

Participation Culture

Instructor: Ryan Raffa

Class Activity:

Situationist International, Forms of Investigation, Psychogeography

Overview:

This week students will interact with their surrounding neighborhood in two different ways, one physically and one digitally. After being provided a brief description of the underlying concepts, students will be split into groups and sent into the streets outside the school. Each group will be asked to walk around an entire city block (the direction determined by the group of students), with students detailing the experiences on the materials supplied.

Students will return to the classroom, turn on their computers, and reenact the walk using the street-view of Google maps. Clicking through the street-view frame by frame, students will experience their previous walk in digital form. The exercise will culminate in a group discussion.

Goal:

The goal for this week's in-class activity is to provide students with an understanding of the Situationist International concept of psychogeography as well as the differences and similarities between digital and non-digital, experience-based research methods.

Course Schedule:

This classroom activity is scheduled during week four after a lecture on Situationist International theory, practices, and research methods. The overarching themes are forms of investigation and alternative ways that groups of people can work together. The homework for students after this exercise will be to create an original piece (analog or digital) in response to the first four weeks of classes.

This topic was chosen for this week because of the particular time-period the members of the Situationist International were active. The class starts with artists in the early 20th Century and progresses through to work being done now.

Activity Details:

This activity is intended to be used for anywhere between three and ten small groups of two to three students. The activity should run between 20 and 30 minutes.

Each student is provided a description of the project as well as materials to use during the exercise. After the exercise, there will be a group discussion about their experiences.

Goal:

The goal for this week’s in-class activity is to provide students with an understanding of the Situationist International concept of psychogeography as well as the differences and similarities between digital and non-digital, experience-based research methods.

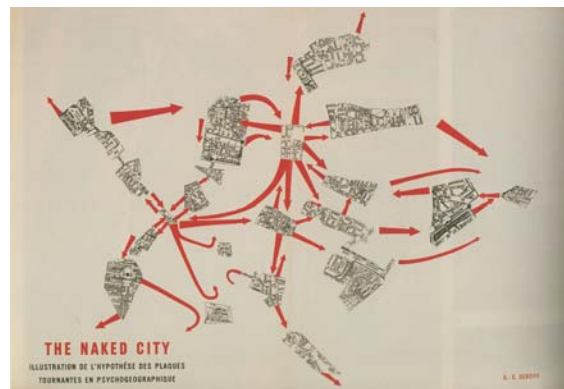
“The study of the specific effects of the geographical environment, consciously organised or not, on the emotions and behaviour of individuals.”
- from *Internationale situationniste*, 1958

Examples of Psychogeography and Psychogeographic Maps:

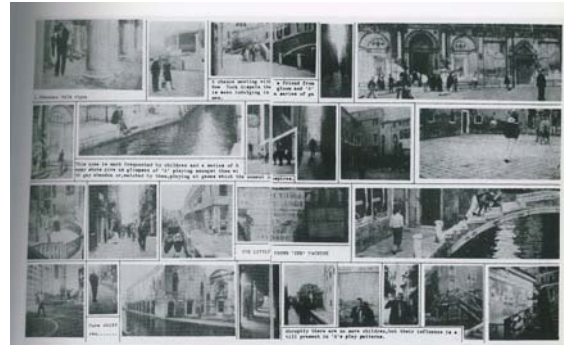
Constant – New Babylon



Guy Debord – The Naked City



Ralph Rumney - Venice

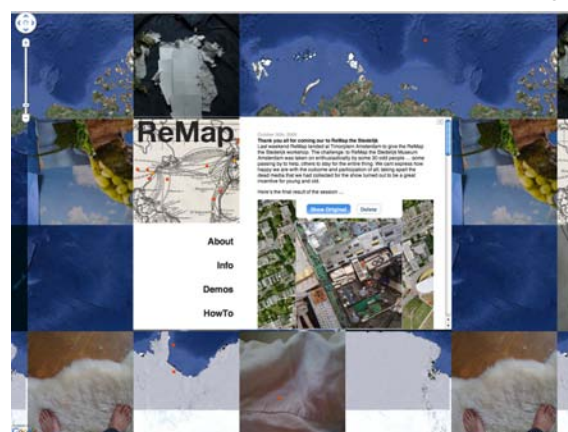


Pete Baldes and Marc Horowitz – GoogleMap Road Trip



<http://www.googlemapsroadtrip.com/>

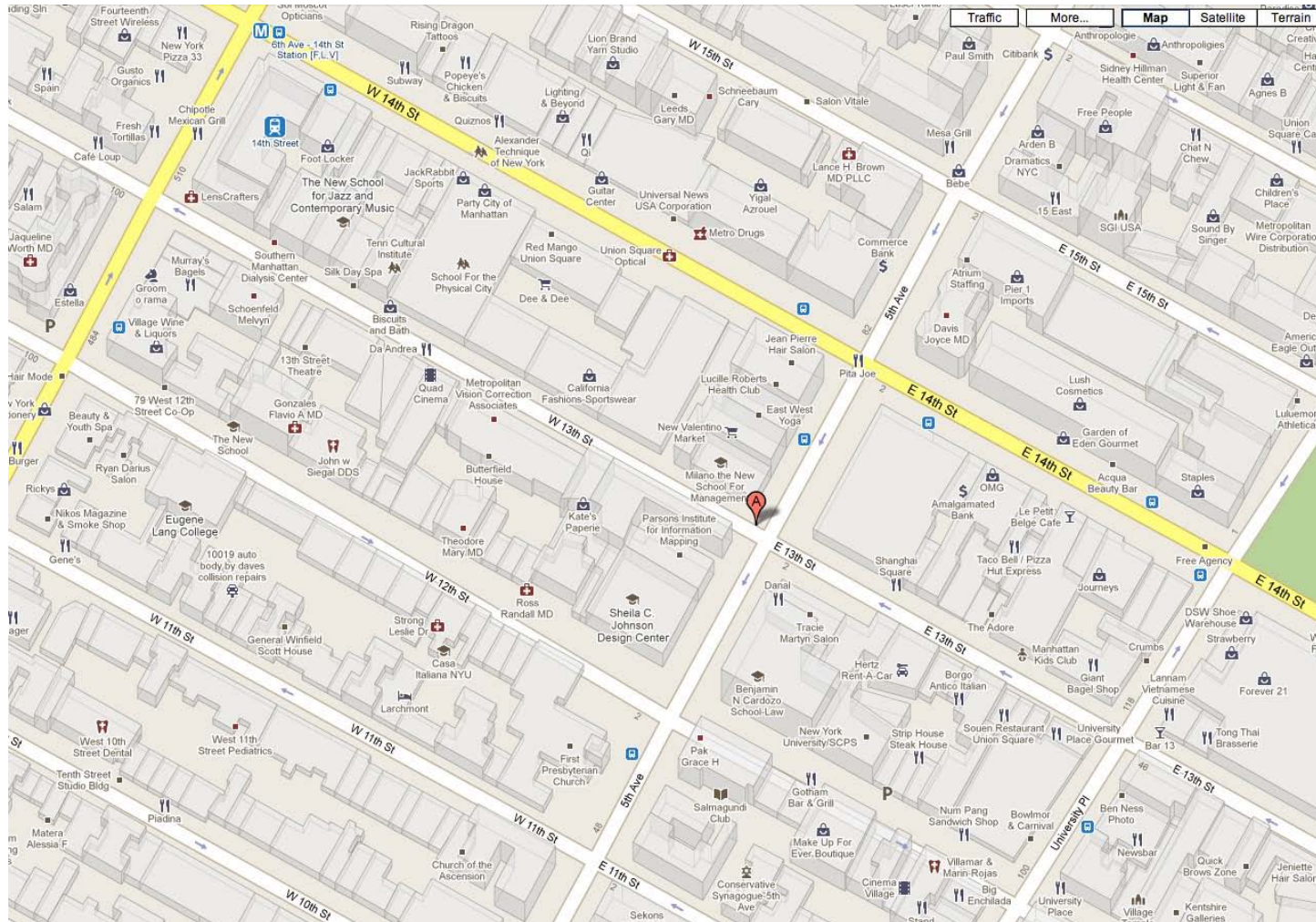
Vanessa van Dam, Stef and Selene Kolman, Martine Stig



<http://r-e-m-a-p.org/>

Each group will be asked to walk around an entire city block (the direction determined by the group of students), with students detailing the experiences on the materials supplied.

Use this to document your travels and experiences for Part 1 (Analog – Walking Outside)



Students will return to the classroom, turn on their computers, and reenact the walk using the street-view of Google maps. Clicking through the street-view frame by frame, students will experience their previous walk in digital form.

Use this to document your travels and experiences for Part 2 (Digital – Google Map Street View)

