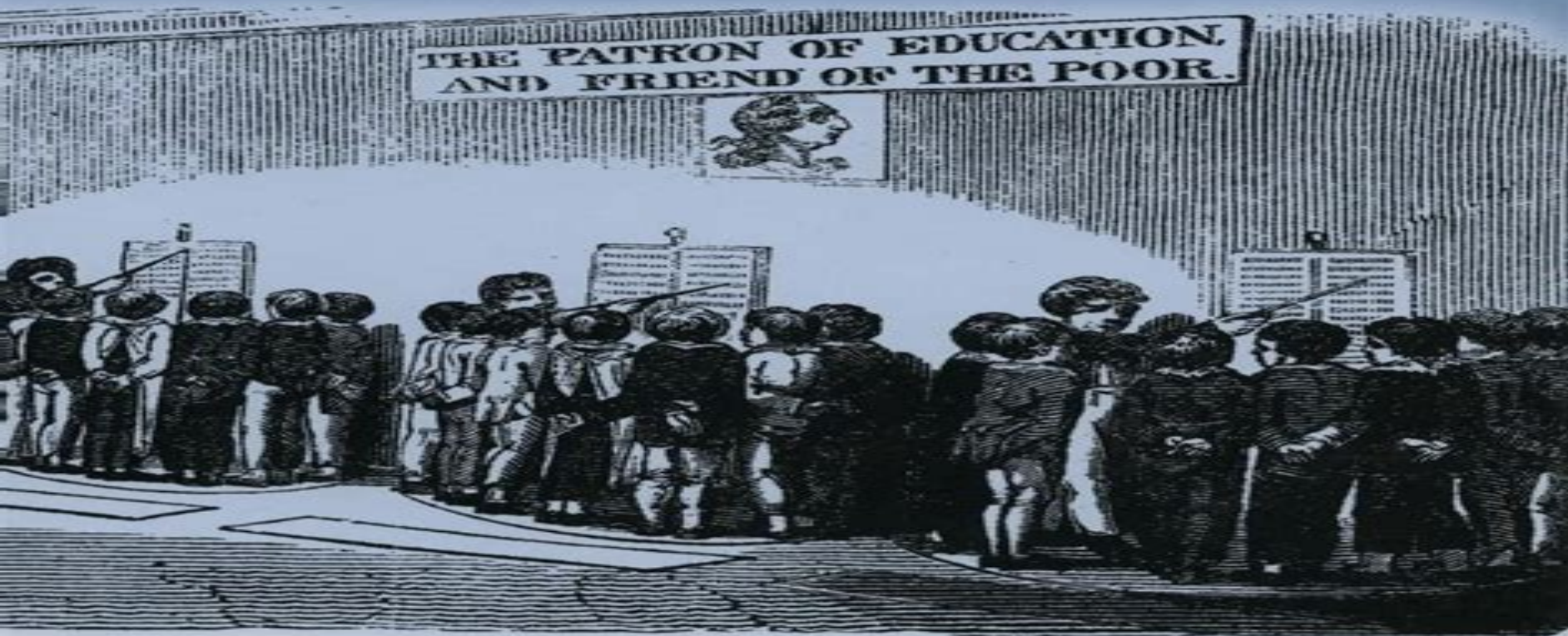


Plots *of* Enlightenment

EDUCATION AND THE NOVEL
IN EIGHTEENTH-CENTURY ENGLAND



RICHARD A. BARNEY

Plots Of Enlightenment Education And The Novel In Eighteenth Century England

Nicole Horejsi



Plots Of Enlightenment Education And The Novel In Eighteenth Century England:

Plots of Enlightenment Richard A. Barney, 1999 *Plots of Enlightenment* explores the emergence of the English novel during the early 1700s as a preeminent form of popular education at a time when educators were defining a new kind of modern English citizenship for both men and women. This new individual was imagined neither as the free self-determined figure of early modern liberalism or republicanism nor at the other extreme as the product of a nearly totalized disciplinary regimen. Instead, this new citizen materialized from the tensile process of what the sociologist Pierre Bourdieu calls regulated improvisation: a strategy of performed individual identity that combines both social orchestration and individual agency. This book considers how the period's diverse forms of educational writing, including chapbooks, conduct books, and philosophical treatises, and the most innovative educational institutions of the age, such as charity schools, working schools, and proposed academies for young women, produced a shared concept of improvised identity also shaped by the early novel's pedagogical agenda. The model of improvised subjectivity contributed to new ways of imagining English individuality as both a private and public entity; it also empowered women authors, both educators and novelists, to transform traditional ideals of femininity in forming their own protofeminist versions of enlightened female identity. While offering a comprehensive account of the novel's educational status during the Enlightenment, *Plots of Enlightenment* focuses particularly on the first half of the eighteenth century when novelists such as Daniel Defoe, Eliza Haywood, and Charlotte Lennox were first exploring concepts of fictional character based on educational and moral improvisation. A close examination of these authors' work illustrates further that by the 1750s the improvisational impulse in England had forged the first perceptible outlines of the fictional subgenre later called the novel of education or the Bildungsroman. This book is the first study of its kind to account for the complex interplay between the individualist and collectivist protocols of early modern fiction with an eye toward articulating a comprehensive description of socialization and literary form that can accommodate the similarities and differences in the works of both male and female writers.

Handbook of the British Novel in the Long Eighteenth Century Katrin Berndt, Alessa Johns, 2022-07-18 The handbook offers a comprehensive introduction to the British novel in the long eighteenth century when this genre emerged to develop into the period's most versatile and popular literary form. Part I features six systematic chapters that discuss literary, intellectual, socio-economic, and political contexts, providing innovative approaches to issues such as sense and sentiment, gender considerations, formal characteristics, economic history, enlightened and radical concepts of citizenship, and human rights, ecological ramifications, and Britain's growing global involvement. Part II presents twenty-five analytical chapters that attend to individual novels, some canonical and others recently recovered. These analyses engage the debates outlined in the systematic chapters, undertaking in-depth readings that both contextualize the works and draw on relevant criticism, literary theory, and cultural perspectives. The handbook's breadth and depth, clear presentation, and lucid language make it attractive and accessible to scholar and student alike. *Eighteenth-Century Authorship and the Play of*

Fiction Emily Hodgson Anderson, 2009-05-15 This study looks at developments in eighteenth century drama that influenced the rise of the novel it begins by asking why women writers of this period experimented so frequently with both novels and plays Here Eliza Haywood Frances Burney Elizabeth Inchbald Maria Edgeworth and Jane Austen explore theatrical frames from the playhouse to the social conventions of masquerade to the fictional frame of the novel itself that encourage audiences to dismiss what they contain as feigned Yet such frames also as a result create a safe space for self expression These authors explore such payoffs both within their work through descriptions of heroines who disguise themselves to express themselves and through it Reading the act of authorship as itself a form of performance Anderson contextualizes the convention of fictionality that accompanied the development of the novel she notes that as the novel like the theater of the earlier eighteenth century came to highlight its fabricated nature authors could use it as a covert yet cathartic space Fiction for these authors like theatrical performance for the actor thus functions as an act of both disclosure and disguise or finally presents self expression as the ability to oscillate between the two in the play of fiction Written Maternal Authority and Eighteenth-Century Education in Britain Rebecca Davies, 2016-02-11 Examining writing for and about education in the period from 1740 to 1820 Rebecca Davies's book plots the formation of a written paradigm of maternal education that associates maternity with educational authority Examining novels fiction for children conduct literature and educative and political tracts by Samuel Richardson Sarah Fielding Mary Wollstonecraft Maria Edgeworth Ann Martin Taylor and Jane Austen Davies identifies an authoritative feminine educational voice She shows how the function of the discourse of maternal authority is modified in different genres arguing that both the female writers and the fictional mothers adopt maternal authority and produce their own formulations of ideal educational methods The location of idealised maternity for women Davies proposes is in the act of writing educational discourse rather than in the physical performance of the maternal role Her book contextualizes the development of a written discourse of maternal education that emerged in the enlightenment period and explores the empowerment achieved by women writing within this discourse albeit through a notion of authority that is circumscribed by the rules of a discipline Didactic Novels and British Women's Writing, 1790-1820 Hilary Havens, 2016-11-03 Tracing the rise of conduct literature and the didactic novel over the course of the eighteenth century this book explores how British women used the didactic novel genre to engage in political debate during and immediately after the French Revolution and the Napoleonic Wars Although didactic novels were frequently conventional in structure they provided a venue for women to uphold to undermine to interrogate but most importantly to write about acceptable social codes and values The essays discuss the multifaceted ways in which didacticism and women's writing were connected and demonstrate the reforming potential of this feminine and ostensibly constricting genre Focusing on works by novelists from Jane West to Susan Ferrier the collection argues that didactic novels within these decades were particularly feminine that they were among the few acceptable ways by which women could participate in public political debate and that they often

blurred political and ideological boundaries The first part addresses both conservative and radical texts of the 1790s to show their shared focus on institutional reform and indebtedness to Mary Wollstonecraft despite their large ideological range In the second part the ideas of Hannah More influence the ways authors after the French revolution often linked the didactic with domestic improvement and national unity The essays demonstrate the means by which the didactic genre works as a corrective not just on a personal and individual level but at the political level through its focus on issues such as inheritance slavery the roles of women and children the limits of the novel and English and Scottish nationalism This book offers a comprehensive and wide ranging picture of how women with various ideological and educational foundations were involved in British political discourse during a time of radical partisanship and social change *The Eighteenth-Century Literature Handbook* Gary Day, Bridget Keegan, 2009-09-07 Literature and Culture Handbooks are an innovative series of guides to major periods topics and authors in British and American literature and culture Designed to provide a comprehensive one stop resource for literature students each handbook provides the essential information and guidance needed from the beginning of a course through to developing more advanced knowledge and skills Written in clear language by leading academics they provide an indispensable introduction to key topics including Introduction to authors texts historical and cultural contexts Guides to key critics concepts and topics An overview of major critical approaches changes in the canon and directions of current and future research Case studies in reading literary and critical texts Annotated bibliography including websites timeline glossary of critical terms The Eighteenth Century Literature Handbook is an invaluable introduction to literature and culture in the eighteenth century *The Culture of the Gift in Eighteenth-Century England* C. Klekar, 2009-01-05 The Culture of the Gift in Eighteenth Century England analyzes the long overlooked role of gift exchange in literary texts and cultural documents and provides innovative readings of how gift transactions shaped the institutions and practices that gave this era its distinctive identity *Fictions of Friendship in the Eighteenth-Century Novel* Bryan Mangano, 2017-07-19 This book explores the reciprocal influence of friendship ideals and narrative forms in eighteenth century British fiction It examines how various novelists from Samuel Richardson to Mary Shelley drew upon classical and early modern conceptions of true amity as a model of collaborative pedagogy Analyzing authors their professional circumstances and their audiences the study shows how the rhetoric of friendship became a means of paying deference to the increasing power of readerships while it also served as a semi covert means to persuade resistant readers and confront aesthetic and moral debates head on The study contributes to an understanding of gender roles in the early history of the novel by disclosing the constant interplay between male and female models of amity It demonstrates that this gendered dialogue shaped the way novelists imagined character interiority reconciled with the commercial aspects of writing and engaged mixed sex audiences **Narrating Friendship and the British Novel, 1760-1830** Katrin Berndt, 2016-10-14 Friendship has always been a universal category of human relationships and an influential motif in literature but it is rarely

discussed as a theme in its own right In her study of how friendship gives direction and shape to new ideas and novel strategies of plot character formation and style in the British novel from the 1760s to the 1830s Katrin Berndt argues that friendship functions as a literary expression of philosophical values in a genre that explores the psychology and the interactions of the individual in modern society In the literary historical period in which the novel became established as a modern genre friend characters were omnipresent reflecting enlightenment philosophy's definition of friendship as a bond that civilized public and private interactions and was considered essential for the attainment of happiness Berndt's analyses of genre defining novels by Frances Brooke Mary Shelley Sarah Scott Helen Maria Williams Charlotte Lennox Walter Scott Jane Austen and Maria Edgeworth show that the significance of friendship and the increasing variety of novelistic forms and topics represent an overlooked dynamic in the novel's literary history Contributing to our understanding of the complex interplay of philosophical socio cultural and literary discourses that shaped British fiction in the later Hanoverian decades Berndt's book demonstrates that novels have conceived the modern individual not in opposition to but in interaction with society continuing Enlightenment debates about how to share the lives and the experiences of others **Fashioning**

Childhood in the Eighteenth Century Anja Müller, 2016-12-05 This innovative collection of essays re-examines conventional ideas of the history of childhood exploring the child's increasing prominence in eighteenth century discourse and the establishment of the category of age as a marker of social distinction alongside race class and gender While scholars often approach childhood within the context of a single nation this collection takes a comparative approach examining the child in British German and French contexts and demonstrating the mutual influences between the Continent and Great Britain in the conceptualization of childhood Covering a wide range of subjects from scientific and educational discourses on the child and controversies over the child's legal status and leisure activities to the child as artist and consumer the essays shed light on well known novels like *Tristram Shandy* and *Tom Jones* as well as on less familiar texts such as periodicals medical writings trial reports and schoolbooks Articles on visual culture show how eighteenth century discourses on childhood are reflected in representations of the child by illustrators and portraitists The international group of contributors including Peter Borsay Patricia Crown Bernadette Fort Brigitte Glaser Klaus Peter Jochum Dorothy Johnson and Peter Sabor represent the disciplines of history literature and art and reflect the collection's commitment to interdisciplinarity The volume's unique range of topics makes it essential reading for students and scholars concerned with the history and representation of childhood in eighteenth century culture **Women and the Shaping of the Nation's Young** Mary

Hilton, 2017-03-02 Researchers have neglected the cultural history of education and as a result women's educational works have been disparaged as narrowly didactic and redundant to the history of ideas Mary Hilton's book serves as a corrective to these biases by culturally contextualising the popular educational writings of leading women moralists and activists including Sarah Fielding Hester Mulso Chapone Catherine Macaulay Mary Wollstonecraft Hannah More Sarah Trimmer Catharine

Cappe Priscilla Wakefield Maria Edgeworth Jane Marcet Elizabeth Hamilton Mary Carpenter and Bertha von Marenholtz Bulow Over a hundred year period from the rise of print culture in the mid eighteenth century to the advent of the kindergarten movement in Britain in the mid nineteenth a variety of women intellectuals from strikingly different ideological and theological milieux supported embellished critiqued and challenged contemporary public doctrines by positioning themselves as educators of the nation s young citizens Of particular interest are their varying constructions of childhood expressed in a wide variety of published texts including tales treatises explanatory handbooks and collections of letters By explicitly and consistently connecting the worlds of the schoolroom the family and the local parish to wider social religious scientific and political issues these women s educational texts were far more influential in the public realm than has been previously represented Written deliberately to change the public mind these texts spurred their many readers to action and reform

Mary Astell and John Norris Melvyn New, 2017-05-15 Given the progress made in recent years in recovering the writings of early modern women one might expect that a complete set of the important works of Mary Astell 1666 1731 would have been reissued long before now Instead only portions of the thought of the First English Feminist have reached a wide academic audience This volume presents a critical and annotated edition of the correspondence between Astell and John Norris of Bemerton 1657 1711 Letters Concerning the Love of God which was published in three separate editions during the seventeenth and eighteenth centuries 1695 1705 1730 This work had profound significance in eighteenth century intellectual and religious circles and represents a crucial step in the development of Norris and Astell s philosophical and theological opposition to that most prominent of Enlightenment figures John Locke Letters Concerning the Love of God includes as contextual material Norris s Cursory Reflections upon a Book Call d An Essay Concerning Human Understanding 1690 the first published philosophical response to as Bishop Stillingfleet would later put it Locke s new way of ideas and Astell s biting and comprehensive attack on Locke in the Appendix to the second edition of The Christian Religion As Professed by a Daughter of the Church of England 1717 These texts serve to place both Letters and its authors in the contentious philosophical theological climate to which they belonged one wherein most significantly Locke s present day preeminence had yet to be realized The editors extensive introduction and annotations to this volume not only provide background on the historical and biographical elements but also elucidate philosophical and theological concepts that are perhaps unfamiliar to modern readers

Passion's Fictions from Shakespeare to Richardson Benedict S. Robinson, 2021-05-27 *Passion s Fictions* traces the intimate links between literature and the sciences of mind and soul from the age of Shakespeare to the rise of the novel It chronicles the emergence of new sciences of the passions between the sixteenth and eighteenth centuries and it argues that this history was shaped by rhetoric that contained the most extensively particularized discourse on the passions offering principles for moving and affecting the passions of others in concrete social scenes This rhetoric of the passions centered on narrative as the instrument of a non theoretical knowledge of the passions in

their particularity predicated on an account of passion as an intimate relation between an impassioned mind and an impassioning world rhetoric offers a kind of externalist psychology formalized in the relation of passion to action and underwriting an account of narrative as a means of both moving passion and knowing it This volume describes the psychology of the passions before the discipline of psychology tracing the influence of rhetoric on theories of the passions from Francis Bacon to Adam Smith and using that history to read literary works by Shakespeare Milton Haywood Richardson and others Narrative offers a means of knowing and moving the passions by tracing them to the events and objects that generate them the history of narrative practices is thus a key part of the history of the psychology of the passions at a critical moment in its development *Satire, History, Novel* Frank Palmeri, 2003 Narrative satire was one of the dominant literary forms of the 18th century but it came to be displaced by novelistic and historical forms of narrative Palmeri English U of Miami argues that these new forms defined themselves in opposition to satire but also by appropriating elements of satir

Reading Victorian Schoolrooms Elizabeth Gargano, 2013-10-31 Reading Victorian Schoolrooms examines the numerous schoolroom scenes in nineteenth century novels during the fraught era of the Victorian education debates As Gargano argues the fiction of mainstream and children s writers such as Dickens Bront and Carroll reflected widespread Victorian anxieties about the rapid institutionalization of education and the shrinking realm of domestic instruction As schools increasingly mapped out a schema of time schedules standardized grades or forms separate disciplines and hierarchical architectural spaces childhood development also came to be seen as regularized and standardized according to clear developmental categories Yet Dickens Bront and others did not simply critique or satirize the standardization of school experience Instead most portrayed the schoolroom as an unstable site incorporating both institutional and domestic space Drawing on the bildungsroman s traditional celebration of an individualized experiential education numerous novels of school life strove to present the novel itself as a form of domestic education in contrast to the rigors of institutional instruction By positioning the novel as a form of domestic education currently under attack these novelists sought to affirm its value as a form of protest within an increasingly institutionalized society The figure of the child as an emblem of beleaguered innocence thus became central to the Victorian fictive project **The Boy-Man, Masculinity and Immaturity in the Long Nineteenth Century**

Pete Newbon, 2018-09-04 This book explores the evolution of male writers marked by peculiar traits of childlike immaturity The Boy Man emerged from the nexus of Rousseau s counter Enlightenment cultural primitivism Sensibility s Man of Feeling the Chattertonian poet maudit and the Romantic idealisation of childhood The Romantic era saw the proliferation of boy men who congregated around such metropolitan institutions as The London Magazine These included John Keats Leigh Hunt Charles Lamb Hartley Coleridge Thomas De Quincey and Thomas Hood In the period of the French Revolution terms of childishness were used against such writers as Wordsworth Keats Hunt and Lamb as a tool of political satire Yet boy men writers conversely used their amphibian child adult literary personae to critique the masculinist ideologies of their era

However the growing cultural and political conservatism of the nineteenth century and the emergence of a canon of serious literature inculcated the relegation of the boy men from the republic of letters **Novel Cleopatras** Nicole

Horejsi,2019-04-08 Advocating a revised history of the eighteenth century novel *Novel Cleopatras* showcases the novel's origins in ancient mythology its relation to epic narrative and its connection to neoclassical print culture *Novel Cleopatras* also rewrites the essential role of women writers in history who were typically underestimated as active participants of neoclassical culture often excluded from the same schools that taught their brothers Greek and Latin However as author Nicole Horejsi reveals a number of exceptional middle class women were actually serious students of the classics In order to dismiss the idea that women were completely marginalized as neoclassical writers Horejsi takes up the character of Dido from ancient Greek mythology and her real life counterpart Cleopatra the queen of Egypt Together the legendary Dido and historical Cleopatra serve as figures for the conflation of myth and history Horejsi contends that turning to the doomed queens who haunted the Roman imagination enabled eighteenth century novelists to seize the productive overlap among the categories of history romance the novel and even the epic *Beyond Sense and Sensibility* Peggy Thompson,2014-12-18

During the last half of the eighteenth century sensibility and its less celebrated corollary sense were subject to constant variation critique and contestation in ways that raise profound questions about the formation of moral identities and communities *Beyond Sense and Sensibility* addresses those questions What authority does reason retain as a moral faculty in an age of sensibility How reliable or desirable is feeling as a moral guide or a test of character How does such a focus contribute to moral isolation and elitism or conversely social connectedness and inclusion How can we distinguish between that connectedness and a disciplinary socialization How do insensible processes contribute to our moral formation and action What alternatives lie beyond the anthropomorphism implied by sense and sensibility Drawing extensively on philosophical thought from the eighteenth century as well as conceptual frameworks developed in the twenty first century this volume of essays examines moral formation represented in or implicitly produced by a range of texts including Boswell's literary criticism Fergusson's poetry Burney's novels Doddridge's biography Smollett's novels Charlotte Smith's children's books Johnson's essays Gibbon's history and Wordsworth's poetry The distinctive conceptual and textual breadth of *Beyond Sense and Sensibility* yields a rich reassessment and augmentation of the two perspectives summarized by the terms sense and sensibility in later eighteenth century Britain **A Modern Coleridge** A. Timár,2015-06-24

A Modern Coleridge shows the interrelatedness of the discourses of cultivation addiction and habit in Coleridge's poetry and prose and argues that these all revolve around the problematic nexus of a post Kantian idea of free will essential to Coleridge's eminently modern idea of the human *Remapping African Literature* Olabode Ibrónke,2018-02-12 This book is an exploration of the material conditions of the production of African literature Drawing on the archives of Heinemann's African Writers Series it highlights the procedures relationships demands ideologies and counterpressures engendered by the publication of three major authors

Chinua Achebe Wole Soyinka and Ngugi wa Thiongo As a study of the history and techniques of African literary texts this book advances a theory of reciprocity of effects what it terms auto heteronomy to describe the dynamic of formalist activism by which texts anticipate and shape the forces of literary production in advance It serves as a departure from the death of the author thesis by reconsidering the role of the author in African literature and culture industry as well as the influence of African publics on writers aesthetic choices and on the overall processes of production This work is a major contribution to African literary history literary criticism and book history

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