

SHAKESPEARE AND PEDAGOGY**PROF. BOVILSKY****Description**

This seminar will explore various scenes and models of pedagogy and learning found within Shakespeare's writings, in the sixteenth-century humanism and rhetorical theory that structured education and thinking for Shakespeare and other students in the early modern period, and in our own present and future classrooms. We will think about questions important to Shakespeare about teaching and learning, youth and experience, and theory and practice, alongside some real-world analogues and variations. This course is intended to be useful both for students with a strong interest in early modern studies as well as for those in other primary fields who anticipate teaching Shakespeare. The course will also provide some approaches to teaching, planning to teach, and talking about teaching literary and other texts.

Learning outcomes

Students in "Shakespeare and Pedagogy" will (1) gain an introductory professional acquaintance with the history of early modern grammar school education and its relevance for understanding and teaching Shakespeare's writing. Students will (2) become familiar with several Shakespeare plays and sonnets as well as with Shakespearean criticism, using these texts to build fluency in reading and thinking about Shakespeare in advanced ways in preparation for teaching. (3) Through extensive discussion of teaching Shakespeare, visits to one or more undergraduate Shakespeare classrooms, and development of a teaching guide for one of Shakespeare's plays, students will gain theoretical flexibility and practical experience in planning to teach Shakespeare and literary or other texts generally.

Contact information for Prof. Bovilsky:**Office: PLC 246****Email: bovilsky@uoregon.edu****Office hours: Tu noon-1:30, W 1-2:30, or by appointment******Office hours week 1: Tu noon-2, Th. noon-1******Required Text**

Norton Shakespeare (available in the Duckstore)

Time's Pencil: Shakespeare After the Folio website: <https://timespencil.omeka.net/home>

All other readings will be made available on e-reserves, online, or in handouts.

Schedule

Jan. 12: Introduction. *The Norton Shakespeare*.

Jan. 19: Lynn Enterline, *Shakespeare's Schoolroom: Rhetoric, Discipline, Emotion*, chapter 1
(available as ebook through the library: pp. 9-32 and 153-161)

Jeff Dolven, from *Scenes of Instruction*

Holger Syme, "The Theater of Shakespeare's Time" (Norton)

Erasmus, from *On Copia of Words and Ideas*

Erasmus, from *De Ratione Studii*

Jan. 26: Anthony Grafton and Lisa Jardine, from *From Humanism to the Humanities*

Joel Altman, from *The Tudor Play of Mind*

Stephen Greenblatt, General Introduction – read around

Shakespeare, *Titus Andronicus*, 1.1, 2.3, 2.4, 4.1, 4.2, 5.3

Ovid, "Philomela"

Feb. 2: *Macbeth*

Stephen Orgel, *The Authentic Shakespeare*, Chapters 1-4

Bovilsky, *Time's Pencil*, Exhibits 1-3 including example texts

Gordon McMullan and Suzanne Gossett, General Textual Introduction, Norton

Feb. 9: Shakespeare, Sonnets (see handout for specific sonnets)

Bovilsky, "Teaching Shakespeare's Sonnets"

Bovilsky, *Time's Pencil*, Exhibit 4 including example texts

• **Feb. 10: Annotated pedagogic bibliography due**

Feb. 16: *King Lear*

Margreta De Grazia, "The Ideology of Superfluous Things"

Random Cloud, "Editing and the Invention of Dramatick Character"

Feb. 23: *Measure for Measure*

Harry Berger, Jr., *Making Trifles of Terrors*, chapters 13-14, selections

Mar. 2: *The Two Gentlemen of Verona*

Jeff Masten, *Textual Intercourse*, chapter 2

Mar. 9: *The Tempest*

Peter Hulme, *Colonial Encounters*, chapter 3

Simon Palfrey and Tiffany Stern, *Shakespeare in Parts*, Introduction and Chapter 15

Project sharing 1

Mar. 16: Mystery play (class choice)

Project sharing 2

• **Mar. 17: Final project due (copies for all seminar participants; 2 copies for me)**

COURSE REQUIREMENTS

Participation in discussion is required.

More formally, you will be asked to contribute teaching ideas about two plays in the course of term (schedule to be arranged).

At least one visit to my introductory Shakespeare classroom (or that of another instructor who has agreed to this) is required. My class (ENG 208) meets Tuesdays and Thursdays, 10-11:20, in Lillis Hall, Room 175.

ASSIGNMENTS

One annotated bibliography (eight sources annotated robustly) is due February 10 – to be expanded in final pedagogic guide. One paper (15-25 pp.) comprising a full guide to teaching one work of Shakespeare's is due March 17. Alternative arrangements will be considered (e.g. two medium papers of 7-10 pages or one seminar paper of 15-20 pages) depending on their utility for your situation. All such arrangements must be negotiated by February 9.

Late assignments will not be accepted unless prior arrangement is made with the instructor. I am reasonable: stay in touch.

ACCOMMODATIONS

All appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, you must meet with me by Friday, January 20. You must also consult with the Accessible Education Center, which will help provide needed accommodations.