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 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](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.

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<th>Assessment/Grading Policy</th>
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Grade Breakdown and Assessment of Learning Outcomes

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<th>Assessment</th>
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<td>Class participation/Small group discussion</td>
<td>25%</td>
<td>a, b, c, d, e</td>
<td>Weekly</td>
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<tr>
<td>Oral Presentation/ Discussion Leadership</td>
<td>20%</td>
<td>a, b, c, d, e</td>
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<td>NPG Analysis (short paper)</td>
<td>20%</td>
<td>a, b, c, d</td>
<td>Week 4</td>
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<tr>
<td>Field Study Research Paper</td>
<td>35%</td>
<td>a, b, c, d, e</td>
<td>Week 13</td>
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**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.


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:


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


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


**Useful Websites:**

Global Citizen: [www.globalcitizen.org](http://www.globalcitizen.org)

Women’s History at the International Institute of Social History [http://www.iisg.nl/womhist/](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/](http://www.pariteia.org/)


The Women’s Library @ LSE [http://www.lse.ac.uk/library/collections/featuredCollections/womensLibraryLSE.aspx](http://www.lse.ac.uk/library/collections/featuredCollections/womensLibraryLSE.aspx)


FEMCIT: The quest for a gender-fair Europe – [www.scoopproject.org.uk](http://www.scoopproject.org.uk)
Weekly Course Schedule

**Week One – INTRODUCTION**

Introduction to the main themes and concepts of the course

Global Citizen:  [www.globalcitizen.org](http://www.globalcitizen.org)


**Week Two – PORTRAIT OF A NATION: WOMEN IN ART**

Guided Tour of the National Portrait Gallery


Meet at Main Entrance of the National Portrait Gallery – nearest tube Charing Cross
Week Three – GENDERING CITIZENSHIP: HISTORY & THEORY


Week Four – FEMINISM, PATRIOTISM, POLITICS, & WAR

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


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

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

**Week 6 – No class in lieu of Field Study**

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**

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


### Week Ten - CONSUMER CULTURE IN THE WEST END

**Guided walk of Department Stores in London’s West End**

**Meet at the exit to Green Park stn**
– South Side of Piccadilly St


### Week Eleven – SEXUAL CITIZENSHIP & THE REGULATION OF WOMEN’S ‘LABOUR’

**Lecture:** Motherhood, Sexuality, and the German State


**Pink News:** [http://www.pinknews.co.uk/home/](http://www.pinknews.co.uk/home/)  

### Week Twelve – RACE, ETHNICITY, & RELIGIOUS IDENTITIES

**Lecture – Ethnic Diversity, Equality, and Women’s Agency**


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

**Presentations**
**Week Thirteen – EXPLORING BLACK WOMEN’S ACTIVISM**

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

Black Cultural Archives – [https://www.bcahertige.org.uk](https://www.bcahertige.org.uk)


![Image of Olive Morris]

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

**Week Fourteen – CONTEMPORARY FEMINISM & ACTIVISM**


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 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 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. 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 F will be given for the assessment.

**Behaviour during Examinations**: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam 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.