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Abstract

In Mapping the Terrain: New Genre Public Art (1994) the author called for a new language of critique for the transient and publicly located art practices known today as social, or public, practices. Since that time authors have taken up the challenge to site the work in art historical, philosophical, and cultural contexts and to assess its aesthetic merits. One of the major themes is how, exactly, the social claims in this work can be calculated. This paper adds to that discourse through the examination of a complex and lengthy set of art projects in Oakland, California, through the lens of critical pedagogy. The Oakland Projects (including performance, installation, exhibition, civic action, curriculum, and workshops) focused on social circumstances, popular media representation, and public policies regarding urban juveniles in California between 1991–2001. This research examined five sites: institutions within health, education, criminal justice, and civic policy, and youth experience. The praxis of classroom teaching and theories on education and democracy found in the literature of critical pedagogy offer a possible way to examine how this work might operate in the public sphere. The author traces the threads of a personal historiography of two significant teachers (in the 1970s) that metaphorically and practically provide a nexus of educational reform and avant-garde art as background to the examination of the Oakland Projects. In the process key issues in the work, including aesthetics and ethics, are examined, but the focus is on how forms of pedagogy - from the expanded notion of public pedagogy to the intimate level of the mentoring relationship - add dimension to the work's claim to hold a relevant place within both the public and professional art spheres.

Citation

Case Study is an integral part of the work of a specialist in the field of advertising and public relations. It is essential that the future specialist masters the basics of this type of activity while still being a university student. Results. The proposed method of working on a case study can be effectively used in the teaching of the foreign language of profession, allowing students to adapt to real and potentially possible situations. In addition to linguistic competences, the method develops general competencies: the ability to make decisions in various situations arising in professional activities; work in a team; communicate effectively with people within the profession; search for and use information that is necessary to accomplish tasks. Each case study includes basic summary facts and project statistics, a description of the design process, the urban design issues, an evaluation of the project’s success and limitations, lessons learnt and the value gained. The evaluation of each case study is based around the Protocol’s qualities of urban design, known as the seven Cs: context, character, choice, connections, creativity, custodianship and collaboration. The case studies have been written by authors who researched the projects and processes or have been involved in the project development. Therefore, the views they express are valid. Warrants the use of case study methods in a wide range of disciplines including the humanities, education, business, nursing and health, public administration, anthropology, References sociology and political science. Special highlights of the Fourth Edition include dozens of boxed vignettes that present previously published case 1. Bromley DB. The case-study method in psychology and related disciplines. Chichester, UK: John Wiley & Sons; 1986. of boxed vignettes that present previously published case 2. Merriam SB. Case study research in education. San Francisco: studies, methodological insights to show the similarities Jossey-Bass Inc.;