

1. Record Nr.	UNINA9910783798403321
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Titolo	Germany as model and monster [[electronic resource]] : allusions in English fiction, 1830s-1930s // Gisela Argyle
Pubbl/distr/stampa	Montreal ; ; Ithaca [N.Y.], : McGill-Queen's University Press, c2002
ISBN	1-282-86038-0 9786612860386 0-7735-7013-6
Descrizione fisica	1 online resource (268 p.)
Disciplina	823.009/3243
Soggetti	English fiction - 19th century - History and criticism English fiction - 20th century - History and criticism German literature - Appreciation - England Bildungsromans - History and criticism English fiction - German influences Germany In literature Germany Foreign public opinion, British
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references (p. [229]-249) and index.
Nota di contenuto	Bildung and the Bildungsroman -- The Bildungsroman retailored: Carlyle and Goethe -- The Bildungsroman assimilated: Edward Bulwer-Lytton's Ernest Maltravers and Alice -- The Bildungsroman as foil: George Meredith's The ordeal of Richard Feverel and The adventures of Harry Richmond -- The "Philistines' nets": George Eliot's Middlemarch -- Regeneration in German keys: George Eliot's Daniel Deronda -- Infidel novels -- Pessimism and its "overcoming": Schopenhauer and Nietzsche -- Prussianized Germany and the second Weimar Germany.
Sommario/riassunto	By examining the works of George Eliot, Carlyle, Edward Bulwer-Lytton, George Meredith, George Gissing, Joseph Conrad, E.M. Forster, and D. H. Lawrence, as well as several post-World War II novels, Argyle explores the Goethean ideal of Bildung and the Bildungsroman (self-culture and the apprenticeship novel), Heinrich Heine's anti-philistinism, music, the Tübingen higher criticism, Schopenhauer's and

Nietzsche's philosophies, Prussianism, and avant-garde culture in the Weimar Republic. To establish the status of these allusions in the public conversation, Argyle moves between literary and extra-literary contexts, including biographical material about the authors as well as information from contemporary literary works, periodical articles, and other documentation that indicates the understanding authors could assume from their readers. Her methodology combines theories of allusion and intertextuality with reception theory.

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