

1. Record Nr.	UNINA9910455524403321
Autore	Curchin Leonard A.
Titolo	The local magistrates of Roman Spain / / Leonard A. Curchin
Pubbl/distr/stampa	Toronto, [Ontario] ; ; Buffalo, [New York] ; ; London, [England] : , : University of Toronto Press, , 1990 ©1990
ISBN	1-282-03975-X 9786612039751 1-4426-7675-2
Descrizione fisica	1 online resource (289 p.)
Collana	Phoenix Supplementary Volumes Series
Disciplina	347.37016
Soggetti	Magistrates, Roman Local government - Spain - History Local government - Portugal - History Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes indexes.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Frontmatter -- CONTENTS -- PREFACE -- ABBREVIATIONS -- 1. The Evolution of the Magisterial System -- 2. Evidence for Local Magistrates in Roman Spain -- 3. Career Progression: The Cursus Honorum -- 4. Duties of Magistrates -- 5. Social Status -- 6. Romanization -- 7. Personal Wealth -- 8. Magistrates in the Late Empire -- 9. General Conclusions -- SELECT BIBLIOGRAPHY -- INTRODUCTION -- 1. Baetica -- 2. Lusitania -- 3. Tarraconensis (Hispania Citerior) -- 4. Addenda -- 5. Spurious or Doubtful Magistrates -- INDEX OF NAMES -- GENERAL INDEX -- 1. Baetica -- 2. Lusitania and Northwestern Tarraconensis -- 3. Eastern Tarraconensis -- Phoenix Supplementary Volumes Series
Sommario/riassunto	Local aristocracies were crucial to the administrative and social assimilation of provincial communities in the Roman world. Leonard Curchin focuses on local political élites in the Iberian Peninsula, providing the first comprehensive and up-to-date prosopographical catalogue of all known local magistrates in Roman Spain.

2. Record Nr.	UNINA9910455272503321
Autore	Scholes Robert <1929-2016.>
Titolo	The rise and fall of English [[electronic resource]] : reconstructing English as a discipline // Robert Scholes
Pubbl/distr/stampa	New Haven, : Yale University Press, c1998
ISBN	1-281-72922-1 0-300-12889-4 9786611729226 0-585-34386-1
Descrizione fisica	1 online resource (220 p.)
Disciplina	420/.71/173
Soggetti	English philology - Study and teaching - United States Language arts (Secondary) - United States English philology - Study and teaching - Great Britain English teachers - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. [191]-195) and index.
Nota di contenuto	Frontmatter -- Contents -- Preface -- Acknowledgments -- CHAPTER 1. The Rise of English in Two American Colleges -- CHAPTER 2. "No dog would go on living like this" -- CHAPTER 3. What Is Becoming an English Teacher? -- CHAPTER 4. A Flock of Cultures: A Trivial Proposal -- CHAPTER 5. A Fortunate Fall? -- Appendixes -- Works Cited -- Index
Sommario/riassunto	In this lucid book an eminent scholar, teacher, and author takes a critical look at the nature and direction of English studies in America. Robert Scholes offers a thoughtful and witty intervention in current debates about educational and cultural values and goals, showing how English came to occupy its present place in our educational system, diagnosing the educational illness he perceives in today's English departments, and recommending theoretical and practical changes in the field of English studies. Scholes's position defies neat labels-it is a deeply conservative expression of the wish to preserve the best in the English tradition of verbal and textual studies, yet it is a radical

argument for reconstruction of the discipline of English. The book begins by examining the history of the rapid rise of English at two American universities-Yale and Brown-at the end of the nineteenth and beginning of the twentieth century. Scholes argues that the subsequent fall of English-discernible today in college English departments across the United States-is the result of both cultural shifts and changes within the field of English itself. He calls for a fundamental reorientation of the discipline-away from political or highly theoretical issues, away from a specific canon of texts, and toward a canon of methods, to be used in the process of learning how to situate, compose, and read a text. He offers an eloquent proposal for a discipline based on rhetoric and the teaching of reading and writing over a broad range of literatures, a discipline that includes literariness but is not limited to it.

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