



WS/HS 366 FROM APHRA BEHN TO THE 'BLITZ': 300 YEARS OF LONDON WOMEN'S SOCIAL HISTORY

IES Abroad London

DESCRIPTION:

This course examines the lives and times of London women over the past three centuries from a social history perspective. It includes studies of women being regarded as the 'weaker vessel'; 'domestic ideology'; the 'business' of marriage in aristocratic circles; the burgeoning feminist movement; studying Queen Victoria and her response to 19th century feminist campaigns; the militant campaign for women's suffrage; and the changing roles of women during two world wars and the political and socio-economic impact on their lives. Visits will be made to the Museum of London, the National Portrait Gallery and the Imperial War Museum, and the locations where the campaign for votes for women was bitterly fought.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Illustrated lectures
- Readings on Moodle
- Seminar discussions of Moodle readings and assignments completed on field study visits
- Tutorials
- Guided walks
- DVDs
- Electronic resources

REQUIRED WORK AND FORM OF ASSESSMENT:

- Open book midterm evaluation - 20%
- Classwork, preparation, engagement with the demands of independent study required for the research paper participation - 20%
- Research paper (3,500 word minimum) incorporating a wide reading of secondary sources and evidence of at least 3 primary sources - 30%
- Final two-hour open-book examination in which students choose to write one essay from a choice of three key subjects which have been studied throughout the semester - 30%

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Students who complete this course will have developed a good understanding of how women in London existed, acted, thought and campaigned in the past three hundred years.
- They will appreciate and reflect on the complexity and diversity of situations, events, past mentalities, and the impact on women's lives, and will be able to demonstrate and articulate the hard-fought political, educational, legal and socio-economic changes in the period under review.
- Students will read texts and analyse course materials paying attention to critical and conceptual frameworks. The tasks required of them will enable them to build and write a research paper based on library, museum, archival and electronic sources.
- They will develop an ability to gather, organize, deploy information, and gain familiarity with appropriate means of finding, retrieving, sorting and exchanging information. These skills are of life-long benefit.

- Sharing and discussing their experiences will improve their skills of communication and their ability to present their research and evaluations in an engaging and cogent manner. The ability to compare and contrast the distant and more recent past to the present will enhance their students' skills in verbal and written communication, another important life skill.
- Research methods and bibliographical skills will also be enhanced the completion of this course.

ATTENDANCE POLICY:

Regular class attendance is mandatory. Irregular attendance may result in a lower grade in the course, and/or disciplinary action. The IES Abroad London class attendance policy does not allow for unexcused absences, and grades will be docked one-half letter grade for each such absence. Rare exceptions will be made for the following reasons:

- The student is too sick to attend class. In this instance, the student must call the IES Abroad Centre before class to notify any of the IES Abroad staff. It is not sufficient either to email, send a message with a friend or call the Centre after the class has started.
- A serious illness or death in the immediate family requiring a student to travel home. This requires written approval from the Centre Director before departure.

Arriving more than 10 minutes late to class may count as an unexcused absence. Immigration laws in the UK are extremely strict, and we jeopardize our legal status in hosting students who do not regularly attend class. Students who do not attend class regularly will be reported to the appropriate officials and risk dismissal from the program and deportation from the UK. If a student incurs absences representing 25% of the total class hours, they will be contacted by the Academic Programmes Manager (APM) and Centre Director (CD). If these absences are made up exclusively of unexcused non-attendance, this will trigger a disciplinary review. If these absences are made up of excused non-attendance, a meeting will be held to discuss the underlying reasons for lack of attendance, and to discuss ways it can be maintained for the duration of the term. If the 25% threshold is reached due to a mixture of excused and unexcused absences, students will also be asked to attend a meeting to discuss.

CONTENT:

Week	Content	Assignments
Week 1	'The Weaker Vessel' • Students will be presented with an outline of the course and be orientated as to what will be required of them. Ideas about suitable subjects and themes for the research papers will be presented. • An introductory lecture will be presented on Aphra Behn, England's first published female playwright. Also considered will be the notion that women were the 'weaker vessel', an idea that persisted throughout the early modern age until the outbreak of the First World War in 1914. • An introductory text, William Mompesson's Letter To His Children, 31 August 1666', will be analysed by the class for evidence of the language used to shape and control girls' and women's lives for a dozen generations.	• Students to start considering a topic for their 3,500-word research paper. Ideas suggested by the professor in today's class can be followed up (or not) or may be a starting point for other angles to be explored by initial searches on the internet. Field study visits to the Museum of London and the National Portrait Gallery will also provide other possibilities for further study. • DEADLINE: Topic to be chosen and discussed with the professor in class in Week 5.

Week	Content	Assignments
Week 2	The Material Culture of Women's Lives - Led by their professor this field study visit to the Museum of London, London Wall, London, EC2, requires students to study the material culture of women's lives in the period under review by completing the assignment, 'Where are the Women?' - This task involves them making an audit of the artefacts, displays and interpretational texts about women from the mid-17th century to the early 20th century galleries. - Students should be prepared to discuss their findings in Week 3. - Antonia Fraser reading will be discussed at the conclusion of the field study visit.	Antonia Fraser, <i>'The Weaker Vessel': A Woman's Lot in Seventeenth Century England</i>, London, William Heinemann 1984, Chapters 1-4 inclusive, pp.11-97
Week 3	'A Woman's Place is in the Home' - The origins and prevalence of 'domestic Ideology', the notion of the 'two spheres' will be presented in an illustrated lecture. Drawing on the observations made at the Museum of London, students will learn of the importance of the late 18th century dogma which insisted that a woman's place was in the home and nowhere else. This orthodoxy was a severe impediment to women who wanted an education, career, and independent life. It was an ideology that was vigorously contested by the burgeoning feminist movement of the 19th and 20th centuries - Referring to readings about the life of Hannah More, known as 'the high priestess of domestic ideology, and Mary Wollstonecraft, a 'hyena in petticoats', who was its fiercest critic, the class will analyse and discuss extracts from the published writings of both women.	- Read the <i>Oxford Dictionary of National Biography</i> (2004) entries on Hannah More and Mary Wollstonecraft on Moodle. - Discussion of students' notes on the assignment, 'The Nursery of Virtue', based on the Moodle reading: Leonore Davidoff and Catherine Hall, <i>Family Fortunes: Men and Women of the English middle class, 1780-1850</i>, Hutchinson, London, 1987, Chapter 3, pp.149-192.

Week	Content	Assignments
Week 4	Visit to the National Portrait Gallery The professor will lead the morning session at the National Portrait Gallery, Charing Cross Rd, London WC2, where students will be asked to locate, analyse and interrogate the portraits of a more than a dozen key women, including Hannah More, Mary Wollstonecraft, Emmeline Pankhurst who feature in the course.	REMINDER: Students must email the professor their choice of subject for their research paper BEFORE Week 5.
Week 5	Aristocratic Marriages in the 18th Century - An illustrated lecture will illuminate the reality of many marriages at the highest level of society in 18th century London. Special reference will be made to the Lennox sisters. - Marriages within the social elite were about land and money and trunks of cash rather than romantic love. A young woman was prized for the size of her dowry more than her appearance and character. The tradition of primogeniture will be discussed and its consequences on the lives of women from aristocratic and gentry families. - Screening of the 2007 film adaptation of Jane Austen's novel, <i>Persuasion</i>.	- Read Stella Tillyard, <i>Aristocrats: Caroline, Emily, Louisa and Sarah Lennox 1740-1832</i>, London: Vintage, 1995, Chapter 1, Caroline and Emily, pp.5-82, on Moodle. - The professor will sign off the students' choice of research paper topic in class TODAY.
Week 6	'Hyenas in Petticoats' and 'Vixens in Velvet' - The illustrated lecture will discuss and explore these terms of abuse hurled at feminists from Mary Wollstonecraft and the brave campaigners of the 19th century. The session provides the history of 19th century feminists' challenges to the many socio-economic, political, and legal inequalities which existed in all women's lives. The widespread and ingrained belief that women as the 'weaker vessels' and passive and meek 'angels of the hearth' would be the context of the feminist campaigns of the 19th and 20 centuries. - Discussion of Moodle readings from Mary Wollstonecraft's <i>Vindication</i> ...	Read Mary Wollstonecraft, <i>Vindication of the Rights of Woman</i>, 1792, Introduction, and Chapter 1, The Rights and Duties of Mankind, London, Penguin Classics, 1975, pp.7-99, on Moodle.

Week	Content	Assignments
Week 7	Queen Victoria and 19th Century Feminists - An illustrated lecture of Queen Victoria's life will be considered alongside various campaigns waged by the burgeoning feminist movement which sought to redress the vast inequalities of men's and women's lives. The urgent need for the vote and the plight of working women was a constant thread in their rhetoric. - Feminist campaigners found Queen Victoria a powerful and exciting role model, but she had no time for them or the 'mad folly of women's rights. - Discussion of Dorothy Thompson and Joan Smith reading. - Discussion of article presented in class, 'Women on the Verge of Emancipation,' <i>BBC History Magazine</i>, 2001	- Dorothy Thompson, <i>Queen Victoria: Gender and Power</i>, London, Virago, 1990, Chapters 4-7, pp.61-136 on Moodle. - Joan Smith, <i>Moralities: Sex, Money and Power in the 21st Century</i>, London, Allen Lane, 2001, Chapter 5, pp.86-106, on Moodle. REMINDER: To decide on working title of research paper to be signed off in Class 8.
Week 8	Rise Up Women! The Militant Campaign for the Vote waged by the Women's Social and Political Union, 1903-1914. - An illustrated lecture on the moderate and militant campaigns for votes for women. The session will focus on the daring and dangerous strategies adopted by the WSPU. - Discussion of the women's suffrage extracts and the <i>Suffragettes in Pictures</i> reading on Moodle. - Screening of the film <i>Suffragette</i>, 2015 - The professor will finalise students' working titles for research papers in class TODAY.	- Read Diane Atkinson, <i>The Suffragettes in Pictures</i>, London, The History Press, 2010, pp. x111-xviii on Moodle. - Bring to class the 15 women's suffrage related items on Moodle, including WSPU propaganda cartoons and handbills and photographs of the leaders and suffrage events. - No reading will be assigned for Week 9 to allow students time to focus their efforts on outstanding reading and primary source research for their papers.
Week 9	A guided-walk around Westminster and Whitehall in the footsteps of the Suffragettes Led by the professor the class will visit the sites of the militants' struggle with the British Liberal Government, the police and the public.	REMINDER: Students to email the professor with a list of 3 primary sources they intend using in their research paper.

Week	Content	Assignments
Week 10	‘Keep the Home Fires Burning’ - An illustrated lecture will be given on women’s work during the First World War, 1914-1918. In a previously unthinkable development, women took over every aspect of men’s work (except underground coal mining) during these years. The huge loss of life, the great cultural shift of women taking over the work force, a changed political landscape, and the impact of the suffragette campaign led to the first installment of women’s suffrage in 1918. Equal suffrage was granted in 1928. - Discussion of handout “Victory At Last!” article in <i>BBC History Magazine</i>, February 2018, pp. 20-24.	- Gail Braybon and Penny Summerfield, <i>Out of the Cage: Women’s Experiences in Two World Wars</i>, London, Pandora Press, 1987, Chapters 8 and 9, pp. 137-168, on Moodle. - Pamela Horn, <i>Women in the 1920s</i>, Stroud, Alan Sutton Publishing, 1995, Chapter 1, pp. 1-24 on Moodle. - Students to hand in a paper plan of their research paper to the professor in class TODAY.
Week 11	Visit to the Imperial War Museum - Led by the professor students will visit the Imperial War Museum, Lambeth Road, London SE1, to study the displays to complete the assignment, ‘Where are the Women in the First World War?’ and ‘Where are the Women in the Second World War?’ The task requires them to search for artefacts and the IWM’s interpretation of women’s roles during 1914-1918 and 1939-1945. - Discussion of artefacts relating to women’s role in the First World War at the conclusion of the field study visit.	No reading will be assigned for Week 11 to allow students time to complete their research papers.

Week	Content	Assignments
Week 12	Women of the London 'Blitz - An illustrated lecture on women's experiences in the London Blitz will be the final subject of the course. - Discussion of the students' observation of the World War 2 displays at the Imperial War Museum and the nine mini memoirs from Mavis Nicolson's on Moodle will broaden the students' appreciation of the enormous impact of the Second World War on women's lives in the 1950s and 1960s and beyond. - Excerpts from the DVD, <i>London Can Take It! The British Home Front At War</i>, Imperial War Museum Official Collection, and the DVD, <i>Women and Children At War, The British Home Front At War</i>, Imperial War Museum Official Collection will be screened and discussed in class.	- Mavis Nicholson, (Ed.) <i>What did you do in the War, Mummy?</i> London, Vintage Publishing, 1991, pp.17-22; 41-50; 71-76; 77-80; 81-90; 167-173; 175-79; 180-87 on Moodle - Students to hand in to their research papers to the professor in class TODAY

COURSE-RELATED TRIPS:

- Visit to the Museum of London to complete the assignment, 'Where are the women?' Students will search for evidence of the material culture of women's lives in the mid-17th to the early 20th galleries. This will involve them considering the artefacts which have been deployed to discuss and describe women's roles, the displays, and interpretational texts. They will discuss their findings and choose one object or display to discuss in class. This visit may also inspire students in their choice of a topic for their research paper.
- Visit to the National Portrait Gallery to complete the assignment, 'Three hundred years of women's portraits.' The class will be required to locate, analyse, and interrogate the portraits of a dozen important women, including several figures who will be studied during the course. The visit also provides students with an opportunity to consider a portrait as a subject or inspiration for their research papers. A favourite portrait will be discussed in class.
- Guided-walk round Westminster and Whitehall in the footsteps of the Suffragettes. The professor will take the students to the sites of the militant women's suffrage campaigners' political struggle with the Liberal government and violent altercations with the police. Caxton Hall: the Suffragette Scroll sculpture: Parliament Square, the scene of the 'Black Friday' riot on 18 November 1910; Mrs Pankhurst's statue next to the House of Lords; Whitehall; Mrs Fawcett's sculpture in Parliament Square and the gates of Buckingham Palace are some of the locations we will visit.
- Visit to the Imperial War Museum to complete two assignments, 'Keep the Home Fires Burning', 1914-1918, and 'What did you do in the war, Mummy?' 1939-1945. The Imperial War Museum is an outstanding resource for the study of the changing roles of women during two world wars. Students will conduct an audit of the artefacts deployed and analyse the displays and interpretational texts about women's involvement in a highly gendered narrative. A favourite object or display from the First World War gallery, and a thought-provoking display in the Second World War gallery will be discussed in class.

REQUIRED READINGS:

See the readings specified in the table above.

RECOMMENDED READINGS:

- Vera Brittain, *Testament of Youth*, An Autobiographical Study of the Years 1900-1925, London, Virago 1983 edition
- Vera Brittain, *Chronicle of Youth*, Great War Diary 1913-1917, London, Phoenix Press, 2002

- Diana Condell and Jean Liddiard, *Working for Victory? Images of Women in the First World War*, London, Routledge and Kegan Paul, 1987
- Faramerz Dabhoiwala, *The Origins of Sex, A History of the First Sexua Revolution*, London, Allen Lane/Penguin, 2012
- Charlotte Gordon, *Romantic Outlaws, The Extraordinary Lives of Mary Wollstonecraft and Mary Shelley*, London, Hutchinson, 2015
- Emmeline Pankhurst, *My Own Story: the Autobiography of Emmeline Pankhurst*, London, Hesperus Press, 2015 edition
- Dorothy Sheridan (Ed.), *Wartime Women, A Mass Observation Anthology 1937-1945*, London, Phoenix Press, 2002
- In addition to the above warmly recommended readings the professor will also suggest books, journal articles, primary sources in specialist libraries and archives, and electronic materials to guide students in completion of their research papers. This support will be given in class tutorials, and by email.