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Dialogues Project

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Global Citizens Project Part One:
Dialogues Project

Project Summary:
Creating spaces for open dialogue allows us to hear new perspectives and to interrogate our own. A willingness to participate in dialogue allows us to become more empathetic and thus better "global citizens." A good dialogue requires you to not only articulate and nuance your own ideas, but to be an active listener and responder to others.

The goal of this project is to create a critical discourse using lenses outside of your own. In other words, you're going to have a conversation with your peers using an assigned literary theory. This project will not only serve as an introduction to literary theories, but also give you the opportunity to practice seeing literature through someone else's perspective.

Step One—Google Docs Dialogue
Each person in each group will be assigned a different literary theory. Individually, you'll research this theory. Then, as a group, you'll select a poem from Morgan Parker's *There Are More Beautiful Things Than Beyoncé* (or set of interrelated poems, if appropriate) and create a Dialogue between group members from the perspective of your literary theories.

The Dialogue will be written in Google Docs and each person should contribute at least 500 words. The purpose of writing in Google Docs is that everyone is writing simultaneously and that the document is 'living,' gives you flexibility, and allows you to work at the same time and from a distance. You'll work on continually revising as you work to fully engage in the writing process.

The goal is that you develop an organic conversation, even though you'll each be looking at the poems from different lenses. In order to remain focused and organized, I suggest you pick one poem, and also one item within the poem (structure, sound, metaphor, etc) to write about. This will allow you to really showcase the way different theories allow us to read texts differently and to offer an in-depth analysis.

What it is not:
You should not each write separate papers/essays and combine them into one document. This should be conversational and interactive between interpretations and group members. You are both offering ideas, as well as reacting to and engaging with the ideas of others.

Step Two—Podcast Dialogue:
After your group has finished the Dialogues, I will read your Google Doc and give the group feedback. Additionally, you all will peer review each other's work using the "comments" feature in the Google Doc.

Taking into account feedback from me and your peers, your group will remediate the Dialogue into a podcast. Now that you have a framework, sit down together and consider what you might change to make your Dialogues into a more natural conversation. What should change as you "translate" your work from a written to oral conversation?

Podcasts are an excellent medium for not only recording conversations, but disseminating conversations to start new ones on other platforms. So, in the spirit of podcasting, you will post your completed podcast to the class Google Site.

Once the podcasts are posted, you will listen to two other groups' Dialogues and write a response to post on the podcast page. We will conclude the project by having an in-class conversation about your podcasts and podcast responses.

Formatting Considerations for Step One:
Consider formatting your conversation like a play—make it clear at the beginning who each person is, their theory, and the abbreviation you'll use (such as initials) to indicate who is saying what throughout.

Theories We're Using:
-Queer Theory
-Postcolonial Theory
-New Criticism
-New Historicism
-Ecocriticism

Be sure you're reading up on the correct theories—many have theories with similar names or similar ideas (or the theory you're using is a development from or movement away from an older theory). Take care to not accidentally start applying ideas from the wrong theory to your project. You will be given in-class time after the research phase to share what you've learned with others in the class who share your theory.

Timeline:

Groups Assigned; Literary Theories Assigned	[Insert Date]
Dialogues Literary Theory Research	[Insert Date]
In Class Group Meeting → Share Google Doc with instructor	[Insert Date]
Step One Due	[Insert Date]
Peer Review Group Members' Work	[Insert Date]
Step Two Due	[Insert Date]
Podcast Response Due	[Insert Date]
In Class Discussion	[Insert Date]