

Spring 3-10-2022

Why do we need public art for social justice affirmation?

DeBorah Silguero

California State University, Monterey Bay, dsilguero@csumb.edu

Follow this and additional works at: https://digitalcommons.csumb.edu/teaching_all



Part of the [Art and Design Commons](#)

Recommended Citation

Silguero, DeBorah, "Why do we need public art for social justice affirmation?" (2022). *Activities and Assignments Collection*. 13.

https://digitalcommons.csumb.edu/teaching_all/13

This Open Access is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Activities and Assignments Collection by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

HCOM: Class Final Presentation Speech Assignment:

Speech Question & Topic: Why do we need public art for social justice affirmation? Public art is used to express many issues by using art as an innovative medium for awareness. Public art can also capitalize on the power of social awareness, by reaching people in their everyday environments and confronting them with social injustice that is otherwise easily ignored. For artists, they can become advocates on various challenging issues of our time.

Introduction: This is a finals assignment developed as a speech to inform, persuade and instruct your audience.

First: Students are asked to understand how social justice public art adds value to the cultural, aesthetic, and economic vitality of a community. Understanding the principles of how SJ public art contributes to a community's identity, fosters community pride and a sense of belonging, and enhances the quality of life for its residents and visitors. How public art is used to express social issues, and how this becomes a way for artists to become advocates challenging the biggest issues of our time.

Second: Students will then create a speech that helps the audience understand the reasoning behind public art based on social justice; in order to comprehend meaning that guides towards more prevailing outcomes.

Process: Part 1: Create Team partners: You will be working with a class partner to produce one shared speech (20 mins -10 mins each). Together the team partners will work together to:

- **Research: Begin on Oct 17th leading you up to class final presentation on Dec 10th.**
 - **Read book (rent from campus library on-line:** Lampert, N. (2013). *A People's Art History of the United States: 250 Years of Activist Art and Artists Working in Social Justice Movements*. The New Press.
 - **Read articles (on-line:** Bell, L. A., & Desai, D. (2011). Imagining otherwise: Connecting the arts and social justice to envision and act for change: Special issue introduction. *Equity & Excellence in Education*, 44(3), 287-295. And: Duncum, P. (2011). Engaging public space: Art education pedagogies for social justice. *Equity & Excellence in Education*, 44(3), 348-363.
 - **View videos listed:** <https://www.youtube.com/watch?v=h--UorDsxL4> and <https://www.youtube.com/watch?v=GyAACL9KwhY>
 - **Collect materials:** an image(s) of a public social justice art piece, name the location of the work, name of artist, copy of artist statement. You will use visual image(s) of your topic as you present your speech in class via computer.
 - **Interpret the art piece:** Write an 800-word reflection based on the art piece that includes various interpretations you have researched about the art piece. **Use this reflection to build out your speech**
 - **Make an argument in your reflection:** Write down, why this art piece is meaningful based on where it is located and to whom is it meant for? Does it make a strong visual point/statement, how? Include your personal take on the meaning of the artwork, especially if you have experienced or observed the subject matter personally. Note that social values, attitudes, and cultures may change over time, so be prepared to address this in your speech.
 - **Translate your written word into an oral presentation:** Once you have your written assignment completed, build out an oral presentation (a 15-minute speech) for both team partners to tell a full story of the art piece, its details, how it made a difference (reviews), and why it matters for today's social issues to continue.
-

Part 2: Applying the research: Start staging your Speech presentation:

- Reexamine researched topic on social justice and public art with your class partner and consider types of questions your audience might ask on how they can support social justice. Be prepared to share current research.
- Make sure that all collected information/data (citations included) are available (on screen) to present to your audience.
- Outline your speech: Review the two YouTube videos below for support/understanding how to outline your speech. Amid the racial justice movement, artist wield their art as a toll for change: <https://youtu.be/h--UorDsxL4> and <https://youtu.be/oV1h7n0HcTE>
- Translate all your written information about the art piece within the 15-minute oral presentation.

- Outline the basic structure of the speech using researched information, but ending your conclusion based on personal takeaway and meaning.
- **Note:** After your speech, be prepared for a 15-20 min Q&A session with your audience. Consider this as an opportunity for you have deeper engagement, by expanding your position and offering ways to contribute towards social justice. Be prepared to answer new questions based on information that you might have missed or had not considered for your speech. If you do not know the answer to questions, please state so and why. Please practice and practice your speech beforehand.

Deadline for speech draft outline (with all sources included). Please post in class Canvas so I can provide you with feedback by: **Nov 14th In class Final Presentation date: Dec 10th** Remember all students (your audience) will have a feedback handout form to fill out during your speech. You will receive this form at the end of class.

Prerequisite Requirement for developing your speech: All students must make at least one appointment with the Collaborative Learning Center to brainstorm your topic, develop an outline, translate a written work into “oral style” and/or rehearsing your speech (including video recording and playback).

Before you arrive at your CLC appointment, please bring:

-
- Notes about your topic
 - A copy of your assignment prompts
 - Researched information you collected
 - Your written work (to be translated into “oral style”)
 - A thumb drive, or ability to upload to your Google drive (if you are rehearsing)
-

Things to Consider beforehand with your team partner: Discuss with your partner “oral styles” to better understand that:

- Listening audiences are different from reading audiences (they expect more visual and sound aids). Your job as a presenter is to express thoughts and feeling by articulating your voice (sound) to deliver an energetic speech.
- As you practice your speech together: consider that your written speech notes are for the *listener’s ear* (your audience), whereas the written speech notes are for the *speaker’s eye* (yours).
- Understand that repetition can be vital in speaking (transitions, phrasing, key words, main points)
- Simple syntax can be used (as in a conversation)
- Shorter sentences can be used (to keep interest up)
- Contractions are permitted for the creative process (Example: I’ve or I have)
- Punchy statements can be used for dynamic expressions
 - Personal pronouns are encouraged
- Colloquial language is okay to use for creative processing (Example: What are you going to do? Versus “Whatchagonnado?”)
 - Manuscript speeches (reading word for word) are appropriate in some contexts but require special effort with the delivery (think of news anchor on TV using a teleprompter to read from and not from hand notes). For this class use only if reading important written statements that cannot be paraphrased.
