



**SOCY / WNST 3362**  
**Feminist London: Activism in the City**

**CAPA LONDON PROGRAM**



**Course Description**

The twenty-first 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 utilised 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-eighteenth century to the present, it examines both individual activists and writers as diverse as Mary Wollstonecraft, Annie Besant, Olive Morris, and Bernardine 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 Aims**

The course will enable students 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? Students 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 #Free Periods. 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 utilises the London cityscape enabling students to apply classroom learning to their field studies and their own experiences.

### **Requirements and Prerequisites**

The course is interdisciplinary in nature, designed to appeal to a wide range of students, and does not require prerequisites.

### **Learning Outcomes**

At the end of this course, students will have the skills and knowledge to:

- a. Understand women's movements and the politics of feminism in London from the aftermath of the French Revolution to the present
- b. Comprehend the social dynamics which structure and define feminism across historical eras
- c. Acknowledge how the urban environment has been shaped by and inspired feminist campaigns and politics
- d. Understand the intersection of gender, race, ethnicity, age, religion, and sexuality within feminist debates and practices
- e. Comprehend how historical and contemporary feminism operates within globalised frameworks, and in particular, how feminism is informed by the politics and processes of globalization

### **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 & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences. They will be able to communicate their ideas and research findings in both oral and written forms and will have some experience of working through collaboration. The course will contribute to students' personal and professional development enabling them to understand and incorporate gender equality in their daily lives.

### **Class Methodology**

This course involves a combination of lecture and discussion seminars, student-led presentations, CANVAS discussion posts and activities, and field studies. Each week classes are organised 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, discussion sessions, and field studies for use their oral and written work. Student-led presentations are designed to facilitate participation and promote debate.

### **Field Components**

Participation in field activities for this course is designed to enhance students' learning and is mandatory. You will actively explore the global city which you are studying by engaging with its neighbourhoods, communities, galleries, and museums. 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.

**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.

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

East End Women's Museum (opening 2021-22)  
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 (reopening 2023)  
The Black Cultural Archives, Brixton  
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.

## 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	67-69	1.3
	D	40-45	60-66	0.7
Fail				1.0
	F	<40	<60	0

## Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation	25%	ALL	Weekly
Oral Class Presentation	25%	C D E	Weekly TBA.
19thC Feminism Paper (1,500 words)	20%	A B D E	Week 5
Creative Research Paper	30%	ALL	Week 14

## Assignments

Class Participation (incl. CANVAS discussion posts)	25%
Short Paper: Nineteenth-Century Women's Movements (1,500 words)	20%
Class Presentation: Migrant Women in London	25%
Creative Research Paper: Contemporary Feminism (2,000-2,500 words)	30%

### **Class Participation 25%**

Students 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 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 informed involvement and consideration of these sessions during class time and in discussion posts. Students should engage with relevant field study material in advance of each class and participate actively during class discussion.

### **19thC Women's Movements: Short Paper (1000-1500 words) 20%**      **Week 5**

Throughout the 19<sup>th</sup> century, British women were engaged in an incredibly diverse range of campaigns to improve the condition of women's lives. This paper focuses on an investigation of a specific 19<sup>th</sup>C London-based campaign organized by and targeted toward women. Papers will address the key figures, ideas, and goals of their chosen campaign, examine its relationship to London, and analyse 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.

Students will be evaluated on their ability to introduce and explain the main issues of the campaign, analyse the significance of the campaign, assess its implications in relation to 19<sup>th</sup>C London-based feminism, and engage with course readings and ideas about feminism. A minimum of 5 secondary sources should be used. Specific assignment details will be provided in Canvas.

### **Potential topics include:**

Reproductive rights

Repeal of the Contagious Diseases Acts  
Women's work and the Labour 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  
19thC suffrage movement

Students are welcome to devise their own topic (subject to instructor's approval). A list of relevant sources will be provided on CANVAS.

### **Class Presentations – Migrant Women\* in London 20%**

### **Week 10**

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 presentation 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 assignment, migrant women are defined as those born outside Britain who subsequently moved to London to live and work.

Your presentation should address your chosen subject within the context of her historical, social, and cultural background and examine the nature of her contribution to /relationship with 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? Presentations 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. 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 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 their subject, explain her work and relationship with feminism, engage with course concepts and ideas about feminism, and generate discussion within the class. Presentations must be sent to the instructor 24 hours in advance of the presentation.

#### **Examples of migrant women include:**

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

Students may choose their own 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% (2000-2500 words) \*Due in class Week 14 (end of term)**

This project involves an investigation of a specific feminist organisation 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 organisation /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; the fashion industry; consumerism; environmentalism; reproductive rights and freedoms; racial politics & 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; technology; carework, domestic work and unpaid labour; the impact of gentrification; popular culture; protest and activism; feminist film, tv, & theatre.

### **Sample topic: #Free Periods**

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 penalised at 3% per day unless prior arrangements have been made with the instructor.**

### **Course Materials**

Course materials will be distributed electronically and can be found on CANVAS or online. There are no required texts for this course. Primary documents form an essential component of weekly 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.

### **Required Readings**

There is no required text for this course. All required readings will be supplied on Canvas.

### **Recommended Reading(s):**

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.

Elizabeth Eger, *Bluestockings: women of reason from Enlightenment to Romanticism*, Basingstoke, 2010.

Bernardine 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.

Sylvia Harcstark Myers, *The Bluestocking Circle: Women, Friendship, and the Life of the Mind in Eighteenth-century England*, Clarendon Press, 1990.

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.

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.

Micheline 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

Women's History Review

Feminist Studies

Journal of Women's History

Gender, Place, and Culture

The London Journal

History Workshop Journal

Gender & History

Signs: Journal of Women in Culture & Society

Journal of the History of Sexuality

Journal of International Women's Studies

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://theword.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](http://www.scoopproject.org.uk)

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

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

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>

WEP Mission Statement [https://www.womensequality.org.uk/our\\_wml\\_mission\\_statement](https://www.womensequality.org.uk/our_wml_mission_statement)

**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, Sojourner Truth Community Centre, 161 Sumner Rd, London SE15 6JL <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>



## WEEKLY COURSE SCHEDULE

Each week's class is organised around a specific London location and spotlights a particular feminist or feminists. The readings listed for each week should be completed prior to that week's class. Weekly readings will be designated on CANVAS as required or recommended. Websites provide additional resources for students' research and assignments.

### Week One: INTRODUCTION – TRAFALGAR SQUARE

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

#### Introduction – Feminism in London: Ideologies, Practices, Spaces

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

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.

Helen Lewis, "Introduction," *Difficult Women: A History of Feminism in 11 Fights*, Random, 2020.

Women's Tube Map of London: <https://www.theguardian.com/books/2020/jul/21/reni-eddo-lodge-and-emma-watson-to-redraw-london-tube-map-with-womens-names>

Sisters Uncut Rally & Protest, 2015 <http://www.sistersuncut.org/press/>  
<https://www.independent.co.uk/news/uk/home-news/trafalgar-square-fountains-dyed-blood-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](http://www.bbc.co.uk/history/british/abolition/abolition_women_article_01.shtml)

#### Online Activity & CANVAS Discussion Post: Mapping Feminist London Treasure Hunt

### Week Two: MAYFAIR & BLOOMSBURY

#### Spotlight: Elizabeth Carter and Mary Wollstonecraft

**Topics:** Women and the Enlightenment; 18thC women's networks; London's literary salons; Feminist writing; anti-slavery movements & World Anti-Slavery convention (1840); Langham Place Group; Working Women's College; the English Woman's Journal; reproductive rights

#### Lecture - The Power of Collaboration: The Bluestocking Circle, the Langham Place Group & the London Feminist Network

#### Seminar Discussion – Historical and Contemporary Feminist Networks & Agency



**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; 244-61.

Amanda Vickery, "Not Just a Pretty Face," *The Guardian*, 8 March 2008.

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/>

**Online Activity: Mapping the Bluestockings; CANVAS Discussion Post**

<b>Week Three: BRILLIANT WOMEN of BLOOMSBURY</b>
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<b>FIELD STUDY</b>
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**Topics:** London's literary salons; anti-slavery movements & World Anti-Slavery convention (1840); women's networks; feminist writing and the English Woman's Journal

**FIELD STUDY – Guided Tour of Bloomsbury & the Women's Library at the LSE**

**Resources:** Barbara Caine, "Feminism in London: Circa 1850-1914," *Journal of Urban History* 27:6 (2001); 765-778.

Rachel Kolsky, "Bloomsbury Women" in *Women's London: A Guide to Great Lives, Lifestyle*, 2018; pp. 77-92.

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-set>

**Online Activity: CANVAS Discussion Post – feminist legacies in Bloomsbury**

<b>Week Four: THE EAST END</b>
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<b>FIELD STUDY Spotlight: Annie Besant &amp; Sylvia Pankhurst</b>
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**Topics:** East End culture; industry and poverty; working-class women's activism; middle-class women's missionary work; migrant communities; imperial contexts

**e-Lecture - Women Warriors: The Match Girls' Strike, the Salvation Army, and Women's 'Mission'**

**FIELD STUDY – Guided Tour of the East End & the East End Women's Museum**

**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 19<sup>th</sup> Century and Interwar Years  
[http://herfootsteps.org.uk/wp/wp-content/uploads/2016/09/Women\\_act\\_report\\_small.pdf](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/>

**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

**Week Five: WESTMINSTER**

**Spotlight: Millicent Garrett Fawcett**

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

**Lecture – Campaigns for Women’s Political Representation**

**Seminar Discussion: Women’s Suffrage Tactics**

**SHORT PAPER DUE**

**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; 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/cQlyWhVBH8FaLw>

**Online Activity:** CANVAS Discussion Post – **Women & Statuary in Westminster**

**Week Six: THE WEST END**

**Spotlight: Josephine Baker & Mary Quant**

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

**e-Lecture –Fashioning Feminism: Shopping, Style & Emancipation**

**FIELD STUDY - West End Consumerism Guided Tour**

**Resources:** Christopher Beward, "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); 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.

**Online Activity:** CANVAS Discussion Post - **The West End & women’s emancipation?**

**Week Seven: MIDTERM BREAK**

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

### **Lecture – The Women's Liberation Movement**

#### **Seminar Discussion: Women's Liberation 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); 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; 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-dQJUves>

#### **Online Activity: Mapping feminist bookstores; CANVAS Discussion Post**

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

### **e-Lecture - The Social Dynamics of Black British Feminism**

#### **FIELD STUDY – Spaces of Resistance in Brixton and the Black Cultural Archives**

**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* 2<sup>nd</sup> ed. London: Verso, 2018; 124-181.

Bernardine 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>

**Online Activity:** CANVAS Discussion Post

<b>Week Ten: CLASS PRESENTATIONS – Migrant Women &amp; Feminism in London</b>
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<b>Week Eleven: SOHO</b>
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<b>Spotlight: Jackie Forster</b>
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**Topics:** Sexuality & sexual expression; 'permissiveness'; sex work; LGBTQ+ cultures & community activism; *Sappho*; women's embodiment; London vanishing queer spaces

**Lecture – Reclaiming the Night: Sexuality, Sex Work, Regulation & Protest**

**Seminar Discussion – Sex, Safety, 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); 351-367.

Ben Campkin & Laura Marshall, "London's Nocturnal Queer Geographies," *Soundings*, Vol.70, 2018; 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>

<b>Week Twelve: TOWER HAMLETS &amp; EAST LONDON</b>
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<b>FIELD STUDY Spotlight: Hibo Wadere</b>
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**Topics:** Muslim women; Bengali communities; impacts of austerity; housing; social media campaigns; Sisters Uncut – FGM campaigns, Women Unite Against Racism

**FIELD STUDY – Race, Religion and Women's Activism in East London**

**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 4<sup>th</sup> Wave Feminism*  
[http://herfootsteps.org.uk/wp/wp-content/uploads/2016/09/Women\\_act\\_report\\_small.pdf](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/>

**Online Activity: Mapping East End radicalism**

<b>Week Thirteen: QUEEN ELIZABETH OLYMPIC PARK</b>
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<b>Spotlight: Kelly Holmes</b>
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**Topics:** London 2012 Olympics and Paralympics; women and sport; the legacies of the London Games for women; female athletics; bodies and embodiment

### **Lecture- Women's Bodies & Equality at the London 2012 Olympics & Paralympics**

#### **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 (2015); 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); 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/>

<b>Week Fourteen – THE FUTURE OF FEMINIST LONDON    Spotlight: Amika George</b>
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**Topics:** Feminist writing & publications; body positivity; female advocacy; trans issues & identities; climate change activism; woman's map of London; local & global outlooks

#### **Lecture –Contemporary Campaigns & Course Review Creative Research Paper Due**

**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.

"Roxane Gay – The Bad Feminist Manifesto," *The Guardian* 2 Aug 2014.

Victoria Pepe, et. al. Eds., *I Call Myself a Feminist: The View from 25 Women under 30*, London: Virago, 2015; selected essays.

Otegha Uwagba, *Little Black Book*, HarperCollins, 2018. Selections

#### **Online Activity: CANVAS Discussion Post – New Spaces for Women in London**

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#### **RELEVANT WEBSITES for students' research projects:**

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.gurstalk.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>

UK Black Pride: <https://www.ukblackpride.org.uk>

Munroe Bergdorf: <https://mbergdorf.com/>

<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>

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## Attendance, Participation & Student Responsibilities

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, 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. A pattern of three absences in more than one course will result in dismissal from the program.

**Excused Absences:** Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact the Academic Director ahead of time at [excused.absence@capa.org](mailto:excused.absence@capa.org) and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting the Academic Director, it is the responsibility of the student to contact their 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.

*Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.*

**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, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and 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 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.

**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.