

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

Fiona Hillary, Visual Artist and Program Coordinator, Art in Public Space, RMIT University, 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

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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
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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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 title of the course.	Video. The Human Scale: Jan Gehl. Selected Reader	Clarity of the objectives, content and methods used in the course and the assessment tasks of the students
		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	<i>Ciudad Emergente. (2016) Alameda Caminable, Santiago. Final Report translated into English from original.</i>	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	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.	<i>1. Berman M (1983) All that is sold melts into air. Baudelaire: Modernism in the Streets, section entitled. The family of eyes pp.</i>	Students to understand the context, intention, medium, scale and impact of the urban changes that took place in 19thC Paris.
		Developing rational, critical discourse. Learn to take an opposing view and argue its merits.	Debate I Barron Von Haussman 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
Week 3	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.	<i>2. Dovey K (2005) Fluid City. Flows pp. 15-20.</i>	Questions from the students about the text for the presenters
		Visualize the basis of Lynch's Image of the city through an application of	<u>Lecturers to present</u> the key ideas of Kevin Lynch's Image of the city.	<i>LeGates R. Stout F. (2003) The City Reader (Third Edition) Part 7 Perspectives on Urban Design. Chapter: The City Image and its</i>	Students application of the theory as analysis the site

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		this concept to the site of investigation	Desktop mapping exercise in <i>groups of 3 students by students</i> of analysis. Presentation by students	Elements. From the image of the City (1960) – Kevin Lynch pp. Plans of Mapocho River PowerPoint of students' work (min.2 slides)	
		Present the key urban theories	Desktop mapping exercise in <i>groups of 3 students</i> using one theory presented by Dovey. <i>Presentation by students</i> of analysis	Plans of Mapocho River Power point presentation by the Lecturers about the site PowerPoint of students' work (min.2 slides)	Students application of the theory as analysis of the site.
Week 4	Module I. Introduction: Understanding Modern Public Space	To compare and contrast theory and remote assessment with an actual site visit	<i>Site Visit 1. Physical or virtual, depending on the circumstances.</i> <i>Mapocho River (its edges, bridges and the torrent) from Pio Nono to Estación Mapocho.</i>	Students to take cameras, journals and other recording devices.	Assess the physical site using the urban theory and practice of the course up to this point.
Week 5	Module I. Introduction: Understanding Modern Public Space SUMMARY	Summarize the theories of public space through the site analysis of the Mapocho River.	<i>Identification and analysis of opportunities and challenges of the site.</i> <i>Presentation by groups of students</i>	PowerPoint of students' work (min.4 slides)	Comparison of representations of space, spaces of representation with spatial practice.
Week 6	Module II: Interventions at Urban Scale	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 the weekly reading. Discussion <u>Presentation by Lecturer</u>	3.1 Castillo S (2009) 19th Century Urban Mapocho, ARQ 72 3.2 Augé M (2004), On Bridges and Borders. De Vajay Sigismund (2014) Of Bridges and Borders Vol. II Aurora Production Ag pp.10-12	Students will examine the history of Santiago's modernization through this major intervention and its contemporary urban reality.
		Question the urban condition and what the industrial city means to the contemporary city.	Presentation by two students of the weekly reading. Discussion	4. Sola-Morales, I de. (1995). Terrain Vague. Routledge pp PowerPoint presentation by Lecturers	Students reflection on the concept of Terrain Vague in relation to industrial modernization and the canalization of the Mapocho river with specific reference to the

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		What is Scenario building?	Mapping exercise of heritage listed bridges in the site of investigation		
Week 7	Module II: Interventions at Urban Scale	Students will explore the arguments for and against advertising in public space through a view they may not necessarily hold.	<i>Presentation by two students</i> of the weekly reading. <i>Presentation by lecturer</i> on Advertising and Art	5. Jean Christophe Ammann (2004) From Claudia Schiffer (H&M) to Oliviero Toscani to Benetton BILD. A Public Art Reader pp. PowerPoint presentation on billboard advertising and art.	Participation of the class with questions for the presenters (students and lecturers) to establish the parameters of the debate.
		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 in debate and strength of argument presented and documented in journal
Week 8	Module II: Interventions at Urban Scale	Identify how language is appropriate and compare the reception of the same message in public spaces of different cultures.	<i>Presentation by two students</i> of the weekly reading. <i>Presentation by lecturer</i> on the flag and public space Discussion	6. Speranza G (2013) Variations on the "In between". Three episodes in Latin American Art. pp This is not America Alfredo Jaar	Students will unpack the relationship between image and word and the appropriation of language in public space.
		Scenario building Students to present three scenarios to their identified opportunity or challenge.	Presentation by student's presentation of response to the site. Journals due this session for midterm assessment	PowerPoint of students' work (min.4 slides). Reader as reference for response to site.	Students will document the three scenarios they have identified from the opportunity or challenge of the site. Identify the following key factors: Site/context, intention, medium, scale and impact
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.	<i>Presentation by two students</i> of the reading for this week.	7. 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.
			<i>Presentation by two students</i> of the reading for this week.	8. Kwon, M. (2004). Sitings of public art. Site vs Intervention. Three paradigms pp 62- 70.	Compare and contrast the international model with the national model developed for public art

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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 Chile.	<u>Presentation by Lecturer</u> of weekly reading with a focus on Alfredo Jaar's ¿es usted Feliz?	<i>Szmulewicz I R.(ed) (2015) Art City and the Public Sphere. Szmulewicz I R. (2015) Four decades of art in public space in Chile. 470- 499.</i>	Students to discuss the strategies used by artists through the concept of intervention. Site/context, intention, medium, scale and impact
			Analysis by groups of 3 students of other interventions. <i>Presentation by students</i> of these to the class	Documented examples of interventions.	Exercise to break down the case study intervention Site/context, intention, scale, medium, impact
		Developing rational, critical discourse. Learn to take an opposing view and argue its merits.	<u>Presentation by Lecturer</u> on weekly reading	<i>Kwon, M. (2004). 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	Students to identify and compare the function, meaning and form of an integrated public artwork in its original site to a traditional artwork of the museum	<u>Presentation by Lecturers</u> of the weekly reading.	<i>Working in Utopia – Architectural Monumentality in the Chile of Unidad Popular. Translated from Spanish Matias Allende, UNCTAD III and the uplifting national image pp 35-40 Christian Bartlau, The Incomplete Monumentality of the UNCTAD III Complex, section Work of Art, pp 62-68.</i>	Students to identify the original artworks and their location in relation to site/context, intention, scale, medium and impact.
		Of the works that remain, have been restated or remade, students are to compare the before and after integrated artworks.	Site visit of the GAM – self conducted,	Copy of plan of original sites of artworks in original site and existing original works in the new building.	Students to find an original, modified or reinstalled artwork in the remodelled building and document it in relation to site/context, intention, scale, medium and impact.
Week 12	Module III. Public Art National and International Practice Intervention versus Integration	Explore the concept of the expanded field of sculpture	<u>Presentation by the Lecturer</u> video about “Running Fence” and a presentation of the wrapping of the Reichstag building by Christo and Jean Claude by the lecturers	Video – Running fence Presentation on Reichstag wrapping	Students to discuss the emergence of land art and how this relates to intervening in public space in the contemporary city.

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		Developing rational, critical discourse. Learn to take an opposing view and argue its merits.	<u>Presentation by the Lecturer</u> on the weekly reading. Debate IV: Jeff Koons and his puppy should be invited to Santiago	Eccles T (2004) Plop. Recent Projects, Public Art Fund. Puppy Love, pp. 128-225	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.	<u>Presentation by two students</u> of the weekly reading. Discussion	9. Young J (2000) Memory, Countermemory, and the end of the Monument.	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>Presentation by lecturers of previous intervention strategies used in the site</u> <u>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.	<u>Presentation by the Lecturers</u> 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.	<u>Presentation by Lecturers</u> of the weekly reading. Discussion	Gonzalo Carrasco Purull Working in Utopia: Prologue Whitewashing, erasing, covering: the UNCTAD III building and the evidence of a fractured time.	Students to classify the arguments for an architectural response to the collective memory of atrocity

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Week 15	Intervention in Public Space.	Students will implement and document their intervention	Interventions by student groups in the site.	On site.	Interventions reception and documentation
Week 16	Is there one correct approach to Interventions in Public Space?	By way of exploring the impact as compared to the intention of their intervention, students will present their documentation.	Student groups will present to the class the documentation of their intervention.	PowerPoint (min. 4 slides)	Hard copy and digital copy of the students' intervention. 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			