NEW BOOK ANNOUNCEMENT

Teaching Spectatorship
Essays and Poems on Audience in Performance

Monica Prendergast

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Description

Teaching Spectatorship: Essays and Poems on Audience in Performance offers a curriculum theory for audience in performance presented in a series of essays and poems on this key yet neglected educational topic. In a contemporary world that has been described as the “society of the spectacle” and the “performative society,” it becomes a significant task for educators to find ways to assist students in becoming more active and critical spectators.

The book is presented in seven chapters that survey how audience has been taken up (or ignored) across many disciplines, including aesthetic philosophy, performance theory, cultural studies, and arts education. Drawing on key findings discovered in this extensive literature review, the author goes on to present a number of chapters that theorize how spectatorship may become a central concern of curriculum through committed and teacher-facilitated attendance of live performance. These performance experiences—which may be community-based or professional—then serve as catalysts for creative postperformance interactions with artists and further classroom explorations.
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Description (Continued)

Throughout the text, Dr. Prendergast makes use of an emergent arts-based methodology called poetic inquiry. The poems she creates offer readers other perspectives on the investigation and act as a reminder that cultural performance, like poetry, is an aesthetic event that calls us to attention, to wide-awareness in the world.

Teaching Spectatorship is a groundbreaking study that makes a critical contribution to the fields of performance studies, curriculum theory, and drama/theatre education.

About the Author

Monica Prendergast is an assistant professor in the Graduate School of Arts and Social Sciences at Lesley University, Cambridge, Massachusetts. Her many journal publication credits include an award-winning essay in Research in Drama Education, as well as in the Journal of Aesthetic Education, Qualitative Inquiry, and the International Journal of Education and the Arts. Chapters appear in the International Handbook of Research in Arts Education (coauthored with Dr. Carl Leggo), Drama as Social Intervention, and as a poetic preface in Ethnodrama: An Anthology of Reality Theatre. Dr. Prendergast completed her graduate work at the University of Victoria, British Columbia and has been the recipient of research funding from provincial and federal granting agencies, including a 2-year postdoctoral research fellowship. Her research interests include drama/theatre education and applied theatre, curriculum and critical pedagogy, aesthetic and utopian philosophy, arts-based research methodologies, and cultural literacy.

Table of Contents

Introduction: Freeing the Captive Audience: Performance, Education, and Everyday Life in Dramatized World

Chapter 1: “Playing Attention”: Contemporary Aesthetics and Performing Arts Audience Education

Chapter 2: “Shaped Like a Question Mark”: Losing/Locating the Audience in Performance Theory

Chapter 3: Found Poetry as Literature Review: Research Poems on Audience and Performance

Chapter 4: The “Ideal Spectator”: Dramatic Chorus, Collective Creation, and Curriculum

Chapter 5: Theatre Audience Education or How to See a Play: Toward a Curriculum Theory for Spectatorship in the Performing Arts

Chapter 6: Pedagogy of the Spectator: On Teaching and Learning Through Performance

Chapter 7: What Begins?: Audience in Performance Studies in Education

References

Index