

1. Record Nr.	UNINA9910457108403321
Titolo	Fair philosopher [[electronic resource] ] : Eliza Haywood and The female spectator // edited by Lynn Marie Wright and Donald J. Newman
Pubbl/distr/stampa	Lewisburg [Pa.], : Bucknell University Press, c2006
ISBN	0-8387-5890-8
Descrizione fisica	1 online resource (252 p.)
Collana	Bucknell studies in eighteenth-century literature and culture
Altri autori (Persone)	WrightLynn Marie NewmanDonald J. <1947->
Disciplina	823/.5
Soggetti	Feminism and literature - Great Britain - History - 18th century Women and literature - Great Britain - History - 18th century Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	""Contents""; ""Acknowledgments""; ""Introduction""; ""The Pickering & Chatto Female Spectator: Nearly Four Pounds of Ephemera, Enshrined""; ""Apollo, Sappho, and-a Grasshopper?! A Note on the Frontispieces to The Female Spectator""; ""Social Conservatism, Aesthetic Education, and the Essay Genre in Eliza Haywood's Female Spectator""; ""Haywood's Spectator and the Female World""; ""Patriot or Opportunist? Eliza Haywood and the Politics of The Female Spectator""; ""Too ticklish to meddle with"": The Silencing of The Female Spectator's Political Correspondents"" ""Eliza Haywood, Periodicals, and the Function of Orality""""Injury for Injury""; or, ""The Lady's Revenge"": Female Vengeance in Eliza Haywood's Female Spectator""; ""Reforming the Coquet? Eliza Haywood's Vision of a Female Epistemology""; ""Measuring the Success of Haywood's Female Spectator ( 1744-46)""; ""The Female Spectator: A Bibliographic Essay""; ""Notes on Contributors""; ""Index""

2. Record Nr.	UNINA9910508457403321
Autore	Hampel Robert L.
Titolo	Radical Teaching in Turbulent Times : Martin Duberman's Princeton Seminars, 1966–1970 / / by Robert L. Hampel
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2021
ISBN	9783030770594 3030770591
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (236 pages)
Collana	Historical Studies in Education, , 2945-7181
Disciplina	378.177 907.1173
Soggetti	Education - History Education, Higher Teachers - Training of United States - History Historiography History - Methodology History of Education Higher Education Teaching and Teacher Education US History Historiography and Method
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Introduction -- Chapter 2. "An Experiment in Education" (1969) -- Chapter 3. "On Misunderstanding Student Rebels" (1968) -- Chapter 4. "50 Years Later—History 308 Revisited" -- Chapter 5. Martin and Peter Discuss the Fall, 1969 seminar -- Chapter 6. Princeton Undergraduates Defend and Criticize Innovation -- Chapter 7. On the Edge of the Platform: Tinkering with the 1971 Lecture Class -- Chapter 8. The Search for Allies: Bill Caspary, Martin Duberman, and John Holt -- Chapter 9. Robert Hampel, "Four Perspectives on Radical Change" -- Chapter 10. Self and Community: Martin Duberman, Black Mountain --

Chapter 11. Honesty, Power, and Desire in "Last Class" (1973).-12.  
Eugene Matusov, "Teachers as Benevolent Dictators" -- 13.  
Recommended Reading.

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Sommario/riassunto

From 1966 to 1970, historian Martin Duberman transformed his undergraduate Princeton seminar on American radicalism. This book looks closely at the seminar, drawing on interviews with former students and colleagues, conversations with Duberman, and abundant archival material in the Princeton archives and the Duberman Papers. The array of evidence makes the book a primer on how historians gather and interpret evidence while at the same time shining light on the tumultuous late 1960s in American higher education. This book will become a tool for teaching, inspiring educators to rethink the ways in which history education is taught and teaching students how to reason historically through sources. .

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