

A SCHOOLING IN 'ENGLISH'

**CRITICAL EPISODES IN THE STRUGGLE TO
SHAPE LITERARY AND CULTURAL STUDIES**

JOHN DIXON

A SCHOOLING IN

Schooling In English Critical Episodes In The Struggle To Shape Literary And Cultural Studies

M. A. R. Habib



Schooling In English Critical Episodes In The Struggle To Shape Literary And Cultural Studies:

Cultural Studies Lawrence Grossberg, Janice Radway, 2005-08-08 First published in 1994 Routledge is an imprint of Taylor Francis an informa company **The Routledge Companion to English Studies** Constant Leung, Jo Lewkowicz, 2024-07-31 English is now a global phenomenon no longer defined by fixed territorial cultural and social functions The Routledge Companion to English Studies provides an overview of this dynamic field of study with this new edition focusing on English from an applied language perspective and taking account of interdisciplinary and decolonizing viewpoints This companion considers historical trajectories while also showcasing state of the art contributions by established scholars from around the world The Routledge Companion to English Studies provides a broad view of English as a subject of study and research through language centred disciplines investigates the use of English and language more broadly in contemporary communication practices taking into account the use of technology explores the role of English in education and in society from social and global perspectives highlights the importance of the link between English and other languages within the concepts of flexible multilingualism and translanguaging offers a view on the need for extending and deepening the concerns of English studies as a field of scholarly enquiry This collection of thirty one commissioned chapters provides a contemporary picture of the diverse field of English studies and is an expert informed text for advanced students and researchers in this field **Literary Knowing and the Making of English Teachers** Larissa McLean Davies, Brenton Doecke, Philip Mead, Wayne Sawyer, Lyn Yates, 2022-09-29 At a time when knowledge is being re valued as central to curriculum concerns subject English is being called to account Literary Knowing and the Making of English Teachers puts long standing debates about knowledge and knowing in English in dialogue with an investigation of how English teachers are made in the 21st century This book explores for the first time the role of literature in shaping English teachers professional knowledge and identities by examining the impacts in particular of their own school teaching in their making The voices of early career English teachers feature throughout the work in a series of vignettes providing reflective accounts of their professional learning The authors bring a range of disciplinary expertise and standpoints to explore the complexity of knowledge and knowing in English They ask How do English teachers negotiate competing curriculum demands How do they understand literary knowledge in a neoliberal context What is core English knowledge for students and what role should literature play in the contemporary curriculum Drawing on a major longitudinal research project they bring to light what English teachers see as central to their work the ways they connect teaching with their disciplinary training and how their understandings of literary practice are contested and reimaged in the classroom This innovative work is essential reading for scholars and postgraduate students in the fields of teacher education English education literary studies and curriculum studies A Schooling in 'English' John Dixon, 1991 Analyzes three periods in the development of English in higher education the University Extension movement in the late 19th century Cambridge English in the 1920s and the widening of

literary and cultural studies in the 60s and 70s exploring the implications and significance of each

Reconsidering English Studies in Indian Higher Education Suman Gupta, Richard Allen, Subarno Chattarji, Supriya Chaudhuri, 2015-05-01 This book examines the status of English Studies in India aspirations pinned on the subject by students teachers policy makers and society in general and how these are addressed at the higher education level It presents analytical background discussions of the history and policy environment and offers open ended multi faceted and multi vocal accounts of particular aspects of contemporary Indian English Studies including curriculum pedagogy research employment relation to Indian vernaculars and translation studies *Reconsidering English Studies in Indian Higher Education* is an invaluable source for anyone interested in The relevant histories and higher education policies Professional concerns including employment management teaching and scholarly practices and negotiations in terms of socio cultural life Student attitudes experiences and aspirations Management ethos and academic work in a comparative perspective informed by the situation and debates in the United Kingdom and United States of America The context of global English Studies and globalization The book will be of primary interest to academic readers such as students teachers and researchers in English Studies in India Britain and wherever the discipline is pursued at higher education level Suman Gupta is Professor and Chair in Literature and Cultural History at The Open University Richard Allen is Professor Emeritus at the Department of English at The Open University Subarno Chattarji is Associate Professor at the Department of English University of Delhi Supriya Chaudhuri is Professor Emeritus at the Department of English Jadavpur University Kolkata

Questions of English Jeanne Gerlach, Annette Patterson, Robin Peel, 2002-11-01 The impact and content of English as a subject on the curriculum is once more the subject of lively debate *Questions of English* sets out to map the development of English as a subject and how it has come to encompass the diversity of ideas that currently characterise it Drawing on a combination of historical analysis and recent research findings Robin Peel Annette Patterson and Jeanne Gerlach bring together and compare important new insights on curriculum development and teaching practice from England Australia and the United States They also discuss the development of teacher training highlighting the variety of ways in which teachers build their own beliefs and knowledge about English

Tennyson and the Fabrication of Englishness M. Sherwood, 2013-03-05 Through an examination of Tennyson s domestic poetry his portrayals of England and the English in their changing nineteenth century context this book demonstrates that many of his representations were fabrications more idealized than real which played a vital part in the country s developing identity and sense of its place in the world

The Cambridge History of Literary Criticism: Volume 6, The Nineteenth Century, c.1830-1914 M. A. R. Habib, 2013-02-07 In the nineteenth century literary criticism first developed into an autonomous professional discipline in the universities This volume provides a comprehensive and authoritative study of the vast field of literary criticism between 1830 and 1914 In over thirty essays written from a broad range of perspectives international scholars examine the growth of literary criticism as an institution and the major critical developments in diverse national

traditions and in different genres as well as the major movements of Realism Naturalism Symbolism and Decadence The History offers a detailed focus on some of the era s great critical figures such as Sainte Beuve Hippolyte Taine and Matthew Arnold and includes essays devoted to the connections of literary criticism with other disciplines in science the arts and Biblical studies The publication of this volume marks the completion of the monumental Cambridge History of Literary Criticism from antiquity to the present day

Creativity and Learning in Secondary English Andrew McCallum, 2012-05-23 Creativity in secondary English lessons today is a democratically conceived quality that all pupils are expected to achieve and a resource on which all are entitled to draw But what exactly is creativity And how does it relate to English Creativity and Learning in Secondary English answers these questions and others by arguing for a version of creativity that sees it as an ordinary everyday part of successful classroom practice central to processes of meaning making dialogic interaction and textual engagement In this construction creativity is not just linked to learning it is the driving force behind learning itself offering pupils the opportunity to transform their knowledge and understanding of the world around them This book borrows from a range of theories about creativity and about learning while remaining largely practical in focus It contains numerous examples for teachers of how to apply ideas about creativity in the classroom In doing so it attempts to maintain the subject s core identity while also keeping abreast of contemporary social pedagogical and technological developments The result is a refreshing challenge to some of the more mundane approaches to English teaching on offer in an age focussed excessively on standardisation and teaching to tests Practical applications of creativity include Using picture books and graphic novels to stimulate multimodal responses Placing pupils in the role of the teacher Devising marketing campaigns for class novels Adopting experimental approaches to redrafting Encouraging extreme forms of re creative writing Focusing on how to listen to texts Creating sound scapes for poems Thought provoking and provocative this textbook draws on current best practice in English teaching and will equip trainee and practising teachers with a wide range of strategies that will lead to greater creativity in the classroom

English Studies Beyond the 'Center' Myles Chilton, 2015-11-06 This book addresses the shape of English studies beyond the center by analyzing how the discipline has developed and by considering how lessons from this analysis relate to the discipline as a whole The book aims to open a cross disciplinary conversation about the nature of the English major in both non Anglophone and Anglophone countries by addressing the tensions between language and literature pedagogy the relevance of a focus on hyper canonical Anglophone literature in a world of global Englishes world literature and multilingual students and by reflecting on the necessary contingency and cross purposes of blended literature and language classrooms Many of the book s points of discussion arise from the author s experience as an English professor in Japan where the particularities of English language and literature pedagogy raise significant challenges to Anglo centric critical and pedagogical assumptions English Studies Beyond the Center Teaching Literature and the Future of Global English therefore argues that English literature must make a case for

itself by understanding its place in a newly configured discipline Issues discussed in the book include English language and literature pedagogy in Japan The modes through which EFL and English literary studies converge and diverge Globalized English beyond the Anglo American perspective English classroom practices particularly in Japan **The Routledge International Handbook of Creative Learning** Julian Sefton-Green, Pat Thomson, Ken Jones, Liora Bresler, 2011-07-15 The concept of creative learning extends far beyond Arts based learning or the development of individual creativity It covers a range of processes and initiatives throughout the world that share common values systems and practices aimed at making learning more creative This applies at individual classroom or whole school level always with the aim of fully realising young people's potential Until now there has been no single text bringing together the significant literature that explores the dimensions of creative learning despite the work of artists in schools and the development of a cadre of creative teaching and learning specialists Containing a mixture of newly commissioned chapters reprints and updated versions of previous publications this book brings together major theorists and current research Comprising of key readings in creative education it will stand as a uniquely authoritative text that will appeal to those involved in initial and continuing teacher education as well as research academics and policy specialists Sections include a general introduction to the field of creative learning arts learning traditions with sub sections on discrete art forms such as drama and visual art accounts of practice from artist teacher partnerships whole school change and reforms curriculum change assessment evaluative case studies of impact and effect global studies of policy change around creative learning *A Schooling in 'English'* John Dixon, 1991 Analyzes three periods in the development of English in higher education the University Extension movement in the late 19th century Cambridge English in the 1920s and the widening of literary and cultural studies in the 60s and 70s exploring the implications and significance of each **The Oxford Handbook of the Victorian Novel** Lisa Rodensky, 2013-07-11 Much has been written about the Victorian novel and for good reason The cultural power it exerted and to some extent still exerts is beyond question The Oxford Handbook of the Victorian Novel contributes substantially to this thriving scholarly field by offering new approaches to familiar topics the novel and science the Victorian Bildungsroman as well as essays on topics often overlooked the novel and classics the novel and the OED the novel and allusion Manifesting the increasing interdisciplinarity of Victorian studies its essays situate the novel within a complex network of relations among for instance readers editors reviewers and the novelists themselves or among different cultural pressures the religious the commercial the legal The handbook's essays also build on recent bibliographic work of remarkable scope and detail responding to the growing attention to print culture With a detailed introduction and 36 newly commissioned chapters by leading and emerging scholars beginning with Peter Garside's examination of the early nineteenth century novel and ending with two essays proposing the last Victorian novel the handbook attends to the major themes in Victorian scholarship while at the same time creating new possibilities for further research Balancing breadth and depth the clearly written nonjargon laden essays provide readers

with overviews as well as original scholarship an approach which will serve advanced undergraduates graduate students and established scholars As the Victorians get further away from us our versions of their culture and its novel inevitably change this Handbook offers fresh explorations of the novel that teach us about this genre its culture and by extension our own

English in the Digital Age Andrew Goodwyn, 2000-03-01 New communications technology has been a boon to teaching and learning subjects of English from reading and writing to literature such as Shakespeare This book explores the ways that information and communications technology or ICT can be employed in teaching English and enriching the abilities of students What are the advantages of ICT and what are some of the concerns Contributors from Europe Australia and North America address the use of media in teaching from video film and audiotape to computer games and online resources English in the Digital Age surveys the ways ICT is presently being employed in teaching and learning and it introduces new methods for education

Literature and Learning Stefan Collini, 2025-03-05 The study and teaching of English literature is generally regarded as one of the central disciplines in the modern university yet for much of its history it struggled to gain academic legitimacy and was frequently derided as a soft option Its early professors responded by emphasizing its scholarly character foregrounding philology and literary history in ways that marked the syllabus far into the twentieth century Stefan Collini provides here the first full account of the discipline s development from its late eighteenth century beginnings up to the early 1960s Paying special attention to institutional settings he challenges numerous assumptions about the character of universities in the nineteenth and early twentieth centuries From the detailed exploration of syllabuses exam papers and other institutional records the impact of literary criticism is revealed to be later and more partial than is commonly assumed Rather than seeing the early teaching of English literature as a substitute for religion or a means to soften class conflict Collini emphasizes the role of ideals of learnedness and scholarship as well as of external factors such as opportunities for employment in the civil service and secondary school teaching There are full discussions of the parts played by such figures as John Churton Collins A C Bradley George Saintsbury and Walter Raleigh together with sceptical analyses of the decisive significance usually attributed to Matthew Arnold T S Eliot I A Richards and F R Leavis Separate chapters are devoted to neglected aspects of the story such as the role of Classics the importance of the subject for women s higher education and the connections with English teaching in schools Drawing on extensive use of institutional archives and records as well as the writings of contemporary participants the book offers a vivid and wide ranging history of English as discipline and its centrality across academic literary cultural and educational life over the past two hundred years as well as a resounding testament to its continued importance and relevance today

A Theory of Contemporary Rhetoric Richard Andrews, 2013-08-22 A Theory of Contemporary Rhetoric describes explains and argues the overarching theory of contemporary rhetoric This current view of rhetoric brings together themes in the communication arts including political literary criticism bi and multi lingualism multimodality framing as an artistic and sociological device for composition and

interpretation literacy in the digital age and the division between fiction and non fiction in language literature studies Chapters explore the implications of rhetoric for particular aspects of the field Discussions throughout the book provide illustrations that ground the material in practice As an overarching theory in the communication arts rhetoric is elegant as a theoretical solution and simple as a practical one It asks such questions as who is speaking writing composing to whom why what is being conveyed and how is it being conveyed Acknowledging the dearth of recent works addressing the theory of rhetoric this book aims to fill the existing theoretical gap and at the same time move the field of language literature studies forward into new territory It provides the keynote theoretical guide for a generation of teachers teacher educators and researchers in the fields of English as a subject English as a second foreign or additional language and language study in general

Philology and Global English Studies Suman Gupta, 2015-07-28 This book retraces the formation of modern English Studies by departing from philological scholarship along two lines in terms of institutional histories and in terms of the separation of literary criticism and linguistics

The Digital Future of English Simone Murray, 2025-07-18 More than any other academic discipline literary studies is the creation of print culture How then can it thrive in the digital era Early 1990s predictions of the book's imminent demise presented a simplistic either/or choice between the legacy of moribund print and triumphalist digital technology Yet we have grown to experience the two media as complexly interdependent and even complementary Clearly digital does not kill print But literary studies in the digital era cannot simply resume business as usual It is urgently necessary to reconsider the discipline's founding assumptions in light of digital technology The digital era prompts a rethinking of literary studies' object of study as well as its methods theories audiences and pedagogical practices What counts as literature necessarily shifts in an age of proliferating born-digital texts and do-it-yourself DIY online publication Where should literary studies sit institutionally and how might it graft contextually oriented social sciences methods onto its traditionally humanistic mode of textual analysis Why should literary study continue to marginalize emotional responses to texts when online communities bond via readerly affect Who is the audience for literary criticism in an age where expertise is routinely challenged yet communication with global book-loving publics has never been technologically easier Finally how can we utilize digital tools to rejuvenate literary studies pedagogy and help English staff better connect with millennial age students Literary studies has been convulsed for decades by debates over electronic literature and more recently digitally aided distant reading But these discussions still mostly confine themselves to demarcating our proper object of study We need to think more expansively about digital technology's impact on the underpinning tenets of the discipline Literary Media Studies is pitched at fellow literary scholars book historians media theorists cultural sociologists digital humanists and those working at the interface of these converging disciplines It models constructive engagement with contemporary digital culture Most importantly it brings a burst of sorely needed optimism to the question of literary studies' digital future

Challenging Theory: Discipline After Deconstruction Catherine

Burgass,2019-01-04 First published in 1999 this volume perceives that English literature is under threat as an academic discipline In *Challenging Theory* Catherine Burgass warns against the recent trend towards the conflation of literature teaching with cultural studies in British and American universities Focusing on theory of deconstruction as developed by Jacques Derrida in the 1960s the book redresses some common misinterpretations of Derrida's work relating to the status of metaphysical oppositions Part One discusses textual differences and the ways in which these may dissolve and reform according to different cultural contexts The practical issues associated with teaching literature and literary theory in universities are examined in Part Two while Part Three highlights some of the more invidious claims of literary theorists and questions the value of metaphysical analysis as a tool for political critique *Challenging Theory* tackles an important debate that lies at the heart of humanities teaching It illuminates the impact on academia of the work of critical theorists over the last thirty years and provides a platform for future reassessment of the relationships between literature philosophy and theory

Engaging Curriculum Bill Green,2017-09-18 Explicitly linking curriculum inquiry to English education via recurring themes of representation democracy and knowledge this book is a call for both researchers and practitioners to engage with curriculum explicitly and deliberatively as both a concept and a question The approach is broadly conceptual and constitutes an exercise in theoretical and philosophical inquiry While deeply informed by North American debates and developments this book offers a distinctive counterpoint and a strategically ex-centric perspective being equally informed by the curriculum scene in Australia as well as the UK and elsewhere Divided into two sections this book first addresses matters of general curriculum inquiry while the second turns more specifically to English teaching and to associated questions of language literacy and literature in L1 education Green brings the two together through a critical examination of the Australian national curriculum especially in its implications and challenges for English teaching and with due regard for the project of transnational curriculum inquiry

Reviewing **Schooling In English Critical Episodes In The Struggle To Shape Literary And Cultural Studies**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Schooling In English Critical Episodes In The Struggle To Shape Literary And Cultural Studies**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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