



LNDN SOCY/WNST 3354
**CAMPAIGNERS, ACTIVISTS, AND RADICALS:
GENDER AND CITIZENSHIP IN MODERN EUROPE**

CAPA LONDON PROGRAMME



COURSE DESCRIPTION

This course analyses women's claims for citizenship throughout twentieth and early twenty-first century Europe from a variety of perspectives. By 1945, the majority of women in Europe had been enfranchised, yet as women demanded to exercise 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 modern Europe. Topics to be examined include: women's political activism; citizenship and warfare; consumer citizenship; sexuality and reproductive rights; and citizenship within the context of multicultural society. Classes are arranged both chronologically and thematically, and will combine contextual lectures, seminars, and presentations in order to facilitate discussion. The course is organized around three key themes: Women, Regulation and the State; Gender Discourses; and Citizenship and Women's Activism. Each of these themes is designed to allow students to engage with a wide array of historical and contemporary sources including: personal narratives, political essays, representations of women in art, fiction, and the contemporary media, and a variety of field studies based in London.

Aims/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 from the French Revolution to the early twenty-first 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 and contemporary 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.

Requirements and Prerequisites

There are no requirements or prerequisites for this course.

Learning Outcomes

- a. Students will be able to understand the ways in which citizenship and access to political, social, and civil rights has been a gendered process and since the French Revolution and remains so today.
- b. Emphasis will be placed on an examination of the social dynamics which structure citizenship in different national contexts and across historical eras.
- c. Students will engage directly with the urban environment and consider the ways in which it has been shaped by women's changing identities as citizens.
- d. A focus on diversity will allow students to better understand the intersection of gender, race, ethnicity, and sexuality within citizenship debates and practices.
- e. Students will comprehend how contemporary citizenship operates within a globalised framework, and in particular, how women's activism as citizens is informed by the politics and processes of globalization.

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class Methodology

This course involves a combination of lecture and discussion sessions, student-led presentations, and field studies. Students are encouraged to participate actively in all sessions and should take regular, detailed notes in classes and field studies for use in their oral and written work. Student-led discussion sessions are designed to facilitate participation and promote debate.

Field Studies/Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. 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.

Field studies form an essential component of the course; attendance at these classes is mandatory. Field classes present a valuable opportunity for students to interact directly with the neighbourhoods, museums, institutions, public spaces, and society of contemporary Britain. They also illuminate the ways in which citizenship is discussed, negotiated and showcased in modern society. In these classes we will learn about the processes which have formed, and continue to influence, citizenship in relation to gender, culture, politics and society. We will interpret the sites we visit through class discussion as well as in written work.

Field studies for this course include:

- (1) The National Portrait Gallery
- (2) Women of the World Festival – International Women’s Day
- (3) Imperial War Museum
- (4) West End Consumerism Walking Tour
- (5) LSE Event (tbc.)
- (6) Black Women’s Activism

Students are responsible for ensuring that they arrive at field studies on time. I will email directions to field study sites in advance of the class – please consult Transport for London to plan your travel arrangements: <http://www.tfl.gov.uk/journeyplanner>

My Education: The ‘My Education’ co-curricular calendar offers a diverse programme of events and activities taking place in London throughout the term. Students are able to choose specific events from the calendar to complement their academic instruction and personalise their study abroad experience. Students are also strongly encouraged to participate in co-curricular program activities. Please note that many MyEd events require advance sign-up so be sure to check the calendar and plan activities well in advance.

Office Hours: I am available to discuss course material, assignments, field studies, etc. outside of class time. If you have any questions, please feel free to contact me directly.

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	66-69	1.3
	D	40-45	60-65	0.7 1.0

Fail	F	<40	<60	
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ASSESSMENT			
National Portrait Gallery Analysis (1000 words)	3-4 pp.	:	20%
Class Participation			25%
Discussion Leadership			20%
Field Study Project (2000 words)	7-8 pp.	:	35%

Grade Breakdown and Assessment of Learning Outcomes

Assessment	Grade %	Learning Outcomes	Due Date
Class participation/Small group discussion	25%	a, b, c, d, e	Weekly
Oral Presentation/ Discussion Leadership	20%	a, b, c, d, e	Weekly from Week 4
NPG Analysis (short paper)	20%	a, b, c, d	Week 4
Field Study Research Paper	35%	a, b, c, d, e	Week 13

Participation 25%

Students are expected to contribute regularly, and in an informed manner, to class discussion and during field studies. Readings should be completed in advance so that students can demonstrate their 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 regular and informed involvement in and assessment of these classes. Class time will be devoted to the discussion of each field study. Students should read all field study guides in advance of each class and participate actively while on-site by engaging with guides and staff, and asking informed questions.

National Portrait Gallery Analysis 20% (1000 words)

This short paper involves an analysis based on portraits of women at the National Portrait Gallery. Your paper should address your chosen subject within the context of her social, historical, and cultural background and examine the nature of her contribution to ideas about the gendered nature of citizenship. Consider, too, how the sitter is presented at the gallery and the politics of her pose. Papers should address the subject's significance in relation to the ideas and concepts of citizenship discussed in class. How does your chosen subject reveal insights into the relationship between gender and citizenship and what is her significance to this relationship? Specific assignment details and questions will be provided in advance.

Discussion Leadership of Current News Story 20%

During regular class meetings students will lead class discussion based on a current story in the news relevant to the topic being examined in class. Students may choose any story from a European news source pertaining to issues of gender and citizenship within contemporary Europe. Presenters will address the main points of interest of the story, examine its significance, and demonstrate how it connects with the broader themes of the course. Presenters should prepare questions for the class in order to generate discussion and debate.

Discussion leadership should be approx. 20 minutes duration, and students are encouraged to be creative in their presentation technique through the use of audio/visual display etc. Students will be evaluated on their ability to introduce and analyse the main issues raised by the news story, assess its implications and significance in relation to the themes of gender and citizenship, and generate discussion and debate within the class.

Sources: UN Women eca.unwomen.org; the Fawcett Society www.fawcettsociety.org.uk/, UK Feminista <http://ukfeminista.org.uk/>; BBC news www.bbc.co.uk/news/, guardian unlimited www.guardian.co.uk/ political news at <http://www.politics.co.uk/>, and the radio programme: “Woman’s Hour” at <http://www.bbc.co.uk/radio4/features/womans-hour/>.

Field Study Research Project 35% (2000 words)

This analytical project involves an investigation of a specific topic based on one or two of the course’s field studies. Research papers must not, however, merely present a synthesis of the field study, but should combine an analysis of evidence from the chosen field study with lecture material, course readings and other secondary sources, based on a clearly presented thesis and supported by relevant examples. Subjects to consider include: the relationship among gender, citizenship and war; women’s campaigns for equality; consumer citizenship and women’s identities; citizenship and nation building; sexuality; citizenship, religion, race and ethnicity; and the character of women’s activism in contemporary Europe. Specific assignment details will be provided for each field study.

Relevant Course Field Studies: Women of the World Festival; LSE Event; Tour of West End Department Stores; Imperial War Museum, Women’s Activism in Brixton.

Note: You cannot write on the National Portrait Gallery for this project.

All assignments should be submitted directly to the instructor at the beginning of class according to the due dates listed. Electronic copies of written work will not be accepted. Please keep a hard copy of all written work. Late papers will be penalised at 5% per day unless prior arrangements have been made with the instructor.

Students are responsible for ensuring that they sign the class register at the beginning of each class and field study. Students arriving late to any class must ensure they sign the register at the end of class.

RESOURCES

Course Materials

Course materials will be distributed in class or electronically and most can be found on Canvas. There are no required texts for this course. Primary documents (marked *** on the syllabus) form an essential component of weekly discussion and should be read with care. These documents will be handed out in class or are available on-line. Many of the books listed below can be found at the CAPA Academic office. Please note that readings listed on the syllabus may be subject to change. Do let me know if you experience any difficulty accessing any course materials or online resources.

Recommended reading:

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

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

Esther Breitenbach and Pat Thane, eds. *Women and Citizenship in Britain and Ireland in the Twentieth Century – What Difference Did the War Make?* London: Continuum, 2010.

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

A. Dobson and D. Bell, eds., *Environmental Citizenship* London: 2006.

Umut Emel, *Migrant Women Transforming Citizenship: Life-Stories for Britain and Germany* London: Ashgate, 2009.

Ian Christopher Fletcher, et. al. eds., *Women's Suffrage in the British Empire: Citizenship, Nation, and Race*, New York: 2000.

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

Beatrice Halsaa, Sasha Roseneil and Sevil Sümer, eds. *Remaking Citizenship in Multi-Cultural Europe: Women's Movements, Gender and Diversity* London: Palgrave Macmillan, 2012.

B. Halsaa & L Nyhagen, *Religion, Gender and Citizenship: Women of Faith, Gender Equality and Feminism* London: Palgrave Macmillan, 2016.

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

L.S.E. Gender Institute, *Confronting Gender Inequality: Findings from the LSE Commission on Gender, Inequality and Power*, London, 2015.

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

Jasmina Lukic, *Women and Citizenship in Central and Eastern Europe* London: Ashgate, 2006.

T. H. Marshall and T. Bottomore, eds. *Citizenship and Social Class* London: Pluto Press, 1992.

- Virginia Nicholson, *Millions Like Us: Women's Lives in the Second World War* London: Viking, 2012.
- Kathleen Paul, *Whitewashing Britain: Race and Citizenship in the Postwar Era* Ithaca: Cornell UP, 1997.
- Hilary Roberts, *Lee Miller: A Woman's War* London: Thames & Hudson, 2015.
- Sheila Rowbotham, *Dreamers of a New Day: Women who Invented the Twentieth Century* London: Verso, 2011.
- Joan Wallach Scott, *The Politics of the Veil* Princeton: Princeton University Press, 2010.
- Birte Siim, *Gender and Citizenship: Politics and Agency in France, Britain, and Denmark* Cambridge University Press, 2000. ***available as a Google book
- Kate Soper and Frank Trentman, eds. *Citizenship and Consumption* London: Palgrave Macmillan, 2007.
- Penny Summerfield, *Reconstructing Women's Wartime Lives: Discourse and subjectivity in oral histories of the Second World War* Manchester: Manchester University Press, 1998.
- Ursula Vogel, ed. *The Frontiers of Citizenship* London: Macmillan, 2000.
- Maureen Waller, *A Family in Wartime: How the Second World War Shaped the Lives of a Generation* London: Conway, 2012.
- A. Ward, J. Gregory and N. Yuval-Davies, eds. *Women and Citizenship in Europe* Trentham Books, 1992.

Useful Websites:

Global Citizen: www.globalcitizen.org

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/>

Fawcett Society: <http://www.fawcettsociety.org.uk/>

FEMM (European Parliament Committee on Women)
<http://www.europarl.europa.eu/committees/en/femm/home.html>

The National Archives – Citizenship – Women
http://www.nationalarchives.gov.uk/pathways/citizenship/brave_new_world/women.htm

The Women's Library @ LSE
<http://www.lse.ac.uk/library/collections/featuredCollections/womensLibraryLSE.aspx>

International Women's Day <http://www.internationalwomensday.com/>

European Women's Lobby <http://www.womenlobby.org/>

FEMCIT: The quest for a gender-fair Europe – www.scoopproject.org.uk

UK Feminista <http://ukfeminista.org.uk/>

The Everyday Sexism Project: <http://everydaysexism.com/>

Gender Forum (Internet Journal) no. 56 Transgender and the Media <http://www.genderforum.org/>

Pink News <http://www.pinknews.co.uk/home/>

Women for Women International <http://www.womenforwomeninternational.org.uk/wordpress/>

Directgov: www.direct.gov.uk/en/Governmentcitizensandrights/

‘Taking Liberties’ at the British Library: www.bl.uk/takingliberties

Transrights: <https://transrightseurope.com>

Women, Nationality and Citizenship (UN) <http://www.un.org/womenwatch/daw/public/jun03e.pdf>

EU Justice Commission: <https://ec.europa.eu>

Weekly Course Schedule

Week One – INTRODUCTION

Introduction to the main themes and concepts of the course

Global Citizen: www.globalcitizen.org

UK Feminista <http://ukfeminista.org.uk/>

Week Two – PORTRAIT OF A NATION: WOMEN IN ART

FIELD STUDY

Guided Tour of the National Portrait Gallery

<http://www.npg.org.uk/home.php>

**Meet at Main Entrance of the National Portrait Gallery
– nearest tube Charing Cross**



Week Three – GENDERING CITIZENSHIP: HISTORY & THEORY

Birte Siim, “Introduction: Feminist Re-thinking of Citizenship,” in *Gender and Citizenship: Politics and Agency in France, Britain and Denmark* Cambridge: Cambridge UP, 2000.

Ursula Vogel, “Is Citizenship Gender Specific?” in *The Frontiers of Citizenship* London: Macmillan, 2000.

***Olympe de Gouges, “Declaration of the Rights of Woman and the Female Citizen,” (1791) <http://www.fordham.edu/halsall/mod/1791degouge1.asp>

***Mary Wollstonecraft, “Introduction,” *A Vindication of the Rights of Woman* (1792) <http://www.fordham.edu/halsall/mod/MW-VIND.asp>

Week Four – FEMINISM, PATRIOTISM, POLITICS, & WAR

Lecture: World War One and the Reinvention of Citizenship **NPG Portrait Analysis Due**

Nicoletta F. Gullace, Ch. 6 in *‘The Blood of Our Sons:’ Men, Women, and the Renegotiation of British Citizenship During the Great War One* Houndsmills: Palgrave Macmillan, 2002.

Susan Pedersen, “Gender, Welfare, and Citizenship in Britain during the Great War,” *The American Historical Review*, vol 95, no 4 (Oct. 1990) 983 –1006.

***Keir Hardie, “The Citizenship of Women: A Plea for Women’s Suffrage” (1905) <http://www.attackingthediabol.co.uk/related/suffrage.php>

***Emmeline Pankhurst, “Freedom or Death” (1913) www.guardian.co.uk/theguardian/2007/apr/27/greatspeeches1

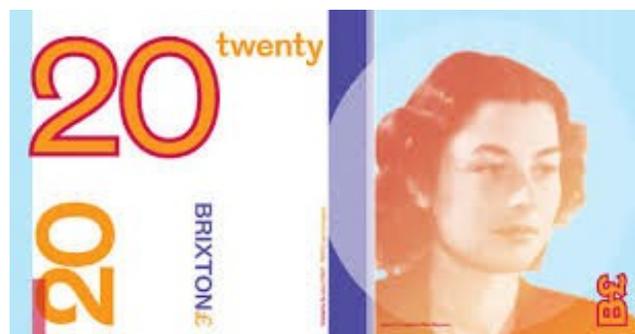
Presentations

Week Five – CONFLICT & COMMEMORATION

FIELD STUDY

Imperial War Museum: Main Galleries

A Family in Wartime: The Allpress Family



Sheila Rowbotham, “The Second World War and its aftermath,” in *A Century of Women: The History of Women in Britain and the United States* London: Penguin, 1997: 220 -249.

Week 6 – No class in lieu of Field Study

LSE EVENT

NB: No meeting will take place during class time in lieu of the LSE event. Date & time tbc.

Meet at Holborn Stn.

<http://www.lse.ac.uk/publicEvents/events/2016/02/20160208t1830vSZT.aspx>

Week 7 – MIDTERM BREAK

Women's History Month

Week Eight – WOMEN OF THE WORLD FESTIVAL

FIELD STUDY

**Meet at Southbank Centre - Royal Festival Hall
nearest tube – Waterloo East**

International Women's Day

<http://www.internationalwomensday.com/>



<http://www.southbankcentre.co.uk/whatson/festivals-series/wow-women-of-the-world-festival>

Week Nine– CONSUMERISM & the MAKING of the MODERN WOMAN

Lecture: The Rise of the Department Store & the Ethics of Consumer Citizenship

C. Breward, "The Hostess and the Housewife: From Mayfair to Edgware, 1918 -1939," in *Fashioning London: Clothing and the Modern Metropolis* Oxford: Berg, 2004: 97 -124.

Judy Giles, "Getting and Spending, Identity and Consumption," in *The Parlour and the Suburb: Domestic Identities, Class, Femininity and Modernity* Oxford: Berg, 2004.

Sue McGregor, "Consumer Citizenship Education" (2002).

Presentations

Guided walk of Department Stores in London's West End

Meet at the exit to Green Park stn

– South Side of Piccadilly St

Lindy Woodhead, "Introduction,"

Shopping, Seduction and Mr. Selfridge, London: Profile, 2008.



Week Eleven – SEXUAL CITIZENSHIP & THE REGULATION OF WOMEN'S 'LABOUR'

Lecture: Motherhood, Sexuality, and the German State

Karin Hausen, "Mother's Day in the Weimar Republic" in Renate Bridenthal et. al. Eds, *When Biology Became Destiny: Women in Weimar and Nazi Germany* New York: Monthly Review Press, 1984; 131- 152.

David T. Evans, "Introduction," *Sexual Citizenship: The Material Construction of Sexualities* London, 1993.

Pink News: <http://www.pinknews.co.uk/home/>

Presentations

Week Twelve – RACE, ETHNICITY, & RELIGIOUS IDENTITIES

Lecture – Ethnic Diversity, Equality, and Women's Agency

Rahila Gupta, "Introduction," in *Homebreakers to Jailbreakers: Southall Black Sisters* London: Zed, 2003, 1-14.

Bisila Noha, "Black HERstory Month: Where did all the Black women in history go?" *History Workshop Journal* (82) Autumn, 2016.

Heidi Mirza, "Black British Feminism Then and Now" (2014)

Presentations

Tour of Brixton & the Black Cultural Archives – meet at Brixton stn.

Black Cultural Archives – <https://www.bcaheritage.org.uk>

Olive Morris House – <https://www.lambeth.gov.uk>

Sheila Ruiz, “Do you remember Olive Morris?” BBC, 16 Oct 2009.



OLIVE MORRIS. ACTIVISM WORKSHOP (Image courtesy of Lon-art)

Week Fourteen – CONTEMPORARY FEMINISM & ACTIVISM

“Confronting Gender Inequality: Findings from the LSE Commission on Gender, Inequality and Power.” London: LSE, 2015.

UK Feminista <http://ukfeminista.org.uk/>

Everyday Sexism: <http://everydaysexism.com/>

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

Missing classes for medical reasons: If you need to miss a class for medical reasons or for a family emergency, **you must send an e-mail** to let the Associate Director of Academic Affairs (ADAA) know at least one hour in advance of your class or meeting at the following e-mail: excused.absence@capa.org. Note that calling the CAPA Centre (0207 370 7389) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time.

Participation is a vital part of your grade: students are expected to participate orally in seminars and in on-line 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 in the class will not be tolerated.

Academic Integrity: A high level of responsibility and academic honesty is expected. 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 demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

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 students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students 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.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request 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 full alpha grade penalty.