

Humanities 101  
Fall 2010  
Wednesdays, 10am to 12 noon  
November 3 – December 8  
The Learning Centre Literacy Association  
at The Boyle Street Community Services Centre (10116 105 Ave.)

**THINGS TO DO & SEE IN EDMONTON: AN ALTERNATIVE GUIDE TO THE CITY  
(tentative title)**

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***Course Description***

The Edmonton Economic Development Corporation (EEDC) encourages Edmonton tourists to “Take a spin on the new spinning coaster, Galaxy Orbiter at West Edmonton Mall.”<sup>1</sup> YahooTravel lists the World Waterpark at West Edmonton Mall as the number one “must see” attraction in Edmonton.<sup>2</sup> Other “Top Things to Do & See” in Edmonton, according to the City of Edmonton, include: “Pedal a bike on 255 kms of scenic bike trails. Take a brisk stroll down 124 street and wander through the many shops and galleries on the city’s gallery walk.”<sup>3</sup> All of these activities and sites are pleasant enough, but what do they really tell us about Edmonton and about the people who live and work here? If tourists see the city through these activities, what are they missing? Who and what don’t they see?

If you were responsible for producing a list of the “Top Things to Do & See” in Edmonton, what would your list include? What landmarks, parks, stores, restaurants, buildings, spaces, and activities define your experiences of Edmonton? If a visitor to Edmonton said that he or she wanted an alternative tour of the city – one not prescribed by the City of Edmonton or the Edmonton Economic Development Corporation – what would you have this visitor see and do? How would you guide their tour of Edmonton?

Drawing on the lessons of other Hum101 courses, we will work together to produce an alternative guide to Edmonton – one that reflects our perspectives and experiences of the city. As a class, we will decide what format and shape our guide will take and how we will promote and distribute it. For example, the guide could be online or printed; we may want to promote it to the City of Edmonton or connect with local media. Everyone will contribute to the guide by choosing, documenting, and describing landmarks and activities. We will also aim to produce a plan to promote the guide. (The production and promotion of this guide could lead to the development of a tour guide project in the Winter 2011 term).

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<sup>1</sup> <http://www.edmonton.com/for-visitors/things-to-do.aspx>

<sup>2</sup> [http://travel.yahoo.com/p-travelguide-2800987-edmonton\\_things\\_to\\_do-i](http://travel.yahoo.com/p-travelguide-2800987-edmonton_things_to_do-i)

<sup>3</sup> <http://www.edmonton.com/for-visitors/things-to-do.aspx>

## Tentative Outline & Schedule

November 3 – December 8

Nov. 3, 10, 17, 24, Dec., 1, 8

- December 1 – MACT students to give demo/lecture/intro to geocaching
- trip to AGA to see Urban Vernacular (<http://www.youraga.ca/exhibit/laura-st-pierre-urban-vernacular>)

### Week One                      Introductions to the Course & Each Other

#### *Activities, Themes, Key Questions*

Exploring conventional visitors' guides to the city

- What's included? What and who is excluded?
- What ideas about the city are promoted?
- What does Edmonton look like according to these guides?

Thinking of a place or space in the city that you'd show a visitor

- writing short piece about our selection
- sharing writing and ideas with the class

### Week Two                      Constructing our List of Things to Do & See

#### *Activities, Themes, Key Questions*

- Brainstorming to construct a list of things to do and see in Edmonton (could be individual and collective activity)
- Possible activities to collect information about the places, events, activities: internet research, interviewing each other, personal narratives, photography
- By end of class: have a rough list (approx. 15-20) things to do & see
- Discuss why these things are significant – What do they show or tell us about the city that is missing from a conventional guide?
- Brainstorming what other kinds of information might be included in a guide (i.e., safety, weather/seasonal, demographics, where to stay, where to eat, history)
- Have students discuss a title?

### Week Three                      Constructing our List of Things to Do & See Continued Planning a Walking Tour of Downtown

#### *Activities, Themes, Key Questions*

- Check in to see where list is at, how things are shaping up, what kind of information is being generated; where are people at about what kinds of information they want included in the guide?
- May want to do a walking tour of the downtown area or a field trip to a place with which the learners may be unfamiliar

- Or may want to have the learners plan a walking tour for next week; get maps of the city or go online and map an hour-long tour. The tour, including the map, could be included in the guide.

Week Four	Walking Tour
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*Activities, Themes, Key Questions*

- Have students lead the walking tour that they designed
- Have students take photos of significant sites/sights on the tour
- Discuss tour; what changes would they make to include the tour in the guide?

Week Five	Continue with List, Collecting Content & Information + Introduction to Geocaching
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Guest Speakers re: Geocaching

*Activities, Themes, Key Questions*

- Possibilities: Have students writing about the places, events, etc. that they've chosen; have students write about the photos that they've taken; have students take more photos or find illustrations for their places, events, etc.; have students talk to people in and around Boyle about the project (for information and/or promotion)
- Probably need to continue discussion about format (online, print, etc.) and distribution/promotion
- Faculty, TAs, Hum101 coordinator, and other volunteers should be working on layout; if they can be teaching learners how to do this, all the better, but, conventionally, it has been the role of instructors to help organize the information the students produce into a coherent format

Week Six	Wrap Up Possible trip to AGA to see "Urban Vernaculars"
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*Activities, Themes, Key Questions*

- Activities tentative, depends on where people are at and earlier decisions
- Recommended: have students talk/think/write about the purposes of the guide and explain what they want to happen with it
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*Activities, Themes, Key Questions*

- Have at least a draft of guide