

Interventions in Public Space – Class Plan

Lecturer: Beatriz Maturana Cossio (PhD Melbourne University)

Guest Lecturer: Anthony McInneny (PhD RMIT University)



Course summary

In the 21st Century, public space remains a highly contested aspect of the contemporary city. In addition to the designs of architects and the concepts of urbanism, the interventions in public space by performing and visual artists have played a critical role in manifesting societal questions, contradictions and challenges facing cities in Chile and in an increasingly urbanised planet. This program examines the main movements and theories materialised through creative urban interventions in Santiago and overseas.

Objectives

This course is designed to

1. Develop and apply knowledge of the theories and concepts of urban interventions through creative practice
2. Develop presentation, analytical and debating skills in the subject of urban interventions
3. Develop a familiarity with the city of Santiago through its interventions (art, architecture and urbanism)
4. Understanding the different scales of interventions: from temporary works to urban and landscape interventions
5. Strengthen a command of English in this subject area – spoken, written and listening
6. Develop the capacity to use a *scientific, systemic and complex language*, to defy the current dichotomic language that limits our comprehension of reality (*Congreso del Futuro*, 2019)

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7. Apply the method of “appreciative enquire” as a method to understand the urban context and the ideas discussed in the subject.

Methods

The teachers deliver this course through:

- Presenting cases about the creative practices employed in urban interventions
- Selecting readings of theories, concepts and works,
- Organising site visits and site analyses.
- Organising student debates, discussions and presentations
- Presentations by international guests:

Eva Rodriguez, Public Art Program Manager, City of Sydney, Australia

Assessment

This course is presented in English and each student will work in English and in the form of:

Tasks	% of total mark	Objectives
Students will keep a journal: The journal will contain a 200 – 300-word synopsis of the ideas in each of the weekly readings or the class content if there is no reading. Each student will also record in their journal an analysis of 2 nominated sites. The journal will also include a 500 – 700-word summary of all the material presented in the course as a way of establishing a position in relation to the role of urban interventions in the development of public space in the city.	30%	1,2,3,4,5,6,7
A group presentation on a nominated topic: A group of 2 students will make a presentation of 10-15 minutes each week that summarises the nominated reading. Each group will identify and present: <ul style="list-style-type: none">• the main ideas in the weekly reading• the method by which the ideas are substantiated• and, establish a <i>position</i> based on the reading	20%	1,2,3,4,5,6,7

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Participation in debates about concepts and practices: Students will work in groups to discuss the readings, interventions and presentations and to prepare for the debate.	20%	1,2, 5,6
A practical intervention in public space: will be developed, implemented and documented within the parameters set within a project brief provided. The result is assessed as a continuous process and not as a product.	30%	1,2,3,4,5,6,7

General information and requirements

1. **Readings** – prior to each class every student is expected to have read the nominated text for that class. Every student will record his or her own reflection on each reading in a journal that will be submitted at the end of the semester.
2. **Presentations** – at the beginning of the semester, each student will nominate or be nominated for a topic from the reading list to make a presentation. These presentations will be in groups of 2-3 people, involve images and be approximately 10-15 minutes long.
3. **Journal** - each student will maintain and compile a journal throughout the semester that includes: synopsis of weekly readings, reflexions, site analyses, critique of main ideas presented in the course and the establishment of a position.
4. **Participation** - each student is expected to participate in class discussion, debate, site visits and interventions.

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Beatriz C. Maturana Cossio (PhD architecture) is a lecturer in the Faculty of Architecture and Urbanism, University of Chile, with the department of History and Heritage. She is Adjunct Professor with RMIT School of Architecture and Urban Design (Australia).

Beatriz has lectured and led design studios in the subjects of architectural design, public art, and urban design theory and design methods at RMIT University, Monash University and the University of Melbourne (Australia). She has practiced for 17 years as an architect and urban designer with the State Government of Victoria (Australia) and private urban and housing developers in the same state, including *Delfin Lend Lease*. Her international development experience includes work for the Overseas Project Corporation of Victorian, the Planning Institute of Victoria in establishing a chapter in Baucau, East Timor and with the Overseas Services Bureau of Australia in Managua, Nicaragua, teaching, undertaking housing assessment for Habitat for Humanity and architectural design for Cantera, Centre for Popular Education and Communication.

Her academic and research interests are concerned with education and urban sustainability (focus on culture and heritage). Beatriz is the founder of the not-for-profit organisation, United Nations NGO Architects for Peace.org

Anthony McInneny (PhD architecture) is a visual artist, designer and academic as fellow at the University of Newcastle (Australia) and member of the RMIT Centre for Art, Society and Transformation (CAST). McInneny has been commissioned to create temporary public artworks for the City of Melbourne - Environment Commissions and Laneway Commissions – and to create permanent works as part of the VicHealth art and environment scheme. He is interested in the contemporary forms and uses of the street, the plaza and the park. Between 2004 and 2016 he was coordinator, lecturer and academic in the RMIT University Master of Art, Art in Public Space program. In 2016, he was selected to exhibit at the National Museum *Benjamín Vicuña Mackenna* in Santiago, Chile with his investigation of the Mapocho River through temporary art. He has over 10 years' experience working in the field of cultural development and art in public space with municipal government throughout metropolitan Melbourne, Australia. He has published and presented in various books, workshops, conferences and studios in Australia, United States, Asia, Latin America and Europe.

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(This plan is subject to adjustment according to the circumstances)					
Week	Units and Content	Competencies / Learning Outcomes	Activities	Learning Resources	Evaluation
Week 1	Module I. Introduction: Understanding Modern Public Space	Understand the format of the course, content and principal components in the modules that constitute the course	Introduction to course and student expectations. <u>Lecturers to present</u> a summary of reader. <i>Nomination by students</i> to present weekly reading. Exercise: <i>Students</i> to deconstruct the course title.	Video. The Human Scale: Jan Gehl. selected segments Course Reader Mentimeter	Clarity of the objectives, content and methods used in the course and the assessment tasks of the students
		Creative Thinking	Presentation by Beatriz Maturana	Creative Thinking Presentation in PowerPoint.	Exercise of creative thinking throughout the program
		Identify the objectives, methods, and results of the case study intervention	<i>Groups of 3-4 students</i> Analyse the five sections of the final report and present a synopsis of each to the rest of the class	Ciudad Emergente. (2016) Alameda Caminable, Santiago. Final Report translated into English from original.	A critical evaluation of the transferability of this approach. Identify the following key factors: Site/context, intention, medium, scale and impact
Week 2	Module I. Introduction: Understanding Modern Public Space	Develop comprehension and presentation skills. Articulate the key urban theories of a text	<i>Presentation by two students</i> of the weekly reading.	1. Stimulating the Senses in the public Realm. Iain Borden. From What are we scared of? Risk and public Space. CABE.	Each student to have a question about the text for the presenters.
		Present the key urban theories	<u>Presentation by Beatriz Maturana - Reading the city.</u>	PowerPoint Presentations	Understanding of the theory as a tool to analyse the site
		Visualize the basis of urban theories.	Desktop mapping exercise in <i>groups of 3 students</i> using the schema presented by Beatriz Maturana	Site Plan for Esplanda de los mercados (2015) – levels and layers. PowerPoint of students' work (min. 3 slides)	Students application of the theory as an analysis of the site.
Week 3	Module I. Introduction: Understanding Modern Public Space	Identify the scale and scope of the impact of urban intervention on the creation of the modern life of the city.	<i>Presentation by two students</i> of the weekly reading. Discussion of the text.	2. Berman M (1983) All that is sold melts into air. Baudelaire: Modernism in the Streets, section entitled. The family of eyes pp.	Students to understand the context, intention, medium, scale and impact of the urban changes that took place in 19thC Paris. Each student to have a question for the presenters

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		Developing rational, critical discourse. Learn to take an opposing view and argue its merits.	Debate I Barron Von Haussmann was an urban social reformer.	Roles for debate participants – 1. Baron Von Haussmann and government, 2. Baudelaire and the destitute, 3. Members of the Aristocracy 4. Members of the rising middle class.	Participation in debate and strength of argument presented and documented in journal
			<i>Design public seating for Puente Los Carros</i>	Site plan Bridge details	What is public seating? Define using Creative thinking.
Week 4	Module I. Introduction: Understanding Modern Public Space	To compare and contrast theory and remote assessment with an actual site visit	Presentation by two students of the weekly reading. Discussion of the text.	3. Dovey K (2005) Fluid City. Flows pp. 15-20.	Each student to have a question about the text for the presenters.
			Presentation on the derive, psychogeography and the virtual derive	A PowerPoint presentation on the Derive.	Understand a least three concepts within the practice of the derive.
		Summarize the theories of public space through the site analysis of the Los Carros Bridge.	<i>Site Visit. Virtual Area - Puente Los Carros (Bridge), riverbanks and the bridge to Recoleta and the Bridge to Independencia.</i>	A virtual site visit. Presentation developed by groups of students from this site visit.	Visit the site of intervention through virtual tools. Assess and analyse the site by Reading the City through a derive. Groups of 3 students will present their virtual derive.
Week 5	Module I. Introduction: Understanding Modern Public Space SUMMARY	Summarize the impact of the 19 th C intervention in the Mapocho River and the ways in which it may be analysed.	Presentation by two students of weekly reading Discussion.	4.1 Castillo S (2009) 19th Century Urban Mapocho, ARQ 72 4.2 Augé M (2004), On Bridges and Borders. De Vajay Sigismund (2014) Of Bridges and Borders Vol. II Aurora Production Ag pp.10-12	Each student to have a question about the text for the presenters.
			<i>Site. Onto the desktop (week 2) and virtual site visit (week 4), overlay the historical and philosophical concepts in the text</i>	Site Plan for Esplanda de los mercados (2015) – levels and layers. Desktop analysis developed by students during Week 2. Site analysis developed by students during Week 4.	Introduce the element of historical and quotidian time into the assessment of the site.
			Interventions in the Mapocho River by Anthony McInnery. 2016-2020	PowerPoint presentation.	Identify at least 2 differences between art practice and design practice in public space.
Week 6	Module II: Interventions at Urban Scale	Students will explore the arguments for and against advertising in public space.	Presentation by two students of the weekly reading. Discussion <u>Presentation by Lecturer</u>	5. Jean Christophe Ammann (2004) From Claudia Schiffer (H&M) to Oliviero Toscani to Benetton BILD. A Public Art Reader pp.	Each student to have a question about the text for the presenters

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		Developing rational, critical discourse. Learn to take an opposing view and argue its merits.	Debate II: Public Benetton's Social Justice Campaign is just selling their brand.	Roles in debate: 1. Built environment professional, 2. Benetton executive and creative, 3. Mayor of Santiago, 4. Junta de Vecinos	Participation of the class with questions for the presenters (students and lecturers) to establish the parameters of the debate.
		Opportunities and challenges of the site.	Site. Group presentations of site analysis	From the desktop analyse, the virtual site visit and the history and philosophy present opportunities and challenges of the site as an open "What does the site need"	Identify opportunities and challenges as open questions
Week 7	Module II: Interventions at Urban Scale	To identify the difference between non-productive public space and activated public space	Presentation by two students of the weekly reading.	6. Sola-Morales, I de. (1995). Terrain Vague. Routledge pp	
			Brief for intervention	Discussion and examples of previous projects – low-cost high impact interventions in public space.	
			17:00 Presentation by Guest 7:00am AEST	City of Sydney, Australia	Each student to have a question for the international presenter
Week 8	Module II: Interventions at Urban Scale	Identify how language is appropriated and compare the reception of the same message in public spaces of different cultures.	Presentation by two students of the weekly reading.	7. Speranza G (2013) Variations on the "In between". Three episodes in Latin American Art. pp Logo for America, Alfredo Jaar	Each student to have a question for the international presenters. .
			Group work.	Analysis this work in groups using the following themes. Intention, Medium, Site, Scale, Impact	Students will unpack the relationship between image and word and the appropriation of language and media in public space.
			Presentation Melbourne Public art program. 2000-2010 Anthony McInneny	PowerPoint presentation.	The components of the relationship between art, the city and public space.
Week 9	Module III. Public Art National and International Practice Intervention versus Integration	Identify the transition in public sculpture through the 20 th century and its possible meaning and form today.	Presentation by two students of the reading for this week.	8. Szmulewicz I R.(ed) (2015) Art City and the Public Sphere. Filipe Baeza Bobadilla (2015) Sculpture as an event: Toward a new concept of contemporary sculpture in Chile. pp 395 – 410	Students to compare the different roles of sculpture in public space and public space as a medium for sculpture.

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			<i>Presentation by Lecturer</i> of weekly reading with a focus on Alfredo Jaar's ¿es usted Feliz?	Template to assess the intervention, Intention, Medium, Site, Scale, Impact	
		Scenario building Students to present three scenarios to their identified opportunity or challenge for the site of Puente Los Carros.	Site. Presentation by student's presentation of response to the site. Journals due this session for midterm assessment.	PowerPoint of students' work (min.4 slides).	Students will document the three scenarios they have identified from the opportunities or challenge of the site. Identify the following key factors: intention, Site/context, medium, scale and impact.
Week 10	Module III. Public Art National and International Practice Intervention versus Integration	Recognize the different strategies used in the concept of intervention and why and how this developed in United States.	Presentation by 2 students	9. Kwon, M. (2004). <i>Sitings of public art. Site vs Intervention. Three paradigms pp 62- 70</i>	Students to discuss the strategies used by artists through the concept of intervention. Site/context, intention, medium, scale and impact
		Developing rational, critical discourse. Learn to take an opposing view and argue its merits.	<i>Presentation by Lecturer</i> on weekly reading	Kwon, M. (2004). <i>Sitings of public art. Site vs Intervention pp. 56-99 Parts 1 and 3</i>	Develop questions for the presenters based on the reading and the presentation to establish the parameters of the debate
			Debate III: Titled Arc should be removed	Roles 1.Artist, 2. Professions of the built environment, 3. Government, 4.the public who use the square.	Participation in debate and strength of argument presented and documented in journal
Week 11	Module III. Public Art National and International Practice Intervention versus Integration	Explore the concept of the expanded field of sculpture	Presentation by the Lecturers "Running Fence" 1972-1976 Walking on Water. 2019 L'Arc de Triomphe 1962 - 2020	Video presentations PowerPoint presentation	Students to discuss the emergence of land art and how this relates to intervening in public space in the contemporary city.
			Joseph Bueys Social sculpture and 7000 Oaks interventions in public space		
		Creative Thinking	Site. Design a kiosk for Puente Los Carros.	Presentations development by <i>groups</i> of students for the design of a kiosk.	What is a Kiosk? Define using Creative Thinking

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Week 12	Module III. Public Art National and International Practice Intervention versus Integration	Develop an understanding of the relationship between Art, the Artists and the Art World and public space.	<u>Presentation by the Lecturer</u> on the weekly reading.	Eccles T (2004) Plop. Recent Projects, Public Art Fund. Puppy Love, pp. 128-225	Understand the role of the museum and the art world in relation to and influencing public space and interventions in public space
		Developing rational, critical discourse. Learn to take an opposing view and argue its merits.	Debate IV: Jeff Koons and his puppy should be invited to Santiago.	Roles 1. Artist, 2. Professions of the built environment, 3. Government, 4. the public who use the square	Students involvement and role in a debate about benefits or otherwise of temporary art to the public spaces of the city.
Week 13	Module IV: Architecture, Monument and Memory	Compare the strategies used by artists in Germany for the creation of memorials to WWII atrocities.	<i>Presentation by two students</i> of the weekly reading. Discussion	10. Young J (2000) Memory, Countermemory, and the end of the Monument. At Memory's Edge	Students to identify the key strategies used in the Counter Monument Movement in Germany.
		Explore the idea of Lewis Mumford "if it is modern, it cannot be a monument and if it is a moment, it cannot be modern.	Virtual tour of – Monument to Rene Schneider.	Schneider's monument by CityTour: https://www.youtube.com/watch?v=nMCH63fH-io	Students to answer the question, can a monument be modern?
		Scenario building. Students to present 3 scenarios for the design problem they have identified in the site	<u>Site. Proposal presentations by all student groups</u>	PowerPoint (min. 4 slides)	Students to identify selected scenario and the reasons for its selection above the other two.
Week 14	Module IV: Architecture, Monument and Memory	Compare the two concepts presented by the author and their relationship to the idea of the contemporary memorial.	<i>Presentation by the Lecturers</i> of the weekly reading. Discussion <u>Presentation by lecturers</u> Vietnam Memorial by Maya Lin and discussion.	Stevens Q (2012). Counter-monuments: the anti-monumental and the dialogic Video Maya Lin – Vietnam memorials	Students to understand the strategies used to commemorate dark histories of cities and societies. Is Maya Lin's Vietnam monument an anti-monument or a dialogical monument or both?
		Explore the response to the question of creating a museum to the holocaust. Compare the architect's response to that of the artist.	<i>Presentation by Lecturers</i> of case studies from At Memory's Edge . Discussion	PowerPoint presentation	Students to classify the arguments for an architectural response to the collective memory of atrocity
Week 15	Intervention in Public Space.	By way of exploring the impact as compared to the intention of their	<u>Site. Virtual Interventions by student groups in the site.</u>	On virtual site.	Interventions, reception and documentation

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		intervention, students will present their documentation.			
Week 16	Is there one correct approach to Interventions in Public Space?	Summarise the case study, theory or practice that had the most significance to you	Site. Student groups will present to the class the documentation of their intervention's impact.	Pecha Kucha Individual presentations 3 slides 3 minutes	Respond to: 1. Ideas that have been confirmed 2. Ideas that have been challenged 3. Ideas that you want to learn more about
	Journal Summary	Compilation of Student Journals			