

Course Last Updated 3/26/2024



Feminist London: Activism in the City

Section I: Course Overview

Course Code: SOC336/GEN336

Subject Area(s): Sociology, Gender Studies

Prerequisites: One 200 level sociology course or two 100 level sociology course

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: N/A

Course Description

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 explored 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.

Learning Objectives

Upon successful completion of this course, students are able to:

- Identify women's movements and the politics of feminism in London from the aftermath of the French Revolution to the present.
- Illustrate how the urban environment has been shaped by and inspired feminist campaigns and politics.
- Compare the intersection of gender, race, ethnicity, age, religion, and sexuality within feminist debates and practices.

- Explain how historical and contemporary feminism operates within globalised frameworks, and in particular, how feminism is informed by the politics and processes of globalization.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

NPG Portrait Analysis - 25%

Oral Class Presentation - 25%

Field Study Research Project - 30%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Students are expected to contribute regularly, and in an informed manner, to class discussion and weekly 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 weekly classes is an essential component of course assessment and is designed to generate discussion and debate about historical and contemporary issues. Students should also participate actively during field studies. Field study participation will be assessed on the basis of informed involvement and consideration of these sessions during class time, written work, and in Canvas discussion posts.

National Portrait Gallery Portrait Analysis (1000-1500 words, 25%): This short paper involves an analysis based on a specific portrait on display at the National Portrait Gallery which examines how the sitter and portrait provide insight into feminism in London. The paper should address a chosen subject within the context of their social, historical, and cultural background and examine the nature of their contribution to feminism. It is essential to engage directly with the portrait:

how the sitter is presented in their portrait and at the gallery. Papers must also address the subject's significance in relation to the ideas and concepts of feminism discussed in class. Consider how the chosen subject reveals insights into the relationship between feminism and London and their significance to this relationship. Specific assignment details and questions will be provided in the field study guide.

Papers will be evaluated on their ability to introduce their subject, examine details of their chosen portrait, analyse the significance of their subject in relation to feminism and within the London context, and engage with the field study, course readings, and ideas about feminism. A minimum of 5 secondary sources are to be utilised including the incorporation of quotations.

Class Presentations – Migrant Women* in London (25%): Migrant women have influenced ideas about women's place in society, contributed to the advancement of feminism, 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. The 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, social reformer, scientist, fashion designer, businesswoman, etc. *For the purposes of this assignment, migrant women are defined as those who identify as female, were born outside Britain, and subsequently moved to London.

The presentation should address the chosen subject within the context of her historical, social, ethnic, and cultural background and examine the nature of her migration experience. Be sure to also consider how the chosen subject reveals insights into the relationship between migrant identity and feminism: how her status as a migrant has shaped her ideas about feminism. It is essential to engage with the subject's relationship with London: how did the city inspire and influence her life and ideas? How did the 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. Presenters must include at least 3 questions for the class in order to create an interactive session and generate discussion. It is advised to disburse questions throughout the presentation to ensure sufficient time for discussion.

Presentations should be approx. 15 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 contextualise their subject, consider the significance of her identity as a migrant, explain her work and relationship with London, assess her engagement with feminism using course concepts and ideas, and generate discussion within the class. Presentations must be sent to the instructor 24 hours in advance of the presentation.

Potential subjects include:

Monica Ali - novelist; Rushanari Ali – member of Parliament; Valerie Amos – politician & diplomat; Amy Ashwood Garvey - activist & educator; Enam Asiama- plus-size advocate & model; Nancy Astor - politician; Winifred Atwell - musician; Jocelyn Barrow - educator & activist; Margaret Busby - writer & publisher; Imtiaz Dharker - poet; Anna Freud – psycho-analyst; Germaine Greer - author; Zaha Hadid - architect; Leila Hassan Howe - Race Today Collective editor; Mona Hatoum - artist; Lubaina Himid - artist; Margaret Hodge - politician; Rose Hudson-Wilkin – Anglican bishop; Barbara Hulanicki - fashion designer; Leyla Hussein – campaigner & social activist; Marai Larasi - human rights' activist; Pinky Lilani – author & food guru; Una Marson - poet & playwright; Tapeswa Mavunga – music exec; Heidi Safia Mirza - professor & feminist pioneer; Rita Ora – musician; Olivette Otele – professor; Yasmin Quereshi – member of Parliament; Tessa Sanderson - Olympian; Otegha Uwagba - writer & entrepreneur; Mary Ward - anti-feminist campaigner; Alek Wek - refugee & fashion model. Students may choose their own migrant woman (subject to instructor's approval). Further assignment details are provided on Canvas.

Field Study Research Project (2000-2500 words; 30%): This analytical project involves an investigation of a specific topic based on one of the course's field studies. Research projects should derive from topics and themes presented in the field study and should combine an analysis of evidence from the chosen field study with secondary research, lecture material, and

course readings. The project must be based on a clearly presented thesis and supported by relevant examples from the field study, ideas examined in class, and quotations from secondary sources. It is essential to engage directly with the context of London as the site for the production, performance, and display of feminism. Subjects to consider include: the East End as a site of women's labour and activism; the West End consumer landscape and feminist identity; how London's historical built environment has been shaped by feminism; feminist activism in the 1970s & 80s; feminist art; race, class, and feminist identities; feminism and the politics of beauty; feminism in a global context; and the legacies of feminism in contemporary London. Specific assignment details will be provided for each field study.

Relevant Course Field Studies: Working Women of the East End Tour; West End Consumerism Tour; 'Women in Revolt' Exhibition at Tate Britain; the Cult of Beauty at the Wellcome. Note: The National Portrait Gallery may not be selected for this project.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

The assigned field component(s) are:

- The National Portrait Gallery
- Working Women of the East End (Guided Tour)
- Consumer Culture in the West End (Guided Tour)
- Women in Revolt - Tate Britain Exhibition
- The Cult of Beauty at the Wellcome Collection (Independent)

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required Readings

There is no required textbook for this course.

Selected Readings

Bryan, B., Dadzie, S., & Scafe, S. (2018). *The heart of the race: Black women's lives in Britain*. Verso Books.

Ngozi Adichie, C. (2014). *We should all be feminists*. London: Fourth Estate

Dabiri, E. (2023) *Disobedient: Reclaim Your Unruly Beauty Profile*.

- Delap, L. (2020). *Feminisms: A global history*. University of Chicago Press.
- Kern, L. (2021). *Feminist city: Claiming space in a man-made world*. Verso Books.
- Kolsky, R. (2018). *Women's London: A Tour Guide to Great Lives*. Fox Chapel Publishing.
- Lewis, H. (2020). *Difficult Women: A History of Feminism in 11 Fights (The Sunday Times Bestseller)*. Random House.
- McRobbie, A. (2020). *Feminism and the politics of resilience: Essays on gender, media and the end of welfare*. John Wiley & Sons.
- Mirza, H. S. (Ed.). (1997). *Black British feminism: A reader*. Taylor & Francis.
- Parkins, W. (2002). *Fashioning the body politic: dress, gender, citizenship. (No Title)*.
- Rowbotham, S. (1997). *A century of women: the history of women in Britain and the United States*. Viking.
- Wollstonecraft, M. (2016). Vindication of the Rights of Woman. In *Democracy: a reader* (pp. 297-306). Columbia University Press.

Recommended Reading(s)

- Atkinson, D. (2018). *Rise Up Women!: The Remarkable Lives of the Suffragettes*. Bloomsbury Publishing.
- Beard, M. (2017). *Women & power: A manifesto*. Profile Books.
- Bolt, C. (2014). *The Women's Movements in the United States and Britain from the 1790s to the 1920s*. Routledge.
- Caine, B. (2001). Feminism in London, circa 1850-1914. *Journal of Urban History*, 27(6), 765-778.
- Davis, A. Y., Dent, G., Meiners, E. R., & Richie, B. E. (2022). *Abolition. Feminism. Now* (Vol. 2). Haymarket Books.
- Eger, E. (2010). *Bluestockings: women of reason from Enlightenment to Romanticism*. Springer.
- Evaristo, B. (2019). *Girl, Woman, Other: A Novel (Booker Prize Winner)*. Grove Press.
- Evaristo, B. (2021). *Manifesto: A radically honest and inspirational memoir from the Booker Prize winning author of Girl, Woman, Other*. Penguin UK.
- Farrugia, M. (Ed.). (2019). *The future is feminist: radical, funny, and inspiring writing by women*. Chronicle Books.
- Gay, R. (2014). Surviving Django. *Bad Feminist: Essays*. New York: Harper Perennial, 218-26.
- Gottlieb, J. V. (Ed.). (2016). *Feminism and Feminists After Suffrage*. Routledge.
- Hannam, J. (2007). *Feminism (A Short History of a Big Idea)*. Routledge.

Myers, S. H. (1990). *The bluestocking circle: Women, friendship, and the life of the mind in eighteenth-century England*.

Hooks, B. (2014). *Ain't I a woman: Black women and feminism*.

Khan, M. (2019). *It's not about the burqa: Muslim women on faith, feminism, sexuality and race*. Picador.

Loreto, N. (2020). *Take back the fight: Organizing feminism for the digital age*. Fernwood Publishing.

McDowell, L. (2013). *Working lives: gender, migration and employment in Britain, 1945-2007*. John Wiley & Sons.

Midgley, C. (2007). *Feminism and Empire: women activists in imperial Britain, 1790–1865*. Routledge.

Morgan, S. (2006). *The feminist history reader*. Routledge.

Pepe, V. (2015). *I Call Myself a Feminist: The View from Twenty-five Women Under Thirty*. Virago.

Purvis, J. (2000). Deeds, not words': daily life in the WSPU in Edwardian Britain in June Purvis & Sandra Stanley Holton (Eds.) *Votes for Women*.

Rowbotham, S. (1997). *A century of women: the history of women in Britain and the United States*. Viking.

Rowbotham, S. (2011). *Dreamers of a new day: Women who invented the twentieth century*. Verso Books.

Uwagba, O. (2018). *Little Black Book*. HarperCollins UK.

Wandor, M. *Once a feminist: stories of a generation. (No Title)*.

D'Agostino, S. (2023). *Against White Feminism: Notes on Disruption*: by Rafia Zakaria, London, Hamish Hamilton, 2021, 196 pp.,€ 14.39 (hardback), ISBN 978-0-241-44609-6.

Course Calendar

Session 1	
Topics	INTRODUCTION – FEMINISM AND ACTIVISM IN LONDON SPOTLIGHT: AMIKA GEORGE
Activity	Topics: Constructing and performing feminist identities; introduction to prominent London feminists & feminist organisations; London Women's Tube map; activism in the city; London as a feminist city; course topics, themes, field studies and assessment Introduction – Feminism in London: Ideologies, Practices, Spaces
Readings and Assignments	Readings: Chimamanda Ngozi Adichie, <i>We Should All be Feminists</i> , Fourth Estate, 2014. YouTube Ted Talk https://www.youtube.com/watch?v=hg3umXU_qWc bell hooks, <i>Feminism is for Everybody: Passionate Politics</i> , Pluto Press, 2000. Selections.

	<p>Christina Scharff, "Why so many young women don't call themselves Feminist," BBC, 2 Feb 2019.</p> <p>Follow-up Resources: Elizabeth Crawford, "Women: From Abolition to the Vote" BBC History http://www.bbc.co.uk/history/british/abolition/abolition_women_article_01.shtml Women's Tube map of London: https://www.cityofwomenlondon.org/</p> <p>Assignments: Canvas Discussion Post: Contemporary Feminism & Feminist Identities</p>
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Session 2	
Topics	MAYFAIR & THE BLUESTOCKINGS SPOTLIGHT: MARY WOLLSTONECRAFT
Activity	Topics: Georgian Britain; Impacts of the Enlightenment and the French Revolution; the Bluestocking Circle; 18thC feminist writing & campaigns; feminist theory & 'difficult' women; Lecture & Discussion - The Power of Collaboration: The Bluestocking Circle, its Impact and Legacies
Readings and Assignments	Readings: ***Mary Wollstonecraft, A Vindication of the Rights of Woman, (1792), from the introduction. Helen Lewis, "Introduction – An Imperfect History," Difficult Women: A History of Feminism in 11 Fights, Random, 2020. 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

Session 3	
Topics	FIELD STUDY – THE ART OF FEMINISM AT THE NATIONAL PORTRAIT GALLERY
Activity	Guided Tour of the National Portrait Gallery http://www.npg.org.uk/home.php
Readings and Assignments	Readings: NPG Field Study Guide NPG, 100 Pioneering Women, 2018 Reframing Narratives: Women in Portraiture https://www.npg.org.uk/collections/reframing-narratives-women-in-portraiture/?gclid=Cj0KCQjw9MCnBhCYARIsAB1WQVXBVMJzM71CDd-zIHbsBDd18A9ok0J1Nkb0qaWwVmrjdnfvIVKP1pUaAsqeEALw_wcB

Session 4	
Topics	EAST LONDON – INDUSTRY, EXPLOITATION, & ENTERPRISE SPOTLIGHT: THE MATCH WORKERS
Activity	Topics: Victorian London; East End working-class culture; industry and poverty; working-class women's activism; middle-class missionary work; migrant communities; anti-slavery campaigns & the World Anti-Slavery convention (1840); feminist writing Lecture & Discussion - Women Warriors in East London: Flora Tristan, The Match Workers' Strike, & Women's 'Mission'

Readings and Assignments	<p>Readings: Barbara Caine, "Feminism in London: Circa 1850-1914," Journal of Urban History 27:6 (2001); 765-778. Leslie Kern, "Introduction - City of Men," Feminist City: Claiming Space in a Man-Made World, Verso, 2020. ***Annie Besant, "White Slavery in London," The Link, 1888, https://upload.wikimedia.org/wikipedia/commons/3/39/The_Link_14_July_1888.JPG ***Flora Tristan, "English Women," in The London Journal of Flora Tristan, Virago, 1984. East End Women's Museum: https://eastendwomensmuseum.org/ British Library Primary Documents: https://www.bl.uk/collection-items/women-and-work British Library - Match Girls' Strike: http://www.bl.uk/learning/timeline/item106451.html</p>
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Session 5	
Topics	FIELD STUDY: WORKING WOMEN OF THE EAST END
Activity	Guided Tour: "Working Women of the East End"
Readings and Assignments	<p>Readings: East End Women Field Study Guide Women of London tours: https://womenoflondon.org.uk Rachel Kolsky, Women's London: A Guide to Great Lives, Lifestyle, 2018, pp. 21-42. Ellen Ross, "Introduction," Slum Travellers: Ladies and London Poverty, 1860-1920, Berkeley: UC Press, 2007. 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. https://www.tandfonline.com/doi/full/10.1080/03058034.2019.1687222?scroll=top&needAccess=true Assignments: Canvas Discussion Post: Showcasing Women's History in the East End - https://blog.history.ac.uk/2018/10/walking-and-talking-feminist-history-in-the-east-end/ NPG Portrait Analysis Due</p>

Session 6	
Topics	WESTMINSTER – WAR & PEACE: WOMEN'S SUFFRAGE CAMPAIGNS SPOTLIGHT: FLORA DRUMMOND
Activity	<p>Topics: Campaigns for female suffrage; the relationship between World War One and feminism; female suffrage and commemoration; the gendered landscape of Westminster Lecture: Female Suffrage, World War One and the Reinvention of Feminism</p>
Readings and Assignments	<p>Readings: : ***Emmeline Pankhurst, "Why we are Militant" (1913) ***Keir Hardie, "The Citizenship of Women: A Plea for Women's Suffrage" (1905) http://www.attackingthedevil.co.uk/related/suffrage.php 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. Wendy Parkins, 'The epidemic of purple, white and green': fashion and the suffragette movement in Britain, 1908-14,' in Parkins, Ed.,</p>

	<p>Fashioning the Body Politic: Dress, Gender, Citizenship Oxford: Berg, 2002.</p> <p>Fawcett Society, "A House for Everybody: A Case for Modernising Parliament," (2023)</p> <p>https://www.fawcettsociety.org.uk/Handlers/Download.ashx?IDMF=0ebb1e86-c3f9-4e41-8bc5-740cee1181cc</p>
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Session 7	
Topics	Guest Lecture

Session 8	
Topics	KENSINGTON & CHELSEA: THE 1970S FEMINIST REVOLUTION SPOTLIGHT: SALLY ALEXANDER
Activity	<p>Topics: Women's Liberation Movement; sexual liberation; feminist publications; Miss World 1970; radical feminism</p> <p>Lecture – 1970s Women's Liberation Movement</p> <p>FIELD STUDY: "Women in Revolt: Art, Activism, and the Women's Movement in the UK, 1970-90" Tate Britain</p> <p>https://www.tate.org.uk/whats-on/tate-britain/women-in-revolt</p>
Readings and Assignments	<p>Readings:</p> <p>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.</p> <p>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);</p> <p>https://journals.openedition.org/rfcb/1688</p> <p>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.</p> <p>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</p> <p>Political Voices – Sally Alexander:</p> <p>https://www.youtube.com/watch?v=Tnp-dQJUves</p> <p>Assignments:</p> <p>Canvas Discussion Post: Art and the Women's Liberation Movement</p>

Session 9	
Topics	BRIXTON – FEMINISM, AGENCY & RACIAL POLITICS SPOTLIGHT: JAYABEN DESAI & OLIVE MORRIS
Activity	<p>Topics: Black British feminism; multiculturalism & community activism race, ethnicity, gender, and identity politics; Southall Black Sisters</p> <p>Lecture - Asian & Black British Feminist Organisations and Campaigns</p>
Readings and Assignments	<p>Readings:</p> <p>Resources: B. Bryan, S. Dadzie, & S. Scafe, eds., "Chain Reaction: Black Women Organising," in Heart of the Race: Black Women's Lives in Britain 2nd ed. London: Verso, 2018; 124-181.</p>

	<p>Alice Henry, “Black Politics – Black Feminism: Brixton Black Women’s Group talks about its part in Black British Feminism,” <i>Off our Backs</i>, 14:11 (1984).</p> <p>Heidi Mirza, “Black British Feminism Then and Now” (2014)</p> <p>Siana Bangura, “I too am Black and a Feminist,” (2015)</p> <p>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</p>
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Session 10	
Topics	CLASS PRESENTATIONS – MIGRANT WOMEN & FEMINISM
Activity	
Readings and Assignments	<p>Readings: Migration Stories: https://www.ourmigrationstory.org.uk/oms/by-era/1900%E2%80%932000</p>

Session 11	
Topics	FIELD STUDY – THE CULT OF BEAUTY
Activity	<p>Independent field study: The Cult of Beauty Exhibition at the Wellcome Collection</p> <p>Note: This is an independent field study as the Wellcome Collection is closed on Monday</p>
Readings and Assignments	<p>Readings: Emma Dabiri, <i>Disobedient Bodies: Reclaim your unruly beauty</i> Profile, 2023. selections</p> <p>Assignments: Canvas Discussion Post – Identity, Beauty, and Feminism</p>

Session 12	
Topics	FIELD STUDY - WEST END CONSUMERISM
Activity	<p>Topics: Consumer culture; female entrepreneurialism; fashion and feminism; style and gender identities; the West End as ‘women’s space’</p> <p>FIELD STUDY - West End Consumerism Guided Tour</p>
Readings and Assignments	<p>Readings: Resources: Mica Nava, “Modernity’s Disavowal: Women, the City, and the Department Store” in <i>Modern Times: Reflections on a Century of English Modernity</i> (Routledge, 1996). Angela McRobbie, “Bridging the Gap: Feminism, Fashion and Consumption,” <i>Feminist Review</i>, No. 55, <i>Consuming Cultures</i> (Spring, 1997); 73-89. Erika Diane Rappaport, <i>Shopping for Pleasure: Women in the Making of London’s West End</i>, Princeton, 2000. Introduction.</p> <p>Assignments: Canvas Discussion Post – Consumer culture & women’s emancipation?</p>

Session 13	
Topics	SOHO – SEXUAL EXPERIMENTATION & TRANSGRESSION SPOTLIGHT: JACKIE FORSTER
Activity	<p>Topics: Sexuality, sexual expression & regulation; lesbian feminisms & publications; Soho sex shops; LGBTQIA+ cultures, spaces, & activism</p>

	Lecture – Reclaiming the Night: Lesbian Feminisms & Spaces of Sexual Expression & Defiance
Readings and Assignments	<p>Readings: Rebecca Jennings, A Lesbian History of Britain, Chap 10, Bloomsbury Academic, 2007. Erin Sanders-McDonagh & Magali Peyrefitte, “Immoral geographies and Soho’s sex shops: exploring spaces of sexual diversity in London,” Gender, Place, & Culture, 25:3 (2018); 351-67. 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/</p>

Session 14	
Topics	Field Study Project Workshop
Activity	In class session to peer review Field Study projects
Readings and Assignments	<p>Readings: N/A</p> <p>Assignments: Bring all field study project material you have completed</p>

Session 15	
Topics	FEMINISM IN CONTEMPORARY LONDON
Activity	Topics: London as a feminist city; feminism & the urban environment; performing feminism; the prevention of violence against women and girls; London feminist diaries
Readings and Assignments	<p>Readings: Resources: Ellie Cosgrave, “The Feminist City” YouTube Ted Talk, Jan 2019. https://www.youtube.com/watch?v=rNkB7afesco</p> <p>Ana Falú and Saskia Sassen, “Women and the city: reclaiming the streets to impose equal rights,” The Conversation, December 15, 2017.</p> <p>Assignments: Field Study Research Project Due</p>

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity,

critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.