

WS/CM 380 FOURTH-WAVE FEMINISM IN A GLOBAL PERSPECTIVE
IES Abroad Barcelona

DESCRIPTION:

Amongst the contemporary movements challenging traditional views of the world, there has been a new upsurge of feminism, designated the “Fourth-Wave”. Fourth-wave feminism is understood as a series of activist practices and values, spread mainly through social media, which address issues still affecting women in the 21st Century such as abuse of power, harassment, gender-based violence and feminicide, the gender pay gap, sexual and reproductive rights and equal access to public space. Unlike many previous feminist movements, this wave has democratized and universalized debate and activism, assuming a clear intersectional approach.

Social media is the megaphone through which this globalized movement mobilizes civil society and the political sphere to women's causes. The impact of this resurgence on feminism is visible in most regions of the world. At the same time, a call-out culture has emerged, facilitated by the World Wide Web and by the growing number of female internet users who feel impelled to engage in discussions and activism.

This course is structured in three main blocks: The first will provide a historical overview of the key tendencies of preceding waves of feminism, with a particular focus on the US and Europe, but also presenting alternative forms of feminism related to intersecting social concerns. Key theoretical perspectives and essential historical documents from the 18th to the early 21st centuries will be analyzed.

The second block will examine the historical roots of the fourth-wave feminist movement, and explore contemporary issues such as #MeToo, the Women’s March and Time’s Up as expressions of current feminist concerns.

The final block will address the specific practical ways in which fourth-wave feminism is expressed, focusing mainly on analyzing rhetoric and content in social media discourses, discovering how the message is transmitted and how the debate is shaped. We will also explore some of the critiques of fourth-wave feminism, which are inherent to its globalized media platform, such as the tendencies of the call-out culture, the limits of hate speech in social media, and the fake-news phenomenon. The course aims to build the basis for improving students’ capacity to engage in an informed debate on feminist issues that can be applicable to their daily lives.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Lectures: Lectures provide the students with an opportunity to gain an overview of the course content and to clarify issues;
- Small group discussions: Engaging in directed small group discussions allows for each student to participate in the process of dialogue, as well greater participation in classroom discussions. The group format also allows for a space to address the complexity of the issues being dealt with;
- Class discussion: Given that one of the objectives of the course is the development of tools to establish discussions and dialogues on controversial matters, class discussion will be used as a way to put the theoretical frames into practice. It also offers students the opportunity to argue their views and hear the perspective of other students on selected topics;

- Viewing of debate videos and selected social media compilations to provide original materials that can be analyzed using the theoretical frames developed during the course;
- Experiential and analytical activities: These will focus on analyzing real discussions and interactions in social media (mainly Twitter and Facebook) about current feminist issues;
- Course-related trips: Visits to some of the iconic feminist spaces of the city of Barcelona;
- Reader: The reader is compiled of a selection of key academic readings and historical documents, chosen with the aim of providing a general understanding of the subject matter.
- Reading guides: These are provided, where appropriate, to aid the student in focusing on the most relevant information.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class Participation - 10%
- Midterm Exam - 20%
- Class Debate - 10%
- Research Paper - 20%
- Course-related trip Assignment - 10%
- Journals - 20%
- Glossary and Short Class Presentations - 10%

Course Participation

Students are expected to participate actively in the classes given that this is a course which aims to improve the tools for debate. Because the course will focus on contemporary issues, students are expected to participate by applying the theories being presented to practical examples in order to enrich the class content. Assessment will take into account students' preparation and contributions to the class.

Midterm Exam

The midterm exam will consist mainly of short questions which will evaluate the student's acquired knowledge and capacity to reflect on the issues being presented, from both a historical and critical analysis point of view.

Class Debate

Throughout the course and especially in specific practical sessions, ways of debating feminist issues will be put into practice in organized debates in which the main contemporary feminist topics around the world are addressed. These debates have three main objectives: (1) To put into practice the concepts and reflections of the main topics studied; (2) to deepen these main topics in the format of a debate developing the capacity to understand different sides of the discussion; and (3) to practice forms of debating and dialoguing about feminist issues in a constructive and positive way that can be applied to everyday life. In these sessions, students will prepare the materials and readings through internet research and debate and analyze the topics suggested under the professor's supervision. A debate rubric will be shared with the students beforehand. The topics will be adapted and updated in accordance with the latest trends in the media that affect women in general and that are discussed by feminist groups.

Research Paper

The research paper will constitute the final evaluation of the course. Students are expected to choose one of the topics addressed in class related to fourth-wave feminism and write an academic paper of around 2000 words, double-spaced, size 12, on that topic, commenting on practical examples of controversial matters and applying the theoretical frames previously studied, based on required and recommended readings as well as other readings that students should research themselves. The paper must be sent through Moodle and should not be printed.

Course-related trip Assignment

Students are expected to research the background of the locations to be visited for the field study trips, prepare questions to be addressed at the visit and write a short article of 500 words for each assignment (2 in total) in which they summarize what they learned in this course-related trip.

Journals

The journals allow students to develop a continuous engagement with the issues being covered. Every week students will use the Moodle journal function to answer some short questions related to the topics being addressed, tying this in both to their personal experiences and observations as well as to the analysis of the subjects being covered, resulting in informed reflections around the issues being addressed. Confidentiality is assured in the journals and no personal questions will be asked.

Glossary and Short Class Presentations

Students will use Moodle's Glossary function to create a group glossary with the main concepts acquired in class, which will be linked to a 5-minute presentation at the beginning of the following class on that same topic.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Outline key feminist notions and concepts;
- Explain the different waves of feminism in a comparative analysis between the USA and Europe;
- Identify feminist movements beyond the traditional wave categorization and explain how they are put into practice at a global scale with a particular emphasis on the differences and points in common between the USA and Europe/Spain/Barcelona;
- Critically analyze the divisive issues within fourth-wave feminism;
- Apply dialogue models and tools in debates on divisive topics in feminism from a feminist perspective.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Abroad Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Session	Content and objectives	Assignments/readings
Session 1	Course Introduction and Overview The objective of the class is to explain the course's structure and objectives and the methodology and collect expectations from students	
Session 2	Gender, Feminism, and Sexuality: Foundational Concepts The objective of the class is to introduce the main foundational concepts that will be addressed throughout the course	• Mikkola, M. (2008). <i>Feminist perspectives on sex and gender</i>. Stanford Encyclopedia of Philosophy. • Rubyn, G. (1999), <i>Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality</i>, in Culture, society and sexuality: a reader, edited by Richard G. Parker, Peter Aggleton, 143-174.

Session	Content and objectives	Assignments/readings
Session 3	Feminist Waves of Europe and in the US: The First Expressions of Feminism and the Right to Vote The objective of the class is to explain the first wave of feminist in Europe and in the USA	- Selected texts from Wollstonecraft, M. (1792). A Vindication of the Rights of Woman with Strictures on Political and Moral Subjects. London: printed for J. Johnson. - Selected texts from: De Gouges, O. (1791). Declaration of the Rights of Woman and the Female Citizen. <i>The French Revolution and Human Rights: A Brief Documentary History</i>, 124-129. - Cady Stanton, E. et al. Declaration of Sentiments and Resolutions – Seneca Falls, 1848. - Walters, M. (2005). <i>Feminism: A Very Short Introduction</i> (68-85, 11-136). Oxford University Press.
Session 4	Visit to Feminist Library and Civic Center Francesca Bonnemaison The objective of the class is that students can get to know one of the oldest feminist spaces in Europe and its history, as well as to establish comparisons between the development of feminist waves in Europe and in the USA	Clari, M., & Muñoz, M. (2008, August). The inclusion of the Libraries of Barcelona in the cultural 'map', or how to turn a need into a virtue. In <i>World Library and Information Congress: 74th IFLA General Conference and Council</i>.
Session 5	Feminist Waves in Europe and in the US: The Second Wave of Feminism - From the Feminine Mystique to Intersectionality The objective of the class is to explain the second wave of feminist in Europe and in the USA	- Friedan, B. (1963) The feminine mystique, Norton. 44- 60 - Carby, H. (2008), <i>White woman listen! Black feminism and the boundaries of sisterhood</i> in Gray, A. (Ed.), Campbell, J. (Ed.), Erickson, M. (Ed.), Hanson, S. (Ed.), Wood, H. (Ed.). CCCS Selected Working Papers. London: Routledge. - Selected texts from Beauvoir, S. (1989), <i>The second sex</i>. Vintage Books.
Session 6	Feminist Waves in Europe and in the US: The Thrid Wave of Feminism and the Critique to the Universal Experience The objective of the class is to explain the third wave of feminist in Europe and in the USA	- Krolokke, C. & Scott Sorensen, A. (2006), <i>Three Waves of Feminism From Suffragettes to Grrls</i>, In <i>Gender Communication Theories and Analyses</i>, Sage Publications. 1-23 - Butler, J. (1988), Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory. <i>Theatre Journal</i>, 40,(4) , 519-531. - Selected texts from Baumgardner, J., & Richards, A. (2000), <i>Manifesta: young women, feminism, and the future</i>. New York: Farrar, Straus and Giroux.

Session	Content and objectives	Assignments/readings
Session 7	Retrospective of Feminisms in Spain, Catalonia, and Barcelona The objective of the class is to explain in depth the development of feminism thought and practice in Spain, Catalonia and Barcelona	- Núñez Puente, S. (2018), Femen in the current Spanish political context: feminist activism and counterhegemonic modes of representation. <i>Journal of Spanish Cultural Studies</i>, 19(1), pp.111–126. - Ryan, L. (2006). A Case Apart: The Evolution of Spanish Feminism, <i>Feminisms Within and Without</i>, Publisher: national Women Studies Centre, Galway, Editors: Rebecca Pelan, pp.56-68. - Iniguez de Heredia, M. (2012), History and actuality of anarcha-feminism: lessons from Spain, <i>Lilith: A Feminist History Journal</i>.
Session 8	Guest Speaker: Feminist Groups, Municipal Resources, and Informal Feminist Spaces in the City of Barcelona The objective of the class is to allow students to get to know professionals working for women's rights in Barcelona	Barcelona City Council , 2016–2020 Plan for Gender Justice Barcelona, Department for Feminisms and LGTBI, , pp 61-82
Session 9	Feminisms Outside Europe and the US The objective of the class is to get to know forms of feminist thought and practice outside the western world	- Walters, M. (2005), <i>Feminism: A Very Short Introduction</i>. Oxford University Press Inc., New York, pp 117-136. - Mitchell-Walthour, G. (2018) Afro-Brazilian women YouTubers' Black Feminism in Digital Social Justice Activism. <i>Interfaces Brasil/Canadá</i>, Vol.18, pp.126- 151.
Session 10	Feminist Movements Opening the Doors for the Fourth Wave: Cyberfeminism The objective of the class is to explore non-traditional ways of expressing and developing feminist thought such as cyberfeminism	- Angel, M., & Gibbs, A. (2017). At the speed of light: cyberfeminism, xenofeminism and the digital ecology of bodies. In M. Mencia & K. Hayles (Eds.), <i>#WomenTechLit</i>, pp. 41-53. - Daniels, J. (2009). Rethinking Cyberfeminism(s): Race, Gender, and Embodiment. <i>WSQ: Women's Studies Quarterly</i> 37(1), 101-124.
Session 11	Midterm Exam	
Session 12	Fourth-Wave Feminism: What are we talking about? The objective of the class is to make an introduction to 4 th wave feminism	- Munro, E. (2013), Feminism: A Fourth-Wave?, <i>Political Insight</i> Vol. 4, No. 2. 22–25. - Chamberlain P. (2016) Affective temporality: towards a Fourth-Wave. <i>Gender and Education</i>; 28(3). 458– 464. <i>Selected texts from</i> Kowalska, D. (2018). <i>The Fourth- Wave of American Feminism: Ideas, Activism, Social Media</i> (M.A. Thesis), University of Warsaw.

Session	Content and objectives	Assignments/readings
Session 13	Fourth-Wave Feminism and Critical Perspectives The objective of the class is to explore 4 th wave feminism manifestations and some of the critique developed to 4 th wave.	• Evans, E., & Chamberlain, P. (2015). Critical waves: Exploring feminist identity, discourse and praxis in western feminism. <i>Social Movement Studies</i>, 14(4), 396-409. • Rivers, N. (2017). Between 'Postfeminism (s)': Announcing the Arrival of Fourth Wave. In <i>Postfeminism (s) and the arrival of the fourth wave</i> (pp. 7-28). Palgrave Macmillan, Cham.
Session 14	Fourth-Wave Feminist Activism in Europe and in the US: Activism Taking the Streets The objective of the class is to explore 4 th wave feminism action on the streets such as art, demonstrations, music, etc.	• Dean, J., & Aune, K. (2015). Feminism resurgent? Mapping contemporary feminist activism in Europe. <i>Social Movement Studies</i>, 14(4), 375-395. • Butler, J. (2011) Bodies in Alliance and the Politics of the Street Lecture. Transversal. • Sowards, S. K., & Renegar, V. R. (2006), Reconceptualizing Rhetorical Activism in Contemporary Feminist Contexts, <i>Howard Journal of Communications</i>, 17(1), 57-74.
Session 15	Visit to Ca la Dona: "A Space for Feminist Action" The objective of the class is to get to know a feminist space in the city of Barcelona	• http://caladona.org/ • Ca la Dona, the city's feminist meeting, at pointhttps://www.barcelona.cat/infobarcelona/en/ca-la-dona-the-citys-feminist-meeting-point_625105.html
Session 16	Fourth-Wave Feminism's Spaces of Debate: Semiotics of Social Media The objective of the class is to explore 4 th wave feminism approach to debate and controversial issues surrounding 4 th wave feminism	• Turley, E., & Fisher, J. (2018), Tweeting back while shouting back: Social media and feminist activism, <i>Feminism & Psychology</i>, 28(1), 128-132. • Schuster, J. (2013), Invisible feminists? Social media and young women's political participation, <i>Political Science</i>, 65(1), 8-24. • Mendes K; Ringrose J; Keller J. (2019), Twitter as a Pedagogical Platform: Creating Feminist Digital Affective Counter-Publics to Challenge Rape Culture. In <i>Digital Feminist Activism: Girls and Women Fight Back Against Rape Culture</i>, Oxford University Press, 100-124.
Session 17	#MeToo and Call-out Culture as Part of Fourth-Wave Feminism The objective of the class is to explore the Mee Too movement	• Mendes, K.; Ringrose, J.; & Keller, J. (2018), #MeToo and the promise and pitfalls of challenging rape culture through digital feminist activism. In <i>European Journal of Women's Studies</i>, 25(2), 236-246. • Zarkov, D., & Davis, K. (2018), Ambiguities and dilemmas around #MeToo: #ForHow Long and #WhereTo?, <i>European Journal of Women's Studies</i>, 25(1), 3-9. • Pruchniewska, U. M. (2017). Branding the self as an "authentic feminist": negotiating feminist values in post-feminist digital cultural production. In <i>Feminist Media Studies</i>, 1-15.

Session	Content and objectives	Assignments/readings
Session 18	Guest Speaker - Teresa Marques, Philosopher of Language: Dialogue, Hate Speech, and Language on Social Media Around Gender Issues The objective of the class is to explore how language used in social media is used in 4 th wave feminism	Lepoutre, M., (2017) Hate Speech in Public Discourse, Social Theory and Practice 43 (4):851-883.
Session 19	Practical Class: Analysis of Debates on Feminism in Social Media and Contemporary Diverse Issues on Feminism The objective of the class is to explore some of the current social and political debates surrounding 4 th wave feminism	- Szuba, A. (2019). #TRACES#FEMINISM. DYSKURS. PISMO NAUKOWO-ARTYSTYCZNE ASP WE WROCŁAWIU. 25. 88-107. 0.5604/01.3001.0012.9831. - Brantner C, Lobinger K, Stehling M. (2020) Memes against sexism? A multi-method analysis of the feminist protest hashtag #distractinglysexy and its resonance in the mainstream news media. <i>Convergence: The International Journal of Research into New Media Technologies</i>, 26 (3), (1-23) https://doi.org/10.1177/1354856519827804
Session 20	Tools and Techniques to Establish a Dialogue with Feminist Perspective The objective of the class is to explore the ways of developing feminist dialogues surrounding feminist debates	- Al-Tamimi, K. (2009), Feminist Alternatives to Traditional Argumentation. <i>OSSA Conference Archive</i>. 5. - Palczewski, C. H. (2016), Feminisms and Argumentation, in <i>The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies</i>, 1-3. - Partlow-Lefevre S., (2011), Applying Feminist Argument in Context: A Second Wave Argument about Women's Role in the Perpetuation of Male Violence. In <i>Reasoned Argument and Social Change: Selected Works from the 17th Biennial Conference on Argumentation</i>, National Communication Association and American Forensic Association, Editors: Robert C. Rowland, Jaclyn Howell, 387–394. - Bruner, M. L. (1996) Producing Identities: Gender Problematization and Feminist Argumentation, V.32, <i>Argumentation and Advocacy</i>, 185-198.
Session 21	Debate Sessions 1 The objective of the class is to establish feminist debates surrounding current 4 th wave feminist issues. Possible topics to be addressed in debate sessions: religion and feminism, sex work and pornography, choice feminism and the “bad feminist”	
Session 22	Debate Sessions 2 The objective of the class is to establish feminist debates surrounding current 4 th wave feminist issues. Possible topics to be addressed in	

	debate sessions: religion and feminism, sex work and pornography, choice feminism and the “bad feminist”	
Session 23	Debate Sessions 3 The objective of the class is to establish feminist debates surrounding current 4 th wave feminist issues. Possible topics to be addressed in debate sessions: religion and feminism, sex work and pornography, choice feminism and the “bad feminist”	
Session 24	Wrap Up and Conclusions: Fourth-Wave Feminism in Daily Life	

COURSE-RELATED TRIPS:

- **Library Francesca Bonnemaison**

(<http://ajuntament.barcelona.cat/biblioteques/bibfbonnemaison/ca>)

This library is over 100 years old and was the first library for women in Europe. Besides the library spaces that are free to study and consult material, it also organizes conferences and courses related to feminist issues. The students will get to know a space they can use to study and to obtain studying materials from, where they can take courses and attend conferences related to feminist issues and will be able to interact with the workers who will explain the relevance of the library to the city of Barcelona.

- **Ca la dona**

(<http://caladona.org/ca-la-dona/>)

Ca la Dona is a reference of the Feminist Movement of Catalonia and feminisms from all over the world. It is a space for women and developed by women for the past 30 years and represents a form of activist organization characteristic of Catalonia. Students will hear a presentation of Ca la Dona, will visit the workspaces and library and will obtain information about all the militancy activities developed in Ca la Dona, as well as understand the process of developing feminist activism in Barcelona.

REQUIRED READINGS:

- Al-Tamimi, K. (2009), *Feminist Alternatives to Traditional Argumentation*. *OSSA Conference Archive*. 5.
- Angel, M., & Gibbs, A. (2017). At the speed of light: cyberfeminism, xenofeminism and the digital ecology of bodies. In M. Mencia & K. Hayles (Eds.), *#WomenTechLit*, 41-53.
- Barcelona City Council , 2016–2020 Plan for Gender Justice Barcelona, Department for Feminisms and LGTBI, 61-82.
- Baumgardner, J., & Richards, A. (2000), *Manifesta: young women, feminism, and the future*. New York: Farrar, Straus and Giroux.
- Beauvoir, S. (1989). *The second sex*. Vintage Books.
- Brantner C, Lobinger K, Stehling M. (2020) Memes against sexism? A multi-method analysis of the feminist protest hashtag #distractinglysexy and its resonance in the mainstream news media. *Convergence: The International Journal of Research into New Media Technologies*, 26 (3), (1-23) <https://doi.org/10.1177/1354856519827804>
- Butler, J. (1988), Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory. *Theatre Journal*, 40,(4) , 519-531.
- Butler, J. (2011) Bodies in Alliance and the Politics of the Street Lecture. Transversal. <https://transversal.at/transversal/1011/butler/en>

- Carby, H. (2008), White woman listen! lack feminism and the boundaries of sisterhood in Gray, A. Campbell, J. Erickson, M. Hanson, S. Wood, H. (Eds.). *CCCS Selected Working Papers*. Routledge.
- Chamberlain, P. (2016). Affective temporality: Towards a Fourth-Wave. *Gender and Education*; 28(3), 458–464.
- Krollokke, C. & Scott Sorensen, A. (2006), Three Waves of Feminism From Suffragettes to Grrls, In *Gender Communication Theories and Analyses*, Sage Publications. 1-23
- Clari, M., & Muñoz, M. (2008, August). The inclusion of the Libraries of Barcelona in the cultural ‘map’, or how to turn a need into a virtue. In *World Library and Information Congress: 74th IFLA General Conference and Council*.
- Daniels, J. (2009). Rethinking cyberfeminism (s): Race, gender, and embodiment. *Women’s Studies Quarterly*, 37(1/2), 101-124.
- Dean, J., & Aune, K. (2015). Feminism resurgent? Mapping contemporary feminist activism in Europe. *Social Movement Studies*, 14(4), 375-395.
- Cady Stanton, E. et al. Declaration of Sentiments and Resolutions – Seneca Falls, 1848, retrieved from https://cpl.asu.edu/sites/default/files/2021-06/Q99%20Declaration%20of%20Sentiments%20and%20Resolutions%2C%20Seneca%20Falls%20%281848%29_CPTL.pdf;
- de Heredia, M. I. (2007). History and actuality of Anarcha-feminism: lessons from Spain. *Lilith: A Feminist History Journal*, (16), 42-56.
- Evans, E., & Chamberlain, P. (2015). Critical waves: Exploring feminist identity, discourse and praxis in western feminism. *Social Movement Studies*, 14(4), 396-409.
- Friedan, B., (1963). *The feminine mystique*. Norton
- De Gouges, O. (1791). Declaration of the Rights of Woman and the Female Citizen. *The French Revolution and Human Rights: A Brief Documentary History*, 124-129.
- Iniguez de Heredia, M. (2012), History and actuality of anarcha-feminism: lessons from Spain, *Lilith: A Feminist History Journal*, available at <https://files.libcom.org/files/History%20and%20actuality%20of%20anarcha-feminism%20lessons%20from%20Spain%20-%20Marta%20Iniguez%20de%20Heredia.pdf>
- Kowalska, D. (2018). *The Fourth Wave of American Feminism: Ideas, Activism*. *Social Media* [Thesis]. University of Warsaw
- Lepoutre, M., (2017) Hate Speech in Public Discourse, *Social Theory and Practice* 43 (4), 851-883.
- Bruner, M. L. (1996). Producing identities: Gender problematization and feminist argumentation. *Argumentation and Advocacy*, 32(4), 185-198.
- Mendes K; Ringrose J; Keller J. (2019), Twitter as a Pedagogical Platform: Creating Feminist Digital Affective Counter-Publics to Challenge Rape Culture. In *Digital Feminist Activism: Girls and Women Fight Back Against Rape Culture*, Oxford University Press, 100–124; <https://doi.org/10.1093/oso/9780190697846.003.0005>.
- Mendes, K.; Ringrose, J.; & Keller, J. (2018), #MeToo and the promise and pitfalls of challenging rape culture through digital feminist activism. In *European Journal of Women’s Studies*, 25(2), 236–246. <https://doi.org/10.1177/1350506818765318>
- Mikkola, M. (2008). *Feminist perspectives on sex and gender*. Stanford Encyclopedia of Philosophy.
- Mitchell-Walthour, G. (2018). Afro-Brazilian women YouTubers' Black Feminism in Digital Social Justice Activism. *INTERFACES BRASIL-CANADA*, 18(3), 126-160.
- Munro, E. (2013), Feminism: A Fourth-Wave?. *Political Insight*, 4(2), 22–25
- Núñez Puente, S. (2018), Femen in the current Spanish political context: feminist activism and counterhegemonic modes of representation. *Journal of Spanish Cultural Studies*, 19(1), 111–126;
- Palczewski, C. H. (2016), Feminisms and Argumentation, *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies*, available on https://onlinelibrary.wiley.com/doi/book/10.1002/9781118663219?_cf_chl=tk=YXjhLBTwgs9tCmEz2Tgq8NxmXwcZfvAo7Z0vk1iZdE-1665501832-0-gaNyGzNCZE;
- Partlow-Lefevre S., (2011). Applying Feminist Argument in Context: A Second Wave Argument about Women’s Role in the Perpetuation of Male Violence. In *Reasoned Argument and Social Change: Selected Works from the 17th Biennial Conference on Argumentation*, National Communication Association and American Forensic Association, Editors: Robert C. Rowland, Jaclyn Howell, 387–394;
- Pruchniewska, U. M. (2017). Branding the self as an “authentic feminist”: negotiating feminist values in post-feminist digital cultural production. *Feminist Media Studies*, 1–15.
- Rivers, N. (2017). Between ‘Postfeminism (s)’: Announcing the Arrival of Fourth Wave. In *Postfeminism (s) and the arrival of the fourth wave* (pp. 7-28). Palgrave Macmillan, Cham.

- Rubin, G. S. (2002). Thinking sex: Notes for a radical theory of the politics of sexuality. In *Culture, Society and Sexuality A Reader* (pp. 143-178). Routledge.
- Ryan, L. (2006). A Case Apart: The Evolution of Spanish Feminism. *Feminisms within and without*, 56-68.
- Schuster, J. (2013), Invisible feminists? Social media and young women's political participation, *Political Science*, 65(1), 8–24
- Sowards, S. K., & Renegar, V. R. (2006), Reconceptualizing Rhetorical Activism in Contemporary Feminist Contexts, *Howard Journal of Communications*, 17(1), 57–74
- Turley, E., & Fisher, J. (2018), Tweeting back while shouting back: Social media and feminist activism, *Feminism & Psychology*, 28(1), 128–132
- Wollstonecraft, M. (1792). *A Vindication of the Rights of Woman with Strictures on Political and Moral Subjects*. London:: printed for J. Johnson.
- Walters, M. (2005). *Feminism: A Very Short Introduction* (pp 68-85, 11-136). Oxford University Press.
- Zarkov, D., & Davis, K. (2018), Ambiguities and dilemmas around #MeToo: #ForHow Long and #WhereTo?, *European Journal of Women's Studies*, 25(1), 3–9.
- <http://caladona.org/>
- https://www.barcelona.cat/infobarcelona/en/ca-la-dona-the-citys-feminist-meeting-point_625105.html

RECOMMENDED READINGS:

- Carol J. Adams (1990), *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*. Bloomsbury Academic USA
- Crenshaw, Kimberle () "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum*: Vol. 1989: Iss. 1, Article 8. <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>
- Cochrane, K. (2014). *All The Rebel Women: The Rise of the Fourth-Wave Feminist*. London: Simon & Schuster
- Eckert, P., & McConnell-Ginet, S. (2013). *Language and gender*, (pp1-37). Cambridge University Press.
- Halperin, D. M. (2003). The Normalization of Queer Theory. *Journal of Homosexuality*, 45(2-4), 339–343;
- Haraway D.. (1991). A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century, in Weiss, J., Nolan, J., Hunsinger, J., Trifonas, P. (eds) *The International Handbook of Virtual Learning Environments*. Springer, Dordrecht. https://doi.org/10.1007/978-1-4020-3803-7_4
- Haraway, D. (1991) *Simians, Cyborgs and Women: The Reinvention of Nature*. Routledge;
- Hester, H. (2018), *Xenofeminism – A Politics for Alienation*, Laboria Cuboniks, Brooklyn,: Verso
- Jagose, A. (1996). *Queer theory: An introduction*. New York University Press
- Kaplan, T. (1982). Female Consciousness and Collective Action: The Case of Barcelona, 1910-1918. *Signs: Journal of Women in Culture and Society*, 7(3), 545–566.
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