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Abstracts -- Notes on Contributors -- Introduction -- 1. On Shakespeare, Anticolonial Pedagogy, and Being Just -- 2. Deeply Engaged Protest: Social Justice Pedagogy and Shakespeare's "Monument" -- 3. Teaching Shakespeare at an Urban Public Community College: An Equity-Driven Approach -- 4. Teaching Shakespeare as a Killjoy Practice in a White Dominant Institution -- 5. Shakespeare and Environmental Justice: Collaborative Eco-Theater in Yosemite National Park and the San Joaquin Valley -- 6. Where Curriculum Meets Community: Teaching Borderlands Shakespeare in San Antonio -- 7. Dressing to Transgress: Aesthetic Matching, Historical Costumers of Color, and the Restorying of Institutional Spaces -- 8. Shakespeare in a Catholic University: (Re)creating Knowledge in a Divided Landscape -- 9. Shakespeare's Mixed Stock: Biracial Affect in the Field -- 10. Who Shot Romeo? And How Can We Stop the Bleeding? Urban Shakespeare, White People, and Education Beyond the Neoliberal Nightmare -- Afterword -- Bibliography -- Index

Sommario/riassunto

Moves away from offering a single methodology or approach to social justice teaching, providing practical models for academics to follow
Describes policy strategies and pedagogical practices for more equitable instruction of Shakespeare and Renaissance literature
Reflects candidly on the relationship between identity and institutionality for Shakespeare educators and their students
Situates the harms perpetuated by Shakespeare in higher education and revolutionary responses at institutions across the United States
Foregrounds faculty identities and institutional contexts for teaching and learning about Shakespeare
Demonstrates for higher education administrators the scholarly legitimacy and social significance of justice-oriented pedagogy
On college and university campuses across the United States, scholar-teachers and their students find themselves in conditions of both real threat and tremendous possibility. Building on the recent surge of interest in equitable pedagogy within the field of Shakespeare and Renaissance literary studies, *Situating Shakespeare Pedagogy in U. S. Higher Education* makes a case for anchoring our teaching in these institutional power dynamics that have historically contributed to systemic injustice and continue to affect our work on a daily basis. Each of the contributors to this collection speaks directly to the intersection between their own identities, the lived experiences of their students, and the particular qualities of the institutions where they teach—including student demographics, curricular requirements, geographical location, and comparative levels of administrative support for implementing social justice approaches. From this perspective, they provide hope and practical guidance for scholar-educators who want to meet our students where they are.
