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| 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"" |

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| 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 -- |

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. .