

British and American Women's rights and peace movements



Dissertation Presentation

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Research Question's

Treatment of British and American women during the 17th and 19th centuries.

Education and Social Class (opportunities)

Voting Right's and political challenges

Outcomes of these movements

Why this matters today

My Dissertation Plan

British and
American
women
during the
17th and 18th
century

- Introduction
- Literature review
- Chapter 1: Education & Social Class
- Chapter 2: Women's labour rights and working conditions
- Chapter 3: Women's voting right's
- Chapter 4: Challenges and Outcomes
- Conclusion

Chapter One

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graph TD; C1(Chapter One) --- N1(1. Girls excluded from schooling during the 17th and 18th centuries); C1 --- N2(2. Class and opportunities); C1 --- N3(3. 'Accomplishments'); C1 --- N4(4. American women faced significant challenges); C1 --- N5(5. Expansion of later opportunities);
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1. Girls excluded from schooling during the 17th and 18th centuries

2. Class and opportunities

3. 'Accomplishments'

4. American women faced significant challenges

5. Expansion of later opportunities

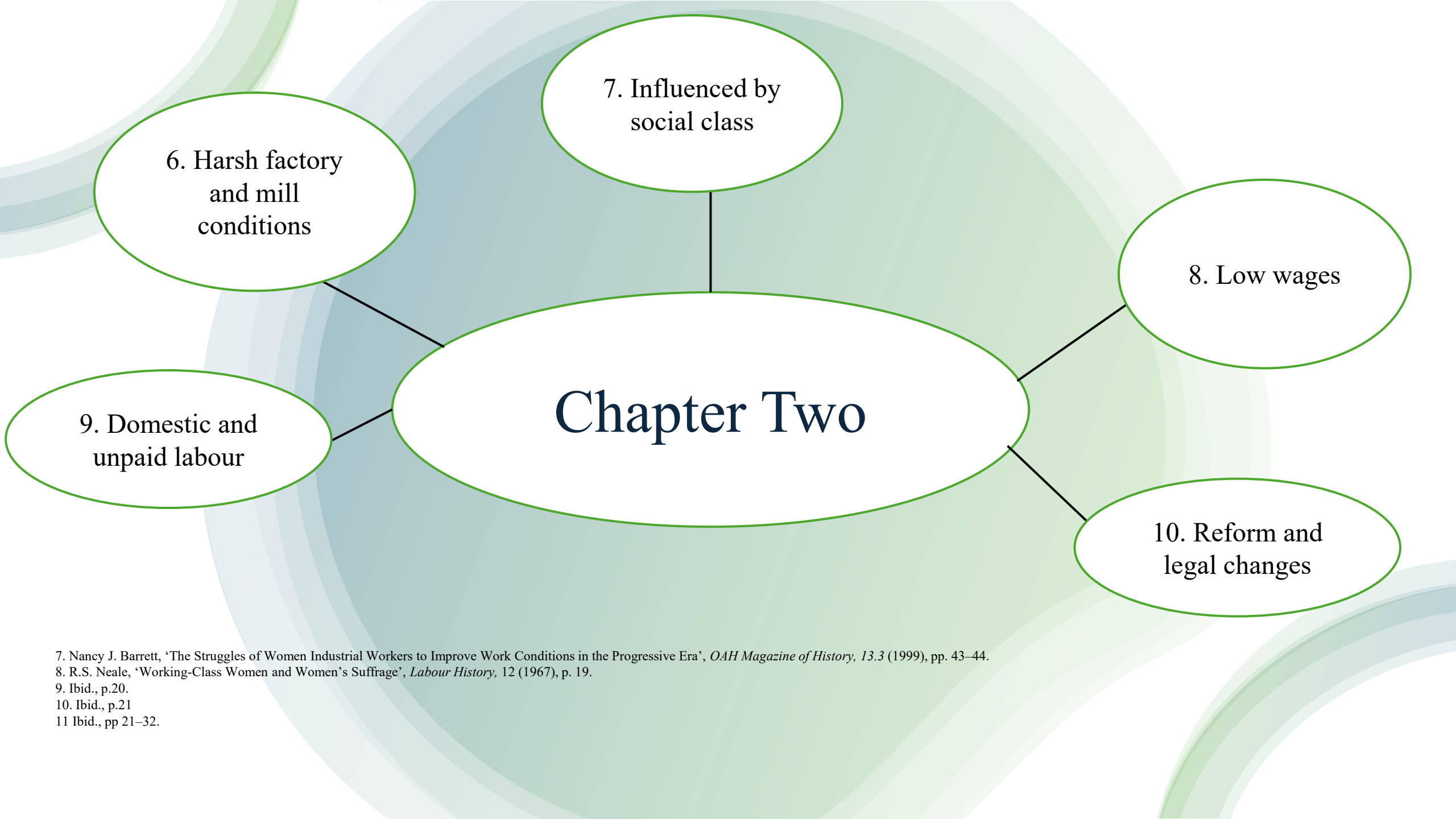
2. Barbara Matthews, 'Women, Education and History,' *Theory into Practice*, vol. 15, no.1 (1976), p.47.

3. Jeanne Ballantine, 'Race, Gender, Class, and Education', *Race, Sex & Class*, 1.1 (1993), p. 66.

4.. Barbara Matthews, 'Women, Education and History,' *Theory into Practice*, vol. 15, no.1 (1976), p. 49.

5. Jeanne Ballantine, 'Race, Gender, Class, and Education', *Race, Sex & Class*, 1.1 (1993), p. 83.

6. Kathryn M. Moore, 'Women's Access and Opportunity in Higher Education', *Comparative Education*, 23.1 (1987), p. 23.



Chapter Two

6. Harsh factory
and mill
conditions

7. Influenced by
social class

8. Low wages

9. Domestic and
unpaid labour

10. Reform and
legal changes

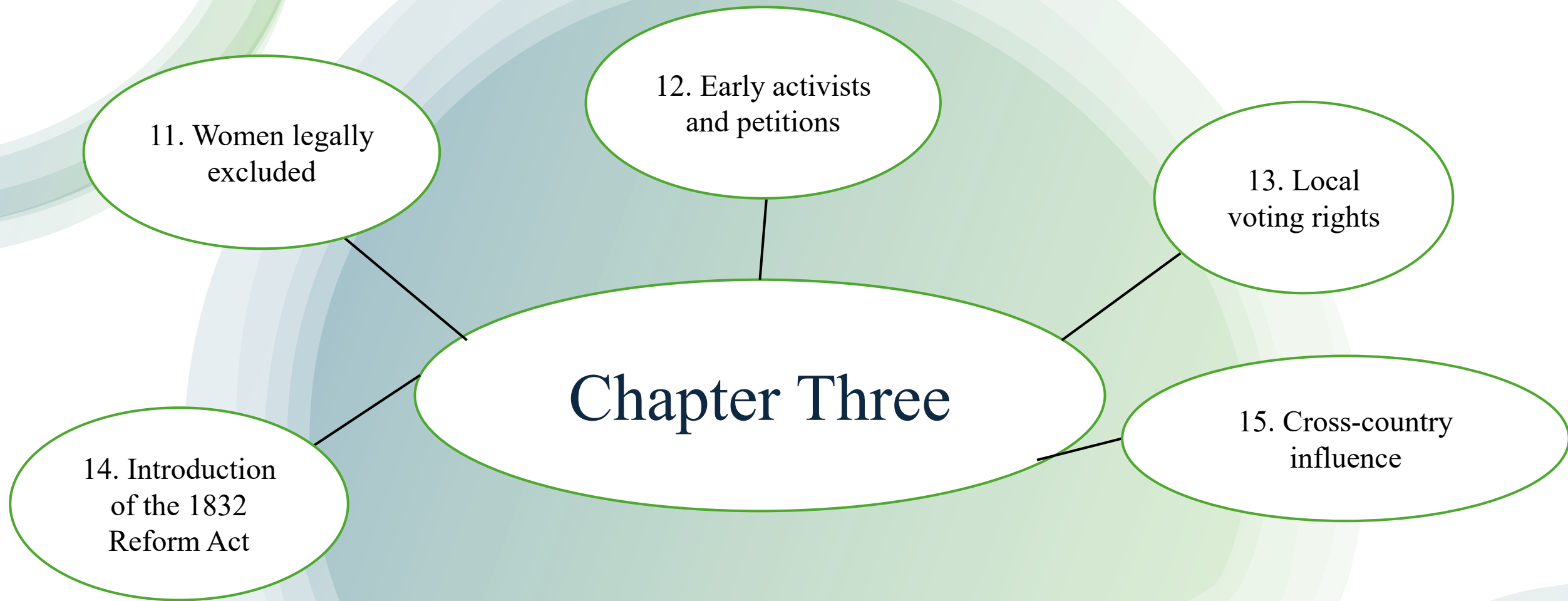
7. Nancy J. Barrett, 'The Struggles of Women Industrial Workers to Improve Work Conditions in the Progressive Era', *OAH Magazine of History*, 13.3 (1999), pp. 43–44.

8. R.S. Neale, 'Working-Class Women and Women's Suffrage', *Labour History*, 12 (1967), p. 19.

9. *Ibid.*, p.20.

10. *Ibid.*, p.21

11 *Ibid.*, pp 21–32.



12. Dawn Langan Teele, 'Women & the Vote', *Daedalus*, 149.1 (2020), p. 27.

13. Heidi MacDonald, 'Women's Suffrage and Confederation', *Acadiensis*, 46.1 (2017), 163–76 (p.172).

14. Dawn Langan Teele, 'Women & the Vote', *Daedalus*, 149.1 (2020), p. 27.

15. UK Parliament, 'The Reform Act 1832', *UK Parliament*, 2026 [The Reform Act 1832 - UK Parliament](#) (accessed 15 March 2026).

16. Leila J. Rupp, 'Constructing Internationalism: The Case of Transnational Women's Organizations, 1888–1945', *The American Historical Review*, 99.5 (1994), 1571–600, (pp. 1571–1576).

Chapter Four:

- This Chapter will weigh up evidence from previous chapters
- Look at out-comes from challenges women have faced
- Sum up all chapter conclusions

Primary Sources

17. A 1915- ‘Vote yes for woman’s suffrage’ poster

18. Central National Society for Women’s Suffrage – Annual Report (1889)

19. John Stuart Mill– ‘Suffrage for Women’ (1867 Speech).

17. *Vote Yes for Woman Suffrage*, 1915, campaign poster, digital image, Richard F. Brush Art Gallery <https://www.jstor.org/stable/community.28445671> (accessed 15 March 2026).

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19. John Stuart Mill, ‘*Suffrage for Women*’, 1867, speech, digital image <https://www.jstor.org/stable/community.24216379> (accessed 15 March 2026).

Secondary Sources

20. Matthews, 'Women, Education and History'.

21. Ballantine, 'Race, Gender, Class, and Education'.

22. Teele, 'Women & the Vote'.

20. Barbara Matthews, 'Women, Education and History.' *Theory into Practice*, vol. 15, no.1 (1976), pp. 47–53, <https://www.jstor.org/stable/41680040> (accessed 15 March 2026).

21. Jeanne Ballantine, 'Race, Gender, Class, and Education', *Race, Sex & Class*, 1.1 (1993), 65–92, <https://www.jstor.org/stable/1475810> (accessed 15 March 2026).

22. Dawn Langan Teele, 'Women & the Vote', *Daedalus*, 149.1 (2020), pp.25–39 <https://www.jstor.org/stable/48563030> (accessed 15 March 2026).

Conclusion

- Women faced challenges in education, work and politics.
- Social Class decided most ways of life.
- Activism and peace movements were important for women to implement change.
- Britain and American moved differently but influenced each other.
- Change was slow and challenging.
- Many legal changes implemented over time

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