

CCME0035: Shakespeare in English Education

[View Online](#)

Module Leader: Jane Coles (j.coles@ucl.ac.uk).

Module Start Date: 10th January 2019.

Andrew Burn, 'From The Tempest To Tomb-Raider: Computer Games In English, Media And Drama', *English Drama Media* (Sheffield), 1.2 (2004), pp. 19–25

<<https://aburn2012.files.wordpress.com/2014/04/from-the-tempest-to-tombraider.pdf>>

—, 'Playing Shakespeare: Macbeth – Narrative, Drama, Game', *Teaching English* (Sheffield), February 2013.1 (2013)

<<https://aburn2012.files.wordpress.com/2014/04/from-the-tempest-to-tombraider.pdf>>

Anthony Jackson, 'Afterword', in *Theatre, Education and the Making of Meanings: Art or Instrument?* (Manchester University Press, 2007), pp. 264–73

<<https://contentstore.cla.co.uk/secure/link?id=810288f9-3845-e711-80cb-005056af4099>>

Bradley, A.C., 'Lecture 1: The Substance of Shakespearean Tragedy', in *Shakespearean Tragedy: Lectures on Hamlet, Othello King Lear, Macbeth* (Macmillan, 1904), pp. 1–29

<<http://www.gutenberg.org/ebooks/16966#download>>

British Council, *All the World's: A Report into Shakespeare's Popularity across the Globe*, 2016

<<https://www.britishcouncil.org/organisation/policy-insight-research/research/all-worlds>>

Burn, Andrew, *The Kineikonic Mode: Towards a Multimodal Theory of the Moving Image*, National Centre for Research Methods, 2013, A working paper for the MODE NCRM node in multimodal methodologies. <http://eprints.ncrm.ac.uk/3085/1/KINEIKONIC_MODE.pdf>

—, and James Durrant, 'Chapter 15: Digital Anatomies: Analysis as Production in Media Education', in *Digital Generations: Children, Young People, and New Media* (Lawrence Erlbaum, 2006), doi:10.4324/9780203810668

Coles, Jane, 'Teaching Shakespeare with Film Adaptations', in *MasterClass in English Education: Transforming Teaching and Learning* (Bloomsbury Academic, 2014), pp. 72–83, doi:10.5040/9781474235709.ch-006

—, 'The Common Property of Us All? IN Teaching English, Issue 1', *Teaching English* (Sheffield), no. 1 (2013), pp. 58–62

<<https://contentstore.cla.co.uk/secure/link?id=c2d977f3-3845-e711-80cb-005056af4099>>

Fiona Banks, 'Chapter 6: Performance', in *Creative Shakespeare: The Globe Education Guide to Practical Shakespeare* (Bloomsbury Arden Shakespeare, 2014), The Arden Shakespeare, pp. 169–204

<<http://www.dramaonlinelibrary.com/context-and-criticism/creative-shakespeare-iid-13798>>

2>

George Orwell, *Lear, Tolstoy and the Fool*, 1947
<http://www.orwell.ru/library/essays/lear/english/e_ltf>

Gibson, Rex, 'Principles', in *Teaching Shakespeare* (Cambridge UP, 1998), Cambridge school Shakespeare, pp. 7-25
<<https://contentstore.cla.co.uk/secure/link?id=bd45cfb5-99fb-e711-80cd-005056af4099>>

Gilbert, M., 'A Test of Character', in *Teaching Shakespeare: Passing It On* (Wiley-Blackwell, 2009), pp. 91-105, doi:10.1002/9781444303193

Haddon, John, 'Chapter 1: Admitting the Difficulty', in *Teaching Reading Shakespeare* (Routledge, 2009), pp. 3-14 <<http://www.tandfebooks.com/ISBN/9780203870754>>

—, 'Chapter 2: "All These Old Words"', in *Teaching Reading Shakespeare* (Routledge, 2009) <<http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9780203870754>>

James Stredder, 'Chapter 1: 'Why Use Active Methods to Teach the Plays?', in *The North Face of Shakespeare: Activities for Teaching the Plays* (Cambridge University Press, 2009), Cambridge school Shakespeare, pp. 3-22
<<https://contentstore.cla.co.uk/secure/link?id=7c0288f9-3845-e711-80cb-005056af4099>>

John Russell Brown, 'Chapter 1: Playgoing and Participation', in *Shakespeare and the Theatrical Event* (Palgrave Macmillan, 2002), pp. 7-29
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4012945760004761&institutionId=4761&customerId=4760>

Kok Su Mei, "'What's Past Is Prologue": Postcolonialism, Globalisation, and the Demystification of Shakespeare in Malaysia', 2017

Lanier, Douglas, 'Chapter 2: Unpopularising Shakespeare: A Short History', in *Shakespeare and Modern Popular Culture* (Oxford University Press, 2002), pp. 21-49
<<https://contentstore.cla.co.uk/secure/link?id=7b0288f9-3845-e711-80cb-005056af4099>>

Maguire, Laurie, and Emma Smith, 'Chapter 29: Shakespeare's Characters Are like Real People', in *30 Great Myths about Shakespeare* (Wiley-Blackwell, 2013), pp. 190-95, doi:10.1002/9781118326770

Rose, Jonathan, 'The People's Bard', in *The Intellectual Life of the British Working Classes* (Yale Nota Bene, 2002), pp. 122-25
<<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780300148350>>

Sinfield, Alan, 'Chapter 3: When Is a Character Not a Character? Desdemona, Olivia, Lady Macbeth and Subjectivity', in *Faultlines: Cultural Materialism and the Politics of Dissident Reading* (Clarendon Press, 1992), pp. 55-79
<<https://contentstore.cla.co.uk/secure/link?id=800288f9-3845-e711-80cb-005056af4099>>

Stephen Orgel, 'Chapter 9: What Is a Text', in *Staging the Renaissance: Reinterpretations of Elizabethan and Jacobean Drama* (Routledge, 1991), pp. 83–87
<<http://www.tandfebooks.com/ISBN/9781315862804>>

Taylor, Gary, 'Chapter 7: Singularity', in *Reinventing Shakespeare: A Cultural History from the Restoration to the Present* (Hogarth, 1990), pp. 376–411
<<https://contentstore.cla.co.uk/secure/link?id=7d0288f9-3845-e711-80cb-005056af4099>>

Terry Eagleton, 'Chapter 1: Versions of Culture', in *The Idea of Culture* (Blackwell, 2000), pp. 1–31
<<https://contentstore.cla.co.uk/secure/link?id=333b3ece-66e2-e711-80cd-005056af4099>>

Yandell, John, 'Chapter 11: Mind the Gap', in *The Social Construction of Meaning: Reading Literature in Urban English Classrooms* (Routledge, 2014), pp. 161–74
<<http://www.tandfebooks.com/ISBN/9780203728338>>

—, and Monica Brady, 'English and the Politics of Knowledge', *English in Education*, 50.1 (2016), pp. 44–59, doi:10.1111/eie.12094