

WOMAN'S STRUGGLE TOWARDS STEREOTYPES IN THE CASE OF THE MISSING MARQUESS: AN ENOLA HOLMES MYSTERY

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ABSTRACT

This research tries to analyze the women's struggle towards stereotypes in the novel *The Case of The Missing Marquess: An Enola Holmes Mystery*. The objectives of this research are to identify, classify and analyze the phenomena of the historical picture of stereotypes for women in the 18th century pictured in the novel, and how the women struggled with the stereotypes in it. This was qualitative research with a descriptive method. The researcher utilized the liberal feminism theory by Mary Wollstonecraft in analyzing the data. First, the researchers tried to find out how was the historical women's struggles at that time and after that found out characters who struggled with stereotypes in the novel. The result of this research was the character shows how she struggles to find her mother in terms of seizing the right to vote for women, and Enola, the main character, changes people's views about women at that time. Enola was also an illustration that not all women had to follow the rules or become a standard for a good figure, but it was freedom and courage that could change people's views of women that women could also do things without the helped of men and women were entitled to the same rights as men.

Keywords: *Enola Holmes Mystery; Liberal Feminism; Stereotypes For Women*

ABSTRAK

*Penelitian ini menganalisis perjuangan perempuan terhadap stereotype dalam novel *The Case of the Missing Marquess: An Enola Holmes Mystery*. Tujuan dari penelitian ini adalah untuk mengidentifikasi, mengklasifikasikan dan menganalisis fenomena gambaran sejarah tentang stereotype bagi perempuan abad ke-18 yang digambarkan dalam novel, dan bagaimana perjuangan perempuan melawan stereotype tersebut di dalam novel. Jenis penelitian ini adalah kualitatif dengan metode deskriptif. Peneliti menggunakan teori Feminisme Liberal oleh Mary Wollstonecraft dalam menganalisis data. Pertama, peneliti mencoba untuk mengetahui bagaimana sejarah perjuangan perempuan pada saat itu dan setelahnya menemukan tokoh yang berjuang dengan stereotype di dalam novel. Hasil dari penelitian ini adalah tokoh tersebut menunjukkan bagaimana dia berjuang untuk menemukan ibunya dalam hal perebutan hak pilih untuk perempuan, dan Enola, tokoh utama cerita, mengubah pandangan orang tentang perempuan pada saat itu. Enola juga merupakan gambaran bahwa tidak semua wanita harus mengikuti aturan atau menjadi standar bagi seseorang untuk menjadi baik, tetapi kebebasan dan keberanianlah yang dapat mengubah pandangan orang tentang wanita bahwa wanita juga dapat melakukan sesuatu tanpa bantuan pria dan wanita. berhak atas sesuatu yang sama dengan para laki-laki.*

Kata Kunci: *Enola Holmes Mystery; Feminisme Liberal; Stereotipe Perempuan.*

INTRODUCTION

Women's struggle has become an interesting phenomenon throughout women's history. History reveals how women can get an equal position in society, like nowadays. Men have a long story of dominance in public space. Dominance makes women subordinate or feels inferior, even in this modern era. It must be acknowledged that the role of women today stands out. Today's rapidly evolving modern information technology looked as if it was inseparable from the existence of women. Some people believe that they do not need feminism today, but nothing can be further from the truth ((Danim, 1995)).

In early feminism, the era is concerned with the education and employment rights of women and with improving the legal rights of married women ((Pilcher & Whelehan, 2004)). Mary Wollstonecraft writes a paper about the basic principles of feminism used in the future. Feminism is a critical social theory that includes social context, political, economic, and historical injustices (Ritzer, 1983)). In other words, feminism is not a universal movement that can represent all women. The struggle of early feminism developed the idea that women's positions were less fortunate than men's in their social realities. The focus of the early feminism movement was against patriarchal views on female subordinate positions because they are perceived as weaker, more emotional, and irrational beings (Permatasari, 2016).

Springer, the author of this novel, developed the idea for Enola Holmes with her editor. After some research, she realized that Sherlock Holmes was based on the same period as Jack the Ripper. Jack the Ripper was the nickname of a serial killer. The mystery of Enola Holmes had been classified as an example of neo-Victorian literature, as the author used Victorian women's clothing as a method to demonstrate female empowerment through the main character (Erkal, 2017). Set in 1888, the novel tells the story of a detective girl named Enola Holmes, who was portrayed as a brave, intellectual, and independent woman. Her mother taught her every literature, sport, and the art of self-discipline, which was not common pursuits for Victorian-era adolescent girls. Enola, who had just turned 16, learned that her mother was mysteriously missing. Enola's existence was disliked by her two brothers, so they intended to send Enola to a girls' school. Rejecting the plan, she fled to London to find her mother's whereabouts. Enola then met a young nobleman named Tewkesbury who also escapes. Only educated people had the opportunity to vote, and women had no right to vote at all. Enola was looking for her mother, whose mother was another female activist fighting for the same suffrage. This research aims to describe the historical background of the novel and, at the same time, show the reader how this novel becomes a utopian expectation for the author. In her novel, she gave a little picture of a woman's story that successfully got human rights such as voting rights, the new paradigm of woman's image, and a picture of a woman who was out of her comfort zone to find her identity because the story was so dissimilar to the actual state of women at the time it was written. The researchers believe that the Enola story

could inspire women to fight for their rights more strenuously.

LITERATURE REVIEW

Liberal Feminism

Mary Wollstonecraft was a well-known women's rights activist who authored a vindication of the rights of women, 1792, a classic of rationalist feminism that was considered the earliest and most important treaty advocating equality for women (Taylor, 2003). Feminism could be interpreted in a variety of ways. It was a concept that advocates for equal social and political rights for women, among other things (Wollstonecraft, 2020). Various strands of feminism evolved. The authoring of Mary Wollstonecraft's vindication of the rights of a woman to women, which gained suffrage in the early twentieth century, was believed to have begun the first wave of feminism.

The right was well-established among working women in the United Kingdom. They went on strike to demand equal pay for equal work. Meanwhile, socialist Marxism had a tremendous effect on the left. In 1970, however, the British right and left went together at the British national women's liberation conference to argue for single feminism. They requested equal pay, the same education, and equal possibilities for jobs, as well as 24-hour child care, free contraception, and abortions as needed. These demands demonstrate that second-wave feminism was concerned with women as an oppressed group, with their bodies serving as the primary site of oppression. Second-wave feminist beliefs were generally regarded as half prophetic and half utopia. Despite the bond that had grown among second-wave feminists, there had always been differences between women of different classes, races, and ethnicities. As a result, the search for feminism that could represent all women was a pipe dream because feminism was anchored in a variety of issues and hence has a varied history and growth.

Liberal feminism itself was a woman's position in society was seen in terms of equal rights or artificial barriers to women's participation in the public sphere, legal, political, and institutional struggles for the rights of individuals to complete they are worked in public (Beasley, 2015). From the idea of state pluralism, liberal feminists saw the state as an unbiased ruler between the interests of many groups. It recognizes that males rule the country, which was reflected in the desire have been "masculine," but it also believes that these men's interests and influence may strongly dominate the country. In other words, the state was a mirror of the interest groups that dominate it. Most liberal feminists believed that women were only "within" the state as citizens, not as policymakers. As a result, there was a gender discrepancy in politics or the state in this situation. The liberal feminist's point of view had evolved throughout time. Liberalism emphasizes the value of freedom and holds that the just state ensures freedom for individuals and roles for the state and insists on freedom for women. Liberal feminists believe that society holds the false belief that women are, by nature, less intellectually and physically capable than men, and thus tend to discriminate

against women in the academy, the forum, and the marketplace (Tong, 2019). For Wollstonecraft, wanting a woman to be a person, a woman, women are not "just tools" or instruments for the happiness or perfection of others. Instead, women are "goals" to determine their destiny (*Feminist Thought.*, 1977).

Stereotypes

According to Steele and Aronson (Steele & Aronson, 1995), in essence, stereotypes were logical characteristics of oneself and others. Stereotypes were general beliefs about definite categories of people. These were the expectations that people might have about everyone from a particular group. Stereotypes were an issue that had had an impact on people lives at times. It could manifest itself in a variety of ways. Stereotypes exist in gender, just as they did in everyday life and education. A girl was fussy and demanding, a boy was stronger than a girl, math was tough, a book was a doorway to the world, and women were awful drivers were just a few examples of stereotypes. Women had also been taught several skills by their mothers since they were children, such as how to cook, sew, and maintain the home, as well as how to take care of themselves, charm, and modesty. Women had been forced to accept jobs that were in character for women since they were tiny girls, as seen by these examples. Women were also noted for their ability to care for and serve others. It means that they were capable of meeting their domestic responsibilities, such as being a mother, raising a child, providing excellent service to their husband, and so on. All of these factors could develop into a scenario where women were unable to wield control over males, and men were consequently more likely to have been promoted to positions of power (Mitchell, 1984).

RESEARCH METHOD

In this study, the researcher used qualitative research with a descriptive method. Qualitative research was concerned with collecting and analyzing information in as many forms (Guiliano, 1999). Qualitative research was used to carry out this study since the sources of data were taken from written materials of the literary work itself. First, the researchers read the novel *The Case of The Missing Marquess: An Enola Holmes Mystery*. Second, the researchers found out the problems in the novel and underlined every part of the narration and dialogue which relates to the answer to the research problems.

FINDING AND DISCUSSION

Findings

1. The historical picture of stereotypes for women in the 18th century pictured in the novel *The Case of the Missing Marquess: An Enola Holmes Mystery*

Women were particularly being ruled for how they should dress which had specific standards as a lady. In the 18th century, men's clothing was generally detailed briefly when the story's male characters arrived in the novel. Women's dress standards were documented in detail from the beginning of the story; it was shown by the dialogue below:

"The vicar's wife, among others, raised her eyebrows at me. I supposed it was because of my knickerbockers. For public cycling, you see, I should have been wearing "rationals" – bloomers covered by waterproof skirt – or indeed any kind of skirt long enough to conceal my ankles" (p.19).

The narration explains that she wore knickerbockers while cycling which should be wearing a long skirt that supports the female character. However, she mostly at the time wore skirts until the priest's wife saw Enola liked that. The narrator discusses how wearing hats and gloves, walking umbrellas that resemble male walking poles and different amplifiers such as corsets and breast augmentations may help women achieve their ideal female shape. Each of these rules applies to women, and their main goal was to captivate and attract the opposite gender. Caps with lace edging around the brim were quite popular among the ladies. Women's shoes and stockings at the period were white and black laced stockings, as well as high-heeled, pointed-toe shoes. Gloves watched, masks and jewellery were all popular accessories at the time, although they were not as common as they were now.

The character explained that the royal and honourable woman made up and took care of herself according to the standards of women at that time. They were also socially active, with a large circle of correspondents with whom they discussed a variety of topics. Furthermore, instead of examining what was seen as possible, plausible, and conceivable within the matrix of politeness, these women, who were all pushed the boundaries of polite femininity in different ways. Despite their diversity, these women constitute a very select group of polite women; they were all well-educated and well-read and were now usually thought to have been members of the bluestockings, a network of literary women. They were also based in London, or at the very least, partaking in sophisticated London social life.

Some women also fought for their rights after marriage and custody of children after divorce. These women stimulate awareness about the oppression of women, who then encouraged the emergence of various organizations to defend the fate of women,

"Those most married women disappeared into the house every year or two, emerging several months later with a new child, to the number of perhaps a dozen, until they either ceased or expired (p.21)

Based on the narration above, women after marriage would focus on taking care of the house, raising children, and caring for them. When married, men would rule the family. Women's rights throughout the early part of the 18th century were unstable. Even though women could work, they did not have nearly as many

privileges or rights as males. Women were unable to vote, own land while married, attend university, receive equal pay, apply in a range of professions, or even report serious family abuse. Cruelty might be used to women who were thought to have been very argumentative or radical.

The main character was told by her brother to go to a girls' school because women were required have been able to serve their husbands, dress up, and take care of the family's needed. On the other handed, upper-class girls were not sent to public schools. Girls were expected to have been able to sew, cook, sing, and play an instrument.

These were all abilities that a girl may employ throughout her life, especially to assist or please her husband. Women's colleges eventually opened, and as women grew older, they had additional educational opportunities. Women found it extremely difficult to obtain a university degree and gained access to well-paid occupations such as physicians, architects, and attorneys.

It was known that Enola's mother was one of the suffrage fighters. Only men had the right to vote. Women must seize the opportunity to achieve equality in economic and social terms so that women became equal subjects with men. Only educated individuals were allowed to vote at the time, and women were not allowed to vote at all. At the time, her mother, along with several other female activists, battled for the right to vote. It of course raised Enola's freedom spirit which she thought had the same idea as her as stated in the quotation below:

"Mum was, you see, very much a free thinker, a woman of character, a proponent of female suffrage and dress reform.." (p.27)

2. Women's struggle with the stereotypes in the novel The Case of The Missing Marquess: An Enola Holmes Mystery

Enola explains about herself in the novel which was the meaning behind her name. She considered her name that from her mother was very meaningful, as seen in the line below:

"Must have had something in mind" when choosing Enola's name (p.5)

This was because Eudoria was fond of cyphers and Enola's name backwards spells the word alone. Enola explains that her mother told her daily how she would do well on her own; if she needed to be helped, she would be the best to help her out of a sticky situation. This idea played a major part in the stories and the progression of Enola's character. Enola proves that women also had the right and could have freedom over their ideologies, and without the helped of men.

Enola wore clothes like a boy. It was very opposite from the ladies' behaviour at that time: She was wearing clothes that were not worn by women at that time. She appeared with her tomboyish style, in this era, tight corsets and wide skirts were backed again with the addition of accessories such as additional collars. Fashionable

ladies used a variety of accessories, including gloves, watches, masks, and jewellery, which was not as prevalent as they were today.

Women at that time spent their childhood studying in girls' schools or playing with their friends, and it was stated and taught that women must be able to sew, clean houses, and perform other activities associated with a negative image. Women in England were required to have speech attitudes ingrained in them throughout childhood, ranging from schooling to eating habits and clothing. Enola was aware that she was not the same as other girls but she was never shy. Slightly more gentle where women were viewed in a certain perspective that was limiting (not liberating).

Moreover, widows and single women were allowed to own their own homes and assets. Their property and any money they owned, however, were given to their husband as soon as they married. This was especially true for women from the middle and higher classes. Not only was marriage an anticipated responsibility for these women, but society also forbade them from working for them.

Enola was not married because there was some kind of fear that if she marries her rights or the struggle that was done had been in vain. When a woman marries, any property she owns is automatically passed to her husband. In the 1800s, divorce was incredibly difficult, and there was little legal protection against domestic violence. Working-class women frequently worked in low-paying jobs such as domestic service or new industrial mills and factories. Only a small percentage of middle-class women worked, and any money they made became their husband's property after they marry. Her property passed into the control of her husband. She could not make contracts, nor could she sue or be sued. She also had no legal rights over her children and, believe it or not, no right to leave the house without her husband's consent.

The intellectual education provided to girls in enlightenment-influenced families, in turn, published inspiration about the importance of women's education as the basis for a political movement, Mycroft also insisted on sending Enola to a personality school because he felt Enola had been wrongly educated and too wild for women at that time,

The key to attaining self-respect was education, making women capable of bettering their lives, their children's lives, and their spouses' lives. Women were the ones who gave education to their children, which was why it was so essential. It takes more than a century for her ideals and became reality. Enola grew up have be a strong, intellectual, and independent girl so that on her way, she did not find it difficult because she got the knowledge from her mother.

Enola had learned and read what other children her age did not, because she did not want to go to a women's school. She claimed that education was not only done at school but also by reading books, one of which was a book that was not commonly read by girls her age. Girls were sent to "dame schools" or taught by governesses, and their education was oriented to their function as brides and mothers, while boys were sent to boarding schools.

Enola came from a quality family; her brother wants Enola to follow his advice so as not to embarrass the family, but Enola still did not want to go to school. Enola felt she was a blessing to her family because she could not be a standard male to female. The early modern period was a period of two steps forward, when women had more independence and, as a result, had access to education. With the rise of the merchant class, more parents were looking to educate their daughters so that they could help out in the family business. It was common for merchants to leave their enterprises to their wives in their will during this historical period, demonstrating that women were well educated to fulfil these responsibilities – and that education in a wife may be advantageous.

Enola went to London to look for her mother. She looked for her mother to support the struggle for women's suffrage by looking for her mother in London. Enola hopes to help her mother. She made women mature because mature women were not seen as weak by men, and criminals did not her brother. Enola prepares and composes herself for a grand plan. Tries to transmit an optimistic attitude to her brother, being smart was the only thing Enola could do. By being smart, she was able to do many things that could accelerate her abilities. The background influences men's views of women in which adult women were considered or allowed to travel without worrying to protect themselves from street criminals.

Enola struggles to put together the puzzle her mother gave her,

“I got up and worked on my cipher book through the dark hours. I enjoyed the ciphers after all, for I loved finding things, and Mum’s ciphers gave me a new way to do this, first discovering the hidden meaning, then the treasure. Each cipher I unravelled led me into Mum’s rooms in search of more riches she had secreted for me”. (p. 62)

Based on the dialogue above, Enola unknowingly struggles to put together the puzzle her mother gave her. She woke up and worked on it for hours. No one could put the puzzle together except Enola. She happily composes the puzzle without being burdened. It was difficult to arrange only Enola was competent in doing so. Her brothers were unable to enter. Enola struggled against the stereotype of women at that time. She dared to find her mother without the help of her brother. She changed people's views of women who were gentle, well-dressed, and did not go against the rules of the day. She did it herself without any fear, Enola proves that women also had the right and could have freedom over their ideologies, and without the help of men.

“I did not care. Back in the woodlands that encircled Basilwether Park, I walked at random, oblivious to the drizzle that had begun to fall, my thoughts running wild with excitement, building upon my original scheme to find Mum. (p.81)

Based on the dialogue above, Enola did not care how heavy the obstacles she faces were. She walked around the park randomly and even though it was raining, she

did not give up looking for his mother. Mary Wollstonecraft (1792), a vindication of the right of women stated that: women should be able to enter the world of medicine and politics. Women's struggles to make free voices heard had crossed a long period, against societal boundaries and traditional assumptions about women's roles.

Discussion

The researchers found four points covering the stereotypes and women struggling issue in this novel; woman's beauty standard, marriage life, education, and political rights. The woman's beauty standard describes how women should be including clothes, gestures, and attitudes. In those days, women had to wear polite, beautiful clothes that resembled women. Gestured and attitude were also very calculated; women should speak well and politely. Moreover, men dominated marriage life. All the rights of wives, such as working outside, money, and so on, were taken by men. Women were only a complement to men. In education, in the Victorian era, gender was a highly distinctive class. Boys were taught intellectual and functional skills, while girls only studied at home doing homework or entered women's schools. The last suffrage belongs to men or people in positions of power, while women did not have the right to vote.

Educational structure determines the pattern of women's lives. With higher education, a woman could increase vertical mobility to improve socioeconomic status (Burstyn, 2018). Not only that, but women also had to play a role as self-identity, and knowledge would grow and develop. Then it was even more perfect when the knowledge was inspired by the owner in living life and could merge with society.

The "angel in the house" became a popular Victorian symbol of the ideal woman and wife. The lady was expected to have been devoted to and submissive to her husband. The angel was quiet, powerless, meek, lovely, graceful in her clothes, compassionate, self-sacrificing, religious, and above all, pure. She was meant to represent a type of femininity centred on family, motherhood, and respectability. Wollstonecraft's writings were a cornerstone of the modern feminist movement. Wollstonecraft called for the development of the rational side of women and demanded that girls be able to study in government schools on an equal basis with boys. Enola fought for these stereotypes which she believed that women should not determine by the beauty standard rule that already existed at that time. She supposed that the rules did not require her to dress up or wear skirts to comply with the beauty standards of the period.

In marriage life, because more men had property assets, made Enola did not want to get married because she thought the rights that she had struggled for had been in vain if she got married at that time. Enola was also opposed to being included in a girls' school because she assumed that girls did not have to go to girls' schools because a lot of things that were not learned in school could be found outside of school. Furthermore, Enola's mother was an active activist for feminism. She fought for women's suffrage until she went to London without anyone knowing she was

planning something to get her suffrage. Enola tried to advance her mother's struggle by looking for her. Alone, the meaning of the name Enola was given by her mother. Her mother wants Enola to live independently and not depend on men. Women struggled to align themselves and also knew how to place their existence. Women wanted to have independent lives so that they could determine their fate without depending on men.

In theory, Mary Wollstonecraft claimed that, because men and women thought in the same way, they should have equal rights and respect. From a historical perspective, the liberal feminist movement focuses on women's fought for equal educational rights with men. Therefore, the role of Enola in this character was very different from the history or views of women at that time. Enola dressed like a man who at that time thought women must look beautiful. Enola refused to enter the school of women. She thought that she could be a woman who did not have to enter the school. She learned a lot beyond that and eventually found herself as a brave teenager. Women who did not think about beauty standards, smart women, and women who struggled to continue their mother's fought for women's suffrage. Enola was free-spirited and dared to do whatever she wants. Those traits and characters were cultivated until Enola grew up. Because of her freedom and courage to build the character in her, she dared to take risks and stacked to her life goals. The Enola Story could encourage women to fight for their rights more stridently, according to the study, because it was so dissimilar to the actual situation of women at the time it was written.

CONCLUSION

The objectives of the study were to give information about the history of women's struggle and to know the description of women's struggle against stereotypes in the 18th century in the novel. The reality of inequality between women and men in various fields of life has become the starting point for the emergence of various claims of thought that lead to demands for equal treatment between women and men. In this case, there is a gender disparity in politics or the state. Enola, in the novel *The Missing Marquess: An Enola Holmes Mystery* proves that women also have the right to have freedom over their ideologies and without the help of men. Enola's mother, along with several other women activists, struggled to get equal suffrage at that time. Enolathen inherited her spirit and grew up to be a strong, intellectual, and independent girl like her mother. At that time, only educated people had the opportunity to vote, and women did not have the right to vote at all. Enola continues to oppose the existence of gender inequality that occurs when she is admitted to a special school for young women, where it is stated and taught that women must be able to sew, clean houses, and do other things that still carry a strong stigma. The Enola story tried to capture the historical picture and women's struggle toward stereotypes, namely beauty standards, marriage life, education, and political

rights. The researchers can identify the liberal feminism discourse in the novel; it revealed to the reader that it was influenced by the real-life of women's history in the 18th century. The readers can get the spirit of Enola while searching for her mother and also Enola's mother's struggle for women's suffrage. Moreover, Enola also influences women to believe that they do not have to stay at home but should have freedom according to their willingness. It then assures women that they can express themselves as they are without pressure from anyone. The liberal feminism discourse found in the novel proves that what happened in it was a picture of women conditions in the 18th century. It shows us that the discrimination against a woman at that time affects their whole life aspect. The social structure forces women to keep their potency and spirit to grow up. However, Enola successfully proves that a woman still has a choice and have the same rights, included political, economic, and educational status, as the men.

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