

Eat, Look, Go: Romanticism, Aestheticism, and the Sensualism of Travel  
English 232 (Fall 2011)  
Dr. Katherine D. Harris

### **Discussion Leaders & Presentations**

At the outset of each class, I will introduce the day's topic with a brief lecture. After that, to encourage active participation, at least one student per week will be responsible for leading that week's discussion. If there are several readings one week, select one or two primary texts from the Romantic era on which to place the most focus. (In other words, you can use the secondary texts to supplement your presentation but you may not focus on, for instance, a chapter from *Gigante* for your presentation.)

During your assigned week, prepare a 20-minute presentation of the material (or of a particular aspect of the readings), and then pose provocative questions and possible answers to the class to evaluate and discuss. Avoid providing summary only. You might consider delving into the historical context of the literature or investigating a digital project that will explain, enliven, or illuminate the primary point surrounding your literature. For instance, in another graduate course on Romanticism, a student brought in an electricity game that Romantic-era participants would have played. After playing the game, she provided a discussion about the therapeutic experimentations used on mentally-ill patients (because we were doing *Madness & Romanticism*). Another student focused her discussion on the rhetorical structure of Wollstonecraft's *A Vindication of the Rights of Man* and compared it to Edmund Burke's style of writing. For our course, you might think about travel, maps, aesthetics, food, restaurants – anything that might lead you to further exploration. Our Special Collections has a surprising number of Romantic-era magazines, maps, etc., to help you further contextualize your ideas. You might also bring in readings from Mellor that are not listed in our schedule.

The initial presentation should conclude with some questions for us to discuss during the remainder of that half of the class session. At this point, you become the leader of the session and direct participants through the material. It's always best to give us some provocative questions for discussion, something that will have everyone thinking. In addition, anticipate a lull in the conversation by having other points to discuss; one of the best strategies is to return to the actual readings and point us towards some interesting, provocative passages to continue and deepen our discussion. (I find that nothing engages an audience more than show n'tell.)

#### **Some Tips on Presenting**

Please feel free to take full advantage of our Smart room. We have access to a VCR, DVD player, wireless Internet, projector for your laptop. You don't need to construct a PowerPoint for us. I prefer that you do not read from a paper. Feel free to use the white board as well.

#### **Picking Your Topic**

Email your topic three choices by Friday, (9/9) 5pm. Please include the day and the reading(s) that you would like to focus on. I will try to give everyone their first choices, if at all possible.

#### **Grading**

The presentation grade is based on your ability to convey a coherent, well-organized set of ideas in the allotted time.