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Dr. Ruthie Yow

CENTENNIAL & SWEET AUBURN FIELD TRIP: 10.30.16

Value: 20% of your Project 3 Grade

Deadline: during class on Monday, Oct. 31

You are not required to work/travel in groups--but it is probably more fun to do so. That being said, everyone must submit this assignment individually. It will behoove you to have carefully read the Dwyer and Alderman article, so that you can respond to these questions analytically. Striving to use the metaphors of text, performance, and arena is particularly encouraged.

Written: How is writing used in public space/in monuments/in memorials? Dwyer and Alderman propose that one can read monuments/memorial/public space as a text, how does actual writing encourage/reinforce certain behaviors? How does it define or reinforce who is welcome/unwelcome in a given place or included in or excluded from a particular history?

Oral: Talk to someone in the Sweet Auburn Curb Market about a food or other product that is unfamiliar to you. From your conversation, assess: who are the target audience/consumers? What history or culture does this market document or memorialize? Notes on conversation + approx 150 words responding to questions.

Visual: Gregor Turk showed us a picture of missing plaques. Take a picture of something that is "missing": a picture of a place or event or issue that has not been officially commemorated, has been overlooked, or has been purposefully excluded/hidden. Image + approx 200 words.

Electronic: You have, presumably, been using your phones all along-- what is one productive and one detractive aspect of mediating your walk/experience of the city with your phone? Approx 300 words.

Non-verbal: What kinds of behaviors (Reverential? Celebratory? Oblivious? Reflective?) characterize the visitors to the major landmarks and monuments to the life of MLK? How do these behaviors contrast with the ones you saw in Centennial Park? Approx 300 words.

Below is a simplified map of your route.

