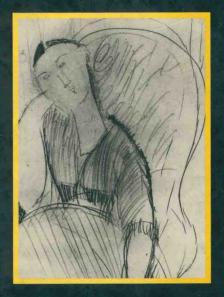
FEMINIST LITERARY THEORY

AREADER

SECOND



Edited by Mary Eagleton



FEMINIST LITERARY THEORY

A Reader

Second Edition





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Preface to the Second Edition

In my 1986 preface to the first edition of this *Reader*, I explained that my motivation in producing it had related, largely, to my role as a teacher constructing new courses. I wrote then:

The idea for this reader sprang directly from the difficulties I faced in putting together those courses. As I sifted through book after book and article after article I became aware not only of the quantity of feminist literary criticism that has been published over the last 15 to 20 years but also of the absence of any introduction to feminist literary theory. The pedagogic problem confronting me was how to fill that gap, how to offer students some understanding of the theoretical context without involving them in endless hours searching through the back numbers of journals.

Clearly the situation has in some ways changed and in other ways been exacerbated since then. Ten years on, the quantity, variety and complexity of feminist literary work seems to have increased exponentially and with that the need for introductory collections for the many students arriving in higher education with a keen level of interest in literary feminism but little knowledge of it. Indeed, these introductions to feminist literary studies are now very readily available. The words quoted above about the lack of them referred to 1982 when I had just begun thinking about the Reader. By the time it was published, the first surveys - K. K. Ruthven's Feminist Literary Studies: An Introduction (1984) and Toril Moi's Sexual/Textual Politics: Feminist Literary Theory (1985) - and the first collections of theoretical essays - Gayle Greene and Coppélia Kahn's Making a Difference: Feminist Literary Criticism (1985) and Elaine Showalter's The New Feminist Criticism: Essays on Women, Literature and Theory (1986) - had started to appear. Now we enjoy a plethora of readers, surveys, collections of representative essays, retrospective studies, titles with a specific focus, titles with a wide brief, all designed to engage the new reader.

It is still a research necessity, often a pleasure, to hunt through back numbers of journals. However, some of the journal articles I used in 1986 xii Preface

have subsequently been anthologized many times and attained a kind of canonical status: for example, Adrienne Rich's 'Compulsory Heterosexuality and Lesbian Existence'; Bonnie Zimmerman's 'What Has Never Been: An Overview of Lesbian Feminist Literary Criticism'; Barbara Smith's 'Toward a Black Feminist Criticism'. Other critics, already 'stars' or 'emergent stars' in 1986 have continued to shine - Elaine Showalter, Sandra Gilbert, Susan Gubar, Toril Moi, Gayatri Chakravorty Spivak, 'the French'. This process of canonization is both inevitable and worrying. In revising this reader I felt strongly the innate conservatism of the activity. How can one look at the history of feminist literary studies without mentioning Showalter, Gilbert and Gubar, Zimmerman, Moi, . . .: they have been so influential, so central to certain movements or moments. Yet, in so doing, one is reaffirming a handful of particular perspectives and denying access to others. I have tried to respond to this problem in several ways: by raising canon formation as a critical issue, by finding space for non-canonical voices, by discovering extracts which undermine given positions or query the premises and approach of an earlier extract - in short, by trying to open up debates rather than pin them down. However, at the same time, I am aware of the necessary limitations of space; I know that all selections are fashioned through the interests, ignorance and bias of the selector; and I must not fool myself, or the reader, with the fantasy of producing some all-embracing text. The wise reader will both learn from the material and be questioning about it: what are the political and cultural forces that permit us to hear certain voices and not others; whom are we hearing; whom are we not; what are the consequences?

Some of the additions and changes since the first edition respond to research needs. All the extracts are now dated so that arguments can be historically placed and readers can get some sense of how debates shift and develop. An index and a bibliography of the extracts have been included to help access material. Footnotes have been supplemented to give indications of further reading or to point to links across the chapters. Most of the extracts of the first edition are still included. I feel they have stood the test of time. Indeed, as I indicate above, many have now become key texts. Those few extracts that have been omitted lose their place not because of any inadequacy but because the argument has been covered elsewhere.

New material has been introduced throughout the *Reader*. In choosing this material I was not looking for any consensus or party line, rather for differences of viewpoint while at the same time, trying to discern some of the major trends of the last ten years. Three developments in particular have been stressed: firstly, the growing diversity of Black feminisms;

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secondly, the continuing influence of and critiques about what has become known as 'French feminism', though the term alone is cause for dispute; thirdly, the fundamental political impact on feminism of postmodernist theories. Moreover, within particular chapters some new emphases have emerged. In the discussion of literary production in chapter 2, I have taken into account a wider sense of the production process with extracts that relate to publishing practices, newspaper reviews, setting up one's own press and the author's relation to her market. In chapter 3 on genre, I have switched the focus away from romance fiction to allow space for a consideration of a larger range of genre fictions and for a fuller appreciation of the political meanings of women's use of different generic forms. In chapter 5, the discussion of difference has broadened to reading alongside writing while the debates about positionality versus identity link with arguments from postmodernism and also with the vexed discussions, given new impetus in the late eighties, concerning the place of men in feminism.

The inclusion of theories of postmodernism has warranted a new chapter, focusing chiefly on postmodernist theories of subjectivity. The postmodernist questioning of, amongst other things, the definition of 'woman' (and, similarly, 'man'), the possibility of a female collectivity, the progressiveness of an egalitarian, humanist ethic, the validity of concepts of truth, identity or a discernible female history radically shook the dominant conventions of Anglo-American feminism during the latter years of the eighties. By the nineties, other critiques had emerged, well able to hold their own with postmodernism but keen to get the political needs of women back at the top of the agenda and willing to re-value the pioneering work of the generation of '68.

Readers of my first edition will know that short extracts have been characteristic of my approach. I appreciate that some readers have been irritated by this, feeling that they were just getting to grips with the argument when it stopped. A few of the new extracts in this edition are longer, particularly where the debate is very dense, but, generally, I have kept to passages which succinctly summarize one or two important points. The aim is to provide readers with a taster – if you want a different metaphor, a snap-shot – and my hope is that they will then pursue further the ideas that interest them. In this wide variety of material – 113 extracts in all – surely all but the most intransigent will find something to absorb or provoke. You can see here the connection with my original pedagogic needs: for large groups of heterogeneous students a teacher needs large amounts of heterogeneous material.

I owe thanks to various people in helping me with this second edition. Firstly, to the teachers and students who have commented on the first

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edition and told me their likes and dislikes; I have profited greatly over the years from this feedback. In this role, I must especially thank Judy Giles who generously puts at my disposal the insights of her own feminist literary teaching. I am grateful to the Librarian and library staff of the University College of Ripon and York St John for their ready willingness to help with research needs and to Chris Butler and the Research Management Group at the same institution for providing assistance at a vital time. Carol Abel with her exemplary word-processing skills was the embodiment of that assistance and greatly eased my task in the final stages. The friendly chivvying of Simon Prosser at Basil Blackwell both initiated and supported the new edition. My greatest debt is always to David Pierce.

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