

**QUESTIONS ON GORDON, GOULD, SCHMIDT & MOORE,  
KONDO, AND P. PASCOE**

1. Describe the social purity movement, as described by Gordon. What contemporary reform movements resemble it?
2. What did the suffrage, free love, and temperance movements advocate?
3. Describe the “voluntary motherhood” movement.
4. Discuss the 19<sup>th</sup> century notion that men had excessive sex drives. Include the ideas about causation, and about correcting such excess.
5. Discuss the concept of “the right of children not to be born” (p. 122). Is this notion still with us in 2010? If so, what form(s) does it take?
6. Describe the goals of the feminists of the latter half of the 19<sup>th</sup> century.
7. How did “the cult of true womanhood” differ from “the glory of motherhood”? (p. 133).
8. Discuss Lamarckian notions of evolution.
9. Discuss any notions you are familiar with that concern the effects of pregnant women’s behavior on the embryo/fetus. Are any of these psychological? (p. 122)
10. Discuss the role of eugenics in the evolution of feminism in the latter half of the 19<sup>th</sup> century.
11. Discuss notions about the superiority of women in the latter half of the 19<sup>th</sup> century.
12. What is Social Darwinism? Does it continue today?
13. What was the appeal of the trappings of science for the authors Gould discusses?
14. In what ways do you see men as superior to women? Women as superior to men?
15. What does IQ measure? What is your definition of intelligence?
16. Discuss the notion of primitive peoples and animals as “criminal.”
17. Are humans more “criminal” than animals in some respects?
18. In connection with the above question, discuss the reasoning behind the differential treatment of sexual offenders following release from prison (in this country), as compared to the rest of the prison population.

19. Look at the bottom of p. 126 of the Gould chapter; what are your explanations for the physical insensibility being analyzed?
20. Have you heard the term “mongoloid” used for Down’s syndrome? Why was the name changed, do you think? Can you think of a similar case of name substitution?
21. In what ways have advances in genetics revived notions that “anatomy is destiny”?
22. Discuss how technosemen is seen as superior to “natural” semen.
23. Provide one other example of the increasing influence of the “medical-industrial complex.”
24. Discuss Schmidt & Moore’s notion of dematerialized bodies resulting from the virtual reality of bodies in internet chat rooms.
25. Do we continue to believe in Lamarckian evolution in some ways?
26. What’s a cyborg? Give some examples.
27. According to Kondo, she was an anomaly in Japan. Why? Have you ever felt this way?
28. Kondo found living with the Sakamotos difficult. Could she have done it differently and felt less uncomfortable?
29. What are some of the contradictions between the roles of daughter and researcher discussed by Kondo?
30. Kondo says that a white person who speaks flawlessly idiomatic and unaccented Japanese meets with “what generously could be described as unpleasant reactions...treated as repulsive and unnatural...the better their Japanese becomes” (p. 11). Discuss. Is there anything like this in the U.S.? What lies behind these displays of “revulsion”?
31. Kondo says that her relationship of dependency was “an extremely advantageous position to be in, for people did not feel the need to reflect my views back to me, as they might with a more powerful person.” Discuss.
32. Kondo says that her identity “fragmented.” What does she mean? Has this happened to you?
33. The decision to leave the Sakamotos was made when Kondo caught a glimpse of herself being reflected in the metal surface of the butcher’s display case. Put yourself in her shoes. What would be the most bothersome aspect of this image for you?
34. Discuss the differences between Japanese conceptions of the individual and U.S. ones.

35. “You are not an ‘I’ untouched by context, rather you are defined by the context.” (Kondo p. 29). What contexts in the U.S. come closest to this notion of the “I”?
36. What did you know about U.S. miscegenation laws before reading the Pascoe essay?
37. Compare the information Pascoe presents about earlier notions of “race” and eugenics with the information presented in Gordon’s essay.
38. The essays for today were chosen because they illustrate societal processes of defining and drawing boundaries around categories of people—classifying them according to certain socially recognized presumed features of their bodies. If you can, provide an example of a similar classification scheme.
39. What were the contradictions in miscegenation laws?
40. Both the concept “mixed race” and “bisexual” classify kinds of people seen to belong to more than one category in some fashion. Discuss. What cultural work do these concepts do? Are they totally successful?
41. What are the current major ethno-racial groups recognized by the U.S. government? What are these categories used for?
42. Argue in favor of the U.S. government adopting a race-blind approach to classifying the country’s citizens. Argue against such an approach.

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