



Approaches to Teaching Woolf's Mrs. Dalloway (Approaches to Teaching World Literature)

From The Modern Language Association of America

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Mrs. Dalloway is considered a central work in Virginia Woolf's oeuvre and in the modernist canon. It not only addresses historical and cultural issues such as war, colonialism, class, politics, marriage, sexuality, and psychology but also reimagines the novel form. Moreover, *Mrs. Dalloway* continues to grow in its influence and visibility, inspiring adaptations in film, theater, print, and other media.

Despite *Mrs. Dalloway*'s continued popularity, many students today find the prose daunting and a barrier to their appreciation and comprehension of the novel. This volume seeks to give instructors a variety of strategies for making Woolf's work compelling and accessible to students while addressing the diverse ways it has been interpreted. Part 1, "Materials," reviews editions of *Mrs. Dalloway* as well as critical and historical resources related to the novel. Part 2, "Approaches," explores the task of contextualizing this key modernist text in the classroom. Some contributors situate *Mrs. Dalloway* in its historical time and place, namely, London in the period between the two world wars. Others discuss the novel's narrative form or interpret it using perspectives from cultural studies, feminism, or queer theory. Still others address the novel's relation to poems, films, and Victorian novels. Finally, a group of essays discusses the challenges and rewards of teaching the novel in settings both traditional and nontraditional, from a college classroom to a prison.

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Editorial Review

Review

"Whether teaching the novel for the first or twentieth time, whether in an undergraduate survey course or a doctoral seminar on Virginia Woolf, teachers will be thrilled to have such interesting and above all accessible approaches as they explore the novel with their students."??Kristin Czarnecki, *Virginia Woolf Miscellany*

"This Approaches volume will be invaluable: it is rich in accessible resources, alert to the eclecticism of approaches to teaching fiction, rooted in the practical world of the classroom, and it consistently informs its suggestions with the point of view of student responses."??Mark Hussey, Pace University

"Indeed, the material on Woolf and *Mrs. Dalloway* will enhance the enjoyment and knowledge of instructors and students."?Dors?a Smith, University of Puerto Rico, R?o Piedras

?Covering an impressive range of courses from composition classes to senior literature seminars, editors Eileen Barrett and Ruth O. Saxton have gathered a helpful collection of pedagogical essays for a variety of teaching environments. The resulting compilation provides useful suggestions for helping students understand and connect to *Mrs. Dalloway*, while demonstrating the continued importance of Woolf?s masterpiece to multiple academic and professional arenas.? ?Christopher DeVault, Mount Mercy University

About the Author

Eileen Barrett is professor of English and director of the Faculty Center for Excellence in Teaching at California State University, East Bay. Her publications include an award-winning article on *Between the Acts*, a contribution to the *Approaches to Teaching Woolf?s To the Lighthouse* volume, and essays on *Mrs. Dalloway*. She is coeditor of *American Women Writers: Diverse Voices in Prose*, three volumes of *Selected Papers* for the Annual Conference on Virginia Woolf, and *Virginia Woolf: Lesbian Readings*.

Ruth O. Saxton is professor of English and cofounder of the women?s studies program at Mills College, where she has been recognized for exemplary teaching. She coedited *Woolf and Lessing: Breaking the Mold* (with Jean Tobin), edited *The Girl: Constructions of the Girl in Contemporary Fiction by Women*, and is working on a collection of essays about the aging female protagonist in contemporary fiction.

Users Review

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