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Concise Collections: Teaching British Women Travelers

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In this series, each issue of *ABO* includes a Concise Collection on a female writer or artist or a specific group of eighteenth-century women, with three to five articles offering critically informed, practice-based strategies for teaching in survey or theme-based courses for different student audiences. This series seeks to facilitate the innovative and effective teaching of female creatives whose excellence and insight demand inclusion in our classrooms, but who have not yet received the attention they deserve in pedagogy publications, or who might not yet have been encountered by every teacher of the eighteenth century.

This Concise Collection brings together essays on both well-known and less-recognized travel accounts by British women, seeking to extend the ways we teach what was a central literary form of the eighteenth century. Annette Hulbert describes teaching Mary Wollestonecraft's travelogue as a form of survival narrative in imperial and oceanic contexts (engaging the survival of the human species as well as of the individual) and primes students to see the ways in which trauma-informed narrative and the material conditions of reading and writing shaped some of the literary thread of the eighteenth century. Susan Spencer provides a classroom-based approach to the ways that a snapshot of eight of Lady Mary Wortley Montagu's *Turkish Letters*—all dated 1 April 1717—can speak powerfully to twenty-first century students when contextualized as a carefully-managed public-facing communication about a different era's vaccine hesitancy, anti-Muslim racism, and anti-feminism. Lenka Philipova's essay encourages us to bring a new voice and vision to our classrooms with the letters, journals and watercolours of Lady Anne Barnard, whose depictions of the Cape Colony (late-century colonial South Africa) invite reflection on the ways that she concurrently employs and subverts artistic, social, and political conventions for British women in colonial environments. And Lacy Marschalk describes her pedagogical success with Eliza Fay's *Original Letters from India*, including strategies for increasing student engagement with travel writing through an account that includes encounters with bandits in Egypt, and with Marie Antoinette in Paris and Hyder Ali in Calicut, where she was imprisoned for fifteen weeks. A thoughtful series of exercises asks students to reflect upon the implications of the *Letters*' publication history (including an edition by E.M. Forster within months of the publication of *A Passage to India*) by carrying out their own critical editing project.

Forthcoming Concise Collections focus on teaching Mary Prince, Anne Finch, and Margaret Cavendish. Proposals are invited for other groupings: contact pedagogy editor tiffany.potter@ubc.ca