

Lucas Grants for Faculty Teaching & Curriculum Development

Fall 2019

Lucas Grants for Faculty Teaching & Curriculum Development are intended to fund projects that directly contribute to the improvement of curriculum and teaching at MICA. The Faculty Grants Committee meets to review Lucas Grants applications and recommends to the Provost a ranked slate of proposals for grant awards on the basis of the evaluation criteria. The Fall 2019 Lucas Grants for Faculty Teaching & Curriculum Development grant program received 14 applications, of which 12 were awarded. The following proposals have received funding.

Assets for Artists Residency for College Art Faculty at MASS MoCA

Lauren Frances Adams

Painting

Lauren Frances Adams participated in a two-week residency at MASS MoCA. This opportunity provided facilitated conversations with 12 other faculty from art schools around the country concerning best practices and challenges in teaching professional development skills to student-artists at the college level. This unique residency opportunity connected her teaching practice and professional interests with pedagogical initiatives that support students as artists and designers in their post-grad careers. This experience contributes to faculty capacity-building within the core curriculum of the Painting Department, as well as furthering Adams' own research as a practicing artist and committed academic. This project was awarded \$651.20 in funds.

APES '19: AstroAnimation: Bridging Two Cultures in the Post-Truth World

Laurence Arcadias

Animation

AstroAnimation: Bridging Two Cultures in the Post-Truth World has been accepted to the APES 19 conference, an annual forum for professionals (scholars and practitioners) concerned with advancing and promoting animation as therapeutic practice, educational technique, and as a tool for social engagement. The symposium offers an alternative view of the potential of animation beyond artistic expression, entertainment, or publicity, and identifies new terrains for the interface of animation with society. This project was awarded \$823.00 in funds.

Advanced Glaze Calculation and Formulation

Sarah Z Barnes

Ceramics

Sarah Barnes will continue participation in online learning courses through the Ceramics Material Workshop. Ceramics Material Workshop offers three online classes, as well as lecture and review support, to student participants. The *Advanced Glazes* course is the culminating course in the series and the last remaining one Sarah needs to complete. This class will continue to support her ability to develop new curricular initiatives as well as further her own personal research working with locally sourced materials. This project was awarded \$590.00 in funds.

Smart Textiles: Coding for Sensing and Haptic Experiences

Liz Ensz

Fiber | First Year Experience (FYE)

Liz Ensz will study with artist and technologist, Lindsey French, to expand their creative vocabulary of Arduino-based programming, physical computing, and explore hand-construction of flexible sensors for wearable soft circuitry. Informed by humankind's physical relationship with textiles, Ensz will engage in hands-on research focused on material studies to create wearable sensors from textile constructions and flexible materials. Programming and coding skills will be developed for various outputs including remote and integrated devices. This research will inform Ensz's new fall 2020 soft-computing Fiber course, *Systems Thinking*. This project was awarded \$2,000.00 in funds.

Froebel USA Conference

Jenna Frye

First Year Experience (FYE)

Froebel USA is an organization that works to preserve the history and toys of the original Kindergarten, as established by Friedrich Froebel, and contextualize the work as a design education curriculum. The "Back in Boston" conference brought together leading experts in the field of art and design to discuss the current state of education and what the future might hold. Jenna Frye was invited to present her work *Kindergarten for Freshmen: Adapting Froebel's Philosophy to the College Experience*. Her design exercises that use Froebel blocks are designed to help students re-learn how to play—and in the process improve their cognitive, social, artistic and physical development. This project was awarded \$786.27 in funds.

Decolonial Practices: A Report from the Field (College Art Association, 2020)

Amber Hawk Swanson

Interdisciplinary Sculpture

Amber Hawk Swanson will participate in the panel *Decolonial Practices: A Report from the Field*, where she will be joined by Lisi Raskin (Rhode Island School of Design), Risa Puleo (Northwestern University) and Marc Handelman (Rutgers University) The panel resolves to share models and foster evolution so that the concepts, language, and methods required to perform anti-oppression work may flourish. Embodying the urgent need for decolonial practice, participants will report back on ways each has intervened and affected change as art historians, artists, curators, and educators working within the often oppressive structures of higher education and exhibition production. This project was awarded \$2,000.00 in funds.

Writing Fiction | Curriculum Development

Joyce Hesselberth

Illustration

In order to enrich her Book Illustration class and other classes where writing and illustrating intersect, Joyce Hesselberth has enrolled in a graduate level writing course, *Fiction Techniques*. The online course is taught by Mark Farrington, director of the MA in Writing Program at Johns Hopkins, and author of more than a dozen short stories. Through writing exercises and critique, Hesselberth is exploring various elements of fiction (plot, character, setting, point of view, etc.) She will also be learning how to “read like a writer” and methods for workshoping fiction writing. This project was awarded \$2,000.00 in funds.

Make Art That Sells: Continuing Education & Online Specialization Courses

Danamarie Hosler

Illustration

Danamarie Hosler was awarded funds for her enrollment in a variety of online continuing studies and specialization courses in order to help her round out her professional expertise and enhance her offerings to the MICA student community. The courses offer an opportunity for her to learn directly from a well known art agent and talented professionals, providing the bridge for networking, skill building, and gaining up-to-date insight into areas of specialization in the Illustration field. These insights will be used to develop curriculum not currently reflected in the department's course offerings, such as designing for licensing, and in areas our courses could be more robust, like entrepreneurial strategies for Illustrators. This project was awarded \$861.63 in funds.

Developing Competency in Teaching Literacy

Adriane Pereira

Teaching (MAT)

Adriane Pereira will use Lucas funds to learn literacy development research to improve her culturally relevant pedagogy and the pedagogy of Master of Art in Teaching students. This will involve the completion of two 3-credit courses. With the adoption of common core standards, which call for a more integrated view of literacy, all certified K-12 Maryland teachers (including MAT students) are required to incorporate textual and disciplinary literacy into their classrooms. Texts include not only print forms of communication but also nonprint forms that are digital, aural, or visual in nature. The funding will support Pereira in learning the latest research in literacy development with implications for developing literacy in visual arts classes. This project was awarded \$947.00 in funds.

Framing Islamic Art at the Metropolitan Museum of Art

Sarah-Neel Smith

Art History, Theory, and Criticism

Sarah-Neel Smith received a Lucas Grant to develop a course unit called “Framing Islamic Art at the Metropolitan Museum” for her class *Islamic Art and Architecture*. In this two-part course unit, students compare the exhibition design of the Met’s Islamic Art Galleries at two different moments in history: 1976, when the exhibit first opened, and 2011, when the museum updated the exhibit for the first time in 40 years. The class focuses on the question: How were changing American understandings of “Islamic art” reflected in the exhibition design? By using exhibition design as a lens, this lesson variegates the Art History Department’s curriculum and shows students how Art History is directly connected to studio and design-based practice. This project was awarded \$555.95 in funds.

Design Anthropology at the American Anthropological Association Meeting

Ruth E. Toulson

Humanistic Studies

Design Anthropology — “the study of how design translates human values into tangible experiences” — is a new academic field. At the American Anthropological Association Annual Meeting (Vancouver, BC, 20-24th November 2019), Ruth E. Toulson, faculty member in Humanistic Studies, will participate in several workshops focused on this burgeoning field. Inspired by her existing collaborations with MICA colleagues in Social Design and Product Design, Toulson seeks practical tools and techniques to use with her students. She hopes to find new ways to bring anthropology’s strengths — the power, intimacy, and insight that comes from fieldwork, the discipline’s distinctive method — to the design studio. This project was awarded \$2,000.00 in funds.

Seminar Applying the New Paradigm to Constructivist Intercultural Training

Sukyun Weaver

Graduate Liberal Arts | ELL

Sukyun Weaver will advance her professional development in intercultural training by participating in “Seminar Applying the New Paradigm to Constructivist Intercultural Training” led by pioneer of intercultural research—Dr. Milton J. Bennett. Bennett developed the internationally known Developmental Model of Intercultural Sensitivity (DMIS) assessment measure and founded the Intercultural Development Research Institute. This course will review intercultural training in historical and diverse contexts and examine underlying assumptions in knowledge paradigms. This project was awarded \$2,000.00 in funds.