1. A. Course syllabus: Women and Politics

Women and Politics

WS 384/Pols 384
London Semester
Pre-req: WS 151 or 362, any Pols 1XX class, or consent of instructor
Fall 2019
Dr. Kathy Ferguson
3 credits
Designations: WI & E

The first purpose of this class is to study the roles of women and the workings of gender in British politics and governance in the late 19th, 20th, and 21st centuries. We will focus on the city of London, which is the home of the national government, the hub of activity for many feminist organizations, and a global center for immigration, communication, cultural development, and trade. We will study the intimate connections between Britain’s imperial history and its contemporary political and social arrangements: as many immigrants can attest, “We are here because you were there.” We will examine the intersections of gender and sexuality with the class structure, political parties and electoral systems, employment and family structures, and cultural practices in daily life.

The second purpose is to develop the skills of archival research. Each student will become a credentialed visiting scholar in the British Library and will conduct archival research on one woman who played a significant political role in British politics. (Each student can select a female political figure from lists included in the syllabus; any student who wants to research a woman not listed can make an argument for that person’s suitability for the assignment.) Students will learn to look for both the continuities and the surprises that mark important twists and turns in following archival trails. The major paper for the class will analyze the selected woman’s activities in the context of her local, national and global circumstances. The chronological text Britain since 1688 will provide students with relevant historical context and point them toward further reading.

The third goal of the class is to locate our growing knowledge of women and British politics within the city of London and, as feasible, the rest of Great Britain. Each week includes required or recommended activities. The examples given in the syllabus are all current exhibits and tours. Some of these may no longer be available in fall, 2019, but there will no doubt be comparable activities at that time. I will involve the students in setting up the different field trips and working around their other scheduled classes and activities. Weekly required activities include a map project, in which each student marks our maps of London and of England with a place they visited that week and provides a brief oral account of their adventure. One of the two weekly journals requires students to write a half page on some place they visited, with a further half page analyzing their encounter with the people, objects and location. To encourage multisensory encounters, students sometimes have the option of making a drawing (with one half page explanation) of some relevant topic, event, or place they visited as stimulus to their analysis. I’m open to other sensory possibilities, such as performing a
song or dance, sewing, creating a collage, building a small exhibit, and other creative options.

If possible, we will organize a field trip to Manchester (about 2 hours outside of London by train) to visit the People's History Museum and the Pankhurst Center on women's history.

*A note on the syllabus: Because I anticipate that students will not be knowledgeable of British history or current events, I am using the book and timeline for Britain since 1688 to achieve basic clarity regarding who did what, when, where and how. However, slogging through historical details from the “dawn of time” until the day before yesterday, one decade or era at a time, is both boring and less than useful for UH students who need a working overview fairly quickly so they can keep up with their other classes, taught by British instructors, with mostly British fellow students who already have the needed context. So this course starts from the present and works backwards, using the text and the timeline to give a coherent picture of what is happening now and how the present came to be. Using this approach, the historical material will be put to the service of understanding contemporary circumstances as well as looking at historical struggles that continue to haunt and shape the present.

Britain since 1688 is written by American academics for an audience of U.S. students who are new to the study of Britain. The useful timeline and documents on the companion website intersect with the websites Striking Women and Sisterhood and after; the websites focus largely on immigration, family life, union organizing, war time activities, industrialization, and the women’s movement in Britain.

*A second note: I will apply for a Writing Intensive designation and an Ethics designation for this class.

My synthesis of SLOs:
1. Demonstrate awareness of your cultural values and of the prevalent cultural values in the diverse British communities where you reside and study.
2. Engage in critical interdisciplinary thinking, with particular attention to the concepts of power, gender, globalization, and intersectionality.
3. Communicate appropriately and effectively in oral and written form.
4. Articulate and analyze the different points of view that come to light in your historical research.

Required reading:
- Stephanie Barczewski, John Eglin, Stephen Heathorn, Michael Silvestri, Michelle Tuson, Britain since 1688: A Nation in the World (Routledge, 2015).

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1 These 4 SLOs represent my synthesis of the stated SLOs for the Study Abroad Program, the Women’s Studies Department, and the Political Science Department.
• Barczewski, et al, *Companion Website*, for timeline and selected historical documents:
  https://www.routledgetextbooks.com/textbooks/9780415506601/default.php
• Sundari Anith and Ruth Pearson, *Striking Women* http://www.striking-women.org/
• *Sisterhood and after* https://www.bl.uk/sisterhood

**Assignments and evaluation scheme**: (100 points total)

1. **Attendance and participation in classroom and experiential activities.**
   a. To earn full points:
      i. Attend every class, arrive on time, and attend the entire class.
      ii. Come to class prepared.
      iii. Be an active, respectful listener.
      iv. Make relevant comments. (20 points)

2. **Map project.** Once each week we will consult our “Big Board” – a large map of London and another of Great Britain – and add information from our most recent adventures. Our goal is to learn the city and the country together. This exercise is largely experiential.
   a. Everyone needs to go somewhere new at least once a week. Take a picture or pick up a brochure, advertisement, etc., and bring it back to add to the Big Board.
   b. Every student should add one item per week by sticking a pin in the map at the proper place and stretching a colored string from the pin to the margin of the map, where information about the site can be posted.
   c. Information can be added by writing or drawing it on a post-it note or collecting and displaying it, as in brochures, tourist information, photos, postcards, business cards, etc. Post-it notes, pins, and string for affixing information will be provided.
   d. To earn full points:
      i. Contribute interesting and relevant items.
      ii. Share information about your item: What is it? How did you learn about it or come across it? What is “British” about it? How do you think that being an American affects your encounter? Is there any mention of this item in Kolsky’s book *Women’s London*?
      iii. Ask about the items contributed by other students.
      iv. Use this exercise to learn the geography of London and of Great Britain as well as to reflect on the similarities and differences between your hometown and your new home. (20 points)

Map exercises will be assessed based on the following rubric:

**Below expectation:**
- There is no shared item, or there is only a last minute, half-hearted effort to come up with an item.
• Student has little or nothing to say about the item and makes no effort to place it in its urban or national context or to compare it to his/her experiences at home.
• Student makes little or no effort to engage the contributions of other students and learn this new city and country with the class.

**Meets expectation:**
• An appropriate item has been prepared in advance and is presented effectively.
• Student has an interesting, amusing, and/or insightful story about how s/he came to have this item, how it is situated within London or British society, and how it compares to similar items or experiences at home.
• Student engages the contributions of others in thoughtful and collegial conversation.

**Exceeds expectation:**
• The shared item(s) has been selected for relevance to our class readings and activities and is presented effectively.
• Student presents the item by locating its significance in British society, and by linking it to his/her archival research or class readings, especially Kolsky’s book *Women’s London*.
• Student offers unique, supportive, and valuable contributions to the conversation.

3. **Weekly Journals.** Two total entries per week. One page each.
   a. First journal: One entry each week on an outing or encounter you experienced that week. It could be a scheduled class activity or an experience outside of class (in another class, in a museum, on a tour, in a pub, at the theatre, in the dorm, in the library, or just in regular life). You can write about the item you shared in the map project, or you can choose a different topic. This is an experiential assignment.
   b. Second journal: One entry each week on one of the reading assignments from that week. This is an academic assignment.
   c. Each journal entry will be about one typed page (or equivalent in clear handwriting). The first half is a description of the outing or a summary of the reading; the second half is your analysis of the event or the reading. There are a few weeks in which students are invited (but not required) to substitute a drawing or other visual presentation for their half page description; everyone is still asked to provide a half page analysis in each journal entry.
   d. To earn full points, each entry should meet the following criteria:
      i. Turned in on time.
      ii. Written in standard English with appropriate grammar, punctuation, spelling, and sentence structure.
      iii. Labeled with your name, the date, and a title.
      iv. Provide a thoughtful account of the event or the assignment (about one half page).
      v. Offer your best reflections as to what it means, why it matters, how you might use that insight, etc. (about one half page). (20 points)
Journal entries will be assessed based on the following rubric:

**Below expectation:**
- Entry is missing or is late, poorly written, and/or unlabeled.
- Entry offers only a perfunctory account of the event or reading and shows little evidence of intercultural interactions.
- Entry lacks significant reflection on the potential meaning or implication of the event or reading in England and at home.

**Meets expectation:**
- Entry is timely, well written, and appropriately labeled.
- Entry offers a detailed account of the event or the reading and shows evidence of cultural immersion.
- Entry offers significant reflection on the possible meanings or implications of the event or reading in its British context and at home.

**Exceeds expectation:**
- Entry is written with considerable felicity and skill.
- Entry provides an insightful account of the event or the reading that shows awareness of similarities and differences in cross-cultural evaluation and communication.
- Entry considers multiple possible interpretations and links those interpretations with other class readings or discussions, including Kolsky’s book *Women’s London*.

4. **Paper.** Each student will write a 10-12 page paper on an important woman political figure from Britain’s past or present. The individual could be from Britain or from one of the colonies (but not the U.S.). (Total points for all the steps required for the paper: 40 points)
   a. Each student must make at least 3 substantial trips to the British Library to conduct research. Notes (with dates and times) must be organized and presented to me and to the class by early November.
      i. To earn full credit, you should take notes on at least 6 sources from the holdings of the libraries we have visited.
      ii. You should have at least one page of notes per source.
      iii. Each set of notes should give the bibliographic source, including page numbers, and be typed or legibly written. (Notes are worth 10 points.)
      iv. If desired, one of your sources can be your own drawing of the woman you are writing about. Be sure to give the source of the image(s) from which you created your own drawing.

   b. Each student must turn in a rough draft of her/his paper by mid-November. The body of the paper should be substantially complete, although, since it is a rough draft, it does not need to have an introduction and conclusion, or be smoothly edited or proofread yet. You will receive detailed feedback from me. (Draft is worth 10 points.)
c. Final papers will be due at the end of the semester.
   i. To earn full credit, the paper must be well organized and thoughtful, in standard English, double spaced, with standard page layout.
   ii. The paper should include:
       1. A biography of the woman you selected.
       2. A discussion of her political activities – what did she do? Why did it matter? Why were her ideas and/or activities controversial in English society? Make use of the class readings as well as your library research.
       3. What political and ethical issues did she address or tap? Who did these issues affect? Who supported her and who opposed her?
       4. Your own assessment of the significance of her activities. Use the concepts of gender, power, globalization, and intersectionality, as appropriate, to advance your interpretation, and to consider other possible interpretations.
       5. An appropriate introduction (to set up the paper and invite the reader in) and conclusion (to tie up your analysis and leave the reader with a bit of “punch”).
       6. Proper footnotes and bibliography. (Any style is fine so long as it is complete and consistent.) (Final paper is worth 20 points.)

The paper will be assessed based on the following rubric:

**Below expectation:**
- Paper is not completed (does not contain all the required sections), is late, or/and is written with poor grammar, spelling, or sentence structure.
- Paper does not give evidence of original archival research.
- Paper does not engage with the relevant readings in any substantial fashion.
- Paper does not show evidence of interdisciplinary thinking and does not explore different points of view on the topic.

**Meets expectation:**
- Paper is complete (contains adequate development of all the required sections), on time, and reasonably well written.
- Paper shows solid quality and quantity (6 different sources) of original archival research.
- Paper engages the key concepts in the readings in a relevant manner.
- Paper shows significant levels of interdisciplinary thinking and explores more than one point of view on the topic.

**Exceeds expectation:**
- Each section of the paper is well developed and the whole paper is well integrated and well written.
- The original archival research goes beyond the required number of sources (6).
• Paper identifies key concepts and compares them to those from other readings in the course.
• Interdisciplinary interpretations are made with awareness of the limitations of their validity and alternative interpretations are also advanced.

An overview of the assignments, due dates, and points possible for each (total points for the class = 100).

<table>
<thead>
<tr>
<th>Attendance &amp; participation</th>
<th>Map project</th>
<th>Weekly journals</th>
<th>Notes from archival research for research paper</th>
<th>Rough draft of research paper</th>
<th>Final research paper</th>
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<tbody>
<tr>
<td>Every week</td>
<td>Every week</td>
<td>2 per week, due at the beginning of the subsequent week</td>
<td>Mid November</td>
<td>Late November</td>
<td>End of semester</td>
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<td>20 points</td>
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Making things work: As Resident Director it is my job to monitor your attendance, participation, and academic progress. I will attend to any academic issue that arises in your study and will see that your grades are turned in to UHM in a timely manner. I will be available to answer questions, clarify assignments, and give feedback on your work. I'm also available for counseling and assistance in your adjustment to life in a new and different cultural environment. You will have my email address, my physical address, and my telephone number: please feel free to contact me when you need or want to do so. Time before and after our classes is available for us to share snacks, reflect on our experiences in England, and address any issues that may be arising in your dorms, your other classes, or your personal lives. Other times can readily be arranged as well.

Plan ahead: There are several field trips that I hope we can make, if your schedules and budgets allow. Each of these can serve as the raw material for your experiential journal that week.

Manchester: If possible, I strongly urge everyone to travel to Manchester (about two hours by train from London):
• Visit the exhibits on working class activism and women’s rights at the People’s History Museum
• Visit the Pankhurst Centre (women’s rights and suffrage). It is only open a few days a month; check the website for current hours: thepankhurstcentre.org.uk
London: I urge you to sample one of these fascinating tours or exhibits in London that are relevant to our class:

- “Go Women’s London” tours – Whitechapel, the Bloomsbury Group, East London medical history, Belgravia, etc. [http://www.golondontours.com/go-womens-london/](http://www.golondontours.com/go-womens-london/). These tours are created out of Kolsky’s research.
- visit the exhibit “The Suffragettes” at the Museum of London [https://www.museumoflondon.org.uk/discover/suffragettes](https://www.museumoflondon.org.uk/discover/suffragettes)
- Hackney tours [https://hackneytours.com/](https://hackneytours.com/)

Bristol (a little less than 2 hours by train from London):

- Radical Clerkenwell [http://radical.history-from-below.net/portfolio/item/bristol-radical-history-group/](http://radical.history-from-below.net/portfolio/item/bristol-radical-history-group/)
- Bristol Radical History Group [http://radical.history-from-below.net/portfolio/item/bristol-radical-history-group/](http://radical.history-from-below.net/portfolio/item/bristol-radical-history-group/)

A few notes on classroom etiquette:

- Please bring your reading to class each week so we can refer to it together.
- Unless you have a medical problem or serious conflict with another class, please attend every class, arrive on time, and stay for the whole session.
- Plagiarism (presenting someone else’s work as your own) is cheating and will earn an F in the class. Plagiarism includes failing to document and paraphrasing so closely that any reasonable person can see the texts are the same. Students usually cheat during moments of panic; if you are in a tough spot regarding your school work, please talk with me and we will find a solution that is more useful to you than cheating.
- Please advise me of any disability that might affect your work and we will find a way to address it.
- Please turn off your phones during class and only use your laptops to find information relevant to our discussion.

Week 1: Getting our bearings: where and when are we?

Reading:


- Jenni Murray, “20th Century Britain: The Woman’s Hour”
  http://www.bbc.co.uk/history/british/modern/jmurray_01.shtml
- Anith and Person, “A history of migration”
  http://www.striking-women.org/module/migration/history-migration
- CASS [Collective Action for Safe Spaces], “Intersectionality Isn’t Just a Buzzword: Here’s How to Put It into Practice,”
  https://medium.com/@safespacesdc/intersectionality-isnt-just-a-buzzword-here-s-how-to-put-it-into-practice-bbb8dd1a3aa3

**Topics:** some vocabulary for this course:

- What do we mean by *power*? (both “power over” others and “power with” them)
- What do we mean by *gender* (the social organization of sexual difference) and how does it relate to *sexuality* (the expression of desire)?
- What is *intersectionality* (integration of gender, sexuality, race, class, colonialism and other vectors of power) and why is it important for feminist scholarship?
- What is *globalization* (the increasingly rapid and extensive flow of ‘stuff’ around the world)?

**Required activity:** I will acquire a large map of London and a large map of England for the class. These will be our “Big Board” for our map project to help us learn our way around.

- Study the transportation maps and learn the location of key destinations, including the British Library, Parliament, Westminster Abbey, museums, etc;
- Identify the major neighborhoods and distribution of ethnic, racial, class and immigrant populations.

**Week II: What is Brexit? What is the European Union? What is Great Britain (England, Scotland, Wales, Northern Ireland)? How does Brexit affect women, workers, and people of color? *

[*Note: These readings may change as the fate of Brexit unfolds.]*

**Reading:**

- Sophie Walker, “Overconfident men brought us Brexit: It’s not too late for women to fix it,” The Guardian (July 26, 2018)
- “Women’s Rights at Risk after Brexit,” The Guardian (June 28, 2018)
  http://www.striking-women.org/main-module-page/striking-out
• Anith and Pearson, “Understanding Migration” http://www.striking-women.org/module/migration/understanding-migration
• Anith and Pearson, “Types of Immigrants” http://www.striking-women.org/main-module-page/types-migrants
• Any two topics included to the timeline for years 2000 – 2010 on the Companion website to our text
  https://www.routledgetextbooks.com/textbooks/9780415506601/timeline.php
• “Margaret Thatcher’s Vision for the European Union,” in Documents for chapter 14, Companion website https://www.margaretthatcher.org/document/107332

Topics:
• Who is immigrating to Great Britain and why are they coming?
• What are some of the main domestic and international issues surrounding Brexit?
• How did the Brexit campaign work?
• What’s happening now and where does it seem to be going?

Required activity:
• Travel by public transportation to the British Library:
  o Apply for library card.
  o Learn the layout of the library and their procedures for fetching materials.
  o Figure out the different options for public transportation (buses, trains, underground, cabs, walking, biking) and establish the best way to get to the library.
• During class: weekly map maintenance activity

Week III and IV: The 1970s to the present
Reading for Week III:
• Barczewski, et al, Ch 14, “The 1980s: Thatcherism and Its Critics”
• Any two topics included to the timeline for years 1985 – 2000 on the Companion website:
  https://www.routledgetextbooks.com/textbooks/9780415506601/timeline.php
• David Cameron, “The End of Multiculturalism?” in chapter 15, Documents, on the Companion website:

Reading for Week IV:

- Barczewski, et al, Ch 15, “New Labor and Beyond”
- *Sisterhood and after*, https://www.bl.uk/sisterhood
  - Everyone read all the material (and watch the videos) on these pages: *Home* (including Introduction, what is a feminist? Campaigns and protests of the Women’s Liberation Movement, and Equal pay and equality legislation), *Timeline*, and *About the Project*
  - Read/watch at least one essay from *Themes*
- Any two topics included to the timeline for years 1970 – 1985 on the Companion website:
  https://www.routledgetextbooks.com/textbooks/9780415506601/timeline.php
- Labor Party election manifesto, “Let Us Face the Future,” in chapter 12, Documents, on Companion website:
- David Cameron, “The British Government Apologizes for Bloody Sunday,” in chapter 12, Documents, on Companion website:

Topics:

- Theresa May and Margaret Thatcher – does it make a difference for a country to have a female prime minister?
- What are the major parties and how do elections work in England?
- What happened to the welfare state? (For that matter, what is a welfare state?) How has the shrinking of the public sector affected women?
- What is globalization and how does it affect women?
- What does multiculturalism mean in Britain today?
- How did peace come to Ireland?

**Required activity:** During class: weekly map maintenance activity.

**Suggested activities:** visit the Houses of Parliament and #10 Downing Street.

**Women to research:** Bernadette Devlin (Northern Ireland socialist, republican), Margaret Thatcher (Conservative), Theresa May (Conservative), Shirley Williams (Social Democrats), Barbara Castle (Labor), Mairead McGuire (Ireland), Betty Williams (Ireland), Harriet Harman (Labor), Diane Abbott (Labor), Stella Creasy (Labor), Betty Boothroyd (Labor), Yvette Cooper (Labor), Margaret Hodge (Labor), Hazel Blears (Labor), Karen Buck (Labor), Nicky Morgan (Conservative), Helen Goodman (Labor), Sayedda Warsi (Conservative), many more.
Week V and VI: Globalization without (so much) empire

Reading for Week V:
- Barczewski, et al, Ch 12, “‘Let us face the future’: The Postwar Era”
  http://www.striking-women.org/main-module-page/woman-and-work
- Any two topics included to the timeline for years 1960-1970 on the Companion website:
  https://www.routledgetextbooks.com/textbooks/9780415506601/timeline.php
- Foreign and Commonwealth Office, “Britain Contemplates entry into the European Common Market,” in chapter 12, Documents, on the Companion website:

Reading for Week VI:
- Barczewski, et al, Ch 13, “The Postwar Empire”
- Sisterhood and after, https://www.bl.uk/sisterhood
  - Read/watch at least one article from Articles
  - Read/watch at least one interview from Interviews
  - Read/watch at least one biography from Biographies
- Any two topics included to the timeline for years 1945-1960 on the Companion website:
  https://www.routledgetextbooks.com/textbooks/9780415506601/timeline.php

Topics:
- 1952 – Elizabeth becomes queen – does it make a difference to a nation to have a female monarch?
- 1962 – Commonwealth Immigrants Act – how did the end of unrestricted immigration from Commonwealth countries affect immigrant as well as non-immigrant communities?
- 1969 – Representation of the People Act (enfranchised all women and men over age 18)
- Irish independence
- Indian independence
- The welfare state – what difference does/did it make for women?
- The second wave of the women’s movement
- What is globalization and how is it different from empire?

Required Activities:
- Come to class prepared to share “your” biography and interview from Sisterhood and after. In lieu of your description of the woman you select, you can substitute
your own drawing of her, along with your half page analysis of her contribution to British politics.
• During class: weekly map maintenance activity

**Women to research**: Sheila Rowbotham, Sheila Jeffreys, Sarojini Naidu, Indira Gandhi; any of the women in Biographies in Sisterhood and after (providing you can find sufficient material).

**Week VII: World War II**

**Reading:**
• Barczewski, et al, Ch 11, “The Second World War”
• Any two topics included on the timeline for years 1939-1945 on the Companion website: [https://www.routledgetextbooks.com/textbooks/9780415506601/timeline.php](https://www.routledgetextbooks.com/textbooks/9780415506601/timeline.php)

**Topics:**
• The Blitz – was England unified by attack or stratified by class?
• Women at the front – what did women do in the war?
• Unions and radicals – what happened to the Left?

**Required Activity:**
• Visit the exhibit “A Family in Wartime” at the Imperial War Museum. You can combine this visit with viewing the exhibits on World War I and the time between the wars. (see below). Admission is free. If you like, you can substitute your own visual reproduction for your description of the exhibit, along with your one-half page analysis of the exhibit’s significance for British politics.
• During class: weekly map maintenance activity.

**Women to research**: the Women’s Auxiliary Fire Service, Police Corp, Civil Defense, Royal Naval Service, Air Force, Auxiliary Territorial Service, Special Operations Executive, etc.

**Week VIII: The time between the wars**

**Reading:**
• Barczewski, et al, Ch 10, “The Interwar Years”
• Any two topics included to the timeline for years 1919-1939 on the Companion website:
  https://www.routledgetextbooks.com/textbooks/9780415506601/timeline.php

• John Maynard Keynes, “A British View of the Treaty of Versailles,” Chapter 10, Documents, on Companion website:

• “Proclamation of the Irish Republic,” Chapter 9, Documents, on Companion website

Topics:
• 1928 – Equal Enfranchisement Act (enfranchised all women over age 21).
• “The Time of Troubles” and the Irish Free State – was the Irish independence struggle over?
• The 1926 General Strike – what happened to organized labor?
• The Depression and the decline of industry – who worked and who did not?

Required Activities:
• Visit the exhibit “Renewal: Life After the First World War in Photographs” at the Imperial War Museum. You can combine this visit with viewing the exhibits on World War I and the time between the wars. (see above and below). Admission is free. If you like, you can substitute your own visual reproduction for your description of the exhibit, along with your one-half page analysis of the exhibit’s significance for British politics.
• Visit the on-line exhibit “Flapper Fashion: 1920s Fashion History,”
  http://www.fashion-era.com/flapper_fashion_1920s.htm
• If desired, instead of one journal entry for this week, you can substitute a drawing and one-half page explanation of an article of clothing worn by women during the 1920s.
• During class: weekly map maintenance activity.

Women to research: Jennie Lee, Helen Crawford, Margaret Cole, Virginia Woolf.

Week IX and X: The Great War

Reading:
• Barczewski, et al, Ch 9, “The First World War”
• Any two topics included to the timeline for years 1910-1918 on the Companion website:

Topics:
• Who supported Britain’s entry into World War I: the White Feather Society, some suffragists, nationalist groups, “merchants of death,” others.
• Who opposed Britain’s entry into WWI: anarchists, socialists, some trade unionists, some feminists, conscientious objectors, others.
• Changing gender roles – who works for pay? Who volunteers?
• 1918 – The Representation of the People Act (enfranchised most women who owned property)

Required activities:
• Visit the “Women War Artists,” “Lives of the First World War,” and “Life at Home” exhibits at the Imperial War Museum. https://www.iwm.org.uk/history/6-stunning-first-world-war-artworks-by-women-war-artists (You can combine this visit with viewing the exhibits on World War II and the time between the wars; see above.) If you like, you can substitute your own visual reproduction, with one-half page analysis, of one of the exhibits for one weekly journal entry.
• During class: weekly map maintenance activity.

Strongly suggested activity:

Women to research: Lillian Wolfe, Emma Goldman, Charlotte Wilson, Dora Marsden, Rebecca West. Women’s Social and Political Union: Emmeline Pankhurst, Christabel Pankhurst, Annie Kenney, Sophia Duleep Singh; National Union of Women’s Suffrage: Millicent Fawcett; East London Society of Suffragists: Sylvia Pankhurst; other suffragists: Charlotte Despard, Mary Leigh, Edith New, Marion Wallace Dunlop; Anti-suffrage women: Mary Ward, Beatrice Potter, Mrs. Creighton; Trade unionists: Margaret Bondfield; Bessie Braddock; Mary Wollstonecraft, Mary Prince, Marie Atkins, Harriet Taylor Mill, Josephine Butler

Week XI: “The sun never sets...”
Reading:
• Barczewski, et al, ch 7, “Britain and Empire, 1870-1910”
• Barczewski, et al, ch 8, “The Changing Late Victorian and Edwardian World”
• Anith and Pearson, “Women and Work: 19th and early 20th centuries”
• Any two topics included to the timeline for years 1870-1910 on the Companion website:
• Charles Stewart Parnell, “The Case for Home Rule,” in chapter 8, Documents, on Companion website

**Topics:**
• The Indian famine (1870s) – what causes famine in empire?
• Suffrage – who gets the vote and how do they secure it?
• Trade unions – who is organizing and who is not?
• The Reform Bills, People’s Charters, and the expansion of suffrage – who participates in politics and who does not?
• The Irish famine (1840s) – what causes famine in empire?
• *The Subjection of Women* (1869) – what was John Stuart Mill and Harriet Taylor Mill’s contribution to feminism?
• Contagious Diseases Acts (1864, 1866, 1869) – what was the role of prostitution in England?
• Married Women’s Property Acts (1870, 1882)
• Queen Victoria (1819-1901)- what difference did it make to have a female monarch?

**Strongly suggested activity:** visit the exhibit "The Suffragettes" at the Museum of London [website: https://www.museumoflondon.org.uk/discover/suffragettes]

**Suggested Activity:** take the “Sherlock Holmes Walking Tour” at the Museum of London. While it focuses on the fictional character, the tour also gives a good “flavor” of life in Victorian London. Information on Sherlock Holmes tours can be found at [website: https://freetoursbyfoot.com/sherlock-holmes-tour-london/]

**Required activity:** During class: weekly map maintenance activity

**Women to research:** Harriet Taylor Mill, Mary Somerville, Florence Nightingale, Josephine Butler, Harriet Martineau, Elizabeth Garrett Anderson, Emily Davies, Lydia Becker, Hannah Sheehy-Skeffington, Rosie Hackett.

**Week XII: Retrospective for the class and pot-luck dinner.**
What were the high points for you? What would you do differently if you could go back?