

1. Record Nr.	UNINA9910410012203321
Titolo	Women, Power Relations, and Education in a Transnational World // edited by Christine Mayer, Adelina Arredondo
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2020
ISBN	9783030449353 3030449351
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (xii, 260 pages) : illustrations
Collana	Global Histories of Education, , 2731-6416
Disciplina	371.10082 370
Soggetti	Education - History Sex International education Comparative education History of Education Gender Studies International and Comparative Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Introduction -- 2. "The Measure to Rank the Nations in Terms of Wealth and Power?" Transnationalism and the Circulation of the "Idea" of Women's Education -- 3. The Differentials of Gendered Social Capital in Indian Literacy-Educational Activism, 1880-1930: Renewing Transnational Approaches -- 4. French Catholic Teaching Sisters Go International: Rereading Histories of Girls' Education Through a Political and Transnational Lens -- 5. Writing Home to the American Board of Commissioners for Foreign Missions: Missionary Women Abroad Narrate Their Precarious Worlds, 1869-1915 -- 6. Julia Lloyd and the Kindergarten: A Local Case Study in a Transnational Setting -- 7. The Transnational Roots of the Froebel Educational Institute, London -- 8. The Greeks Girls' School Arsakeion as a Case Study in its National Role during the Balkan Wars (1912-1914) -- 9. Suffragist Mother-Teachers: Familial and Professional Identity Through the Entangled Historical Lens

of Mandatory Palestine, 1918-1926 -- 10. WomenEducators' Sojourns Around the British Empire from the Interwar Years to the Mid-Twentieth Century -- .

Sommario/riassunto

This edited collection addresses the nexus of gender, power relations, and education from various angles while covering a broad spectrum of the history of education in both time and geographic space. Taking the position that historians of gender and education find the concept of transnationalism very useful for a deeper understanding of historical change and situations, the editors and their contributors employ a transnational perspective to explore the complex and entangled dimensions of a history of education that transcends regional and national boundaries through a variety of approaches (e.g. through exploring new fields of research, sources, questions, perspectives for interpretation, or methodologies). In doing so, they also undertake to open up a transnational global perspective for the historiography of education. .
