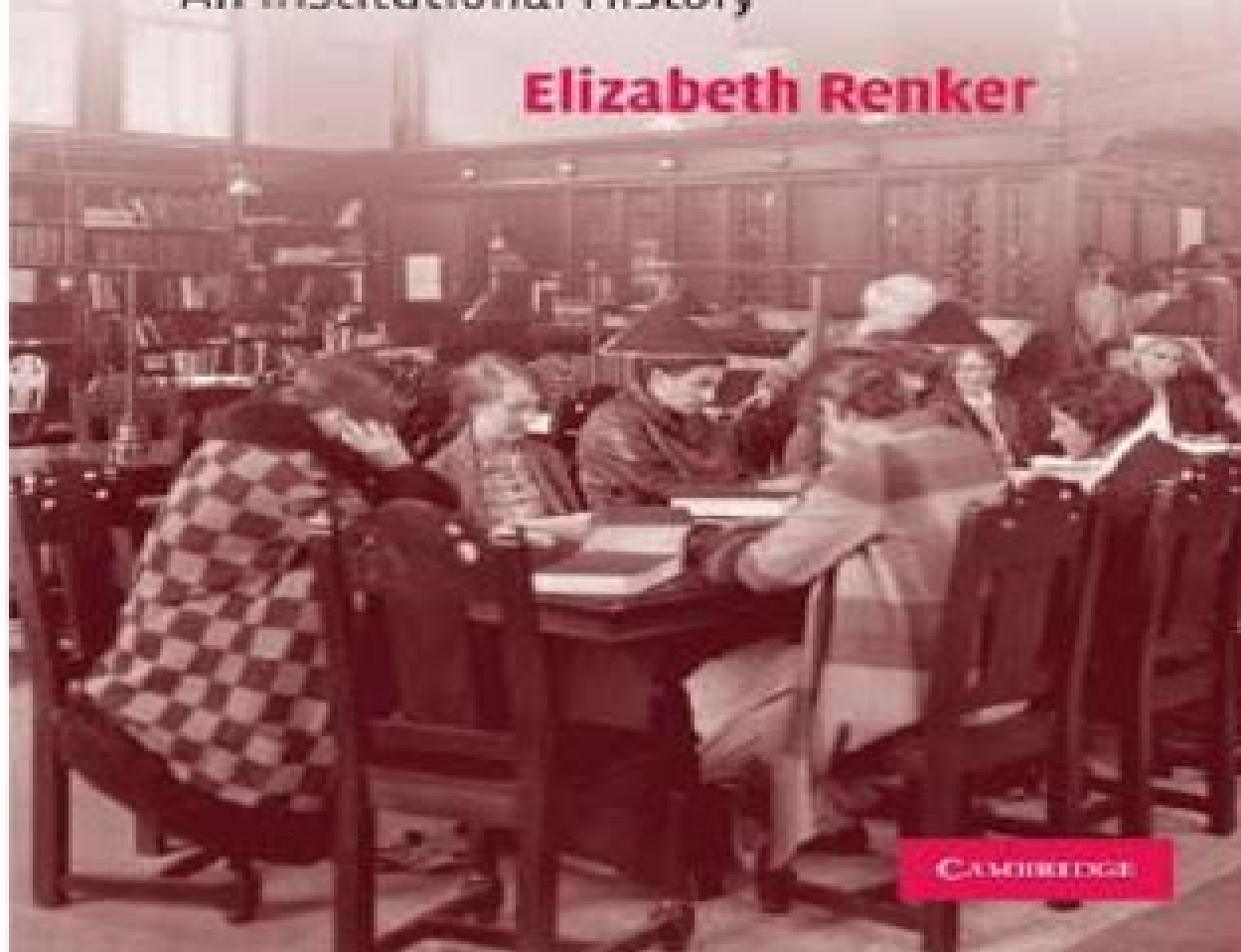


The Origins of American Literature Studies

An Institutional History

Elizabeth Renker



CAMBRIDGE

Origins Of Literary Studies In America A Documentary Anthology

Mariolina Rizzi Salvatori



Origins Of Literary Studies In America A Documentary Anthology:

The Origins of Literary Studies in America Gerald Graff, Michael Warner, 1989 This remarkable anthology brings together for the first time writings by the founders of literary studies in the United States Bliss Perry Kemp Malone Irving Babbitt and many others

The Origins of Literary Studies in America Gerald Graff, Michael Warner, 2024-10-31 Originally published in 1989 The Origins of Literary Studies in America brings together for the first time hard to find speeches reports and other writings by the founders of literary studies in the United States Bliss Perry Woodrow Wilson Irving Babbitt M Carey Thomas and many other scholars between 1874 and 1937 The selections on teaching the MLA and the goals of the discipline are readable accessible often charming and amusing what is most striking about them however is their resemblance to the debates over the crisis of American higher education Gerald Graff and Michael Warner argue against the myth of consensus a naive belief that the academic humanities until quite recently enjoyed a coherent agreement on their goals popularized by such critical voices as Secretary of Education William Bennett E D Hirsch and Allan Bloom This remarkable anthology is a valuable corrective to twentieth century popular views of educational history and a work that broadens our understanding of professionalism within the academy

Twentieth-Century Chaucer Criticism Kathy Cawsey, 2016-02-17 Shifting ideas about Geoffrey Chaucer's audience have produced radically different readings of Chaucer's work over the course of the past century Kathy Cawsey in her book on the changing relationship among Chaucer critics and theories of audience draws on Michel Foucault's concept of the author function to propose the idea of an audience function which shows the ways critics' concepts of audience affect and condition their criticism Focusing on six trend setting Chaucerian scholars Cawsey identifies the assumptions about Chaucer's audience underpinning each critic's work arguing these ideas best explain the diversity of interpretation in Chaucer criticism Further Cawsey suggests few studies of Chaucer's own understanding of audience have been done in part because Chaucer criticism has been conditioned by scholars' latent suppositions about Chaucer's own audience In making sense of the confusing and conflicting mass of modern Chaucer criticism Cawsey also provides insights into the development of twentieth century literary criticism and theory

Transforming English Studies Lori Ostergaard, Jeff Ludwig, 2009-02-23 Transforming English Studies provides a uniquely interdisciplinary view of English studies crises both real and imagined and works toward resolving the legitimate pathologies that threaten the sustainability of the discipline

American Studies in Dialogue Matthias Oppermann, 2010-10-04 Seit seiner Entstehung in den 1930er Jahren hat sich das Fach American Studies in den USA radikal verändert Als Motor dieses Prozesses galt bislang die wissenschaftliche Forschung Matthias Oppermann beleuchtet nun erstmals die Rolle der Lehre und zeigt dass das Fach von Beginn an durch Kurse und Lehrpläne nicht nur didaktisch sondern auch theoretisch kontinuierlich neu konstituiert wurde Mit dieser Neubewertung liefert er ein revidiertes Verständnis der American Studies als interdisziplinäre Kulturwissenschaft im Spannungsfeld unterschiedlicher Theorien Methoden und Forschungsgegenstände

Wordsworth's Pope Robert J.

Griffin,1996 Recent studies of the concepts and ideologies of Romanticism have neglected to explore the ways in which Romanticism defined itself by reconfiguring its literary past In Wordsworth s Pope Robert J Griffin shows that many of the basic tenets of Romanticism derive from mid eighteenth century writers attempts to free themselves from the literary dominance of Alexander Pope As a result a narrative of literary history in which Pope figured as an alien poet of reason and imitation became the basis for nineteenth century literary history and still affects our thinking on Pope and Romanticism Griffin traces the genesis and transmission of romantic literary history from the Wartons to M H Abrams in so doing he calls into question some of our most basic assumptions about the chronological and conceptual boundaries of Romanticism

Shakespearean Educations Coppélia Kahn,Heather S. Nathans,Mimi Godfrey,2011-02-07 Shakespearean Educations examines how and why Shakespeare s works shaped the development of American education from the colonial period through the 1934 Chicago World s Fair taking the reader up to the years before the Servicemen s Readjustment Act of 1944 popularly known as the GI Bill coeducation and a nascent civil rights movement would alter the educational landscape yet again The essays in this collection query the nature of education the nature of citizenship in a democracy and the roles of literature elocution theater and performance in both Expanding the notion of education beyond the classroom to literary clubs private salons public lectures libraries primers and theatrical performance this collection challenges scholars to consider how different groups in our society have adopted Shakespeare as part of a specifically American education Shakespearean Educations maps the ways in which former slaves Puritan ministers university leaders and working class theatergoers used Shakespeare not only to educate themselves about literature and culture but also to educate others about their own experience Published by University of Delaware Press Distributed worldwide by Rutgers University Press *The New American Studies* Philip Fisher,2023-11-15 In *The New American Studies* a new generation of Americanists reflects on a society of change and changing alliances American life is here valued for its capacity for compromise and negotiation its openness to new actors and fresh scripts In *The New American Studies* a new generation of Americanists reflects on a society of change and changing alliances American life is here valued for its capacity for compromise and negotiation its openness to new actors and fresh scripts *Contesting Cultural Rhetorics* Margaret J. Marshall,2025-10-01 *Contesting Cultural Rhetorics* is a groundbreaking and original study that demonstrates how education is viewed as a contested term and a set of contested practices in American culture because it is inevitably linked to highly contested value laden terms An examination of the public discourse of education not only reveals the ideologies and conceptions embedded in educative acts and institutions but also provides a means of examining how education itself functions in American culture as a site of contest between ideologies values and the constitution of individual and nation Margaret J Marshall s analysis employs a range of contemporary theorists from Bakhtin to Foucault and draws on a number of disciplinary perspectives including law history and ethnography where scholars have been examining discursive practices and where rhetoric is understood to be a means

of examining cultural conceptions and embedded ideologies Through these lenses she examines four influential and popular texts of the 1890s that serve to illuminate current public debates on education Joseph Mayer Rice's articles in *Forum* a well respected magazine Matthew Arnold's introduction to a government report W E B Du Bois's *A Negro Schoolmaster* in the *New South* and Jane Addams's *A Function of the Social Settlement* Neither a history of education nor a typical literary analysis of the texts in question this book considers the rhetorical stance of authors the constitution of audience and subject and the use of references and narratives as devices of authority Taken together these texts reveal the complicated public discussion of education in the 1890s a period of transformation in culture schooling and the organization of knowledge Moreover they reveal the rhetorical structure of many of the questions Americans ask about education today who should be educated by whom for what purposes using what methods or materials What of the past should we pass on to the future and how

Contesting Cultural Rhetorics will be useful to readers interested in the history of education and nineteenth century popular culture as well as those involved in current debates on education and public policy

Pedagogy Mariolina Rizzi Salvatori, 2010-09-29 Pedagogy both the discipline and the word itself has had a tortured history It has been used as a synonym for practice and acquired negative connotations that confuse it with pedantry conferring low status on those associated with it school teachers and professors of education In the 1880s for example most university professors of pedagogy made a concerted effort to replace the term with education In the 1960s however pedagogy surfaced again as an alternative to education in academic departments that had once openly ridiculed it But pedagogy's fractured meaning cannot be explained away as a matter of technical jargon or political fashion To do so conceals the power struggles between scholars and professional teachers that continue to this day In this unusual and unprecedented volume Salvatori uses pedagogy as a key term for understanding how American education evolved in the early twentieth century She traces its contested meaning in a fascinating group of documents dictionary and encyclopedia definitions early treatises on pedagogy professional literature and debates about the place of pedagogy and offers a critical framework for reading them The past that these documents uncover Salvatori hopes will incite sustained and responsible critical investigation of current institutional political and theoretical interests that by continuing to construct pedagogy as essentially practical a theoretical and anti intellectual simultaneously justify its ancillary status to theory within the academy

Extramural Shakespeare D. Albanese, 2010-09-27 This study argues that Shakespeare can now be understood as part of public culture Thanks to the emergence of mass education in the twentieth century Albanese argues that Shakespeare has become a shared property despite the depiction of his texts as elite cultural objects in the film industry

The Sacred and the Secular University Jon H. Roberts, James Turner, 2021-05-11 American higher education was transformed between the end of the Civil War and the beginning of World War I During this period U S colleges underwent fundamental changes changes that helped to create the modern university we know today Most significantly the study of the sciences and the humanities effectively dissolved the Protestant framework

of learning by introducing a new secularized curriculum This secularization has long been recognized as a decisive turning point in the history of American education Until now however there has been remarkably little attention paid to the details of how this transformation came about Here at last Jon Roberts and James Turner identify the forces and explain the events that reformed the college curriculum during this era The first section of the book examines how the study of science became detached from theological considerations Previously one of the primary pursuits of natural scientists was to achieve an understanding of the workings of the divine in earthly events During the late nineteenth century however scientists reduced the scope of their inquiries to subjects that could be isolated measured and studied objectively In pursuit of scientific truth they were drawn away from the larger truths that they had once sought On a related path social scientists began to pursue the study of human society more scientifically attempting to generalize principles of behavior from empirically observed events The second section describes the revolution that occurred in the humanities beginning in the mid nineteenth century when the study of humanities was largely the study of Greek and Latin By 1900 however the humanities were much more broadly construed including such previously unstudied subjects as literature philosophy history and art history The triumph of the humanities represented a significant change in attitudes about what constituted academic knowledge and therefore what should be a part of the college curriculum The Sacred and the Secular University rewrites the history of higher education in the United States It will interest all readers who are concerned about American universities and about how the content of a college education has changed over the course of the last century Jon Roberts and James Turner s thoroughly researched and carefully argued presentations invite readers to revisit stereotypical generalizations and to rethink the premises developed in the late nineteenth century that underlie the modern university At the least their arguments challenge crude versions of the secularization thesis as applied to higher education From the foreword by William G Bowen and Harold T Shapiro

From School to Salon Mary Loeffelholz, 2021-06-08 With the transformation and expansion of the nineteenth century American literary canon in the past two decades the work of the era s American women poets has come to be widely anthologized But scant scholarship has arisen to make full sense of it From School to Salon responds to this glaring gap Mary Loeffelholz presents the work of nineteenth century women poets in the context of the history culture and politics of the times She uses a series of case studies to discuss why the recovery of nineteenth century women s poetry has been a process of anthologization without succeeding analysis At the same time she provides a much needed account of the changing social contexts through which nineteenth century American women became poets initially by reading reciting writing and publishing poetry in school and later by doing those same things in literary salons institutions created by the high culture movement of the day Along the way Loeffelholz provides detailed analyses of the poetry much of which has received little or no recent critical attention She focuses on the works of a remarkably diverse array of poets including Lucretia Maria Davidson Lydia Sigourney Maria Lowell Frances Ellen Watkins Harper Emily Dickinson Helen Hunt Jackson and Annie Fields

Impeccably researched and gracefully written *From School to Salon* moves the study of nineteenth century women's poetry to a new and momentous level

Approaches to American Cultural Studies Antje Dallmann, Eva Boesenberg, Martin Klepper, 2016-05-20 *Approaches to American Cultural Studies* provides an accessible yet comprehensive overview of the diverse range of subjects encompassed within American Studies familiarising students with the history and shape of American Studies as an academic subject as well as its key theories methods and concepts Written and edited by an international team of authors based primarily in Europe the book is divided into four thematically organised sections The first part delineates the evolution of American Studies over the course of the twentieth century the second elaborates on how American Studies as a field is positioned within the wider humanities and the third inspects and deconstructs popular tropes such as myths of the West the self made man Manifest Destiny and representations of the President of the United States The fourth part introduces theories of society such as structuralism and deconstruction queer and transgender theories border and hemispheric studies and critical race theory that are particularly influential within American Studies This book is supplemented by a companion website offering further material for study www.routledge.com/cw/dallmann Specifically designed for use on courses across Europe it is a clear and engaging introductory text for students of American culture

The Temple of Culture Jonathan Freedman, 2000 Erik Erikson 1902-1994 was one of the most eminent and prolific psychologists of the 20th century Over his long career he published a dozen books including classics such as *Childhood and Society* *Identity Youth and Crisis* and *Young Man Luther* He was awarded the Pulitzer Prize and the National Book Award in 1970 for his biography *Gandhi's Truth* It was also in 1970 when he retired from Harvard University that Erikson began to rethink his earlier theories of development He became increasingly occupied with the conflicts and challenges of adulthood a shift from his earlier writings on

Medievalism and the Academy Leslie J. Workman, Kathleen Verduin, David Metzger, David D. Metzger, 1999 The first of a two volume examination of medievalism and academic scholarship this collection is divided into four sections Canonizing Chaucer Antiquarian loomings Medievalism medieval studies and Medieval studies at the millennium Medievalism the continuing process of creating the middle ages engenders formal medieval studies from a wide variety of popular interests in the middle ages This volume accordingly explores the common ground between artistic and popular constructions of the middle ages and the study of the middle ages within the academy Essays treat the genesis of medieval studies in early modern antiquarianism the erection of academic medievalism through persistent indeed perverse appeals to heroic medieval manliness and attenuated female spirituality the current jeopardy of the book a medieval invention in the face of technological assault Contributors DAVID O MATTHEWS STEVE ELLIS ANTONIA WARD GRAHAM PARRY MARGARET CLUNIES ROSS ANNA SMOL DAVID ALLAN MATILDE MATEO MARYA DEVOTO ULRIKE WIETHAUS STEPHEN STEELE JAMES KENNEDY WILLIAM CALIN JESSE D HURLBUT JOAN GRENIER WINTHER WILLIAM PADEN

Collaborative Humanities Research and Pedagogy Katherine Ellison, Susan M. Kim, 2022-10-10 This edited collection of

essays brings together scholars across disciplines who consider the collaborative work of John Matthews Manly and Edith Rickert philologists medievalists and early modernists cryptologists and education reformers These pioneers crafted interdisciplinary partnerships as they modeled and advocated for cooperative alliances at every level of their work and in all their academic relationships Their extensive network of intellectual partnerships made possible groundbreaking projects from the eight volume Text of the Canterbury Tales 1940 to the deciphering of the Waberski Cipher yet except for their Chaucer work their many other accomplishments have received little attention Collaborative Humanities Research and Pedagogy not only surveys the rich range of their work but also emphasizes the transformative intellectual and pedagogical benefits of collaboration

The Academic Postmodern and the Rule of Literature David Simpson, 1995-12 This critique of the postmodern turn discusses the distinctive aspects of postmodern scholarship the pervasiveness of the literary and the flight from grand theory to local knowledge Defining features of postmodern thought are also discussed here such as storytelling and localism

Evolution, Literature, and Film Brian Boyd, Joseph Carroll, Jonathan Gottschall, 2010 Jonathan Gottschall teaches English at Washington and Jefferson College Book Jacket

Approaches to Teaching the History of the English Language Mary Hayes, Allison Burkette, 2017-08-29 The History of the English Language has been a standard university course offering for over 150 years Yet relatively little has been written about teaching a course whose very title suggests its prodigious chronological geographic and disciplinary scope In the nineteenth century History of the English Language courses focused on canonical British literary works Since these early curricula were formed the English language has changed and so have the courses In the twenty first century instructors account for the growing prominence of World Englishes as well as the English language's transformative relationship with the internet and social media Approaches to Teaching the History of the English Language addresses the challenges and circumstances that the course's instructors and students commonly face The volume reads as a series of master classes taught by experienced instructors who explain the pedagogical problems that inspired resourceful teaching practices Although its chapters are authored by seasoned teachers many of whom are preeminent scholars in their individual fields the book is designed for instructors at any career stage beginners and veterans alike The topics addressed in Approaches to Teaching the History of the English Language include the unique pedagogical dynamic that transpires in language study the course's origins and relevance to current university curricula scholarly approaches that can offer an abiding focus in a semester long course advice about navigating the course's formidable chronological ambit ways to account for the language's many varieties and the course's substantial and pedagogical relationship to contemporary multimedia platforms Each chapter balances theory and practice explaining in detail activities assignments or discussion questions ready for immediate use by instructors

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