
Campaigners, Activists, and Radicals: Citizenship and Gender in Modern Europe

COURSE DESIGNATOR LNDN 3614

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

COURSE DESCRIPTION

This course analyses women's claims for citizenship throughout the twentieth century from a variety of European perspectives. By 1945, the majority of women in Europe had been enfranchised, yet as women demanded the rights of citizenship, they frequently faced limitations upon their rights as citizens based on gender. This course charts the ways in which women have adapted to and attempted to challenge the ideological, political and material conditions of citizenship in twentieth-century Europe. Topics to be examined include: citizenship and warfare, women and the welfare state, the feminist movements of the 1960s and 1970s, sexuality and reproductive rights, prostitution and labour movements, the effect of Communist regimes in Eastern and Central Europe, the impact of Thatcher upon women in Britain, and the effects of multiculturalism upon citizenship. Classes are arranged both chronologically and thematically, and will combine contextual lectures and student-led tutorials in order to facilitate discussion. The course is organized around three key themes: Women, Regulation and the State; Gender Discourses; and Citizenship and Female Activism. Each of these themes is designed to allow students to engage with a wide array of historical and contemporary sources and debates. We will incorporate a diverse range of source materials such as literature, personal narratives, film, and representations of women in art, fiction and the contemporary media.

OBJECTIVES

The primary objective of this course is to introduce students to the ways in which ideas about gender and citizenship have shaped the experiences of European women throughout the twentieth century. The course aims to familiarise students with the main theories and debates about gender and citizenship in order to highlight the changing significance of citizenship as a gendered phenomenon and its impact across Europe. Students will enhance their abilities to interpret and analyse primary and secondary sources, undertake historical research, and develop their oral presentation and tutorial discussion skills. Emphasis will also be placed on the legacy of twentieth-century women's movements within contemporary society.

FIELD STUDIES

Field classes form an important element of the course; attendance at these classes is mandatory. Field classes present a valuable opportunity for students to interact directly with the museums, galleries, neighbourhoods, and public spaces of contemporary London. They also illuminate the ways in which citizenship is structured and showcased in modern British society. In these classes we will learn about the processes which have formed, and continue to influence, women's citizenship in relation to British culture, politics and society. We will interpret the sites we visit through class discussion as well as in written work.

Field classes for this course include: the Women's Library; Southall Black Sisters; walking tour of West End

Consumerism; and a visit to the newly reopened Galleries of Modern London at the Museum of London. Students are also encouraged to take advantage of the My Education calendar to gain further insights into the nature of contemporary British culture.

REQUIRED READING AND RESOURCES

SELECTED WEB RESOURCES

Women's History at the International Institute of Social History <http://www.iisg.nl/womhist/>

- contains a guide to women's history on the internet and a bibliography of women's history

Promoting Gender Equality in European Active Citizenship <http://www.pariteia.org/>
International Women's Day <http://www.internationalwomensday.com/>
Directgov: www.direct.gov.uk/en/Governmentcitizensandrights/
Life in the UK test (British citizenship test): www.lifeintheuk.net/test/ UK Parliament: www.parliament.uk/
The British Library <http://www.bl.uk/learning/citizenship/citizenshiphome.html>
The Women's Library (London) www.thewomen'slibrary.ac.uk
Moving Here (Migration to UK): <http://www.movinghere.org.uk/>
See also: The Journal of Women's History, Vol. 20, no. 4, Winter 2008

SUGGESTED READINGS

Yasmin Alibhai-Brown, *Who Do We Think We Are? Imagining the New Britain* London: Allen Lane, 2000.

Geoff Andrews, *Citizenship*, London: Lawrence & Wishart, 1991

Mike Ashley, *Taking Liberties: The Struggle for Britain's Freedoms and Rights* London: The British Library, 2008.

C. Castles & A. Davidson, *Citizenship and Migration: Globalization and the Politics of Belonging*, Houndsmills: Palgrave Macmillan, 2000.

Marilyn Friedman, *Women and Citizenship* Oxford: Oxford University Press, 2005.

James Hampshire, *Citizenship and Belonging Immigration and the Politics of Demographic Governance in Postwar Britain* New York: Palgrave Macmillan, 2005.

Randall Hansen, *Citizenship and Immigration in Postwar Britain: The Institutional Origins of a Multicultural Nation* Oxford: Oxford University Press, 2000.

Sirkku K. Hellsten, Anne Maria Holli and Krassimira Daskalova, eds., *Women's Citizenship and Political Rights* London: Palgrave Macmillan, 2005.

Ruth Lister, *Citizenship: Feminist Perspectives* Second Edition Houndsmills: Palgrave, 2003

Kathleen Paul, *Whitewashing Britain: Race and Citizenship in the Postwar Era* Ithaca: Cornell University Press, 1997.

Birte Siim, *Gender and Citizenship: Politics and Agency in France, Britain, and Denmark* Cambridge University Press, 2000.

Kate Soper and Frank Trentman, eds. *Citizenship and Consumption* London: Palgrave Macmillan, 2007.

GRADING

CAPA PROGRAM AND INSTRUCTOR POLICY

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behavior. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e., reading materials other than the work assigned, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class**, including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation.

Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

CLASS PARTICIPATION AND ATTENDANCE

Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA's Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

CRITERIA FOR GRADING AND GRADING STANDARDS

| Grading Rubric | | |
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| A | 93+ | Achievement that is outstanding relative to the level necessary to meet course requirements. |
| A- B+ | 90-92 87-89 | Achievement that is significantly above the level necessary to meet course requirements. |
| B B- | 83-86 80-82 | Achievement that meets the course requirements in every respect. |
| C+ | 77-79 | |
| C | 73-76 | |
| C- D+ | 70-72 67-69 | Achievement that is worthy of credit even though it fails to meet fully the course requirements. |
| D | 60-66 | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. |
| F | <59 | |

GRADING FOR ASSIGNMENTS

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| Class participation | 10% |
| My Education participation | 10% |
| Assignment 1: short paper | 30% |
| Assignment 2: long paper | 50% |
| Overall Grade | 100% |

SCHEDULE AND ASSIGNMENTS

| Week 1 | |
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| Section 1 | Title: Introduction |
| | Topics: Introduction to the main themes and ideas of the course Discussion – “100 Greatest Britons” |
| Week 2 | |
| Section 2 | Title: Historical and Theoretical Perspectives |

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| | <p>Lecture: The Impact of the French Revolution and Women’s Rights in the Nineteenth Century</p> |
| | <p>Reading: Barbara Caine and Glenda Sluga, <i>Gendering European History, 1780 –1920</i> London: Leicester University Press, 2000, Ch. 1 “Citizenship and Difference” 7 –31. ***Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> (1792) Tutorial – Theories of Citizenship T. H. Marshall, “Citizenship and Social Class,” in T. H. Marshall and T. Bottomore, eds. <i>Citizenship and Social Class</i> London: Pluto Press, 1992. Birte Siim, “Introduction” in <i>Gender and Citizenship: Politics and Agency in France, Britain and Denmark</i> Cambridge: Cambridge University Press, 2000. U. Vogel, “Is Citizenship Gender Specific?” in U. Vogel, ed. <i>The Frontiers of Citizenship</i> London: Macmillan, 2000. A. Reed (2002): „City of Details: Interpreting the Personality of London“, <i>Journal of the Royal Anthropological Institute</i> 8: 127-141 Walkowitz, J (1993): „Jack the Ripper“ from <i>City of Dreadful Delight</i> pp. 191-228</p> |

Week 3

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| | <p>Title: War, Patriotism & Citizenship Lecture: The Great War and the Reinvention of Womanhood</p> |
| Section 3 | <p>Reading: Nicoletta F. Gullace, „<i>The Blood of Our Sons:’ Men, Women, and the Renegotiation of British Citizenship During the Great War</i> One Houndsmills: Palgrave Macmillan, 2002. Chaps 5 & 6. Susan Pedersen, “Gender, Welfare, and Citizenship in Britain during the Great War,” <i>The American Historical Review</i>, vol 95, no 4 (Oct. 1990) 983 –1006. ***Emmeline Pankhurst, selected speeches Tutorial – World War Two and the Crises of Conscience Presentation – Women and National Socialism ***Adolf Hitler, Speech to the Nationalsozialistische Frauenschaft (1934) *** Gertrud Scholtz-Klink, Speech to the Nationalsozialistische Frauenschaft (1935) ***Reichskomitee of Working Women (1932)</p> |

Week 4

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| | <p>Title: Women and War: Work, Emancipation, Representation Lecture: The Imperial War Museum</p> |
| Section 4 | <p>Topics: Special Exhibitions: “Outbreak 1939” and “The Ministry of Food”</p> |

Week 5

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| | <p>Title: Consumerism & the Making of the Modern Woman Lecture: The Department Store & the Rise of Consumer Citizenship</p> |
| Section 5 | <p>Reading: Cathy Ross, “London” in <i>Twenties London: A City in the Jazz Age</i> London: Philip Wilson, 2003; 99 - 114. C. Breward, “The Hostess and the Housewife: From Mayfair to Edgware, 1918 -1939,” in <i>Fashioning London: Clothing and the Modern Metropolis</i> Oxford: Berg, 2004; 97 -124.</p> |

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| | <p>Judy Giles, “Getting and Spending, Identity and Consumption,” in <i>The Parlour and the Suburb: Domestic Identities, Class, Femininity and Modernity</i> Oxford: Berg, 2004.</p> <p>Presentation – Making Good Consumers</p> <p>***<i>Good Housekeeping</i></p> <p>***<i>Woman’s Illustrated</i></p> <p>***Advertisements</p> |
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Week 6

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| Section 6 | <p>Title: Field Study: Women, Citizenship & Consumption</p> <p>Lecture: London 1945-2010: The Global City</p> |
| | <p>Topics:</p> <p>West End Consumerism Walking Tour</p> |

Week 7

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| Section 7 | <p>Title: Sexuality and the Welfare State: The 1950s and Today</p> <p>Lecture: Maternalism, Sexuality, and the Welfare State</p> |
| | <p>Reading:</p> <p>David Evans, chap 9, <i>Sexual Citizenship: The Material Construction of Sexualities</i> London, 1993.</p> <p>Carole Pateman, “Equality, difference, subordination: the politics of motherhood and women’s citizenship,” in Gisela Bock and Susan James, eds. <i>Beyond Equality and Difference: Citizenship, feminist politics and female subjectivity</i> London: Routledge, 1992.</p> <p>Martine Spensky, “Producers of Legitimacy: Homes for Unmarried Mothers in the 1950s,” in <i>Regulating Womanhood: Historical Essays on Marriage, Motherhood and Sexuality</i> Carol Smart, ed. London: Routledge, 1993.</p> <p>Presentation – Sexuality & Maternalism</p> <p>***Marie Stopes, from <i>Married Love</i> (1918)</p> <p>***excerpts from The Beveridge Report (1942)</p> <p>***Eleanor Rathbone, “The Case for Family Allowances” (1940)</p> <p>***selected newspaper articles</p> |

Week 8

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| Section 8 | <p>Title: Feminism & Women’s Movements across Europe</p> <p>Lecture: Feminism in France, Britain and Germany</p> |
| | <p>Reading:</p> <p>Claire Duchén and Irene B. Schoffmann, eds., <i>When the War was Over: Women, War and Peace in Europe, 1940 -1956</i>, Leicester: Leicester University Press, 2000; Chaps 11 & 12.</p> <p>Susan Kingsley Kent, “The end of consensus: „Permissiveness“ and Mrs Thatcher“’s reaction, 1963 - 1990,” in <i>Gender and Power in Britain, 1660 -1990</i></p> <p>Sheila Rowbotham, <i>A Century of Women: The History of Women in Britain and the United States</i> London: 1999; Chap 7 – “The 1970s”</p> <p>Presentation – The Struggle for Reproductive Rights</p> <p>***<i>Trial of Marie Claire Chevalier</i></p> <p>***<i>Simone de Beauvoir</i>, from <i>The Second Sex</i></p> <p>***Juliet Mitchell, “The Longest Revolution”</p> |

Week 9

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| Section 9 | Title: Field Study: The Women's Library Exhibition: "Out of the Archives – New Art Inspired by the Women's Library" |
| | Topics: Workshop at the Women's Library http://www.londonmet.ac.uk/thewomenslibrary/ |

Week 10

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| Section 10 | Title: Political, Citizenship, Militancy & the State Lecture: Women and Militancy in Northern Ireland |
| | Reading: Lorriane Dowler, „And They Think I'm Just a Nice Old Lady" Women and War in Belfast, Northern Ireland," <i>Gender, Place and Culture</i> vol 5, no 2 (1998). Monica McWilliams, "Struggling for Peace and Justice: Reflections on Women's Activism in Northern Ireland," <i>Journal of Women's History</i> 6:4 (Winter/Spring 1995). Catherine Taylor, „And Don't Forget to Clean the Fridge": Women in the Secret Sphere of Terrorism, in <i>A Soldier and a Woman: Sexual Integration in the Military</i> Gerard J DeGroot and Corinna Peniston-Bird, eds. Harlow: Pearson, 2000. Film: Excerpts from "The Crying Game" Presentation: Thatcher's Impact and Women in Politics Today *** "Children of the Revolution," <i>Guardian</i> , March 1, 2003 *** "Could Thatcher really be the most important feminist role model of the past 20 years?" <i>Guardian</i> , Feb 5, 2002. ***Selected articles: Diane Abbott, Oona King, Rushanara Ali |

Week 11

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| Section 11 | Title: Race and Citizenship in Multicultural London Lecture: Immigration and Gender Identity |
| | Reading: Rahila Gupta, <i>From Homebreakers to Jailbreakers: Southall Black Sisters</i> London: Zed, 2003 James Hampshire, „Men Without Women": Gender, Sex and the „Threat" of Miscegenation," in <i>Citizenship and Belonging: Immigration and the Politics of Demographic Governance in Postwar Britain</i> New York: Palgrave, 2005, pp. 111-49. Presentation: Race and Women's Activism ***Jayaben Desai, "The Fight for Equal Rights" and "The Grunwick Strike" ***Diane Abbott, "Multi-Racial Britain" ***Interviews from Roxy Harris and Sarah White, eds. <i>Changing Britannia</i> |

Week 12

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| Section 12 | Title: Field Class: Women and Political Agency Lecture: London 1945-2010: The Global City |
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| | Topics: Guided tour of The Palace of Westminster Visit to Constituency office of Diane Abbott http://www.dianeabbott.org.uk/ |
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Week 13

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| Section 13 | Title: Contemporary Debates |
| | Topics: Roundtable Discussion: Topics and Readings to be determined by the class |

Week 14

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| Section 14 | Final Exam |
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Field Class Analysis: 4-5 pages 15%

This paper is based on an analysis of one of the field classes for this course. Your paper should provide an original interpretation of how the field class enhances your understanding of a specific aspect of women's citizenship in historical and/or contemporary perspectives. Papers should be analytical rather than descriptive, based on a well-defined argument, and supported by specific details from the tour and your own observations. Specific assignment details and questions will be provided on a separate handout.

Class Participation: 20%

Students are expected to contribute regularly, and in an informed manner, to class discussion. Thursday tutorials, in particular, are designed to facilitate discussion. Readings should be completed in advance so that students can demonstrate their knowledge of the material through relevant comments, questions, and analysis.

Class Presentation: 15%

Presentations will give students to opportunity to lead the class in a discussion of a specific topic through an analysis of primary documents. Student presenters will examine selected primary texts, investigating the main arguments, and demonstrating how they connect with the broader themes of the course. In the week before each presentation, I will meet with the presenter to discuss the material under review. Students should prepare a list of questions based on the readings such as: What are the main themes/significance of the topic? What types of evidence are used to support the argument? How is the topic relevant in contemporary society? Presentations should be approximately 30 mins. in duration, and students are encouraged to be creative in their presentation style through the use of audio/visual display etc. Presentations will be evaluated on students' ability to assess the key arguments of the readings, identify the main themes of the topic, and generate class discussion.

Research Project: Approx. 8-10 pp. 30%

The aim of this assignment is to allow students to explore a particular aspect of citizenship based on a topic of their own choosing. Students may write a paper, or create an alternative form of analysis, such as a citizenship test, a museum exhibition, a visual documentary, an outline for a documentary film, or they may select to conduct an interview based on a specific set of questions relating to a particular aspect of citizenship. Students are urged to take advantage of London-based resources and utilise material from the course field studies.

Research papers should be based on a clearly presented thesis, combine an analysis of primary and secondary sources, and connect to one or more of the course's main themes. Subjects to consider include: the relationship among gender, citizenship and war, specific feminist campaigns, the effects of women's suffrage throughout Europe, the regulation of sexuality, citizenship and nation building, citizenship as a racial phenomenon, and the impact of discourses of maternalism

on women's lives.

Final Exam: 20%

There will be a two-hour final exam for the course. The exam will be based on material covered in lectures, field studies, readings, films, presentations and class discussion.

NB. Students are responsible for ensuring their name appears on the class register at the beginning of each class and field class. Students arriving late to any class must ensure they sign the register at the end of class.

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.