

Feminist London: Activism in the City

COURSE DETAILS

Course Designator and Number: LNDN3263

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: Joy Frith

Office Hours/Contact Info: joyfrith@gmail.com

The instructor is available to discuss course material, assignments, field studies, etc. outside of class time. If you have any questions, please feel free to contact them directly by appointment.

COURSE DESCRIPTION

The 21st Century is witnessing a remarkable resurgence of feminism around the globe. In London, the annual Women's March unites feminists from across the UK and internationally, highlighting the dynamic nature of their voices and campaigns. Such events pay homage to the women's suffrage demonstrations in the city a hundred years earlier, not only reinforcing the connections between historical and contemporary campaigns for gender equality, but also revealing the diversification and progression of feminism. Throughout London's history, feminists of various classes, races, nationalities, and cultural backgrounds have utilized the city as a space, physical and imaginary, to devise and implement their ideas through a series of campaigns, crusades, and political movements. This course investigates the relationship between feminism and London: how feminists drew their inspiration from its slums, alleyways, and workplaces; its markets and marketplaces; its domestic spaces; its artistic hubs; and its private members-only clubs. Focusing on the period from the mid-18th Century to the present, it examines both individual activists and writers as diverse as Mary Wollstonecraft, Annie Besant, Olive Morris, and Bernadine Evaristo, as well as collective campaigns around issues such as workers' rights, birth control, and racial discrimination to chart the ways in which feminists appropriated the terrain of urban space to advance their appeals for equality. Topics we will explore include: women's writing, sexuality, consumerism, class dynamics, campaigns for political rights and representation, fashion and style, imperialism and its legacies, feminism and popular culture, Black & Asian feminisms, and the impact of social media upon feminist activism and discourse.

Course Objectives

The course will enable you to engage directly with London as a specific landscape in which feminism is embedded, examining the historical and on-going legacy of feminism in the city: how feminists have shaped and continue to influence the fabric of London, not only its physical infrastructure, but also its identity, reputation, and character. How has London, and what it stands for, been affected by feminist ideals? In what ways can we trace the legacy of feminist political agitation through the city's built environment? To what extent is contemporary London experienced and being re-imagined through a feminist lens? You will learn how London's identity as a global city—inspired and shaped by a global context, with a global impact—influences and empowers feminist activity from the East End Match Girls' Strike of 1888 to Amika George's 2018 campaign to end period poverty #FreePeriods. An analysis of feminism in the city is essential to understand the ways in which campaigns for gender equality contribute to London's changing character, its society and cultures, its globality, and, ultimately, its future.

This course taps into the zeitgeist surrounding women's activism through an analysis of feminism as a relevant and globally-significant cultural and political movement, an investigation of the latest developments and resources in the field, and a global perspective which focuses on historical and contemporary campaigns and initiatives through London's connections with the wider world. It also effectively utilizes the London cityscape, enabling you to apply classroom learning to their field studies and their own experiences.

Learning Outcomes

- a. You will be able to understand women's movements and the politics of feminism in London from the aftermath of the French Revolution to the present.
- b. Emphasis will be placed on an examination of the social dynamics which structure and define feminism across historical eras.
- c. You will engage directly with the urban environment and consider the ways in which it has been shaped by and inspired feminist campaigns and politics.
- d. A focus on diversity will allow you to better understand the intersection of gender, race, ethnicity, age, religion, and sexuality within feminist debates and practices.
- e. You will comprehend how historical and contemporary feminism operates within globalized frameworks, and in particular, how feminism is informed by the politics and processes of globalization.
- f. The course will contribute to your personal and professional development enabling you to understand and incorporate gender equality in your daily life.

Developmental Outcomes

This course enables students to appreciate and understand the ideas and practices of feminism in global perspectives and develop their cultural awareness, as well as effective time management, critical thinking and problem-solving skills. Students should demonstrate: responsibility and accountability, independence and interdependence, goal orientation, self-confidence, resilience, appreciation of differences. You will be able to communicate your ideas and research findings in both oral and written forms and will have some experience of working through collaboration.

Methodology

This course involves a combination of lecture and discussion seminars, student-led presentations, CANVAS discussion posts and activities, and field studies. Each of the unit classes are organized around a specific London location and a specific individual will be examined to spotlight that location. Students are encouraged to participate actively in all sessions and should take regular, detailed notes in classes and discussion sessions for use in their oral and written work. Student-led discussion sessions are designed to facilitate participation and promote debate.

Classes will comprise a lecture followed by a seminar discussion in the second half of the class, including student presentations and activities as listed on the syllabus. Field Studies will be held where applicable.

Field Components

Participation in field activities for this course is required. You will actively explore the global city which you are studying using a variety of tools. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) will be selected from the following (TBC):

- East End Women's Museum (opening 2021)
- Women of the World Festival
- The Women's Library at the LSE
- The Feminist Library, Peckham
- Guided Tours of London (various locations)
- National Portrait Gallery
- The Black Cultural Archives
- Mazi Mas (restaurant and social enterprise for migrant and refugee women)
- Gallery and Museum Exhibitions (e.g., V&A, Museum of London)
- Feminist London Treasure Hunt

Students are also strongly encouraged to participate in CAPA's co-curricular program activities.

Required Readings/Materials

Course materials will be distributed electronically and can be found on CANVAS or online. There are no other required texts for this course. Primary documents form an essential component of course readings and discussion and should be read with care. These documents are available on CANVAS or on-line. Please note that readings listed on the syllabus may be subject to change.

There is no required textbook for this course.

Recommended Readings

- Chimamanda Ngozi Adichie, *We Should All be Feminists*, Fourth Estate, 2014.

- Diane Atkinson, *Rise Up Women! The Remarkable Lives of the Suffragettes*, London: Bloomsbury, 2018.
- Mary Beard, *Women and Power – A Manifesto*, Profile, 2017.
- Christine Bolt, *The Women's Movements in the United States and Britain from the 1790s to the 1920s*, Routledge, 2014.
- Christopher Breward, *Fashioning London: Clothing and the Modern Metropolis* Oxford: Berg, 2004.
- Christopher Breward, David Gilbert, & Jenny Lister, Eds. *Swinging Sixties: Fashion in London & Beyond* London: V&A, 2006.
- Beverley Bryan, Stella Dadzie, and Suzanne Scafe, *The Heart of the Race: Black Women's Lives in Britain*, Penguin, revised edition, 2018.
- Barbara Caine, "Feminism in London: c. 1850-1914," *Journal of Urban History* 27:6 (2001) pp. 765-778.
- Bernadine Evaristo, *Girl, Woman, Other*, Hamish Hamilton, 2019.
- Mallory Farrugia, Ed., *The Future is Feminist: Radical, Funny and Inspiring Writing by Women*, Chronicle Books, 2019.
- Roxane Gay, *Bad Feminist*, Harper Perennial, 2014.
- Julie V. Gotlieb, ed. *Feminism and Feminists after Suffrage*, London: Routledge, 2016.
- June Hannam, *Feminism: A Short History of a Big Idea*, Routledge, 2006.
- bell hooks, *Feminism is for Everybody: Passionate Politics*, Pluto Press, 2000.
- Leslie Kern, *Feminist City: Claiming Space in a Man-Made World*, Verso, 2020.
- Mariam Khan, *It's not about the Burqa: Muslim Women, Faith, Feminism, Sexuality, and Race*, Pan Macmillan, 2019.
- Rachel Kolsky, *Women's London: A Guide to Great Lives, Lifestyle*, 2018.
- Helen Lewis, *Difficult Women: A History of Feminism in 11 Fights*, Random, 2020.
- Angela McRobbie, *Feminism and the Politics of Resilience: Essays on Gender, Media, and the End of Welfare*, Polity, 2020.
- Clare Midgley, *Feminism and Empire: women activists in imperial Britain, 1790-1865*, Routledge, 2007.
- Heidi Safia Mirza, *Black British Feminism*, London: Routledge, 1997.
- Sue Morgan, Ed., *The Feminist History Reader*, Routledge, 2006.
- Alistair O'Neill, *London – after a Fashion*, London: Reaktion, 2007.
- Wendy Parkins, ed., *Fashioning the Body Politic: Dress, Gender, Citizenship* Oxford: Berg, 2002.
- Victoria Pepe, *I Call Myself a Feminist: The View from 25 Women under 30*, Virago, 2015.
- June Purvis and Sandra Holton, Eds., *Votes for Women*, Routledge, 2000.
- Sheila Rowbotham, *A Century of Women: The History of Women in Britain and the United States*, Penguin, 1999.
- Sheila Rowbotham, *Dreamers of a New Day: Women who Invented the Twentieth Century* London: Verso, 2011.
- Otegha Uwagba, *Little Black Book: A Toolkit for Working Women*, HarperCollins, 2018.
- Michelene Wandor, ed., *Once a Feminist: Stories of a Generation*, London: Virago, 1999.
- Mary Wollstonecraft, *A Vindication of the Rights of Woman*, (1792).

Relevant Journals:

- Feminist Review
- History Workshop Journal
- Women's History Review
- Gender & History
- Feminist Studies
- Signs: Journal of Women in Culture & Society

- Journal of Women's History
- Journal of the History of Sexuality
- Gender, Place, and Culture
- Journal of International Women's Studies
- The London Journal
- Radical History Review

Useful Websites:

- Feminist Library: <https://feministlibrary.co.uk/>
- Fawcett Society: <http://www.fawcettsociety.org.uk/>
- Fawcett Society Timeline of the Women's Rights Movement 1866-2016: <https://www.fawcettsociety.org.uk/Handlers/Download.ashx?IDMF=45a5a7f5-ffbd-4078-b0b7-4bfccab159d>
- UCL Urban Lab: <https://www.ucl.ac.uk/urban-lab/research/feminist-cities>
- UK Feminista <http://ukfeminista.org.uk/>
- The Everyday Sexism Project: <http://everydaysexism.com/>
- *The f-word*: <https://thefword.org.uk/>
- *London Feminist Network*: <http://londonfeministnetwork.org.uk/> <https://filia.org.uk/>
- The Independent: <http://www.independent.co.uk/topic/Feminism>
- *The National Archives*: <https://www.nationalarchives.gov.uk/>
- The Women's Library @ LSE
<http://www.lse.ac.uk/library/collections/featuredCollections/womensLibraryLSE.aspx>
- International Women's Day <http://www.internationalwomensday.com/>
- FEMCIT: The quest for a gender-fair Europe - www.scoopproject.org.uk
- Pink News <http://www.pinknews.co.uk/home/>
- Women for Women International <https://www.womenforwomen.org/>
- Transrights: <https://transrightseurope.com>
- UK Black Pride: <https://www.ukblackpride.org.uk>
- EU Justice Commission: <https://ec.europa.eu>
- Eventbrite/ Women: <https://www.eventbrite.co.uk/d/united-kingdom--london/women/>
- Women's Equality Party: https://www.womensequality.org.uk/women_s_march_on_londonb

Where to buy books by and about women in London:

- Persephone Books, 59 Lamb's Conduit St, Holborn <http://www.persephonebooks.co.uk/>
- The Feminist Library, reopens in Peckham, Feb 2020 <https://feministlibrary.co.uk/>
- The Second Shelf, 14 Smith's Court, Soho, W1D 7DW <https://thesecondshelf.com/>
- Gay's the Word, 66 Marchmont St, King's Cross, London WC1N 1AB
<http://www.gaystheword.co.uk/>
- The Women's Library @ LSE, Holborn, WC2A 2AE
<http://www.lse.ac.uk/library/collections/featuredCollections/womensLibraryLSE.aspx>

Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	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.

Summary of How Grades Are Weighted

Assignments	Percentage of grade	Learning outcomes	Due date
Class participation, including CANVAS discussion posts	25%	All	All units
Oral class presentation	25%	C, D, E	TBA
Short paper—migrant women in London	20%	A, B, D, E	Unit 6
Research paper—contemporary feminism	30%	All	Unit 14
Overall grade	100%		

Assessment Details

Class Participation—25%

You are expected to contribute regularly, and in an informed manner, to class discussion and CANVAS discussion posts. Readings should be completed in advance of class so that you can demonstrate your knowledge of the material through relevant comments, questions, and analysis. Participation during student presentations is an essential component of this assessment and is designed to generate discussion and debate about contemporary issues.

Field Study participation will be assessed on the basis of informed involvement and consideration of these sessions during class time and in discussion posts. You should engage with relevant field study material in advance of each class and participate actively during class discussion.

Class Presentation—19th-Century Women's Movement—25% - Units 4 & 5

Throughout the 19th Century, British women were engaged in an incredibly diverse range of campaigns to improve the condition of women's lives. This presentation focuses on an investigation of a specific 19th-Century London-based campaign organized by and targeted toward women. Presenters will address the key figures, ideas, and goals of their chosen campaign, examine its relationship to London, and analyze its significance within feminist practice, discourse, and debate. It is also important to consider the ways in which the ideas of this campaign remain relevant in contemporary society. Presenters should prepare questions for the class in order to create an interactive session and generate discussion.

Presentations should be approx. 15-20 minutes duration, and you are encouraged to be creative in your presentation technique through the use of audio/visual display, etc. You will be evaluated on

your ability to introduce and explain the main issues of the campaign, assess its implications and significance in relation to 19th-Century London-based feminism, engage with readings and ideas about feminism, and generate discussion within the class. Presentations must be sent to the instructor 24 hours in advance of the presentation.

Potential topics include:

Reproductive rights
Repeal of the Contagious Diseases Acts
Women's work and the Labor movement
Education Reform
Women's Writing & Literary Cultures
Married Women's Property Acts
Anti-Slavery Movement
Campaign to end white slavery
Missionary work in the British empire
Missionary work in London (e.g. Salvation Army)
Access to the professions
Prison reform
19th-Century suffrage movement

You are welcome to devise your own topic (subject to instructor's approval). Each student must choose a different topic in order to avoid repetition of presentations. A list of relevant sources will be provided on CANVAS.

Short Paper—Migrant Women* in London—20% (1000 words) - Due Class 1 - Unit 6

Migrant women have influenced ideas about women's place in society, contributed to the advancement of feminism in London, and shaped the urban landscape for generations. This short paper involves an examination of a particular migrant woman and the nature of her contribution to British feminism from within a London setting. Your chosen subject could be a feminist, a woman whose life has been affected by feminism, or even an anti-feminist campaigner; she may be a cultural figure, novelist, politician, artist, architect, social reformer, scientist, fashion designer, businesswoman, etc. *For the purposes of this paper, migrant women are defined as those born outside Britain who subsequently moved to London to live and work.*

Your paper should address your chosen subject within the context of her historical, social, and cultural background and examine the nature of her contribution to feminism. It is essential to engage with your subject's relationship with London: how did the city inspire and influence her life and ideas? How did your subject contribute to London's feminist landscape? What is her legacy in London today? Papers should address the subject's significance in relation to the ideas and concepts of feminism discussed in class. Be sure to also consider how your chosen subject reveals insights into the relationship between gender identity and feminism and her significance to this relationship. Specific assignment details and questions will be provided in CANVAS.

Examples of migrant women include:

Monica Ali - novelist; Yasmin Alibhai-Brown - journalist; Enam Asiama - plus-size advocate and model; Nancy Astor - MP; Jayaben Desai - workers' rights activist; Madge Garland - Vogue editor; Germaine Greer - author; Leila Hassan Howe - editor, Race Today Collective; Mona Hatoum - artist; Lubiana Himid - artist; Margaret Hodge - politician; Barbara Hulanicki - fashion designer; Claudia Jones - editor and activist; M.I.A. - singer songwriter; Lena Marson - poet and playwright; Margaret McMillan - children and workers' rights campaigner; Heather Rabbatts - lawyer and councilor; Tessa Sanderson - Olympian; Ray Strachey - author; Otegha Uwagba - writer and entrepreneur; Mary Ward - anti-feminist campaigner; Alek Wek - fashion model

You may choose another migrant woman (subject to instructor's approval). Full assignment details and a list of relevant sources will be provided on CANVAS.

Creative Research Project—30% (2,000-2,500 words) - Due in class Unit 14 (end of term)

This project involves an investigation of a specific feminist organization or campaign in contemporary London. Research should address the origins of the organization /campaign and its founder(s), its objectives and directives, and how it relates to feminist practice and ideals. It is essential to engage with a sense of place by considering how this organization /campaign is embedded in and inspired by London's environment, society, and culture. Projects should also consider how their organization/campaign is linked to transnational networks—the ways in which it operates within a global context and its impact beyond London. Research projects may take the form of an interview, pamphlet, zine, blog, discussion post, or other creative format and may include relevant images. Projects must also engage with course lecture material, readings, and a minimum of ten secondary sources (including course resources).

Topics to consider include: equal pay and workplace equality; fashion and style; consumerism; environmentalism; reproductive rights and freedoms; racial politics and ethnicity; youth activism; sexuality and sexual rights; LGBTQ+ identities and spaces; campaigns to end violence against women; political representation; faith and religion; sport; the body; migration and refugees' rights; healthcare; women and technology; care work, domestic work and unpaid labor; class and the impact of gentrification; popular culture; protest and activism; feminist film, tv, and theatre.

Sample topic: #FreePeriods

In 2017, at age 16, Amika George set up a charity to end period poverty in UK schools. She was inspired by a Kenyan charity, Freedom for Girls, which provides free menstrual products to schoolgirls. George led a demonstration outside London's Parliament in December 2018. Her petition raised over 2,000 signatures and demanded the government's attention. In 2018 Scotland became the first country in the world to provide free menstrual products to girls, and in March 2019 Westminster followed suit. Of the campaign, George says: "This is a global issue...I want Free Periods to be an umbrella for activism."

All written work should be submitted directly via Turnitin on CANVAS according to the due dates listed. Please keep a hard copy of all written work. Late papers will be penalized at 3% per day unless prior arrangements have been made with the instructor.

COURSE CONTENT

Class 1 consists of the lecture that will include prompts for accompanying discussion: it is essential to listen to the lecture and contribute to the discussion prior to the beginning of class 2. Class 2 will build on Class 1 lecture and discussion. The resources listed for each unit apply to both classes and should be completed prior to class 1. Unit readings will be designated on CANVAS as required or recommended. Websites provide additional resources for your research and assignments.

Unit 1

Introduction: Trafalgar Square & the NPG

Topics: Reading London as a feminist city; an introduction to famous London feminists; urban space and gender identity; syllabus; assignment details

- **Class 1: Lecture—Feminism in London: Ideologies, Practices, Spaces**
 - Online Activity: CANVAS Discussion Post
- **Class 2: Field Study—British Feminists at the National Portrait Gallery**
<http://www.npg.org.uk/home.php>
- Resources:
 - Bell hooks, *Feminism is for Everybody: Passionate Politics*, Pluto Press, 2000. Selections.
 - Leslie Kern, "Introduction," *Feminist City: Claiming Space in a Man-Made World*, Verso, 2020.
 - Rachel Kolsky, *Women's London: A Guide to Great Lives, Lifestyle*, 2018; pp. 178-80.
 - Helen Lewis, "Introduction," *Difficult Women: A History of Feminism in 11 Fights*, Random, 2020.
 - Sisters Uncut Rally & Protest, 2015 <http://www.sistersuncut.org/press/>
<https://www.independent.co.uk/news/uk/home-news/trafalgar-square-fountains-dyed-blue-red-as-sisters-uncut-demonstrators-protest-against-womens-a6752861.html>
 - Elizabeth Crawford, "Women: From Abolition to the Vote" BBC History
http://www.bbc.co.uk/history/british/abolition/abolition_women_article_01.shtml

Unit 2

Marylebone & Mayfair

Spotlight: Elizabeth Carter

Topics: Women and the Enlightenment; women's networks; London's literary salons; contemporary women's political networks

- **Class 1: Lecture—The Power of Collaboration: The Bluestocking Circle, and the London Feminist Network**
 - Online Activity: Mapping the Bluestockings; CANVAS Discussion Post
- **Class 2: Seminar Discussion—Women's Networks and Agency**
- Resources:
 - Amanda Vickery, "Not Just a Pretty Face," *The Guardian*, 8 March 2008.
 - Sylvia Harcstark Myers, *The Bluestocking Circle: Women, Friendship, and the Life of the Mind in Eighteenth-century England*, Clarendon Press, 1990, Chapter 6.
 - Elizabeth Eger, *Bluestockings: women of reason from Enlightenment to Romanticism*, Basingstoke, 2010, selections.

- The Bluestocking Circle:
<https://www.nytimes.com/2008/05/31/arts/31iht-melik31.1.13311827.html>
- *London Feminist Network*: <http://londonfeministnetwork.org.uk/> <https://filia.org.uk/>

Unit 3

Bloomsbury

Spotlight: Mary Wollstonecraft

Topics: Feminist writing; the anti-slavery movement and World Anti-Slavery convention (1840); Langham Place Group; Working Women's College; the English Woman's Journal; reproductive rights; global networks

- **Class 1: Lecture—Inspiration & Independence: Feminist writing, the early-mid 19th-Century women's movement and the Langham Place Group**
 - Online Activity: CANVAS Discussion Post
- **Class 2: Field Study—Tour of Queen Square, Bloomsbury**
 - Seminar Discussion—Feminist Writing and Anti-Slavery Campaigns
- Resources:
 - Mary Wollstonecraft, *A Vindication of the Rights of Woman*, (1792), from the introduction.
 - Flora Tristan, *The London Journal of Flora Tristan*, trans. Jean Hawkes, Virago, 1984, pp. 244-61.
 - Christine Bolt, *The Women's Movement in the United States and Britain From the 1790s to the 1920s*, Routledge, 2014. Selections
 - Barbara Caine, "Feminism in London: Circa 1850-1914," *Journal of Urban History* 27:6 (2001) 765-778.
 - Claire Midgley, 'Anti-slavery and feminism in nineteenth-century Britain', *Gender and History*, 5 (1993).
 - British Library Primary Documents: <https://www.bl.uk/collection-items/women-and-work>
 - A Brief History of Bloomsbury Women: <https://www.doylecollection.com/blog/a-brief-history-of-the-women-of-the-bloomsbury-s-et>

Unit 4

The East End—Bow

Spotlight: Annie Besant and Sylvia Pankhurst

Topics: East End culture; industry and poverty; working-class women's activism; middle-class women's missionary work; migrant communities; imperial contexts

- **Class 1: Lecture—Women Warriors: The Match Girls' Strike, the Salvation Army, and Women's "Mission"**
 - Online Activity: Feminist History in the East End:
<https://blog.history.ac.uk/2018/10/walking-and-talking-feminist-history-in-the-east-end/>
 - CANVAS Discussion Post
- **Class 2: Seminar Discussion – Working-Class Resistance; Class Presentations**
- Resources:
 - Annie Besant, "The London Match Girls' Drudgery"

- Katherine Connelly, "Sylvia Pankhurst, the First World War and the struggle for democracy," *French Journal of British Studies*, XX-1, 2015.
<https://journals.openedition.org/rfcb/275>
- Women Activists of East London: A Study of Radical Female History in Tower Hamlets, Hackney, and Waltham Forest—Generations One & Two, Turn of the 19th-Century and Interwar Years
http://herfootsteps.org.uk/wp/wp-content/uploads/2016/09/Women_act_report_small.pdf
- East End Women's Museum: <https://eastendwomensmuseum.org/>
- British Library resources: Match Girls' Strike:
<http://www.bl.uk/learning/timeline/item106451.html>
- <https://www.salvationarmy.org.uk/about-us/international-heritage-centre/international-heritage-centre-blog/salvation-and-suffrage>
- In the footsteps of Sylvia Pankhurst in Bow:
<https://romanroadlondon.com/bows-suffragette-secrets-sylvia-pankhurst-east-end-suffrage/>

Unit 5

Westminster

Spotlight: Millicent Garrett Fawcett

Topics: Women and politics; female suffrage; political agency; political representation; the gendered landscape of Westminster

- **Class 1: Lecture—Campaigns for Women's Political Representation**
 - Online Activity: Women's Statuary in Westminster CANVAS Discussion Post
- **Class 2: Seminar Discussion: Women's Suffrage Tactics; Class Presentations II**
- Resources:
 - Wendy Parkins, Ed., "The epidemic of purple, white and green: fashion and the suffragette movement in Britain, 1908-14," in *Fashioning the Body Politic: Dress, Gender, Citizenship* Oxford: Berg, 2002.
 - June Purvis, "'I had not been to London': women's suffrage—a view from the regions," in June Purvis and Sandra Holton, Eds., *Votes for Women*, Routledge, 2000, pp. 240-59.
 - Rebecca Walker, "Deeds, Not Words: The Suffragettes and Early Terrorism in the City of London," *The London Journal*, Vol. 45 (2020) pp. 53-64, Published online: 19 Nov 2019.
 - Emmeline Pankhurst, "I incite this meeting to rebellion," 1912. In Miriam S—Feminist Historical Writings
<https://www.historyisaweapon.com/defcon1/pankhurstincitetorebel.html>
 - M G Fawcett to D L George, 1912:
<https://www.nationalarchives.gov.uk/education/britain1906to1918/pdf/gallery-4-gaining-suffrage-case-studies.pdf>
 - Fawcett Society: <http://www.fawcettsociety.org.uk/>
 - <https://artsandculture.google.com/exhibit/millicent-garrett-fawcett/cQIyWhVBH8FaLw>

Unit 6

The West End

Spotlight: Josephine Baker and Mary Quant

Topics: Consumer culture; female entrepreneurialism; fashion and feminism; style and gender identities; the West End as "women's space"

- **Class 1: Lecture—Fashioning Feminism: Shopping, Style, and Emancipation**
 - Online Activity: CANVAS Discussion Post
- **Class 2: Field Study—West End Consumerism Walking Tour**
 - Seminar Discussion—The West End as space of women's emancipation?
- Resources:
 - Christopher Breward, "The Dolly Bird: Chelsea & Kensington 1960-70," in *Fashioning London: Clothing and the Modern Metropolis* Oxford: Berg, 2004: 151-76.
 - Judy Giles, "Getting and Spending, Identity and Consumption," in *The Parlour and the Suburb: Domestic Identities, Class, Femininity and Modernity* Oxford: Berg, 2004.
 - Angela McRobbie, "Bridging the Gap: Feminism, Fashion and Consumption," *Feminist Review*, No. 55, Consuming Cultures (Spring, 1997), pp. 73-89. Available on JSTOR.
 - Mary Quant, *Quant by Quant: The Autobiography of Mary Quant*, London: V&A, 2019. Selections
 - Erika Diane Rappaport, *Shopping for Pleasure: Women in the Making of London's West End*, Princeton, 2000. Introduction.

Unit 7

Midterm

Unit 8

Kensington & Chelsea

Spotlight: Sally Alexander

Topics: Women's Liberation Movement; feminist publications; Wages for Housework; Miss World 1970; radical feminism; campaigns for equal pay; sexual liberation

- **Class 1: Lecture—The Women's Liberation Movement**
 - Online Activity: Mapping feminist bookstores; CANVAS Discussion Post
- **Class 2: Seminar Discussion: WLM and the politics of protest**
- Resources:
 - Sheila Rowbotham, "The 1970s," in *A Century of Women: The History of Women in Britain and the United States* London: Penguin, 1999; pp. 398-433.
 - Florence Binard, "The British Women's Liberation Movement in the 1970s: Redefining the Personal and the Political," *The French Journal of British Studies*, XXII, 2017; <https://journals.openedition.org/rfcb/1688>
 - Sue Bruley, "Consciousness-Raising in Clapham; Women's Liberation as 'Lived Experience' in South London in the 1970s," *Women's History Review*, 22:5 (2013) pp. 717-38.
 - Lucy Delap, "Feminist Bookshops, Reading Cultures and the Women's Liberation Movement in Great Britain, c. 1974-2000." *History Workshop Journal*, Vol. 81 (1) 2016, pp. 171-96.
 - Online exhibition: Social Revolution: women's liberation and gay liberation in the 1970s and '80s. The LSE Library <http://www.lse.ac.uk/library/events/exhibitions/social-revolution-women's-liberation-and-gay-liberation-in-the-1970s-and-80s>
 - British Library Oral History Collection; *Spare Rib* The History of Feminism and Spare Rib: <https://www.bl.uk/spare-rib/articles/the-history-of-feminism-and-spare-rib>
 - "The day the feminists took 'women's lib' to the streets": <https://www.theguardian.com/world/2018/mar/03/women-liberation-movement->

[first-march-remembered#:~:text=From%20all%20over%20the%20country,%2Dhour%20state%2Dfunded%20nurseries.](#)

- Political Voices—Sally Alexander: <https://www.youtube.com/watch?v=Tnp-dOJUves>

Unit 9

Brixton

Spotlight: Olive Morris

Topics: Black British feminism, OWAAD, Thatcherism and racial discrimination; community activism; intersectionality; race, gender, and identity politics

- **Class 1: Lecture—Brixton & the Social Dynamics of Black British Feminism**
 - Online Activity: CANVAS Discussion Post
- **Class 2: Field Study—Spaces of Resistance in Brixton**
 - Seminar Discussion—OWAAD & the culture of activism in Brixton
- Resources:
 - Alice Henry, “Black Politics—Black Feminism: Brixton Black Women’s Group talks about its part in Black British Feminism,” *Off our Backs*, 14:11 (1984).
 - B. Bryan, S. Dadzie, & Suzanne Scafe, eds., “Chain Reaction: Black Women Organising,” in *Heart of the Race: Black Women’s Lives in Britain 2nd ed.* London: Verso, 2018; pp. 124-181.
 - Bernadine Evaristo, *Girl, Woman, Other*, Hamish Hamilton, 2019. Selected excerpts.
 - Heidi Mirza, “Black British Feminism Then and Now” (2014)
 - British Library Resources: OWAAD (Organisation of Women of African and Asian Descent): <https://www.bl.uk/learning/histcitizen/sisterhood/clips/race-place-and-nation/civil-rights/143178.html>
 - The Black Cultural Archives: <https://blackculturalarchives.org/>
 - Brixton Black Women’s Group: <https://www.bl.uk/collection-items/gail-lewis-brixton-black-womens-group>; Young Women’s Group in Brixton: <http://love.lambeth.gov.uk/girls-friendly-society-brixton-2017>

Unit 10

SOHO

Spotlight: Jackie Forster

Topics: Sexuality and sexual expression; “permissiveness”; sex work; LGBTQ+ cultures and community activism; *Sappho*; women’s embodiment; London vanishing queer spaces

- **Class 1: Lecture—Reclaiming the Night: Sexuality, Sex Work, Regulation and Protest within Soho**
 - Online Activity: Mapping Soho’s LGBTQ+ Spaces; CANVAS Discussion
- **Class 2: Seminar Discussion—Sex and the Significance of Soho**
- Resources:
 - [Erin Sanders-McDonagh](#) & Magali Peyrefitte, “Immoral geographies and Soho’s sex shops: exploring spaces of sexual diversity in London,” *Gender, Place, and Culture*, 25:3 (2018) pp. 351-367.
 - Ben Campkin & Laura Marshall, “London’s Nocturnal Queer Geographies,” *Soundings*, Vol.70, 2018. pp. 82-96.
 - Judith R. Walkowitz, “Cosmopolitanism, Feminism, and the Moving Body,” in *Night’s Out: Life in Cosmopolitan London*, Yale UP., 2012.

- Jackie Forster remembers the founding of Sappho:
<https://www.bl.uk/collection-items/jackie-forster-remembers-the-founding-of-sappho>
- Inspiring City:
<https://inspiringcity.com/2017/02/27/a-journey-around-the-queer-city-of-soho-its-clubs-and-its-culture/>
- "Soho Stories: celebrating six decades of sex, drugs and rock'n'roll,"
<https://www.theguardian.com/culture/2015/may/17/london-soho-stories-sex-drugs-rock-and-roll>

Unit 11

Waterloo

Spotlight: Jude Kelly

Topics: Designing the city as feminist space; Women of the World Festival; Women's Equality Party; feminist art; intersectionality & feminist politics; global networks

- **Class 1: Lecture—WOW Festival: Global Voices, Networks, and Campaigns**
 - Online Activity: Lambeth Mosaics, Westminster Bridge Road; Canvas discussion post
- **Class 2: Seminar Discussion—Feminism in Global Perspectives: WOW Festival**
- Resources:
 - *Chimamanda Ngozi Adichie, We Should All be Feminists, Fourth Estate, 2014.*
 - Nira Yuval-Davis and Hal Peer, "Intersectionality and Feminist Politics," *The European journal of women's studies*, 2016, Vol.13 (3), p.193-209.
 - Victoria Pepe, et. al. Eds., *I Call Myself a Feminist: The View from 25 Women under 30*, London: Virago, 2015; selected essays.
 - Women's Equality Party: <https://www.womensequality.org.uk>
 - WEP Mission Statement
https://www.womensequality.org.uk/our_wml_mission_statement
 - "Why so many young women don't call themselves feminist," BBC 6 Feb 2019
<https://www.bbc.co.uk/news/uk-politics-47006912>
 - Siana Bangura, "I too am Black and a Feminist: On the importance of Black British Feminism," (2015)
 - "Roxane Gay—The Bad Feminist Manifesto," *The Guardian* 2 Aug 2014.
 - UK Black Pride: <https://www.ukblackpride.org.uk>

Unit 12

Tower Hamlets & East London

Spotlight: Hibo Wardere

Topics: Muslim women; Bengali communities; impacts of austerity; housing; social media campaigns; Sisters Uncut—FGM campaigns, Women Unite Against Racism

- **Class 1: Lecture—Race, Religion and Women's Activism in East London**
 - Online Activity: Mapping East End radicalism; CANVAS Discussion Post
- **Class 2: Field Study—Feminist London Treasure Hunt**
 - Seminar Discussion—Contemporary East London Feminism
- Resources:

- “Women Activists of East London: A Study of Radical Female History in Tower Hamlets, Hackney, and Waltham Forest,” *Generation 4: The Rise of Digital and 4th Wave Feminism* http://herfootsteps.org.uk/wp/wp-content/uploads/2016/09/Women_act_report_small.pdf
- Hibo Wardere, *Cut: One Woman’s Fight Against FGM in Britain Today*, Simon & Schuster, 2016. Selections.
- Hibo’s Story: <https://www.youtube.com/watch?v=957vtfOvuOg>
- East End Women’s Museum: <https://eastendwomensmuseum.org/blog/category/Feminism>
- Women Activists of East London: <https://www.bishopsgate.org.uk/collections/women-activists-of-east-london>
- Audiotour—In her footsteps: <http://herfootsteps.org.uk/>
- “Feminist Murals are Popping up all over London” *Global Citizen*: <https://www.globalcitizen.org/en/content/feminist-murals-london-uk-herstory-2018/>

Unit 13

Queen Elizabeth Olympic Park

Spotlight: Kelly Holmes

Topics: London 2012 Olympics and Paralympics; women and sport; the legacies of the London Games for women; female athletics; bodies and embodiment

- **Class 1: Lecture—Women’s Bodies & Equality at the London 2012 Olympics and Paralympics**
 - Online Activity: CANVAS Discussion Post
- **Class 2: Seminar Discussion—What difference did the 2012 Games make for women?**
- Resources:
 - Jules Boykoff and Matthew Yasuoka, “Gender and politics at the 2012 Olympics: media coverage and its implications,” *Sport in Society*, 18:2 (0215) pp. 219-233.
 - Amy Godoy-Pressland and Gerald Griggs, “The photographic representation of female athletes in the British print media during the London 2012 Olympic Games,” *Sport in Society*, 17:6 (2014) pp. 808-23.
 - Ian Brittain and Aaron Beacom, *Leveraging the London 2012 Paralympic Games: What Legacy for Disabled People?* *Journal of Sport and Social Issues*, 2016.
 - Peter Donnelly and Michelle K. Donnelly, “The London 2012 Olympics – A Gender Audit” <https://www.sportanddev.org/en/article/news/london-2012-olympics-gender-equality-audit>
 - Smashing Stereotypes around Disability: <https://www.stackmagazines.com/current-affairs/smashing-stereotypes-around-disability/>
 - Focus E15: <https://www.opendemocracy.net/en/opensecurity/focus-e15-young-mothers-struggle-for-universal-housing/>

Unit 14

The Future of Feminist London

Spotlight: Amika George

Topics: Feminist writing and publications; body positivity; female advocacy; trans issues, and identities; climate change activism; woman’s map of London; local and global outlooks

- **Class 1: Lecture—Contemporary Campaigns and Course Review**
 - Online Activity: CANVAS Discussion Post – New Spaces for Women in London
- **Class 2: Seminar Discussion: The Future of Feminist London**
- Resources:
 - Ellie Cosgrave, “The Feminist City” YouTube Ted Talk, Jan 2019.
<https://www.youtube.com/watch?v=rNkB7afesco>
 - Ana Falú and Saskia Sassen, “Women and the city: reclaiming the streets to impose equal rights,” *The Conversation*, December 15, 2017.
 - Mallory Farrugia, Ed., *The Future is Feminist: Radical, Funny and Inspiring Writing by Women*, Chronicle Books, 2019. Selections.
 - Otegha Uwagba, *Little Black Book*, HarperCollins, 2018. Selections
- Relevant websites:
 - The Everyday Sexism Project: <http://everydaysexism.com/>
 - UK Feminista <http://ukfeminista.org.uk/>
 - Feminist Times: <http://www.feministtimes.com/>
 - The f-word: contemporary UK feminism <https://thefword.org.uk/>
 - Gal-dem: <https://gal-dem.com/>
 - Gurls Talk: <https://www.gurlstalk.com/>
 - Woman Who: <https://www.womenwho.co/>
 - London Feminist Film Festival: <https://londonfeministfilmfestival.com/>
 - UCL Urban Lab: <https://www.ucl.ac.uk/urban-lab/research/feminist-cities>
 - Munroe Bergdorf: <https://mbergdorf.com/>
 - <https://www.theguardian.com/books/2020/jul/21/reni-eddo-lodge-and-emma-watson-to-redraw-london-tube-map-with-womens-names>
 - <https://www.bustle.com/p/11-british-feminists-to-follow-on-international-womens-day-for-some-everyday-inspiration-on-your-feed-16764824>
 - <https://www.refinery29.com/en-us/power-faces-enam-asiama-target-beauty>

POLICIES

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

CAPA has a mandatory attendance policy. Student attendance at all classes is required and expected. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course.

Excused Absences

Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, you must contact excused.absence@capa.org ahead of time with the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, they should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation

You need to be committed to full participation in a live community of learners, albeit online in the case of any Globally-Networked Learning components, and ensure you attend class and participate fully.

You are expected to participate in all sessions and to participate actively and critically in class discussions: the participation portion of the class will be graded accordingly. You must read assigned reading BEFORE the class and arrive at the session on time.

Participation is a vital part of your grade: you are expected to participate orally in class-sessions and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

Statement of Technology

- What technology is required in the course (computer, operating system, software, webcams, internet connectivity, etc.)?

- The use of the following applications or platforms may be required for this course: Canvas, Google Maps, Google Hangouts, Google Slides, Screencast-O-Matic, and Zoom is required in this course.
- It is recommended for students to use a desktop or laptop computer less than six years old with at least 1GB of RAM, and to use the most recent version of Chrome or Firefox with JavaScript enabled. Internet connections should be at least 512kbps.
- Email AcademicAffairs@capa.org regarding any concerns you have about your ability to secure reliable internet access or about any other academic technology needs.
- Whenever virtual class sessions occur, all participants are expected to activate their webcam and be sure that their face is fully visible in order to facilitate effective communication and encourage community. Any exemptions from this policy will be considered on a case by case basis. Students who wish to be considered for exemption from this policy must request this to their instructor in advance, stating their reason. Alternatively, if you prefer not to be viewable on video, you may contact AcademicAffairs@capa.org to express your needs and CAPA Academic Affairs will discuss them with the CAPA Center where you are studying.
- Any use of technology must be [compliant with FERPA](#).

Academic Accommodations

Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact [Academic Affairs](#) at their earliest convenience at academicaffairs@capa.org. Students requesting Accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit *official* documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Sexual Misconduct, Required Reporting, and Title IX

CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages you to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect you with appropriate resources. Because you may not understand the implications of Title IX abroad, CAPA will work to advise you about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Late Submission

Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" will be given for the assessment.

Behavior During Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, accessing online resources of any kind is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.

Examinations

These may take place in timed format, with all students required to undertake the exam together in a limited time, or in an open "take home" format, where a prompt will be provided in advance by faculty and you will be given a certain number of hours to complete their work. Exam questions will be made available in CANVAS at a certain time and will be removed at the end of the scheduled time. You will write your answers directly in CANVAS or as an MS Word.doc, as required by the instructor. Where an MS Word document is required, these must be uploaded by the student via Turnitin in CANVAS by the end of the scheduled time.

University of Minnesota Policies & 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. This information can be found on the Learning Abroad Center website.