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Nota di contenuto	ACKNOWLEDGEMENTS -- INTRODUCTION -- MARIA EDGEWORTH: "PORTRAIT OF A LADY" -- MARIA EDGEWORTH IN CONTEXT -- MARIA EDGEWORTH AND THE CULTURE OF IMPROVEMENT -- MARIA EDGEWORTH AS POLITICAL THINKER: GOVERNMENT, REBELLION, REWARDS AND PUNISHMENT -- MARIA EDGEWORTH AS POLITICAL THINKER: GOVERNMENT, REBELLION, REWARDS AND PUNISHMENT -- MARIA EDGEWORTH AS POLITICAL THINKER: GOVERNMENT, REBELLION, REWARDS AND PUNISHMENT -- WOMEN'S PERSPECTIVES BETWEEN THE EIGHTEENTH AND THE TWENTIETH CENTURY -- MARIA EDGEWORTH AND HER LEGACY: THE CASE OF ELIZABETH BOWEN -- MARIA EDGEWORTH AND HER LEGACY: THE CASE OF ELIZABETH BOWEN -- MARIA EDGEWORTH AND MARY WOLLSTONECRAFT: THEIR CONTEXT AT THE ORIGINS OF SOCIOLOGY AND PEDAGOGY -- MARIA EDGEWORTH AND MARY WOLLSTONECRAFT: THEIR CONTEXT AT THE ORIGINS OF SOCIOLOGY AND PEDAGOGY -- MANOEUVRING (1809) AND THE ABSENTEE (1812) REVISITED: MARIA EDGEWORTH'S INTRIGANTES AND JANE AUSTEN'S LADY SUSAN -- EDUCATION AND HERITAGE -- EDUCATION AND HERITAGE -- MARIA EDGEWORTH: CONVERSATIONS IN THE "NEW WORLD" OF CHILDREN -- GENDER AND EDUCATION: MARIA EDGEWORTH'S EARLY LESSONS FOR BOYS AND GIRLS -- MARIA EDGEWORTH IN THE PRACTICE OF EDUCATION: A GREAT WRITER AND A MODERN TEACHER -- EDUCATION, KNOWLEDGE, DISPOSITION: FROM THE PARENT'S ASSISTANT TO HARRINGTON -- APPENDIX -- EDGEWORTHSTOWN: THE LANDSCAPE FROM WHERE MARIA

Sommario/riassunto

This collection of international contributions, as well as celebrating Maria Edgeworth's 250th anniversary, proposes some further investigation on two fundamental aspects of her thought and legacy, still little examined in depth: her interest in the education of the young (and of the adults supposed to educate them) in an empirical perspective, explicitly scientific, open to different religious confessions and addressed to all social classes; and the urge for a wider and shared tolerance for alterity. The various essays in the collection offer some insight on the multi-layered relationships between the universe of education and its relationship with the development of knowledge, literature – particularly children's literature – and pedagogy, as well as between women's emancipation and the development of both individual and social identity. Their common ground is a dialogic perspective aiming to connect areas of scholarship, which the academia generally classifies into separate research fields.
