Class Presentations

Every week, in the first ten or so minutes of class, two students will give a **joint presentation** on an article they found and read on their own (i.e., **NOT** one of the assigned readings)[[1]](#footnote-1)\*.

* The article should in some way relate to one of our assigned class readings, but the connection can be loose. More crucial is that the article be genuinely exciting or interesting to you.

* You can present on the article in whatever way you see fit, be it Powerpoint, silent film, rap, tap dance….
* Just make sure to somehow communicate to the class:

**a)** the article’s main idea (including its thesis and three important supporting points)

**b)** your personal response to the article (For example: Do you agree? Disagree? Are you surprised? Skeptical? Outraged? Saddened? Confused?)

* **Your class presentation should last no less than 5 minutes, and no more than 10 minutes.**
* **Partners will be evaluated separately.** If it is obvious your partner did all the work, this will be reflected in your evaluation (and vice versa). Your class presentation assessment will be part of your overall class participation score (and your overall class participation score, as it says on the syllabus, is worth 10% of your final grade for the course).

**While others are presenting, it is crucial that you take notes**.

* In your Research Project at the end of the semester, you will hunt for the answer to a question that occurred to you during someone else’s presentation.
* **You must come up with at least one question inspired by every presentation you listen to**.
* I will be collecting these questions at the end of each presentation. That way, I can give you feedback about which questions will work best for your Research Project.

1. \* Here are just a few possible sources (both print and online) that you might want to try: *The New York Times*, *The New York Times Magazine*, *The New York Post*, *The Gotham Gazette*, bbc.com, cnn.com, huffingtonpost.com, *The Wall Street Journal* (online.wsj.com), *The Chronicle of Higher Education* (chronicle.com), *Boston Review* (bostonreview.net), *Mother Jones* (motherjones.com), *Time* (time.com), *Harper’s* (harpers.org), *The Atlantic* (theatlantic.com), *The Believer* (believermag.com), *The Daily Beast* (thedailybeast.com), *Lapham’s Quarterly* (laphamsquarterly.org), *The New Yorker* (newyorker.com), *Psychology Today* (psychologytoday.com), *Wired* (wired.com). [↑](#footnote-ref-1)