

English 390
Friendship
Spring 2006

Class presentations/pedagogical experiment

For this assignment, I expect you and a partner to read and prepare to teach an article or portion of a book that is relevant to our reading in class that week. Instead of simply asking you to follow a standard class-presentation format (read from notes, ask for questions), I am asking you to “take over” the class for about approximately ½ hour, at the beginning of the period. I would like you all to convey what is most significant about what you have read, and relate it to broader class themes (and, if you can, to the shared reading for that week). At the same time, I would like you to think in the most expansive way possible about how to help your classmates to learn what you have to say, how to make it relevant to them, and, most importantly, how you want the classroom to look. Who should talk? Where should we be in the room physically? What kinds of activities should we do? What kinds of things would it be ok to say? What should we be looking at?

The point of this assignment is not only to have you report on outside reading (though that is indeed one of the goals), it is also to have you think consciously, critically, and creatively about the space of the classroom. I have asked you to think about the classroom as a structured social space: here is your chance to alter that structure and see what happens. I ask you to experiment—and want to emphasize that there is not a particular formula for success. In fact, it is not even clear what might qualify as a successful outcome. Rather, I am interested in process, and in seeing that you have thought about what makes for significant or interesting exchanges in the classroom.

In line with that expectation, there are two other pieces of this assignment: one is that I ask that each group meet with me before class to discuss ideas about how to run class; I also ask each individual student to do a 2-3 page write-up of the experience. The format for this paper is flexible, but I would like you to address questions like: What kind of goals did you set for yourself in designing your experiment? Why did particular kinds of activities seem like they would help you meet your goals? What kinds of problems came up in planning or execution? What went well? What did it feel like to be the teacher? What did you learn? What would you do differently next time? These are general guidelines: you do not need to answer each of these questions, but these are the kinds of issues you can be thinking about throughout the process. (Response papers are due in class the week after your presentation.)

Class Presentations/Pedagogical Experiment
Sign-up

Tues Jan 24 David Halperin, “Sex Before Sexuality: Pederasty, Politics, and Power in Classical Athens”

Tues Jan 31 Eve Kosofsky Sedgwick, *Between Men*

Tues Feb 7 George Haggerty, “Desire and Mourning: The Ideology of the Elegy in Eighteenth-Century Literature”

Tues Feb 14 Michael Moon, *Disseminating Whitman*

Tues Feb 21 Douglas Crimp, “Mourning and Militancy”

Tues Feb 28 Carroll Smith-Rosenberg, “The Female World of Love and Ritual”

Tues Mar 14 Terry Castle, “Haunted by Olive Chancellor”

Tues Mar 21 Adrienne Rich, “Lesbian Existence and Compulsory Heterosexuality”

Tues Mar 28 Elizabeth Freeman, “‘The We of Me’: *The Member of the Wedding*’s Novel Alliances”