Topics: Aliens; Reader Expectations

1. Recap from last class (5 minutes):
   i. Aliens
      1. Media representations
      2. Aliens vs. Home
      3. Stereotypes create distances between people, but that distance may not always be known.
      4. Why do we turn people into “others”? We make a distinction between “them” and “us”?
   ii. Reader expectations: pay attention to your reactions and how the author is creating an experience for you.

2. Groups meet to discuss portfolio assignment and prepare for sharing (10)

3. Margaret Atwood, The Man from Mars (20)
   a. Student shares reading journal entry
   b. Discussion target: threats
      i. Alien: crazy or just different?
         1. Not knowing muddles threat detection.
            a. Not being able to discern whether or not something is a threat also feels threatening
      ii. Male gaze:
         1. Consideration of how we react and perform differently given the observation and expectations of others, with special emphasis often being on male observation and expectations of women.
            a. How does your behavior change if you thought you were alone, look up, and realize someone attractive is watching you?
            b. Academic discussions of the “male gaze” or “the gaze” are broader than what is suggested above, especially in the work of Jacques Lacan, but the above will suffice for now.
   c. Group 1 shares portfolio assignment with class

4. Becky Birtha, Johnnieruth (20 minutes)
   a. Student shares reading journal entry
   b. Group 2 shares portfolio assignment with class
   c. Discussion target: What is the value of diversity?
      i. Being aware of diversity permits seeing various options and possibilities in human experience
         1. Empowers us to make choices we may not have realized or accepted as possible.

5. Break (5-10)

6. Marcela Christine Lucero-Trujillo, Roseville, Minn., U.S.A. (15 minutes)
   a. Student shares reading journal entry
   b. Group 3 shares portfolio assignment with class
   c. Discussion target: how do you coexist and move forward peacefully when there are conflicting parties?
      i. What does this poem suggest as being ways for an immigrant or a person with a marginalized heritage to survive with minimal conflict?

7. Tato Laviera, tito madera smith (15 minutes)
   a. Student shares reading journal entry
   b. Discussion target: fluent hybridity as a fiction
      i. How easily does Tito Madera Smith move between worlds, given his half heritage: half Puerto Rican, half African American?
      ii. Does the speaker suggest anyone can successfully be fluently hybrid?
      iii. Why does the speaker challenge academics?
c. Group 4 shares portfolio assignment with class

8. In-Class Writing on Fences (5 minutes):
   a. “Good fences make good neighbors”
      i. Half the class: write one sentence supporting this statement.
      ii. Half the class: write one sentence against this statement.

9. Assignments for Next Class (5)