DESCRIPTION: Amongst the contemporary movements challenging traditional views of the world, there has been a new upsurge of feminism, designated the “4th wave”. 4th 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 Key theoretical perspectives and essential historical documents from the 18th Century to the 2000s will be analyzed.

The second block will examine the historical roots of the 4th 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 4th 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 4th 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, the fake-news phenomenon and how they affect feminism. 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

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: 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. They also offer the student 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%
- Class debate - 10%
- Midterm exam – 20%
- Research Paper - 20%
- Field study assignment – 10%
- Journals - 20%
- Glossary and short class presentations – 10%

**Class Participation (10%)**

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.

Class participation will be evaluated on the basis of the following rubric:

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<tr>
<td><strong>Frequency of class participation</strong></td>
<td>Student initiates more than one contribution in each session and answers when asked</td>
<td>Student initiates contributions at least once in each session and answers when asked</td>
<td>Student rarely initiates contributions and doesn’t always answer when asked</td>
<td>Student doesn’t initiate contributions and rarely answers when asked</td>
<td>Student never initiates contributions and never answers when asked</td>
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<td><strong>Quality of class participation</strong></td>
<td>Contributions are constructive, helpful and informed.</td>
<td>Occasionally contributions are not relevant to the discussion or are generalistic or and not in informed</td>
<td>Contributions are rarely relevant and/or informed</td>
<td>Contributions are never relevant or informed</td>
<td>No contributions made</td>
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<tr>
<td><strong>Relational attitudes and behaviors</strong></td>
<td>The student has the capacity to listen, engage and relate to other students and establishes a constructive and respectful dialogue</td>
<td>The student has the capacity to listen and engage with other students but occasionally doesn’t establish a constructive and respectful dialogue</td>
<td>The student rarely listens to other student’s comments, and/or often dismisses other student’s ideas or, most of the times, doesn’t show a respectful attitude towards divergent opinions</td>
<td>The student doesn’t listen to other student’s comments and dismisses other student’s ideas or doesn’t show a respectful attitude towards divergent opinions</td>
<td>The student does not relate to other students, does not listen to their comments, or shows an overtly hostile attitude to other students’ comments</td>
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**Class debate (10%)**

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.
Midterm exam (20%)
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.

Research Paper (20%)
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 4th wave feminism and write an academic paper of around 3000 words 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.

Field study assignment (10%)
Students are expected to research the background of the locations to be visited for the field field study trips, prepare questions to be addressed at the visit and write a short article of 750 words in which they summarize what they learned in this course-related trip.

Journals (20%)
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 to their personal experiences and observations, resulting in reflections around the issues being addressed. Confidentiality is assured in the journals and no personal questions will be asked.

Glossary and short class presentations (10%)
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 4th wave feminism;
  - Apply dialogue models and tools in debates on divisive topics in feminism from a feminist perspective.

ATTENDANCE POLICY:
Attendance is mandatory for all IES Abroad classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

CONTENT:

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Course introduction and overview</td>
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<tr>
<td>Session</td>
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</table>
| Session 3 | Feminist waves in Europe and in the US: The first expressions of feminism and the right to vote | • Selected texts from Wollstonecraft, M. (1792), A Vindication of the Rights of Woman with Strictures on Political and Moral Subjects.  
• Selected texts from: de Gouges, O. (1791), Declaration of the Rights of Woman and the Female Citizen.  
• Elizabeth Cady Stanton et al. Declaration of Sentiments and Resolutions – Seneca Falls, 1848  
| Session 4 | Visit to Feminist Library and Civic Center Francesca Bonnemaison | • Clari, Marta, Muñoz, M. The inclusion of the Libraries of Barcelona in the cultural ‘map’, or how to turn a need into a virtue. Communication at World library and information congress, 74th IFLA General Conference and Council, 10-14 August 2008, Québec, Canada |
| Session 5 | Feminist waves in Europe and in the US: The second wave of feminism – From the feminine mystique to Intersectionality | • Friedan, B., (1963) The feminine mystique, Chapter 1, New York, Norton  
| Session 6 | Feminist waves in Europe and in the US: The third wave of feminism and the critique to the universal experience | • Charlotte Krokokke & Anne Scott Sorensen (2005), Gender Communication Theories and Analyses, Chapter 1: Three Waves of Feminism From Suffragettes to Grrls, Sage Publications, Inc., pp. 1-24  
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<tr>
<td>Session 8</td>
<td>Guest Speaker: Feminist groups, municipal resources and informal feminist spaces in the city of Barcelona</td>
<td>• 2016–2020 Plan for Gender Justice Barcelona, Department for Feminisms and LGTBI, Barcelona City Council, pp61-82</td>
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<tr>
<td>Session 11</td>
<td>Midterm Review</td>
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<td>Session</td>
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• Rivers N. (2017) Between ‘Postfeminism(s)’: Announcing the Arrival of Fourth Wave. In: Postfeminism(s) and the Arrival of the Fourth Wave. Palgrave Macmillan |
• Butler, Judith (2011) Bodies in Alliance and the Politics of the Street Lecture delivered in Venice, as part of the series The State of Things, organized by the Norwegian Office for Contemporary Art.  
• Sowards, S. K., & Renegar, V. R. (2006), Reconceptualizing Rhetorical Activism in Contemporary Feminist Contexts, Howard Journal of Communications, 17(1), 57–74. |
| Session 15 | Visit to Ca la Dona: “A space for feminist action” | • http://caladona.org/  
• Ca la Dona, the city’s feminist meeting, at point https://www.barcelona.cat/infobarcelona/en/ca-la-dona-the-citys-feminist-meeting-point_625105.html |
• Schuster, J. (2013), Invisible feminists? Social media and young women’s political participation, Political Science, 65(1), 8–24  
| Session 17 | #MeToo and call-out culture as part of 4th wave feminism | • Mendes, K., Ringrose, J., & Keller, J. (2018), #MeToo and the promise and pitfalls of challenging rape culture through digital feminist activism. European Journal of Women’s Studies, 25(2), 236–246  
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<tr>
<th>Session 18</th>
<th>Guest Speaker - Teresa Marques, Philosopher of Language: Dialogue, hate speech and language on Social Media around Gender issues</th>
<th>• Lepoutre, M., (2017) Hate Speech in Public Discourse, Social Theory and Practice 43 (4):851-883</th>
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<tbody>
<tr>
<td>Session 19</td>
<td>Practical class: Analysis of debates on feminism in Social Media and contemporary divisive issues on feminism</td>
<td>• Szuba A. (2019) #TRACES#FEMINISM, Dyskurs 2018; 25 (25), Pp 88-107</td>
</tr>
<tr>
<td>Session 20</td>
<td>Tools and techniques to establish a dialogue with feminist perspective</td>
<td>• Al-Tamimi, Khameiel (2009), Feminist Alternatives to Traditional Argumentation, OSSA Conference Archive, University of Windsor</td>
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<td>Session 21</td>
<td>Debate sessions 1</td>
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<td>Possible topics to be addressed in debate sessions: Religion and feminism; Trans and TERFS; Sex work and pornography; Choice feminism and the “bad feminist”</td>
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<td>Session 22</td>
<td>Debate sessions 2</td>
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<td>Session 23</td>
<td>Debate sessions 3</td>
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<td>Session 24</td>
<td>Wrap up and conclusions: 4th wave feminism in daily life</td>
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Final Exam

FIELD STUDIES:

- 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 work spaces 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, University of Windsor
- Barcelona City Council, 2016–2020 Plan for Gender Justice Barcelona, Department for Feminisms and LGTBI, pp61-82
- Butler, Judith (2011) Bodies in Alliance and the Politics of the Street Lecture delivered in Venice, as part of the series The State of Things, organized by the Norwegian Office for Contemporary Art.
- Charlotte Krolkoke & Anne Scott Sorensen (2005), Gender Communication Theories and Analyses, Chapter 1: Three Waves of Feminism From Suffragettes to Grrls, Sage Publications, Inc., pp. 1-24
- Clarin, M., Muñoz, M. The inclusion of the Libraries of Barcelona in the cultural ‘map’, or how to turn a need into a virtue. Communication at World library and information congress, 74th IFLA General Conference and Council, 10-14 August 2008, Québec, Canada
- Elizabeth Cady Stanton et al. Declaration of Sentiments and Resolutions – Seneca Falls, 1848
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- Gouges, O. de (1791), Declaration of the Rights of Woman and the Female Citizen

• Mendes, K., Ringrose, J., & Keller, J. (2018), #MeToo and the promise and pitfalls of challenging rape culture through digital feminist activism. European Journal of Women’s Studies, 25(2), 236–246


• Munro, E. (2013), Feminism: A Fourth Wave?, Political Insight Vol. 4, No. 2, pp. 22–25


• Rivers N. (2017) Between ‘Postfeminism(s)’: Announcing the Arrival of Fourth Wave, In: Postfeminism(s) and the Arrival of Fourth Wave. Palgrave Macmillan


• 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

• Szuba A. (2019) #TRACES#FEMINISM, Dyskurs 2018; 25 (25), Pp 88-107


• Wollstonecraft, M. (1792), A Vindication of the Rights of Woman with Strictures on Political and Moral Subjects.


• http://caladona.org/


RECOMMENDED READINGS:

• 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 (pp. 41-53)

• Carol J. Adams (1990), The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory


• Hester, H. (2018), Xenofeminism – A Politics for Alienation, Laboria Cuboniks, Brooklyn,: Verso
• McBride, Dorothy & Mazur, Amy. (2008). Women’s movements, feminism and feminist movements. 219-243
• Schumake, J. L.(2002), Reconceptualizing Communication and Rhetoric from a Feminist Perspective, Guidance & Counselling 17.4