Introduction: Teaching the Works of Anne Finch, Part II

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Abstract

This essay introduces Part Two of the two-part "Concise Collection on Teaching the Works of Anne Finch," guest edited by Jennifer Keith (*Aphra Behn Online*, vol. 14, no. 1, 2024). The first part of this collection appeared in Fall 2023.

Keywords

Anne Finch, pedagogy, teaching

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In this second part of the collection of essays dedicated to teaching the works of Anne Finch,[1] contributors offer approaches to teaching her poems and plays in a wide range of courses and contexts. As part of a course on Early Modern Women Writers and Media, Elizabeth Heckendorn Cook includes a richly interdisciplinary approach to teaching Finch's songs through the lens of performance. Focusing on the multimedia aspects of early modern women's writing, Cook widens students' experiences of writers' arts practices while enabling students to put earlier work into dialogue with their own expressive work. Anne Finch's poetry is at the center of Melissa Schoenberger's innovative library project aimed at drawing students to the English major and, especially, to early writers. Her essay describes the structure of a collaborative learning event called "Eat and Greet," during which students explore library resources to gain information literacy, understand the importance of editorial work, and, not least, learn about eighteenth-century literary culture. Jennifer Keith's essay features Finch's poetry in presenting strategies for teaching poetry that are applicable to a variety of courses. In a discussion of two assignments that draw on students' creative and critical faculties, Keith offers specific ways to help students engage more deeply with poetry while experiencing the differences between modern social media and early modern socio-literary cultures. This collection concludes with Diana Solomon's essay, the first to address approaches to teaching Finch's plays. Giving special attention to her plays as closet drama, as opposed to publicly staged plays, Solomon describes ways to include Finch's works in a course on Restoration and eighteenth-century drama. Enhanced by Solomon's expertise in using plays' paratexts, her essay offers strategies for helping students explore readers' and audiences' encounters with plays by Finch and her contemporaries.

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[1] This essay introduces Part II of the "Concise Collection on Teaching the Works of Anne Finch," guest edited by Jennifer Keith, *Aphra Behn Online*, vol. 14, no. 1, 2024. To read the essays in this part, follow this link https://digitalcommons.usf.edu/abo/vol14/iss1/. To read essays in Part I, follow this link: https://digitalcommons.usf.edu/abo/vol13/iss2/.