CONTENTS

Acknowledgments ix

PART ONE: MATERIALS
   *Jane Poyner*
   Contexts and Criticism 4
      *Disgrace* 4
      Other Works 6
      Form 9
      Intertextuality 10
   Further Resources 10
      Historical Background to South Africa 10
      Biographical Resources 12
      Supplemental Student Reading 12
      Multimedia, Internet, and Other Resources 15

PART TWO: APPROACHES
   Introduction: Teaching with/out Authority 19
      *Laura Wright*
   On Difficulty
      Prologue: Why Not to Teach Coetzee 31
         *Rita Barnard*
      What Does It Mean to Teach *The Lives of Animals* or *Disgrace*? 43
         *Michael Bell*
   Intellectual Contexts
      Horizons Not Only of Expectation: Lessons from *In the Heart of the Country* 49
         *Martina Ghosh-Schellhorn*
      Teaching Coetzee’s Subject: *Waiting for the Barbarians* and *Disgrace* 59
         *Stephen Clingman*
      Coetzee’s Other Other: An Existential Approach to Teaching *Disgrace* 67
         *Erik Grayson*
Reading Coetzee’s Worldliness  
*Johan Geertsema*  
73

Teaching the Critique of Romanticism and Empire in *Disgrace*  
*Pieter Vermeulen*  
80

**Historical and Cultural Contexts**

Teaching Coetzee, Then and Now  
*David Attwell*  
87

“[From] Whom This Writing Then?” Politics, Aesthetics, and the Personal in Coetzee’s *Age of Iron*  
*Andrew van der Vlies*  
96

Refusing Adamastor: Lucy Lurie and “White Writing” in *Disgrace*  
*Louise Bethlehem*  
105

Countering Context: Teaching *Disgrace* in the New South Africa  
*Gerald Gaylard*  
112

Teaching Coetzee and Australia  
*Elleke Boehmer*  
117

Teaching Coetzee’s American Contexts; or, How I Teach America—and Africa—in Cullowhee, North Carolina  
*Laura Wright*  
123

**Ethics and Representation**

Teaching *Disgrace* at the University of Cape Town  
*Carrol Clarkson*  
131

Pedagogies of Discomfort: Teaching Coetzee’s *The Lives of Animals*  
*Wendy Woodward*  
139

Open to Interpretation: Politics and Allegory in Coetzee’s *Waiting for the Barbarians*  
*Robert Spencer*  
146

Who’s Appropriating Whose Voice in Coetzee’s *Life & Times of Michael K*?  
*Patricia Merivale*  
152

Biopolitical Coetzee; or, “The Will to Be Against”  
*Keith Leslie Johnson*  
160

**Classroom Contexts**

Reconciling Whiteness: *Disgrace* as Postcolonial Text at a Historically Black University  
*Kay Heath*  
167
Contents

Teaching Coetzee’s _The Lives of Animals_ in the First-Year Composition Classroom 174
_Shannon Payne_

Teaching Coetzee’s _Foe_ in an Undergraduate Theory Classroom 180
_Emil S. Davis_

Coetzee and Close Reading 187
_Patrick Hayes_

Notes on Contributors 195

Survey Respondents 199

Works Cited 201

Index 223