—assimilationist consumerism and convenience-culture, we must be attentive to the ways in which we unconsciously embody the very hegemonies we seek to dislodge. This course examines the perils of replacing one hegemony for another. Such toxic mimicry reinforces dichotomous habitual behavior, while obliterating the potential for a participatory democracy. Activism can provide a communal release valve for our ingrained cultural somnambulism that continues to drain us of our humanity, our self-acceptance. We engage this complex web as a process of multi-layered storytelling in which the concept of ambiguity is not a lack of clarity, but

instead offers a multiplicity of clarities. Dialogue offers a shared commitment to a rhizomatic call-and-response as resistance to hegemonic forms of cultural production.

We will learn how to transform reductive sexual and gendered binaries into a conscious embrace of the labyrinthine interconnectedness of a collective healing process. We will consider how vulnerability in the context of the uncanny potentially invites profoundly personal social change. By recognizing how vulnerability can generate a humane global culture, we will explore eco-feminist strategies for living our principles without self-censorship—holding ourselves accountable as the fear of perceived difference becomes more urgent in our media-saturated age. We will ask how empathy, an ethics of co-implication, may facilitate sustainable societal change. The goal of our course is to generate a bio-political ethic of empathy that reconfigures experiencing *the Other* within the self (the stranger within) in the context of participatory citizenship.

Course Topics and Collaborative Action Reading Assignments

Each class begins with five minutes of free-writing followed by five minutes of movement and centering-breath techniques. Based on your assigned texts, prepare either questions or “performance” to follow the free-write and mind-body introduction. For each reading, student groups will be assigned specific sections of the material to present to the class.

1-The first part of your presentation will be an exegesis—a conversation with the assigned material. Please present the elements of the text that you think/feel are most important. Creatively approach how you engage with the text and your classmates as a pedagogical challenge.

2-Offer an agenda for how you would like your classmates to engage with the material in (and beyond) our class.

Turn in written assignments to Sarah Rapp, our TA, at the end of each class (include name and email).

I require that you keep an “internalized fascism” journal and a gratitude journal for reflections, and a vocabulary list for each reading to prepare you for the course assignments and class discussions. Your grade will be based on what you offer to the class. Following my formal lectures, I will ask students to write and share one aspect that you have witnessed or personally experienced that reflects J. Krishnamurti’s warning: “It is no measure of health to be well adjusted to a profoundly sick society.” Students’ personal experiences and/or insights and dialogue are critical to every aspect of this class. Our course will culminate in student presentations that integrate research tailored to your chosen areas of study coupled with personal narrative. We will work with ideas not as individualistic property, but as a fertile, animated ground for communal learning. We will incorporate embodied theory through radical cultural critique and a collaborative lens of corporeal politics. Acknowledging the fertility of our differences, this interdisciplinary approach to inquiry will emphasize a dialogue between theory and practice while mobilizing contradictory perspectives. In order to unfold lived concepts of gender, we will explore your glossaries of vocabulary terms within multiple historical and conceptual contexts as we scrutinize the production of consciousness.

Required Reading: (This is the only required text to be purchased).

Cara Judea Alhadeff. *Viscous Expectations: Justice, Vulnerability, The Ob-scene*.
Dresden/ New York: Atropos Press, 2013 / Penn State University Press, 2014.

Weekly articles from Class Reader (hardcopy and online—readings and syllabus are

posted on UCSC eCommons website: <http://its.ucsc.edu/ecommons/index.html>

Suggested Reading:

Please see Bibliography in *Viscous Expectations* for a list of materials used for my lectures and discussion starters. At the end of your syllabus, I have highlighted a selected group of 25 books for future research—not currently required reading for this class.

Final Projects:

Instead of a Final Exam, the last two days of class we will share *Collaborative Initiatives*—strategies to take back to your communities. In the context of J. Krishnamurti's warning: "It is no measure of health to be well adjusted to a profoundly sick society," engage Avital Ronell's "feminine intensity" as a springboard for Collaborative Initiatives. Because our course focuses on the interconnecting nodes among multiple hegemonies, these collaborations will be an attempt to bridge the theory/practice divide. Choose interconnecting infrastructures in which you are complicit (for example: masculinity, whiteness, consumerism) and form an ecological feminist project addressing how you can shift your collusion into emancipation. For your exploration of embodied democracy, use examples from the Institute for Social Ecology DIRECT ACTION Activist Palette and from Foucault's "guide to everyday life" (*Anti-Oedipus* xv) — a bullet point proclamation on *An Introduction to the Non-Fascist Life*. Integrate your responses to "Millennials Get a Cyber Voice."

Final Research Topics—August 25, 27, Possible Subjects for Oral Presentations/Collaborative Initiatives:

Investigate the work of Artists, Writers, Scholars, Activists

1. Speaking from the "I" – Virginia Woolf/Gertrude Stein et al
2. Corporeal Politics: sexuality / female ejaculation; reproductive justice / orgasmic birth; violence against women; the abject
3. Queer Politics and Heteronormativity: bisexual / transgender
4. Ethnicity and Race; the invisibility of whiteness; hegemonic feminist criticism
5. Politics of Motherhood (petroleum-parenting, institutionalized misogyny)
6. Ecofeminism and Consumer Culture (convenience-culture--watch *The Story of Stuff/The Story of Cosmetics*)
7. US-style Democracy/ Corporatocracy, Humanitarian Imperialism
8. Transnational feminism
9. Neurology (biological gender differences)
10. Advertising (gender and representation)
11. Cyber-feminism (science and technology)
12. Social Ecology
13. Mind-Body Relationships
14. Humor /Satire (Sophia McClennen, Chris Rock) (*The Yes Men Fix the World—how would you make a version that addresses gender—The ... Collaborate with the World*)
15. Vulnerability; Collaboration; Participatory Citizenship
16. Masculinity
17. Patriarchy, Equality, The Sanctity of Normalcy
18. Intermedialities
19. Empathy
20. Ambiguity and Contradiction; Collusion and Emancipation

July 28

INTRODUCTIONS, COURSE EXPECTATIONS, MOEBIUS-BAND COURSE STRUCTURE, SUBJECT DEFINITIONS

Multiple shared self-inquiry activities.

What do you want and expect from this course?

How do you define education?

education as conformity, replication of the familiar;

education as colonialism=humanitarian imperialism;

education as data/ information acquisition (technology);

education as imagination in action /knowledge/ critical inquiry;

education as practice what we preach=be models as we live our theory;

education as social, Paulo Freire:

"It is fundamental for us to know that without certain qualities or virtues, such as a generous loving heart, respect for others, tolerance, humility, a joyful disposition, love of life, openness to what is new, a disposition to welcome change, perseverance in the struggle, a refusal of determinism, a spirit of hope, and an openness to justice, progressive pedagogical practice is not possible."
Paulo Freire (*Pedagogy of Freedom* 108).

July 30

Readings from *Viscous Expectations: Justice, Vulnerability, The Ob-scene*, Introduction: pp. 1-37

Frank Bruni, "Demanding More From College" (1page)

Audre Lorde, "Uses of the Erotic: The Erotic as Power" (4 pages)

Tamar Lewin, "Talking Head Lani Guinier: Redefining Diversity, Re-evaluating Merit" (1pg)

Laura Apol Obbink, "Feminist Theory in the Classroom: Choices, Questions, Voices" (5 pgs)

Chandra Talpade Mohanty, "On Race and Voice: Challenges for Liberal Education in the 1990s" (29 pgs)

Valeriya Safronova, "Millennials Get a Cyber Voice" (half pg)

Judith Butler and Gayatri Chakravorty Spivak, "What is Critique?" (1pg)

Supplemental Reading:

Sarah Kerr, "The Horrible and the Ridiculous," Review of *Why Arendt Matters* by Elisabeth Young-Breuhl

Motoko Rich, "Why Don't More Men Go Into Teaching"

Roxana Carillo, "Feminist Alliances: A View from Peru"

August 4

Readings from *Viscous Expectations*, Self-Censorship: Toxic Mimicry, Internalized Fascism, and Phallic Norms: pp. 55-67; *Entitlement and Equality as Submission*: pp. 91-108

Chela Sandoval, "U.S. Third World Feminism: The Theory and Method of Oppositional Consciousness in the Postmodern World" (20 pgs)

Wolfgang Sachs, ed. *The Development Dictionary: A Guide to Knowledge and Power*.

Chapter: C. Douglas Lummis, "Equality" (10 pgs)

Margaret L. Andersen, "Changing the Curriculum in Higher Education" (30 pgs)

Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack," *Peace and Freedom* (3 pgs)

Linda Alcoff, "The Problem of Speaking for Others" (25 pgs)
Roxane Gay, "Warning Signs," Review of Joyce Carol Oates' *The Sacrifice* (1 pg)

Supplemental Reading:

Sistren and Ford-Smith, Introduction, *Lionheart Gal*
Valeria Amos and Pratibha Parmar, "Challenging Imperial Feminism"
Geeta Ramanathan with Stacey Schlauf, "Third World Women's Texts and the Politics of Feminist Criticisms"
Johnella Butler, "Difficult Dialogues"
Zakia Pathak, "A Pedagogy for Postcolonial Feminists"
Paula Rothenberg, "Teaching About Racism and Sexism"

August 6

Readings from *Viscous Expectations*, Female Ejaculation as Social Emancipation: pp. 375-385; Mediocrity, Morality, and The Sanctity of Normalcy: pp. 43-55
Hélène Cixous "The Laugh of the Medusa" (22 pgs)
Beverly Whipple, "The Varieties of Female Orgasm and Female Ejaculation" (2 pgs)
Kathryn Harrison, "Diagnosis: Female," Review of *Mad, Bad, and Sad: Women and the Mind Doctors* by Lisa Appignanesi (1 pg)
Kathryn Harrison, "Under the Influence," Review of *Medical Muses: Hysteria in Nineteenth-Century Paris* by Asti Hustvedt (1 pg)
Julie Holland, "Medicating Women's Feelings" (1 pg)
Pat Califia's 42 Things that You Can Do to Make the Future Safe for Sex (1 pg)
Ed Hall, "Sex Works," Review of *Nine Lives—From Stripper to Schoolteacher: My Yearlong Odyssey in the Workplace* by Lynn Snowden and *Talk Dirty to Me: An Intimate Philosophy of Sex* by Sallie Tisdale (2 pgs)
Holly Brubach, "It's a Guy Thing" (1 pg)
Allison Hoover Bartlett, "Sex Ed's Report Card" (1.5 pgs)
Film directed by Kirby Dick, *This Film is Not Rated*

Supplemental Reading / Viewing:

Synthia Green and Nell Myhand, "Revolutionary Petunias: Women's Sexual Anatomy"
Film directed by Randy Barbato and Fenton Bailey, *Inside Deep Throat*
Film directed by Rachel Maines, *Technologies of Orgasm*
Film directed by Deborah Sundahl, *Tantric Journey to Female Orgasm: Unveiling the G-Spot & Female Ejaculation.*

August 11

Readings from *Viscous Expectations*, Internalized Apartheids: pp. 67-79
Irrational Wombs: pp. 123-134; The Erotics of the Uncanny: pp. 174-187
Jessie B. Ramsey, "Mom: The religious reasons my kids won't be taking Common Core tests" <http://www.washingtonpost.com/blogs/answer-sheet/wp/2015/04/17/mom-the-religious-reasons-my-kids-wont-be-taking-common-core-tests/>
Vivian Gornick, "Women's Work," Review of *Selfish, Shallow, and Self-Absorbed: Sixteen Writers on the Decision Not To Have Kids* (2 pgs)
Wendy Hollway, "Maternal Studies: The Why and Wherefore" (4 pgs)
Allen Kanner, "Commercial of Childhood" (1 pg)
Chaia Heller, second round of pages, 14-18 (parenting section), "For Ourselves and Each Other: The Necessity of an Ecological Feminism (Working Paper) (4 pgs)
Allison Hoover Bartlett, "Sex Ed's Report Card" (1.5 pgs)
Film directed by Debra Chasnoff and Helen Cohen, *It's Elementary*
Film directed by Abby Epstein, *The Business of Being Born*

Supplemental Reading /Viewing:

Film directed by Debora Pascali-Bonaro, *Orgasmic Birth: The Best-Kept Secret*

Film directed by Steve and Mandy Buonaugurio, *Pregnancy in America*

Film directed by Lou Antonia, *Mayflower Madam*

August 13

Readings from *Viscous Expectations*, Protheses and Parasites: pp. 140-163;

Conclusion and Epilogue: Occupying the Future—The Revolution Will Be Televised: pp. 439-471

Elizabeth Royte, "The Poisoned Earth," Review of *On A Farther Shore: The Life and Legacy of Rachel Carson* (1 pg)

M. Lord, "Unnatural Women," Review of *Breasts: A Natural and Unnatural History* (1 pg)

Jacqui Alexander, "Mobilizing against the State and International 'Aid' Agencies: 'Third World' Women Define Reproductive Freedom" (11 pgs)

Wolfgang Sachs, ed. *The Development Dictionary: A Guide to Knowledge and Power*.

Chapters: Vandava Shiva, "Resource" (10 pgs); Barbara Duden, "Population" (10 pgs)

Chaia Heller, "For Ourselves and Each Other: The Necessity of an Ecological Feminism (Working Paper)" (11 pgs)

Judith Levine, "Occupy's Woman Problem" (1 pg)

Watch *The Story of Stuff*

Antonia Juhasz, <http://www.rollingstone.com/politics/news/meet-the-rappers-and-kayaktivists-out-to-stop-shells-giant-oil-rig-20150522?page=4>

<http://edition.cnn.com/2014/02/28/opinion/ecuador-rainforest-oil-exploration/>

<http://www.theatlantic.com/international/archive/2013/01/the-new-war-for-afghanistans-untapped-oil/267010/>

Guest Speaker, Antonia Juhasz, Oil and energy analyst, writer, and investigative journalist

Supplemental Reading /Viewing:

Carol Ehrlich, "Socialism, Anarchism, and Feminism"

Peggy Kornegger, "Anarchism: The Feminist Connection"

Film directed by Agnès Varda, *Les Gleneaux et Moi*

August 18

Readings from *Viscous Expectations*, Inhabiting Ambiguity and Contradiction: pp. 187-

199; A Pedagogy of Trauma: Visualizing the Uncanny *Ménage à Trois: ars erotica, ars theoretica, ars politica*: pp. 385-393; Digesting The Stranger Within: The Dialectics of Self-Sacrifice: pp. 233-248

"Captain Kirk and FTM Lust for Definition: To Boldly Go Nowhere" (9 pgs)

Lisa Henderson, "Justify Our Love: Madonna & the Politics of Queer Sex" (23 pgs)

Susie Day, "Lesbian Political Prisoners" (4 pgs)

Adrienne Rich, "Compulsory Heterosexuality" (20 pgs)

Stacy D'Erasmus "Announcing Her Existence," Review of *Annabel* by Kathleen Winter (1 pg)

Alexander Alter, "New Transgender Books For Children Are Filling Void and Breaking A Taboo" (1 pg)

Elinor Burkett, "What Makes a Woman?" (2 pg)

Sandy Stone, Reading TBA

Guest Speaker Sandy Stone, Professor Emerita of Communication

Supplemental Reading:

“Davina Cooper, Caring for Sex and the Power of Attentive Action: Governance, Drama, and Conflict in Building a Queer Feminist Bathhouse”

Jill Lepore, “To Have and To Hold”

Film directed by Tami Gold, *Juggling Gender* (Jennifer Miller, the Bearded Lady)

Film directed by Parvez Sharma, *A Jihad for Love*

Film directed by Jean-Luc Godard, *Masculin Féminin*.

Film directed by John Cameron Mitchell, *Hedwig and the Angry Inch*

August 20

Readings from *Viscous Expectations*, Practicing the Abject: pp. 248-267; Anxious Interventions and Uncanny Improvisations: pp. 406-419

Bernice Johnson-Reagon, “Coalition Politics Turning the Century” (13 pgs)

bell hooks, “The Oppositional Gaze: Black Female Spectators” (15 pgs)

William Harris. “Don’t Look to Diamanda Galas for Comfort” (1 pg)

Cara Judea Alhadeff’s collaborations: <http://www.carajudea.com/perform.html>

with Kunst-stoff: http://www.carajudea.com/video/odc/Edited_odc_Web.mov

http://www.carajudea.com/video/yerbabuena/EditedYerbaBuena_Web.mov

With Nicole Sumner/ Tongue & Trigger:

http://www.carajudea.com/video/tongue/EditedTongue_Web.mov

Film directed by Matthew Akers, *Marina Abramovic: The Artist is Present*, (view in class)

Film directed by her dancers, *Pina Bausch*, sequence: 3:12-14:06, 58-1:02 (view in class)

Margit Galanter, <http://miamirail.org/visual-arts/cecilia-vicuna-with-camila-marambio/>

Guest Speaker Margit Galanter, founder of Physical Intelligence

Supplemental Reading:

Laura Mulvey, “Visual Pleasure and Narrative Cinema”

Biddy Martin and Chandra Talpade Mohanty, “Feminist Politics: What’s Home Got to Do with It”

Emily Apter, “On Eve Kosofsky Sedgwick (1950-2009): New Conjugations”

August 25 Collaborative Initiatives

August 27 Collaborative Initiatives

Course Expectations and Requirements

I am approaching each of you as multi-layered individuals. This course engages complex issues that will most likely provoke a wide range of responses from students. Discussion must therefore be respectful, especially because robust debate is encouraged. This is a dialogue-based seminar, thus it is critically important to complete the readings in advance, and to be thoughtfully prepared for each class meeting. The better prepared you are, both verbally and kinesthetically, the more stimulating the course will be for you. The theme of the class is *vulnerability*. Students must be willing to take creative and intellectual risks. The class is about community and finding connections in unexpected places. Consequently, open, honest, reflective, focused, and sensitive inquiry is expected. This seminar works best if we collectively establish a supportive, learning community. The more each of us commits to our weekly encounters, the stronger the course will be. Your grade will be determined by this collaborative process.

Punctuality and attendance are critical to the evolution of our shared learning environment. Mutual respect requires that you turn off your cell phones (or put them in buzzer mode for emergency calls). Computers may only be used for immediate class purposes. Actively listening to one another is as important as the readings. If you are not in class, you can't listen and share, so be there!

Attendance: If you are sick, stay home and email me prior to class time to inform me of your absence. You are required to make up missed work.

Grading Policy: Everyone will start with an A grade. You will maintain your A according to the following three criteria:

- 1) ability to research and develop/brainstorm innovative and imaginative works
- 2) active participation in discussions and critiques, facilitated by readings and your journals
- 3) attendance in class-all absences must be emailed prior to class time --If there are more than two absences, grade drops one letter

A to A- Exemplary development of innovative and imaginative work; consistent research and participation in discussions, in part based on readings; readiness to take risks, make changes, and go way beyond comfort zone

B+ to B- Good work ethic and consistent participation in discussions; obvious growth from project to project; willingness to take chances beyond the norm

C+ to C Acceptable but not ambitious development of ideas and skills; work lacks initiative, energy, and imagination; little interest in readings and discussions; resistance to growth and new ideas

C- below Unacceptable work habits, lacking interest and initiative; time to drop course and find something else to do

Important Dates:

Session 1 Drop Deadline - June 29
Session 1 Withdraw Deadline - July 10
8wk Drop Deadline - June 29
8wk Withdraw Deadline - July 24
10wk Drop Deadline - July 6
10wk Withdraw Deadline - July 31
Session 2 Drop Deadline - Aug 3
Session 2 Withdraw Deadline - Aug 14

Summer Session Students with Disabilities: "If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me as soon as possible, preferably within the first week of the Summer Session. Contact DRC by phone at [831-459-2089](tel:831-459-2089) or by email at drc@ucsc.edu for more information."

Support resources are open and active all summer: [Disabilities Resource Center](#), [Learning Support Services](#), and [CAPS \(Counseling and Psychological Services\)](#).

Academic Advising is offered all summer; hours will vary by college. Students can contact their colleges to find out when advising is being offered or visiting advising.ucsc.edu

Academic Integrity Statement: University Policies and Rules Guidelines states that academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at on campus. All members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Selected Bibliography:

Wolfgang Sachs, ed. *The Development Dictionary: A Guide to Knowledge and Power*. London: Zed, 1991.

Gayatri Spivak. *An Aesthetic Education in the Era of Globalization*. Cambridge and London: Harvard University Press, 2012.

Brenda Bell, ed. *We Make the Road by Walking: Conversations on Education and Social Change: Myles Horton and Paulo Freire*. Philadelphia: Temple Univ. Press, 1990.

Edwidge Danticat. *Dangerous Creations*. New York: Random House, 2011.

Henk Oosterling and Ewa Plonowska Ziarek, eds. *Intermedialities: Philosophy, Arts, Politics*. Lanham: Lexington Books, 2011.

Rosalind Krauss. *The Optical Unconscious*, Cambridge: MIT Press, 1993.

Barbara Duden. *Disembodying Woman: Perspectives on Pregnancy and the Unborn*. Cambridge: Harvard University Press, 1994.

Trinh T. Minh-ha. *When the Moon Waxes Red: Representation, Gender and Cultural Politics*. New York: Routledge, 1991.

Yve-Alain Bois and Rosalind Krauss. *Formless: A User's Guide*. New York: Zone Books, 1997.

Nicholas Royle. *The Uncanny*. New York: Routledge, 2003.

Audre Lorde. "The Master's Tools Will Never Dismantle The Master's House" (1979) in *Sister Outsider*, Freedom, California: Crossing Press, 1984.

Chris Thompson. *Felt: Fluxus, Joseph Beuys, and The Dalai Lama*. Minneapolis: University of Minnesota, 2011.

Chela Sandoval. *Methodology of the Oppressed*. Minneapolis: Univer. of Minnesota Press, 2000.

Ingrid Schaffner. *Queer Voice: Laurie Anderson, Harry Dodge & Stanya Kahn, Sharon Hayes, John Kelly, Kalup Linzy, Jack Smith, Ryan Trecartin, Andy Warhol*. Institute of Contemporary Art, University of Pennsylvania, 2010.

Sa'diyya Shaikh. *Sufi Narratives of Intimacy: ibn Arabi, Gender and sexuality*. Chapel Hill: University of North Carolina Press, 2012.

Gianfranco Baruchello and Henry Martin. *How to Imagine: A Narrative on Art, Architecture, and Creativity*. New York: Bantam Books, 1984.

Stephen Nachmanovitch. *Free Play: The Power of Improvisation in Life and the Arts*. New York: Putnam Publishing, 1990.

Mechthild Nagel. *Masking the object: a genealogy of play*. Lanham: Lexington Books, 2002.

Jacques Derrida. "Structure, Sign, and Play in the Discourse of the Human Sciences", *The Languages of Criticism and the Sciences of Man: The Structuralist Controversy*, eds. Richard Macksey and Eugino Donato. London: John Hopkins University Press, 1970: pp. 247-265.

Deanna Margini. *Social Justice and Multicultural Aspects in Reggio Emilia Experience*. pp. 1-7.

Louise Boyd Cadwell. *Bringing Reggio Emilia Home*. New York: Teachers College Press, 1997: Chapter 3: The Children and the Trees, pp. 33-57.

Cara Judea Alhadeff. "Finding Discipline and Play in Frog and Toad", *Iyengar Yoga Institute Review*. Vol. XXII, #1, 2002.

Virgine Despentes. *King Kong Theory: A Manifesto for Women Who Can't or Won't Obey the Rules*. trans. Stephanie Benson, New York: The Feminist Press at the City University of New York, 2010.

Whitney Chadwick, ed. *Mirror Images: Women, Surrealism, and Self-Representation*. Cambridge: The MIT Press, 1998.

Alphonso Lingis. *Dangerous Emotions*. Berkeley: University of California, 2000.