

Teaching with Shakespeare

Critics in the Classroom



Edited by
Bruce Melver and Ruth Stevenson

Teaching With Shakespeare Critics In The Classroom

Rosina Ehmann



Teaching With Shakespeare Critics In The Classroom:

Teaching with Shakespeare Bruce McIver, Ruth Stevenson, 1994 Today the number and nature of interpretive strategies developed by contemporary theorists for reading Shakespeare's texts may not only delight but also disconcert the scholars, critics, teachers and students who study them. In this work six leading Shakespearean scholar-critics in a series of clear and elegant lectures delivered to undergraduate English majors explain distinctive procedures that they and other influential contemporary critics use for interpreting Shakespeare's poems and plays. Workshops which illustrate with Shakespearean texts the practice of specific methods follow the lectures. Helen Vendler, Harvard, guides readers to Shakespeare's poetry by explaining and illustrating how to hear the unexpected and unobtrusive but crucial questions that sonnets pose and by tracing the increasingly powerful perceptions that precise informed aesthetic responses to these questions evoke. R. A. Foakes, UCLA, identifies basic cultural issues underlying traditional approaches to teaching Shakespeare's plays, especially the tragedies, and explains how poststructuralist responses to these issues lead to a reevaluation of the Bard. Leah Marcus, UTexas Austin, also explains cultural issues particularly about the construct that has become Shakespeare and introduces editorial questions about the actual textual versions offered to students, notably of Hamlet and King Lear. With emphasis on the plays in performance, John Wilders, Oxford, Middlebury, delivers a structure-oriented, acting-centered analysis of Julius Caesar and then directs in similar fashion a production of the first scene of A Midsummer Night's Dream. Patricia Parker, Stanford, on the other hand, follows intricate lines of wordplay through a series of deconstructions and reconstructions in The Merry Wives of Windsor and A Midsummer Night's Dream. Bringing the series to a close, Annabel Patterson, Duke, presents an explicitly issue-oriented analysis of editorial, critical, scholarly, dramatic and cinematic interpretations of Henry V and she offers a concluding commentary on the workshops of her colleagues.

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Teaching Literature T. Agathocleous, A. Dean, 2002-12-16 In Teaching Literature scholars explain how they think about their everyday experience in the classroom using the tools of their ongoing scholarly projects and engaging with current debates in literary studies. Until recently teaching has played second fiddle to literary research as a mode of knowledge in academia, leaving new teachers with nowhere to turn for advice about teaching and no forum for discussion of the difficulties and opportunities they face in the classroom.

The Shakespearean International Yearbook Dr. Brett D. Hirsch, Professor Alexa Huang, Professor Hugh Craig, Professor Tom Bishop, 2014-08-28 In 2002 for the second volume of this journal Ian Lancashire reflected on the state of computing in Shakespeare. The decade since his review has seen dramatic change in the web of digital Shakespeares: experiments in editing and publishing, paradigm shifts in research and pedagogy, new tools and methods for analyzing a growing and varied multimedia archive, all with their share of successes and failures, a veritable mingled yarn of good and ill together. This issue's special section on Digital Shakespeares reflects on these developments and achievements, highlights current research in the field, and

speculates on future directions The volume also includes an essay reviewing other recent work in Shakespeare studies The Shakespearean International Yearbook continues to provide an annual survey of important developments and topics of concern in contemporary Shakespeare studies across the world Among the contributors to this volume are Shakespearean scholars from Australia Canada Ireland Sweden and the US *The Shakespearean International Yearbook* Brett Hirsch, Hugh Craig, 2017-05-15 This eighth volume of The Shakespearean International Yearbook presents a special section on European Shakespeares proceeding from the claim that Shakespeare's literary craft was not just native English or British but was filtered and fashioned through a Renaissance awareness that needs to be recognized as European and that has had effects and afterlives across the Continent Guest editors Ton Hoenselaars and Clara Calvo have constructed this section to highlight both how the spread of Shakespeare throughout Europe has brought together the energies of a wide variety of European cultures across several centuries and how the inclusion of Shakespeare in European culture has been not only a European but also a world affair The Shakespearean International Yearbook continues to provide an annual survey of important issues and developments in contemporary Shakespeare studies Contributors to this issue come from the US and the UK Spain Switzerland and South Africa Canada The Netherlands India Portugal Greece France and Hungary In addition to the section on European Shakespeares this volume includes essays on the genre of romance issues of character and other topics *The Reel Shakespeare* Lisa S. Starks, Courtney Lehmann, 2002 This collection models an approach to Shakespeare and cinema that is concerned with the other side of Shakespeare's Hollywood celebrity taking the reader on a practical and theoretical tour through important non mainstream films and the oppositional messages they convey The collection includes essays on early silent adaptations of Hamlet Greenway's Prospero's Books Godard's King Lear Hall's A Midsummer Night's Dream Taymor's Titus Polanski's Macbeth Welles Chimes at Midnight and Van Sant's My Own Private Idaho *The Shakespearean International Yearbook* Professor Tom Bishop, Professor Alexa Huang, Dr Brett D Hirsch, Professor Hugh Craig, 2014-08-28 In 2002 for the second volume of this journal Ian Lancashire reflected on the state of computing in Shakespeare The decade since his review has seen dramatic change in the web of digital Shakespeares This issue's special section on Digital Shakespeares reflects on these developments and achievements highlights current research in the field and speculates on future directions *Teaching Shakespeare and Early Modern Dramatists* A. Hiscock, L. Hopkins, 2007-07-02 This collection offers practical suggestions for the integration of non Shakespearean drama into the teaching of Shakespeare It shows both the ways in which Shakespearean drama is typical of its period and of the ways in which it is distinctive by looking at Shakespeare and other writers who influenced and developed the genres in which he worked **Shakespeare on screen : The Henriad** Nathalie Vienne-Guerrin (éd.), Sarah Hatchuel (éd.), Filming plays from a tetralogy of history plays implies specific problems and strategies The papers in this volume show that the plays are parts of a series and can hardly be staged or filmed without referring to one another What does the big screen bring to the

representation of history battles and national issues When do ideological interpretations stop being triggered by the text itself By deciphering the different ways in which meaning is created and ideology is conveyed whether it be through specific aesthetics performances intertextuality or cultural codes the papers in this volume all take part in the on going exploration of what Shakespeare s contrasting afterlives keep saying not only about the dramatic texts but also about ourselves

Teaching Shakespeare Rex Gibson,2016-04-21 An improved larger format edition of the Cambridge School Shakespeare plays extensively rewritten expanded and produced in an attractive new design **Learning to Teach English in the Secondary School** Jon Davison,Jane Dowson,1998 This forward looking book combines theory and practice to present a broad introduction to the opportunities and challenges of teaching English in secondary school classrooms Each chapter explains the background to current debates about teaching the subject and provides tasks teaching ideas and further reading to explore issues and ideas in relation to school experience With reference to new legislation the chapters suggest a range of approaches to the teaching of reading writing speaking and listening drama media study information technology language study grammar poetry Shakespeare GNVQ and A Level English Language and Literature Learning to Teach English in the Secondary School offers principles and practical examples of teaching and learning in the context of the end of the twentieth century when new notions of literacy compete with the demands of national assessment Taking as its starting point the changing ideologies of English as a subject the text addresses questions about the nature of teacher education It raises issues concerning competence based courses working with a mentor in school and monitoring the development of a student teacher Learning to Teach Subjects in the Secondary School series edited by Sue Capel Tony Turner and Marilyn Leask

Teaching Shakespeare Walter E Edens,2015-03-08 Here is a rich variety of approaches to teaching Shakespeare described by authors who are distinguished teachers and scholars In setting forth their classroom techniques they offer critical insights as well as stimulating ideas for use by other teachers Their suggestions range from different pairings of plays provocative questions for discussion and ways of reading aloud to projects for class performances and even possibilities for teaching Shakespeare outside the classroom The contributors share a concern for developing students interests and skills beyond strict formal analysis Contributors Walter F Eggers Jr Robert B Heilman John W Velz D Allen Carroll Norman Rabkin Winfried Schleiner A C Hamilton Albert Wertheim Paul M Cubeta David M Bergeron Ray L Heffner Jr Brian Vickers Jay L Halio G Wilson Knight Bernard Beckerman Originally published in 1978 The Princeton Legacy Library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of Princeton University Press These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905

Shakespeare and Higher Education Sharon A. Beehler,Holger Klein,2002 This yearbook contains essays by

international scholars which deal with the relationship of Shakespeare and higher education Topics include teaching Shakespeare in the multicultural classroom using performance pedagogy and teaching Shakespeare to foreign language students

Shifting the Scene Ladina Bezzola Lambert, Balz Engler, 2004 The title of this collection *Shifting the Scene* adapts words from one of the Choruses in *Henry V* Its essays try without denying authority to the text and the theatre to widen the scene of inquiry to include other institutions like education politics language and the arts and to juxtapose the constructions of Shakespeare and his works that have been produced by them However as in *Henry V* there is also a geographical dimension The collection goes beyond England and the English speaking world and focuses on Europe including Britain It brings together 17 essays by leading authorities and promising young scholars in the field

Teaching Shakespeare Beyond the Centre K. Flaherty, P. Gay, L. Semler, 2013-03-05 Showcasing a wide array of recent innovative and original research into Shakespeare and learning in Australasia and beyond this volume argues the value of the local and provides transferable and adaptable models of educational theory and practice

Teaching Shakespeare Beyond the Major M. Tyler Sasser, Emma K. Atwood, 2024-02-22 This edited collection considers the task of teaching Shakespeare in general education college courses a task which is often considered obligatory perfunctory and ancillary to a professor's primary goals of research and upper level teaching The contributors apply a variety of pedagogical strategies for teaching general education students who are often freshmen or sophomores non majors and or non traditional students Offering instructors practical classroom approaches to Shakespeare's language performance and critical theory the essays in this collection explicitly address the unique pedagogical situations of today's general education college classroom

Resources in Education, 1996-06

The Teaching Archive Rachel Sagner Buurma, Laura Heffernan, 2020-12-04 The Teaching Archive shows us a series of major literary thinkers in a place we seldom remember them inhabiting the classroom Rachel Sagner Buurma and Laura Heffernan open up the teaching archive the syllabuses course descriptions lecture notes and class assignments of critics and scholars including T S Eliot Caroline Spurgeon I A Richards Edith Rickert J Saunders Redding Edmund Wilson Cleanth Brooks Josephine Miles and Simon J Ortiz This new history of English rewrites what we know about the discipline by showing how students helped write foundational works of literary criticism and how English classes at community colleges and HBCUs pioneered the reading methods and expanded canons that came only belatedly to the Ivy League It reminds us that research and teaching which institutions often imagine as separate have always been intertwined in practice In a contemporary moment of humanities defunding the casualization of teaching and the privatization of pedagogy The Teaching Archive offers a more accurate view of the work we have done in the past and must continue to do in the future

The Theory and Criticism of Virtual Texts Lory Hawkes, Joe Law, Christina Murphy, 2000-11-30 Virtual texts have emerged within the realm of the Internet as the predominant means of global communication As both technological and cultural artifacts they embody and challenge cultural assumptions and invite new ways of conceptualizing knowledge

community identity and meaning But despite the pervasiveness of the Internet in nearly all aspects of contemporary life no single resource has cataloged the ways in which numerous disciplines have investigated and critiqued virtual texts This bibliography includes more than 1500 annotated entries for books articles dissertations and electronic resources on virtual texts published between 1988 and 1999 Because of the multiple contexts in which virtual texts are studied the bibliography addresses virtual communication across a broad range of disciplines and philosophies It encompasses studies of the historical development of virtual texts investigations of the many interdisciplinary applications of virtual texts and discussions of such legal issues as privacy and intellectual property Entries are arranged alphabetically within topical chapters and extensive indexes facilitate easy access

A Practical Guide to Teaching English in the Secondary School Annabel Watson,Ruth G Newman,2021-11-29 A Practical Guide to Teaching English in the Secondary School offers straightforward advice inspiration and a wide range of tried and tested approaches to help you find success in the secondary English classroom Covering all aspects of English teaching it is designed for you to dip in and out of and enable you to focus on specific areas of teaching your programme or pupils learning Fully updated to reflect what student and early career teachers see and experience when they enter the classroom the second edition supports trainee and practicing teachers to teach in imaginative and creative ways to promote learning in English Packed with ideas resources practical teaching activities and underpinned by the latest research into how children learn the book examines the core areas of reading writing and spoken English including Plays poetry non fiction myths and legends drama and Shakespeare Developing writing Creative grammar Talk and classroom dialogue Media and digital writing English across the curriculum Well being through writing Literature and language post 16 Including tools to support critical reflection A Practical Guide to Teaching English in the Secondary School is an essential companion for all training and newly qualified English teachers

Shakespeare in East Asian Education Sarah Olive,Kohei Uchimaru,Adele Lee,Rosalind Fielding,2021-05-22 This book offers fresh critical insights into Shakespeare in Hong Kong Japan and Taiwan It recognises that Shakespeare in East Asian education is not confined to the classroom or lecture hall but occurs on diverse stages It covers multiple aspects of education policy pedagogy practice and performance Beyond researchers in these areas this book is for those teaching and learning Shakespeare in the region those teaching and learning English as an Additional Language anywhere in the world and those making educational policies resources or theatre productions with young people in East Asia

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