

**Women's Studies 210.001
Culture of the Third Wave
HHH 221
Thursdays, 5 to 7:50**

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Course Objectives:

This course is a study in contemporary feminism that addresses major themes and issues of the Third Wave movement, such as activism, gender, sexuality, racism, classism, influence of TV and popular films, etc. This course assumes that race, class, gender and sexuality are at the center of Third Wave social analysis and activism.

We have four main goals which will be accomplished throughout the semester:

- ✓ Define "Third Wave" Feminism
- ✓ Explore the influences of the previous Women's Movement
- ✓ Examine the literature, culture, and issues of the Third Wave
- ✓ Examine some of the Third Wave's strengths and weaknesses

In addition, this course fulfills one Cultural Diversity credit, GE IVE Humanities-Interdisciplinary Studies and the following **Liberal Education Core Learning Outcomes:**

Knowledge 3 (K3): Humanities. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.

Responsibility 3 (R3): Civic and Environmental Issues. Use critical and creative thinking to address civic, social, and environmental challenges.

Mission of UW-Eau Claire: We foster in one another creativity, creative insight, empathy and intellectual courage—the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry.

Learning is a social behavior: be a student of wonder.

Problems/Questions/Suggestions: PLEASE COME AND TALK WITH ME!

When you have questions about materials or assignments, please raise them in class—others may share the same questions. When you have questions or concerns about your work or suggestions for improving the class, please come see me as soon as possible. I can answer questions, resolve problems, and make use of your suggestions only if I know about them.

If you have a problem with ANYTHING this term, please tell me. My job is to help you be successful!

Note to Students with Disabilities

If you are a student with a documented disability (physical/health, psychological, or learning) OR if you've had a disability in the past but it was not documented with UWEC, please feel free to meet with me to discuss your needs. You should also contact the Services for Students with Disabilities office on campus (715/836-3104 / Centennial Hall 2104). Please call or stop by for an appointment.

Purchase texts:

- *To Be Real: Telling the Truth and Changing the Face of Feminism*, Rebecca Walker, Editor
- *Body Outlaws: Young Women Write About Body Image and Identity*, (Formerly published as *Adios Barbie*) Ophira Edut, Editor
- *Loving Frank* by Nancy Horan

Other texts: access on D2L

Course Requirements:

Attendance:

Attendance is a requirement that will be **enforced each class period**. Students who are absent miss a valuable, significant amount of learning that cannot be duplicated. In-class writing and quizzes cannot be made up. If you miss class, you are expected to have completed the reading assignment and be prepared for class the day you return. This is your responsibility.

In-class writing / Quizzes: I reserve the right to give a reading quiz [essay or objective, group or individual] on any reading assignment. Quizzes will be given on the date that the reading assignment is due. Lecture or discussion quizzes may also be given the class following any lecture or discussion. The in-class writing and quizzes cannot be made up. **(20% of total grade)**

Inquiry Notebook: This “lab notebook” is something you will fill with quotes, observations, thoughts, goals, questions, and more. You can add drawings or staple to the pages anything that might be pertinent to our class or to you. You will use this Inquiry Notebook in and out of class. Think of it as a “scientist’s notebook” . . . and the readings/films and even you are the subject “under review.” **I will hand these out the first class; bring it with you to class each time.** I will spot check these every two weeks or so. **(30% of total grade)**

Talking Points: Sign up to do research that complements our topics of the day or portrays gender justice in action in 2017. Students will present their research to the class as a powerpoint or Prezi (with citations and a works cited page). Show us video clips or other visuals! Upload to D2L. **Begins 2/09. (10% of total grade)**

Activist Interview: Find an “activist” in our community (or your home community) and interview him or her. You must come up with your own questions, record their answers, and then make a case for why this person is an “activist.” **(3 pages minimum / 10% of total grade). Due March 16.**

Liberating Act: In the spirit of Gloria Steinem's "Outrageous Acts and Everyday Rebellions," perform a positive, "pro-feminist" act that represents—for you—something that challenges the way you traditionally think and/or act concerning gender, race or class. Share your act with the class. (See separate description for further details.) **(10% of total grade)**

Research Paper: Write a paper (**5 pages MINIMUM, 10 pages maximum**) in which you further explore any of the issues surrounding your liberating act. Use examples from the outside texts (books, essays, advertisements, articles, etc.), films, and/or your own life experience. **(20% of total grade)**

NOTE: Include a works cited page and parenthetical citations in MLA or APA style. You should cite a minimum of five sources (**three or more must be scholarly**). You will be expected to have a preliminary research topic by **April 20**.

Grammar, spelling, and organization count toward your grade and affect your ability to communicate your ideas effectively!

NOTE: Film clips and readings contain topics relating to sexuality. Many films are rated “R.”

Tentative Course Outline

Week One: Overview of Waves: Putting the course into context

January 26

- Introduction to course
- F-word exercise / Overview / Connections among all waves
- Video clips and discussion:
- Sojourner Truth
 - Short bio: <https://www.youtube.com/watch?v=q-HfiryNoXY>
 - Ain't I a Woman speech: <https://www.youtube.com/watch?v=eUdxsQ0Qsrc>
- *Votes for Women, One Woman/One Vote, Speeches of Famous Women, Mary Tyler Moore, Ally McBeal*
- *Sex and the City* first episode: <https://www.youtube.com/watch?v=pfZPpF3ViwA>
- Lena Dunham and Jennifer Saunders talk feminism <https://www.youtube.com/watch?v=KPpou8ZK8Ys>

For next week: Complete the D2L Module on Recognizing Privilege (read a 2 page article and watch 25 minutes of short videos; take a privilege “test”) and complete at least 5 pages of notes in your Inquiry Notebook.

NOTE: start to read *Loving Frank*, Parts 1 and 2 (we’ll discuss pages 1 to 197 week three and the next 200 pages week four)

Week Two: Recognizing Privilege as a Basis for this course

February 2

- Chris Jorgenson, Director of Women’s and LGBTQ Center, will offer a workshop on “Recognizing Privilege.” Come to class prepared to talk about the materials you read/watched on D2L.
- Discuss “Unpacking the Invisible Knapsack.”
- **BEFORE CLASS:** Watch the following videos (about 25 minutes):
 - “What is Privilege?” <https://www.youtube.com/watch?v=hD5f8GuNuGQ> / 4 minutes
 - “How Privileged are You?” <https://www.youtube.com/watch?v=0UmowwMivyU> / 6 minutes
 - “5 Tips to Being an Ally” <https://www.youtube.com/watch?v=dg86g-QIM0> / 3:30 minutes
 - “Cracking the Codes: Joy DeGruy, *A Trip to the Grocery Store*”
<https://www.youtube.com/watch?v=Wf9QBnPK6Yg> / 3:50
 - “Why White Privilege Matters” https://www.youtube.com/watch?v=XGo3_fU1n6s / 10 minutes
- **Take** “The Privilege Test”
https://www.buzzfeed.com/regajha/how-privileged-are-you?utm_term=.tymQ9QvQ3n#.wnYVQV6Vrb

For next week: read *Loving Frank*, pages 1 to 197 and complete at least 5 pages of notes in your Inquiry Notebook.

Week Three: First Wave

February 9

- **Discuss** *Loving Frank*, Parts 1 and 2
 - Interview with Nancy Horan: https://www.youtube.com/watch?v=VTyE_3GKlj0
 - Interview with Frank Lloyd Wright: <https://www.youtube.com/watch?v=hAHnlWEqpZM>
- What the world was like then
 - Elizabeth Cady Stanton: <https://www.youtube.com/watch?v=nCEaHGgUV-Q&list=PLFABWrGikCaIGMPzigPTOVhUVxGjMpWkI&index=1>
 - Susan B. Anthony: <https://www.youtube.com/watch?v=IB9fApRcYFw>
 - Susan’s speech after being arrested: <https://www.youtube.com/watch?v=T57dwhJBtts>
- **Talking points:**
 - Who was Ellen Key and how did she influence the American Woman Movement?

FOR next week: Read *Loving Frank*, pages 201 to end and complete at least 5 pages of notes in your Inquiry Notebook.

Week Four: First Wave, Continued / Intro Second Wave

February 16

- **Discuss** *Loving Frank*
- **Talking points:**
 - Frank Lloyd Wright’s life after the Taliesin murders.
- In class: view clips from *Iron Jawed Angels* and 1970’s “feminist” sitcoms

For next week: complete readings and at least 5 pages of notes in your Inquiry Notebook.

Week Five: Second Wave

February 23

Read in preparation for class discussion:

- *Manifesta's* Timeline
- Betty Friedan background info (New York Times article)
- Betty Friedan, excerpt from *The Feminine Mystique*
- In class: What the world was like then . . . view clips from *Mad Men* (Season 1/ episode 102, “Ladies Room”) (Friedan’s husband was an “ad man” on Madison Avenue in the same era)
- (Season 3, episode 10) http://www.youtube.com/watch?v=37N0x_pLdqk

Talking points:

- Update of *Manifesta's* Timeline: what events would you add in the past ten years? Why those?

For next week: complete readings and at least 5 pages of notes in your Inquiry Notebook.

Week Six: Second to Third Wave

March 2

Read in preparation for class discussion:

- “A Day Without Feminism” and “What is Feminism?” by Jennifer Baumgardner and Amy Richards from *Manifesta: Young Women, Feminism, and the Future*
- Excerpt from “In Search of Our Mothers’ Gardens” by Alice Walker
- Forward by Gloria Steinem from *To Be Real*

Talking points:

- The different styles of Betty Friedan and Gloria Steinem.
- Advertisement review: find some ads of women and men from this era. What do the ads say about what life was like then?

For next week: complete readings and at least 5 pages of notes in your Inquiry Notebook.

Week Seven: Third Wave—Doing Feminism

March 9

Read in preparation for class discussion:

- *Thelma and Louise* background reading
- Patti See, “How I Became a Do-Me Feminist”
- “ ‘How Can White Women Include Women of Color In Feminism?’ Is A Bad Question. Here’s Why” by Mia McKenzie
<http://www.blackgirldangerous.org/2015/09/how-can-white-women-include-women-of-color-in-feminism-is-a-bad-question-heres-why/>

In class:

View clips from *Thelma and Louise*

[PLEASE NOTE: This film deals with sexual assault and with murder]

Talking points:

Feminism / Gender Justice is Alive and Well: examples from contemporary film.

Reminder for next week: Activist interview due.

For next week: complete reading and at least 5 pages of notes in your Inquiry Notebook.

Week Eight: Third Wave—Activism

March 16

Read in preparation for class discussion:

- “The Revolutionary Next Door” by Jennifer Baumgardner and Amy Richards, from *GRASSROOTS: A Field Guide for Feminist Activism*

Activist panel: TBA

All students present “Interview an activist” assignment and turn in papers

Talking points:

Feminism / Gender Justice is Alive and Well: examples from Activism.

Feminism / Gender Justice is Alive and Well: examples from Education.

For after spring break: complete readings and at least 5 pages of notes in your Inquiry Notebook.

Week Nine: Spring break!!!!

Week Ten: Third Wave and Body Image

March 30

Read in preparation for class discussion:

- Amy Richards, “Body Image: Third Wave Feminism’s Issue?” from *Body Outlaws: Young Women Write About Body Image and Identity*
- Lee Damsky, “Beauty Secrets” from *Body Outlaws*
- Sirena Riley, “The Black Beauty Myth” from *Colonize This: Young Women of Color on Today’s Feminism*
- Alicia Potter, “Mirror Image” on Men and Body Image from *InfoPlease*

Watch in class and discuss:

- That’s what she said: <https://www.youtube.com/watch?v=0Lz6tYh4esY>
- Real proportions Barbie: <http://www.upworthy.com/they-gave-each-kid-a-barbie-and-a-doll-with-real-proportions-what-they-say-next-really-says-it-all?c=upw1>
- Body image roundtable: <https://www.youtube.com/watch?v=oKvKxWIOjsA>
- Evolution of the Ideal Male Body Image: <https://www.youtube.com/watch?v=wTUs0uYLU7o>
- Dove Campaign for Real Beauty, Male Version: https://www.youtube.com/watch?v=-_I17cK1ltY

Talking points:

Feminism / Gender Justice is Alive and Well: examples from body image.
Feminism / Gender Justice is Alive and Well: examples from TV sitcoms.

For next week: complete readings and at least 5 pages of notes in your Inquiry Notebook.

Week Eleven: Third Wave and Identity

April 6

Read in preparation for class discussion:

- Roxanne Gay, “Bad Feminist” found at <http://www.vqronline.org/essay/bad-feminist>
- Jeannine DeLombard, “Femmenism” from *To Be Real*
- Anna Bondoc, “Close, But No Banana” from *To Be Real*
- Allison Abner, “Motherhood” from *To Be Real*

Talking points:

Feminism / Gender Justice is Alive and Well: examples from Public Policy.
Feminism / Gender Justice is Alive and Well: examples from magazines.

For next week: complete readings and at least 5 pages of notes in your Inquiry Notebook.

Week 12: Third Wave—Women and Relationships (Romantic and Platonic)

April 13

Read in preparation for class discussion:

- Tali Edut, “The Chosen People” From *Body Outlaws*
- Jennifer Allyn and David Allyn, “Identity Politics” from *To Be Real*
- Julie Serano, “What does it mean to be a woman?” and “Gender is more than Performance” from *Excluded: Making Feminist and Queer Movements More Inclusive*
 - <http://www.alternet.org/gender/what-does-it-mean-be-woman>
 - <http://www.advocate.com/politics/transgender/2013/10/07/book-excerpt-gender-more-performance>

View and discuss in class:

- Clips from “Transparent”
- Man’s last stand:
<http://www.youtube.com/watch?v=2RyPamyWotM&NR=1>
- Women’s Last stand:

<http://www.youtube.com/watch?v=ou5Ens-qNRc>

Talking points:

Feminism / Gender Justice is Alive and Well: examples from politics.
Feminism / Gender Justice is Alive and Well: examples from literature.

Reminder: Research paper topics due by 4/20 in class

For next week: complete readings and at least 5 pages of notes in your Inquiry Notebook.

Week 13: Women and Relationships (continued)

April 20

Read in preparation for class discussion:

- Patricia Justine Tumang, “Nasaan ka anak ko?: A Queer Filipina-American Feminist’s Tale of Abortion and Self-Recovery from *Colonize This: Young Women of Color on Today’s Feminism* [PLEASE NOTE: This essay offers a graphic depiction of abortion and one woman’s traumatic experience]
- Interview with Betty Dodson: “Sex is more than bumping genitals.”
<http://www.nerve.com/sex-2/sex-is-more-than-bumping-genitals-in-conversation-with-betty-dodson>
[PLEASE NOTE: sexually graphic language]
- Jennifer Foote Sweeney and Alisa Smith, “Sisterhood is Powerless”

Talking points:

Feminism / Gender Justice is Alive and Well: examples from Music/ rock or another genre.
Feminism / Gender Justice is Alive and Well: examples from Music/ country or another genre.

For next week: complete readings and at least 5 pages of notes in your Inquiry Notebook.

Week 14: Men and Feminism

April 27

Read in preparation for class discussion:

- from *Men for Change*: “Why Feminism is Good for Men”
- Camille Paglia, “A Feminist Defense of Masculine Virtues”
- Willa Brown, “Lumbersexuality and Its Discontents”
- Listen to a 2017 interview with Will Farrell, Father of the Men’s Movement
<http://www.ttbook.org/book/men%E2%80%99s-rights-movement-then-and-now>

More on this topic: <http://www.ttbook.org/book/man>

In class, watch and discuss

- “Dudes Can be Feminists”
 - <https://www.youtube.com/watch?v=wmX-59dp3b0>
- And clips from *The Masculine Mystique*
 - [The Masculine Mystique Part 1 \(8 min\)](#)
 - And [Part 2 \(7 min\)](#)

Talking points:

Feminism / Gender Justice is Alive and Well: examples from Comedy.
Feminism / Gender Justice is Alive and Well: examples from The Environment.
What’s wrong with the phrase “Man Up”?

Week 15: Liberating Acts due

May 4

Present Liberating Acts
Research writing workshop

For next week: complete readings and at least 5 pages of notes in your Inquiry Notebook.

Week 16: The Future of Feminism

May 11

Read in preparation for class discussion:

- Listen to “Bad Feminist” author Roxanne Gay on NPR:
- <http://www.npr.org/2014/08/03/337126684/roxane-gay-on-acknowledging-and-owning-her-bad-feminism>
- “A Day With Feminism” From *Manifesta: Young Women, Feminism, and the Future*
- Course wrap up / evaluation

Talking points:

- What’s wonderful about Third Wave feminism?
- What’s challenging about Third Wave feminism?
- Is there an evolving Fourth Wave

TBA / Final Exam: Upload Research paper to D2L by final exam time

Liberating Act

In the spirit of Gloria Steinem’s *Outrageous Acts and Everyday Rebellions*, perform a positive act that represents—for you—something that challenges the way you see the world or how the world sees you. This might include challenging any of the “isms”—sexism, racism, homophobia/heterosexism, classism, ageism, etc.—or simply examining one “barrier” you have in your life. You will be asked to share your thoughts on this experience with the class as a final activity.

Prepare a reflection of your act or rebellion and include the following:

- describe your liberating act and its effect (on you and your audience),
- explain how/why it was "liberating" or "outrageous" for you,
- make clear its connection to this class (how/why is it reflective of the Third Wave?), and
- analyze your feelings afterward and the reactions of people affected by it.

I won’t give you examples because I don’t want to constrict your thinking or actions. Only you can define what makes an act “liberating.” Another way to interpret this assignment is to identify one “barrier” you have in your life and take one step toward breaking it down or to challenge the way the world sees you or how you see the world.

Your outrageous act must not be harmful to yourself or others (either mentally or physically), and it must be legal. You cannot tell the people involved why you are doing this. You may choose to do your liberating act as a member of a group with other students in the class. However, your paper (see below) must be individually written and reflect your personal engagement with the act. The day you turn in your paper, you will give a short presentation to the class explaining your liberating action.

Research Paper

The next step is a Research Paper based on any of the issues surrounding your Liberating Act. Your paper must be **5 pages MINIMUM, 10 pages maximum, size 12 font, double-spaced, one-inch margins**. Use examples from the course texts, outside texts (books, essays, ‘zines, movies, advertisements, articles, etc.), films, and/or your own life experience.

Remember to include in your paper a written reflection of your act or rebellion (details above).

NOTE: Include a works cited page and parenthetical citations in MLA or APA style. You should cite a minimum of five sources (three or more must be scholarly). You will be expected to have a preliminary research topic by week two of class.

Grammar, spelling, and organization count toward your grade and affect your ability to communicate your ideas effectively!

Talking Points schedule / 31 students

Please print your first and last names next to the topic you choose.

February 9th

Who was Ellen Key (and how did she influence the American Woman Movement)? _____

February 16th

Frank Lloyd Wright's life after the Taliesin murders. _____

February 23th

Update of *Manifesta's* Timeline: what events would you add in the past fifteen years? Why those?

March 2nd

The different styles of Betty Friedan and Gloria Steinem. _____

Advertisement review: find some ads of women and men from this era. What do the ads say about what life was like then?

(2 students) _____

March 9th

Feminism / Gender Justice is Alive and Well: examples from Film. **(2 students)** _____

March 16

Feminism / Gender Justice is Alive and Well: examples from Education. _____

Feminism / Gender Justice is Alive and Well: examples from Activism. **(2 students)** _____

March 30

Feminism / Gender Justice is Alive and Well: examples of body image. **(2 students)** _____

Feminism / Gender Justice is Alive and Well: examples from TV sitcoms. **(2 students)** _____

April 6th

Feminism / Gender Justice is Alive and Well: examples from Public Policy. _____

Feminism / Gender Justice is Alive and Well: examples from magazines. _____

April 13th

Feminism / Gender Justice is Alive and Well: examples from politics. _____

Feminism / Gender Justice is Alive and Well: examples from literature. **(2 students)** _____

April 20st

Feminism / Gender Justice is Alive and Well: examples from Music/ rock or another genre. **(2 students)**

Feminism / Gender Justice is Alive and Well: examples from Music/ country or another genre. **(2 students)**

April 27th

Feminism / Gender Justice is Alive and Well: examples from Comedy. _____

Feminism / Gender Justice is Alive and Well: examples from The Environment. _____

What's wrong with the phrase "Man Up"? _____

May 11th

What's challenging about Third Wave feminism? _____

What's wonderful about Third Wave feminism? **(2 students)** _____

Is there an evolving Fourth Wave? _____