A 'Living Art': Working-Class, Transcultural, and Feminist Aesthetics in the United States, Mexico, and Algeria, 1930s

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Abstract
The cultural productions of Katherine Anne Porter, Anita Brenner, Tina Modotti, Maria Izquierdo, and Juanita Guccione represent a distinctive interweaving of gender and class consciousness, national identification and political resistance, as represented in their artistic work. These five women became transnational carriers of a radical realist and modernist thought, culture, and ideology that became transported through their art when their gendered and classed bodies were left otherwise silenced and boundary. These women, their cultural productions, and the ways in which their art generates a counter discourse to the dominant and institutionalized conceptions of transculturalism, aesthetics, and re-production, are vital to understanding the co-construction of nationhood as well as the self-determined creation of the individual self. From this overarching framework, I will explore how these women negotiated political conceptions of nationhood, artistic genres such as realism and modernism, and then created their own feminist, transcultural and working-class aesthetics to counter otherwise limited conceptions of individual agency.

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The first women's art class was taught in the fall of 1970 at Fresno State College, now California State University, Fresno, by artist Judy Chicago. It became the Feminist Art Program, a full 15-unit program, in the Spring of 1971. This was the first feminist art program in the United States. Fifteen students studied under Chicago at Fresno State College: Dori Atlantis, Susan Boud, Gail Escola, Varalynne Green, Suzanne Lacy, Gay Lang, Karen LeCocq, Jan Lester, Chris Rush, Judy Schaefer, Henrietta Sparkman, Faith Wilding, Shawnee Wollenman, Nancy Youdelman, and Cheryl Zurilgen. Find and present current and historic art works by women. Develop a more informal language for writing about art by women. Don't forget to teach culture in your lessons. Students are really interested in how the United States differs from France, so make sure to include these differences. This is also a great way of increasing vocabulary. (Some of these resources are very specific to my life in Michigan, especially pertaining to the school system, so you may need to make adjustments to the lessons.) Tourism in the US...
Match tourist attractions with location, and identify pictures of nine tourist attractions. Weather in the US - Describes weather in 5 regions of US, plus translation exercise for weather vocabulary (French to English & vice versa). US High Schools - Short article on American high schools, mostly what is different from French high schools. Multiple feminisms have represented the efforts of women to live to their full humanity. But the movement is more than that, and it dates back centuries. Moreover, it tends to correspond with the goals of upper-class heterosexual white women who have traditionally been given and still tend to have, disproportionate power to spread their message. But the movement is much more than that, and it dates back centuries. 1792 — Mary Wollstonecraft vs. The European Enlightenment. Hulton Archive/Getty Images. European political philosophy centered on a conflict between two great, wealthy men in the 18th century: Edmund Burke and Thomas Paine.