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Concise Collections: Teaching Charlotte Lennox

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Abstract

The Spring 2022 issue of *ABO* inaugurates our new Pedagogies feature: the Concise Collections on Teaching Eighteenth-Century Women series. Each issue of *ABO* will include a Concise Collection on a different female writer or artist, with three to five articles offering critically-informed and practice-based strategies for teaching in survey or theme-based courses for different student audiences. This series seeks to facilitate the innovative and effective teaching of female creatives whose excellence and insight demand inclusion in our classrooms, but who have not yet received the attention they deserve in pedagogy publications, or who might not yet have been encountered by every teacher of the eighteenth century. The first issue focuses upon teaching the works of Charlotte Lennox.

Keywords

Charlotte Lennox, Pedagogy

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Marta Kvande offers three different contexts in which Lennox's *Harriot Stuart* serves brilliantly: courses on romance, on the eighteenth-century novel, and on transatlantic fictions. Leah M. Thomas extends beyond conventional textual approaches to Lennox's transatlantic narratives, explaining ways to use mapping and the geographic imagination to teach *Harriot Stuart* and *Euphemia*. Providing a different context, Susan Carlile and Karenza Sutton-Bennett provide a guide to using Lennox's periodical the *Lady's Museum* to usher students through questions of imperialism and early feminism in literature or history courses, using Lennox's *Sophia* as an example. And finally, Nicole Horejsi address teaching strategies for Lennox's best-known text, *The Female Quixote*, illuminating the ways in which the actions and ideas of *Quixote*'s Arabella can so often be illuminated through comparison with the continental contexts of Madeleine de Scudéry, including the scandalous and notorious map of (and guide to) the female heart, the Carte de Tendre in *Clélie*.

Forthcoming Concise Collections will focus on teaching female travelers, Mary Prince, and Anne Finch. Proposals are welcome for other groupings: contact pedagogy editor tiffany.potter@ubc.ca