

## PROJECT 3: ATLANTA MONUMENTS

~To be completed in your Friday 50 groups (or individually if you wish)~

Atlanta is a quintessential global South city. Historically a terminus (the end of a railroad track or tracks), Atlanta is a magnet for migrants of many backgrounds. It is composed of many “Souths”—African, Caribbean, Central American, and South Asian—and is home to artists, entrepreneurs, activists, and seekers from all political, religious, and ideological walks of life. What, then, is Atlanta’s identity? Which histories—or whose—define Atlanta’s complex past? If cities can remember, what historical and cultural moments anchor Atlanta’s collective memory?

Your task is to select, research, and visit a key Atlanta monument, and then present to the class on that monument: why is it an apt and ideal expression of collective identity and memory for the city?; why does it need to be represented on campus?; and how would you do that work of “bringing” the monument to campus? That’s all!

Ah, if only it were so easy . . . but Dr. Yow’s cruelty is boundless. Please read on for descriptions of each component.

**1) Monument Selection & Annotated Bibliography\*: 50 POINTS. Due this Friday, 4/8, in place of your Friday 50! Must be **uploaded to your group leader’s dropbox by 10pm**. Your annotated bibliography will:**

- Name the monument your group chose and include **4-5 sources** that offer historical, cultural, and political context for the monument.
- Provide full MLA citation of each source, along with the name of the group member who authored each annotation.
- Summarize each source in your own words (with minimal or no quotation) in at least 5 sentences.
- Respond to/evaluate each source in terms of how it will be included in your presentation/video essay in at least 2 sentences.

**2) Presentation Plan: Due in Class, Friday 4/15. 50 POINTS. Your plan will:**

- Outline in 3-4 sentences why your monument embodies collective memory and identity in Atlanta.
- Describe the tasks each group member will complete to create the video essay and final presentation (at least 2 sentences per group member).

- Describe in 4-6 sentences how your group proposes to “bring the monument to Tech.” Since you can’t relocate it, you’ll have to think creatively about how to represent that monument—and its ideological, historical, and cultural content—on campus. It could be through a performance or “new” tradition, through making a change to existing building/s, through disseminating the monument’s message or image across campus, and so forth. (Think of a trend like letterboxing –which combines shareable “art” and scavenger hunts— or consider the rhetorical tactics of famous street artists like Banksy or Shepard Fairey or Keith Haring for spreading their work and ideas.)

→Keep in mind: **you don’t actually have to do what you describe**: just as an architect creates a design but doesn’t build the structure, your proposal to bring the monument to Tech may very well entail something you can’t execute (ex: cover ten campus buildings in X image, with Y quote). The point is that you are **rhetorically creative, detailed, and persuasive** in describing how the content of your monument could come to Tech, without its physical presence.

**3) In-Class Presentation: 100 POINTS.** Group presentations are on **4/18, 4/20, and 4/22**. Your group leader will request a date. Group presentation will include:

- A video essay of about 5 minutes in length (a video between 4 and 6 minutes is appropriate and won’t be penalized). The video essay will be screened during your presentation **and the video essay script submitted via T-square the day of your presentation**. The video essay will:

- feature each member of your group speaking on camera
- convey your argument for why your monument embodies collective memory and identity in Atlanta
- offer detailed and well-researched historical and cultural context for the monument
- engage—and demonstrate a solid understanding of—**at least five key terms** in the course
- be well-edited and shot, such that your classmates and I can clearly see all aspects of the monument and its physical and spatial context

- A lesson in/description of how you will bring your monument to Tech; this component will:

- be drafted and delivered to me, during my office hours, by your group’s leader (after you have a presentation date, email me to make an appointment)
- may entail a small model, or a digital rendering, or set of instructions or clues
- will clearly engage your argument for why your monument needs a presence here at Tech