

### **Third-Wave Theory**

MWF 4-5h00  
Pete's Place (class location)

**Course description:** Women's and Gender Studies is an interdisciplinary field of study that facilitates inquiry into the full scope of human experience by addressing fundamental questions pertaining to gendered relations in human behavior, culture, and society.

Sociology is the study of human interaction with respect to its social causes and consequences. Its subject matter ranges from intimate, personal, and family relationships to globalization issues; from marginality, deviance, and crime to communities and their environment; from the discrimination and hate crimes due to race, social class, gender, and [perceived] sexual preference to the shared beliefs of a common culture. Few disciplines have such broad scope and relevance.

Third-wave feminism (early 1990s—) seeks to challenge or avoid what it describes as the second wave's (early 1960s—1980) "*essentialist*" definitions of femininity, which often assumed a universal female identity and over-emphasized and privileged the experiences of upper middle class white women. A post-structuralist interpretation of gender and sexuality is central to third wave ideology.

Emphasizing discursive power and the ambiguity of gender, third-wave theory usually incorporates elements of queer theory, transgender politics and a rejection of the gender binary, anti-racism and women-of-color consciousness, sexual assault awareness, and feminist theory.

Also considered part of the third wave is sex-positivity, a celebration of sexuality as a positive aspect of life, with broader definitions of what sex means and what oppression and empowerment may mean in the context of sex. For example, many third-wave feminists have reconsidered oppositions to pornography and sex work of the second wave and have challenged existing beliefs that participants in pornography and sex work cannot be empowered.

**Course objectives:** By integrating these two academic disciplines, we will study the ways in which society shapes or encourages our growth as individuals and as members of social groups, and we will examine our own location and participation in society, and the functionality and practicality of specific products of social constructionism, including gender roles, the gender binary, privilege, heteronormativity, repressed female sexuality, and oppression.

**Requirements:** This is a reading and discussion based course whose success depends critically on students' preparation and active participation. To facilitate careful reading and focused group discussion, students will maintain a weekly journal that will be turned in at the end of each week and at the end of the semester, with their portfolio. Their portfolio will include detailed analyses of 8 assigned readings (~1p/each, expected to be completed in the weekly journal), 1 research paper (~15pp), their self-evaluation, and weekly journal.

### Texts:

Author	Title	ISBN	Ed.	Publisher
Wendy Kolmar & Frances Bartkowski	<i>Feminist Theory: A Reader</i>	9780072826722	2nd	McGraw Hill
Inga Muscio	<i>Cunt: A Declaration of Independence</i>	1580050751	2nd	Seal Press
Estelle Freedman	<i>No Turning Back: The History of Feminism and the Future of Women</i>	0345450531	1st	Ballantine Books
Ani DiFranco	<i>Verses</i>	1583228233	1st	Seven Stories Press

**Audio Ethnographies:** "Ethnographic description is by no means the straightforward, unproblematic task it is thought to be in the social sciences, but a complex effect, achieved through writing and dependent upon the strategic choice and construction of available detail. The presentation of interpretation and analysis is inseparably bound up with the systematic and vivid representation of a world that seems total and real to the reader" (Marcus & Cushman, 1982:29, in Jacobson, 1991:4). An ethnographer is a person who offers views or theories on profound problems within this total and real world, using a theoretical approach based from observation and participation. As an opening exercise for our Monday classes, we will listen to selected songs by folk singer Ani DiFranco. We will approach her work as integral to understanding our current historic positionality and social locations, oppression, social structure, and social norms, and as audio ethnographies which will complement our inquiries into our interdisciplinary field of study. In this class, Ani DiFranco will be regarded as a scholar who offers her insights and hypotheses through audio discourse. *[some of the songs from both live and studio albums that we will be observing throughout the semester include (but are subject to change): "Out of Habit", "Letter to a John", "Two Little Girls", "Cradle & All", "Not a Pretty Girl", "Napoleon", "Self-Evident", "Shy", and "Superhero."*

**Narrative Evaluation:** Evaluations serve as an alternative to grades. Being narrative documents, they are far more descriptive. While a grade can reveal nothing about the thinking that went into a student's work or what work the student completed, evaluations express the reactions of both students and faculty members to that particular student's work. These detailed documents often provide specific examples of achievement or progress within a particular program or other mode of learning.

You will be evaluated in detailed narratives that become part of your academic transcript — instead of letter grades. Faculty will evaluate your work and you will prepare self-evaluations summarizing your accomplishments, learning environment, new understandings, and goals for the future. You will meet with your professor one on one, face to face, to review your learning and how it will help you succeed in the workforce or continued studies. The result is a "narrative evaluation," much like a performance review you would receive from a superior at work.

At the end of the course, students:

- prepare self-evaluations, summarizing their accomplishments, learning environment, new understandings and goals for the future
- meet and discuss their academic progress with the faculty and receive their evaluation from faculty
- write evaluations of their faculty

At the end of the course, faculty:

- prepare evaluations of student achievement
- meet and discuss the evaluation with the students during evaluation week

### **Readings and Assignments**

#### **Week 1: The Sociological Imagination**

M

- Audio ethnography TBD
- Emile Durkheim, *The Rules of Sociological Method* [Regles de la methode sociologique, English translation], chapter 1
- C. Wright Mills, *The Promise of the Sociological Imagination*

W

- S & V, "The Prism of Gender"
- Charles Warriner, "Groups Are Real"

F

- Walter R. Jacobs, "The Teacher as Text: Using Personal Experience to Stimulate the Sociological Imagination"

#### **Week 2: The History of Feminism**

M

- Audio ethnography TBD
- Estelle Freedman, *No Turning Back: The History of Feminism and the Future of Women*, chapters I & II, pp. 1-44, "The Historical Case for Feminism" and "Gender and Power"

W

- Estelle Freedman, *No Turning Back: The History of Feminism and the Future of Women*, chapter 3, pp. 45-73, "Women's Rights, Women's Work, and Women's Sphere"

F

- Estelle Freedman, *No Turning Back: The History of Feminism and the Future of Women*, chapters 6 & 7, pp. 123-159, "Never Done: Women's Domestic Labor" and "Workers and Mothers: Feminist Social Policies"

#### **Weeks 3-4: Patriarchy as a Social Institution**

M

- Audio ethnography TBD
- Inga Muscio, "Aggro Beyond Your Wildest Dreams" from *Cunt: A Declaration of Independence*

- W • Patricia Juliana Smith, "The 'Sweet Assassin' and the Performative Politics of *SCUM Manifesto*"
- F • Valerie Solanas, excerpts from "The SCUM (Society for Cutting Up Men) Manifesto"
- M • Film: *I Shot Andy Warhol*
- Audio ethnography TBD
- Peter Berger and Thomas Luckmann, *The Social Construction of Reality*, chapter II section 1, pp.47-92
- Allan Johnson, "Patriarchy, the System"
- W • Nancy Miller, "On Being Wrong"
- Gerda Lerner, "The Creation of Patriarchy"
- F • Paulo Friere, "The Pedagogy of the Oppressed", *The Curriculum Studies Reader*, chapter XII, pp.125-135

#### **Week 5: Performativity/Making Gender**

- M • Audio ethnography TBD
- West & Zimmerman, "Doing Gender"
- Joan Riviere, "Womanliness as a Masquerade"
- W • Judith Halberstam, "Transgender Butch: Butch/FTM Border Wars and the Masculine Continuum"
- Judith Butler, excerpts from *Gender Trouble: Feminism and the Subversion of Identity*
- F • Donna Haraway, "A Cyborg Manifesto"
- Rosi Braidotti, "Meta(l)morphosis: The Becoming Machine"

#### **Week 6: The Gender Binary in Question**

- M • Audio ethnography TBD
- Rocco & Gallagher, "Heterosexual Privilege, Binary Boundary Maintenance, and Discrimination"
- W • Myra Hird, "Gender's Nature: Intersexuality, Transsexualism, and the 'Sex/Gender' Binary"
- Film: *Hedwig and the Angry Inch*
- F • Anne Fausto-Sterling, "The Five Sexes"
- Spade & Valentine, "Multiple Genders Among North American Indians"

## Weeks 7-8: Keeping Gender in Check

### I. IDEALISM

M

- Audio ethnography TBD
- Sharon Bird, "Welcome to the Men's Club: Homosociality and the Maintenance of Hegemonic Masculinity"
- Deirdre Kelly, "Skater Girlhood and Emphasized Femininity: 'You Can't Land an Ollie Properly in Heels'"

### II. VIOLENT ENFORCEMENT

#### A. Sexual Assault

W

- Susan Sontag, *Regarding the Pain of Others*, pp.1-131
- Inga Muscio, "Rape Not Cunts" from *Cunt: A Declaration of Independence*
- Ami Lynch, "Hate Crime as a Tool of the Gender Border Patrol"

F

- MR Burt, "Cultural Myths and Supports for Rape"
- Estelle Freedman, *No Turning Back: The History of Feminism and the Future of Women*, chapter 12, pp. 276-300, "Gender and Violence"
- Kimberlé Crenshaw, "Learning from Violence Against Women of Color"

#### B. Sex Trafficking

M

- Audio ethnography TBD
- Donna M Hughes, "The 'Natasha' Trade: Transnational Sex Trafficking"
- Taylor & Jamieson, "Sex Trafficking and the Mainstream of Market Culture"

#### C. Intersexuality

W

- Suzanne J. Kessler, "The Medical Construction of Gender"
- Cheryl Chase, "US Genital Cutting, the Intersex Movement, and Medical Double Standards"
- Michael Mallory, "Intersex Genital Mutilation Without Informed Consent"

### III. LANGUAGE

F

- Eve Ensler, "Reclaiming Cunt"
- Inga Muscio, "The Cuntist Mystique" from *Cunt: A Declaration of Independence*
- Jo Freeman, "The BITCH Manifesto"

- Sherryl Kleinman, "Why Sexist Language Matters"

## **Weeks 9-10: Interlocking Oppressions**

### *I. GENDER AND CLASS*

M

- Audio ethnography TBD
- Spade & Valentine, "The Interaction of Gender with Other Socially Constructed Prisms"
- Kolmar & Bartkowski, "Intersections of Race, Class, and Gender"

W

- danah boyd, "Markers of Status"
- Anna Feigenbaum, "Marking Gender in Press Coverage of Ani DiFranco"
- Jennifer Drake, "The Mis/Education of Righteous Babes: Popular Culture and Third-Wave Feminism"

F

- Ednie Garrison, "U.S. Feminism—Grrrl Style! Youth (Sub)Cultures and the Technologies of the Third Wave"
- Film: *Ani DiFranco: Live at Babeville*

### *II. RACE*

M

- Audio ethnography TBD
- Peggy McIntosh, "White Privilege and Male Privilege"
- Angela Davis, "Rape, Race, and the Myth of the Black Rapist"
- Hélène Cioux, "The Laugh of the Medusa"

### *III. DISABILITY*

W

- Barnes & Mercer, "Exploring Disability: A Sociological Introduction"
- Susan Wendell, "The Social Construction of Disability" from *The Rejected Body*

F

- Ruth Hubbard, "Who Should and Who Should Not Inherit the Earth"

## **Weeks 11-12: Sex and Sex Positivity**

### *I. SEXUALITY*

M

- Audio ethnography TBD
- Anne Koedt, "The Myth of the Vaginal Orgasm"
- Inga Muscio, "Orgasms from Cunts" AND "Blood and Cunts" from *Cunt: A Declaration of Independence*

W

- Luce Irigaray, "This Sex Which is Not One" AND "The Mechanics of Fluid" from *This Sex Which is Not One*
- F
- Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence"
  - Monique Wittig, "The Straight Mind"
  - Estelle Freedman, *No Turning Back: The History of Feminism and the Future of Women*, chapter 11, pp. 253-275, "Sexualities, Identities, and Self-Determination"

## II. PROSTITUTION/PORNOGRAPHY

M

- Audio ethnography TBD
- Luce Irigaray, "Women on the Market" from *This Sex Which is Not One*
- Inga Muscio, "Whores"

W

- Film: *Live Nude Girls Unite!*

F

- Beggan & Allison, "Reflexivity in the Pornographic Films of Candida Royalle"
- Nadine Strossen, "The Growing Suppression of Sexpression" AND "Posing for Pornography: Coercion or Consent?" from *Defending Pornography: Free Speech, Sex, and the Fight for Women's Rights*

## Week 13: Social Deviance

M

- Audio ethnography TBD
- Wendy Chapkis, "Trafficking, Migration, and the Law: Protecting Innocents, Punishing Immigrants"
- Edwin Lemert, "Paranoia and the Dynamics of Exclusion"
- Harold Garfinkel, "Conditions of Successful Degradation Ceremonies"

W

- Sheila Jeffreys, "'Body Art' and Social Status: Cutting, Tattooing, and Piercing from a Feminist Perspective"
- Fakir Musafar, "Body Play: State of Grace or Sickness?"

F

- Suzanna Walters, "From Here to Queer: Radical Feminism, Postmodernism, and the Lesbian Menace (Or, Why Can't a Woman be More Like a Fag?)"
- Sumara & Davis, "Interrupting Heteronormativity: Toward a Queer Curriculum Theory"
- Film: *Itty Bitty Titty Committee*

## Week 14:

M-F

- Evaluations