

# *Making Publics*

Who are we doing this for?

# Programme:

*The aim of today's session is to understand what publics are and which publics you engage in your project, and which ones you don't.*

- ❖ 13:00 - 13:10 Landing
- ❖ 13:10 - 13:30 Discussion: Audiences vs publics
- ❖ 13:30 - 14:50 Exercise: Making your publics
- ❖ 14:50 - 15:00 Break
- ❖ 15:00 - 15:45 Presentations

# A film for/about/with sheep?



“I want to show that there is another way to think about **our** relationship with animals. They are not for **us** to use as we please, but rather that they are here to be respected and cherished. By changing the story that **we** tell **ourselves** about animal domestication, **we** can begin to reimagine our relationship with animals in a more compassionate and reciprocal way”

# Audiences vs publics:

## Making public(s):

- ❖ Making public the outcomes of research or artistic processes presupposes receivers (**audience**). Publics, however, do not exist prior to being addressed – they exist in their relationship with whatever they are meant to address/receive.
- ❖ Un/transdisciplinary knowledge and practices, in their creation of new ways of knowing the world, both respond to *and* produce new publics.

(de Groot & van Oorschot, *Provisional Pedagogies in Zones of Tension*)

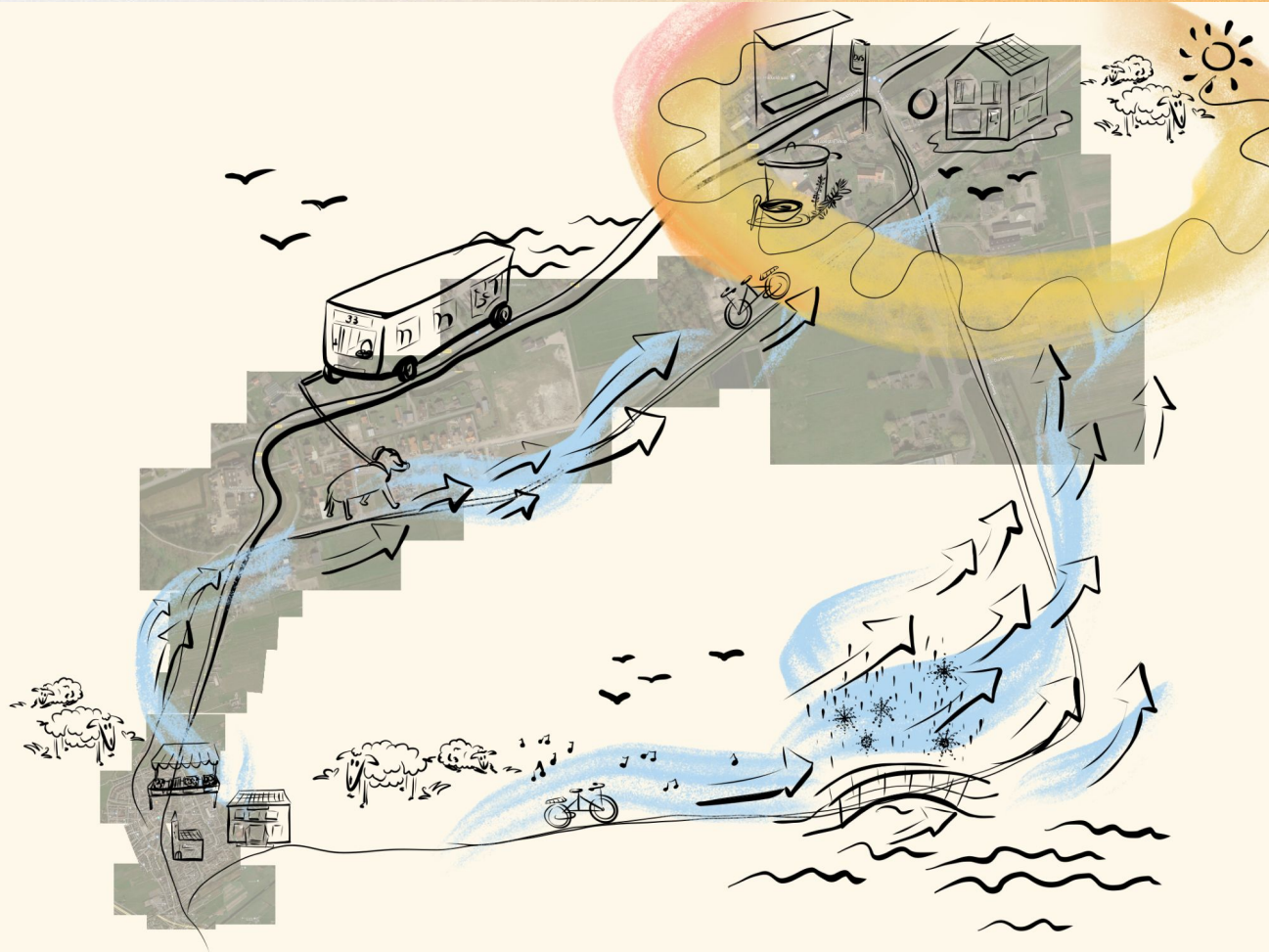
# Making publics:

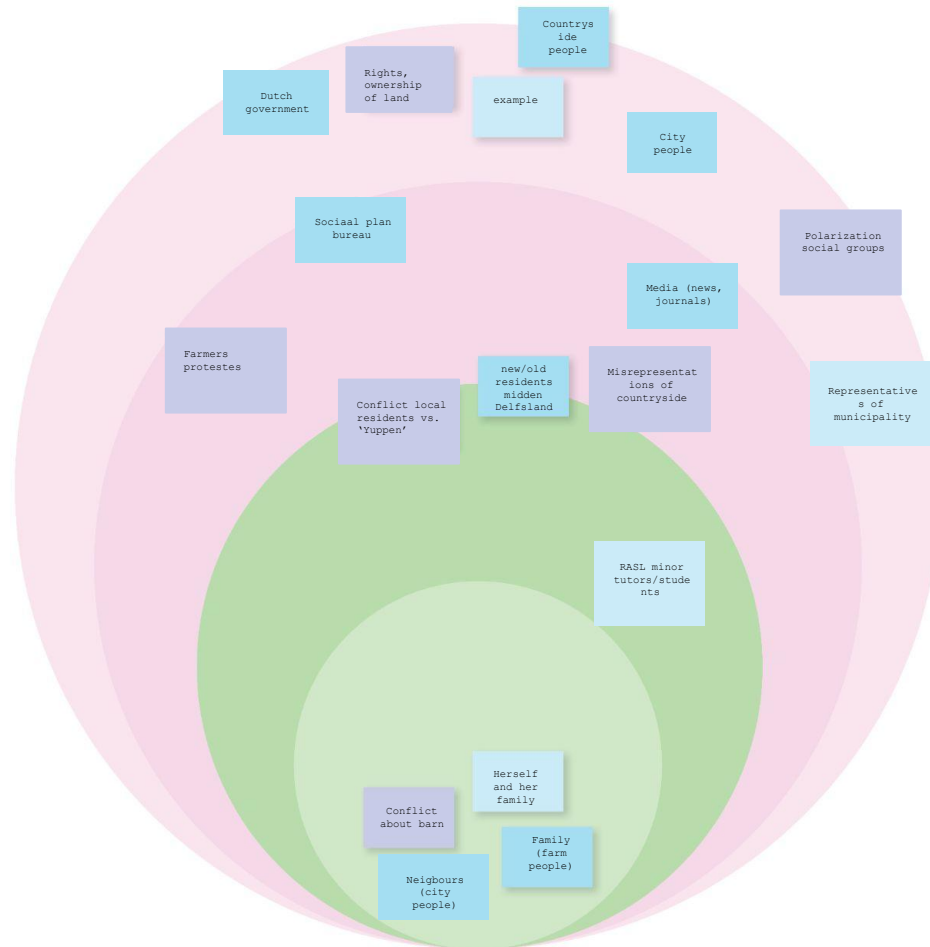
- ❖ Making publics in the arts
- ❖ Making publics in academia
- ❖ Making publics does not need to be a linear process/obvious end result



## Example:

Project RASL  
minor student  
about mapping  
the countryside  
vs. the city





## Exercise: Finding your publics - step 1

- ❖ 10 minutes.  
List all different (sub-)topics your project addresses/involves/relates to.  
Be as extensive as possible.



## Exercise: Finding your publics - step 2

❖ 10 minutes.

Which audiences and publics does your topic address? - List all possible publics, not only the ones you are interested in. Also think about the publics you are unconsciously/unintentionally creating, and the ones you might be excluding.

## Exercise: Finding your publics - step 3

- ❖ 10 minutes.  
Arrange the topics, audiences, and publics from smallest to largest.

## Exercise: Finding your publics - step 4

- ❖ Now make a top 3 of publics you would like to address.  
Think of a strategy for addressing/engaging each of the publics (speculative).  
How can you translate this to, or incorporate this in a learning experience in/for the RASL Minor?