

Folger Institute Weekend Seminar
Acquiring Education: Early Modern Women's Pedagogies

Margaret J.M. Ezell

Friday, 1 March, 2013

9:00-9:30 am: Coffee and pastries

The Folger Board Room

9:30-10:30 am: **Introduction and General Discussion of the issues**

At the start of this period, I would like each participant briefly to take 3 minutes to introduce themselves and their projects. This is NOT a formal presentation of any sort, but to help us establish common interests, issues, and desires.

General discussion Questions (Preliminary): What did it mean to be an "educated" woman in the early modern period? "Classic" early studies and Case Studies considered: what are the challenges reconstructing early modern women's educations?

10:30-10:45 am: Break

10:45-12:00: **Session I: Models and benchmarks; literacy v literacies**

Core Reading Text for Discussion:

- ◆ David Barton, "Talking about Literacy," "The Social Basis of Literacy," in *Literacy: An Introduction to the Ecology of Written Language*, 2nd ed. (Blackwell's, 2007) chapters 2-4
- ◆ **"In Your Abundant Spare Time" Readings** (please see some suggestions for further reading for each section at the end of the schedule)

12:00-1:30 pm: Lunch on your own (suggestions provided)

1:30-3:00 pm: Session II: Institutions of formal education

Convents

Core Reading Text for Discussion:

- ◆ From María de San José Salazar, *Book for the Hour of Recreation*, introductory matter and "Hours" 1-4 translated by Amanda Powell, Introduction Alison Weber (Chicago, 2002)

3:00-3:30 pm: Break

3:30-4:00 Folger Book Display

4:00-5:30 pm Session III: Institutions of formal education**Schools and Tutors**

Core Reading Text for Discussion:

- ◆ Bathsua Makin, *An Essay To Revive the Antient Education of Gentlewomen, in Religion, Manners, Arts & Tongues With An Answer to the Objections against this Way of Education* (1673)

Dutch-treat dinner at nearby restaurant (6:00-7:30)

Saturday

8:30-9:00 am: Coffee and pastries

9:00-9:15 am: Summary of Friday Sessions

9:15-10:30 am: Session IV Acquiring Education: Families and Servants

Core Reading Text for Discussion:

- ◆ Elizabeth Jocelin, *The Mother's Legacy to her Unborn Child* (1624)

10:30-10:45: Break

10:45-12:00: Session V Self-Improvement

Core Reading Text for Discussion:

- ◆ From Hannah Wolley (?) *The Gentlewoman's Companion* (1675) please self-select portions of particular interest to you, noting in particular paratexts explaining the choice of the contents and why they are necessary for a Gentlewoman's education

12:00-1:30 pm: Lunch on your own (suggestions provided)

1:30-3:00 pm: Session VI Cultural education (Please Self-Select a reading or two that appeals to your interests or piques your curiosity)

- ◆ Anne R. Larsen, "A Women's Republic of Letters: Anna Maria van Schurman, Marie de Gournay, and Female Self-Representation in Relation to the Public Sphere," *Early Modern Women* 3 (2008) 105-126.
- ◆ Margaret W. Ferguson, "Prologue" in *Dido's Daughters: Literacy, Gender, and Empire in Early Modern England and France* (Chicago UP, 2003)
- ◆ Rebecca Corbett, "Learning to be Graceful: Tea in Early Modern Guides for Women's Edification," *Japanese Studies* 29 (2009): 81-94.

- ◆ P.F. Kornicki, "Women, Education and Literacy," in *The Female as Subject: Reading and Writing in Early Modern Japan*, (2010) 7-37
- ◆ David Olafsson, "Vernacular Literacy Practices in Nineteenth-Century Iceland" (2012)
- ◆ Julie D. Campbell and Anne R. Larsen, "Introduction" in *Early Modern Women and Transnational Communities of Letters* (Ashgate, 2009), 1-21

3:00-3:30 pm: Break

3:30-5:00 pm: Overview / Insights/ Closing Discussion

A Return to the Opening Preliminary Questions: What next?

Reception, Founder's Room (5:00-6:30)

"In Your Abundant Spare Time" Readings

Participants should read selectively from these lists depending on your interests (or because the topic is far outside your project and you are just curious) in a "in your abundant spare time" mode. For the ones you select, please come prepared to discuss with the seminar what the research methodology is, how education and pedagogy are modeled/ understood, how effective you find the argument/ how useful the information, and how it might be applied. Please also feel free to add to the lists!

For Session I: Models and benchmarks; literacy v literacies

- ◆ Dorothy Gardiner, "Chapter X: The Development of the Boarding School," *English Girlhood at School* (OUP, 1929), 194-226
- ◆ Joan Kelly, "Early Feminist Theory and the *querelle des Femmes* 1400-1789," *Signs*, 8 (1982): 4-28
- ◆ Nigel Wheale, "'Dressed Up with the Flowers of a Library': Women Reading and Writing" in *Writing and Society: Literacy, print and politics in Britain 1590-1660* (Routledge, 1999)
- ◆ Margaret W. Ferguson, "Prologue" in *Dido's Daughters: Literacy, Gender, and Empire in Early Modern England and France* (Chicago UP, 2003)
- ◆ Jane Stevenson, "Prologue and Introduction" in *Women Latin Poets: Language, Gender, & Authority from Antiquity to the Eighteenth Century* (OUP, 2005), 1-27

- ◆ Heidi Brayman Hackel, "Impressions from a 'scribbling age': Gestures and habits of reading" in *Reading Material in Early Modern England: Print, Gender, and Literacy* (CUP 2005)

For Session II: Institutions of formal education: convents

- ◆ Danielle Culpepper, "'Our Particular Cloister': Ursulines and Female Education in Seventeenth-Century Parma and Piacenza," *The Sixteenth Century Journal* 36 (2005): 1017-1037.
- ◆ Naomi J. Miller, "Producing Girls on the English Stage: Performance as Pedagogy in Mary Ward's Convent Schools" in *Gender and early modern constructions of childhood*, ed. Caroline Bicks (2011), 139-153
- ◆ Elizabeth Howe, "'Let your Women Keep Silence': The Pauline Dictum and Women's Education," in *Women's Literacy in Early Modern Spain and the New World*, eds Anne J. Cruz and Rosilie Hernández, (2011), 121-37

For Session III: Institutions of formal education: tutors and schools

- ◆ Jerome de Groot, "'Euery one teacheth after thyr owne fantasie': French Language Instruction" in *Performing Pedagogy in Early Modern England: Gender, Instruction and Performance* (2011), 33-51
- ◆ Malgorzata Kamecka, "Educating and Passing Knowledge: The Role of Private Tutors in the Formation of Polish Youth of Noble Origins in the Sixteenth to Eighteenth Centuries," *Paedagogica Historica*, 43 (2007): 509-523.
- ◆ Jean Lambert, "Early Modern Educational Culture: The Wit of A Woman," in *Performing Pedagogy in Early Modern England: Gender, Instruction and Performance* (2011), 131-45.

For Session IV: Families and Servants

- ◆ Kenneth Charlton, "'Not Publike Onely but also Private and Domesticall': Mothers and Familiar Education in Pre-Industrial England," *History of Education* 17 (1988): 1-20.
- ◆ Sheila McIsaac Cooper, "Servants as Educators in Early-Modern England," *Paedagogica Historica* 43 (2007), 547-563.
- ◆ Claire Carlin, "Perfect Harmony: Love and Marriage in Early Modern Pedagogy," in *The Art of Instruction: Essays on Pedagogy and Literature in 17th-century France* (2008): 201-224
- ◆ Raffaella Sarti, "Dangerous Liaisons: Servants as 'Children' Taught by their Masters and as 'Teachers' of their Masters' Children (Italy and France)," *Paedagogica Historica* 43 (2007): 565-587.

- ◆ Sheila McIsaac Cooper, "Service to Servitude? The Decline and Demise of Life-Cycle Service in England," *The History of the Family*, 10 (2005): 367-386
- ◆ Howard Adelman, "The Literacy of Jewish Women in Early Modern Italy," in *Women's Education in Early Modern Europe, 1500-1800*, ed. Barbara J. Whitehead (Garland, 1999): 133-158

For Session V: Self-Improvement

- ◆ Margaret Ezell, "Never Boring, Or Imagine my Surprise: Interregnum Women and the Culture of Reading Practices" in *The Eighteenth-Century British Imagination: Contiguities and Extensions*, eds. Rivka Swenson and Elise Pugh (AUP: 2008):155-169.
- ◆ Stacey Shimizu, "The Pattern of Perfect Womanhood: Feminine Virtue, Pattern Books, and the Fiction of the Clothworking Woman," in *Women's Education in Early Modern Europe, 1500-1800*, 75-100
- ◆ Catherine R. Eskin, "The Rei(g)ning of Women's Tongues in English Books of Instruction and Rhetoricks," in *Women's Education in Early Modern Europe, 1500-1800*, 101-132

For Session VI: Cultural Education

- ◆ Anne R. Larsen, "A Women's Republic of Letters: Anna Maria van Schurman, Marie de Gournay, and Female Self-Representation in Relation to the Public Sphere," *Early Modern Women* 3 (2008) 105-126.
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