

risd Department of
Teaching + Learning
in Art + Design



Rhode Island School of Design

Department of Teaching + Learning in Art + Design
www.collegiateteachinginartanddesign.com

Arts in Context
TLAD 657G-01

online

Spring 2021

Instructor: Nancy Friese
Professor, Teaching + Learning in Art + Design (TLAD)
nfriese@risd.edu Email checked every Tuesday 5-8 pm
Office Hours: W 11:00 to 11:30, TH 11:30 to Noon, FR 11:30 to Noon

Thursday 8:30 am to 11:30, Zoom
MA elective; Elective for other graduate students

Exploring art and design within the context of the non-profit and institutional and the private sector is the goal of the seminar. We will examine the roles and responsibilities of non-profit arts organizations, agencies, granting entities or foundations from both a practical and ideological perspective to relate them to one's own artistic or design practice or professional aspirations. The course will visit regional arts and design agencies, examining their life cycles and the factors that shape an agency's success and/or failure. Organizations investigated may include: arts councils, service organizations, arts centers, alternative spaces, residency programs, community-based initiatives, foundations, and galleries.

A deepening understanding of arts management including mission and vision, leadership, sustainability, relationships to the community and the public will occur through one's individual research. We will ask whom do they serve, what is their relevancy, and what qualitative results do they achieve?

Graduates input and own interests will form the course. Interviews, case studies, grant proposals, actual applications may all be implemented in our quest to understand organizations and the artist and designer more closely. Guests will offer their own trajectories in developing and intersecting with arts in context. The off- campus visits and on-campus guests will serve as core information to researching and proposing a start-up non-profit, analyzing non-profits, or developing successful residency or grant applications of one's own. This course will be of special interest to studio practitioners and educators whose professional lives will engage with arts organizations in the future.

Graduates may want to examine more carefully the transition outward from RISD, by researching, evaluating and applying during the semester for residencies, teaching jobs, summer positions, and for learning about opportunities for creative next steps through grants and foundations. We will focus on the artist/designers self-declared interests and will rotate through biweekly individual and group meetings. This is a *working professional practice seminar* that transitions and prepares the graduate for future opportunities and steps.

GOALS: THE BROADEST AIMS OF THE COURSE FOR THE PARTICIPANTS.

- To examine a spectrum of non-profit or private arts and design organizations and reflect on how they relate to one's own goals and aspirations.
- To understand the basic components and value of foundations, non-profits, and grant-making agencies that may focus on or be in tandem to your interests and abilities.
- To develop one's own research into entities via applied, or eclectic investigations to more deeply know the range of art and design contexts and your potential in these.

Learning Outcomes: WHAT THE PARTICIPANT WILL COME AWAY WITH FROM THE COURSE.

- A selected view of local, national and global arts contexts related to one's discipline, primarily through individual research and appointments. 25 %
- Shared knowledge of opportunities in other disciplines, through at least four group meetings. 25%
- A presentation of one's own research through a real or practice grant proposal, a non-profit analysis, a case study of galleries in a region, an in-depth interview, a comparative analysis of different opportunities, or a roster of applications. 25%
- A final impact report on what you have accomplished for the term. 25%

Attendance is taken once per class. Please notify me by email if you will not be attending class.

Every effort will be made to assure that this is an inclusive seminar and your sharing your own range of contexts and ideas will enlarge the seminar. Any resources you can add to the seminar are valued. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. I will be happy to avoid conflicts with major religious holidays. If I have inadvertently scheduled an exam or major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements. In order to learn, we remain open to the views of people different than ourselves. Please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another; respect others' opinions and refrain from personal attacks or demeaning comments of any kind; and keep confidential all issues of a personal or professional nature that are discussed in class.

COURSE REQUIREMENTS:

- Initial research into entities of interest.
- Readings and discussions in roundtable format.
- Individualized formative meetings and one final summative presentation.
- Guests from selected non-profits/agencies/foundations.
- One field trip to an art non-profit or business.

Feedback

Presentation:

½ hour informal final presentation of the summary of research during the term. A final written impact report that includes a resume and or a CV, cover letters, sample proposals, applications, research links.
A SWOT and PEST and SOAR analyses.

Final assessment will be based on these areas:

- Attendance and completion of assignments/projects
- Written final project and presentation
- Engagement and initiative into one's own avenue of interest
- Receptivity and constructive engagement in classroom & individual meetings

CRITERIA FOR GRADING

- A
 - Exceptional and innovative thoughts and contributions in oral and written assignments
 - Refined and resolved presentation
 - Research into best practices and challenges in one's field and beyond
 - Consistent growth throughout program and effective use of criticism and feedback.
- B
 - Solid, in-depth work in all areas
 - Extends information into discussion and assignments
 - Evidence of growth throughout program
- C
 - Completing the minimum in all areas
 - Completing a satisfactory final presentation with minimal introspection indicated
 - Some growth indicated in papers, assignments, discussions
- D
 - Late, incomplete, poorly done written and oral assignments
 - Minimal involvement and little growth exhibited
 - Disruptive to individual and class momentum
- F
 - Incomplete engagement

Tentative Guide Pursuant to Class Interests

Week One

Thursday

Feb. 25

Group

Introduction

Survey of Interests

Sample Summaries

Assignment #1

Due March 4

Part One: **Prepare a 10-minute presentation:**

Three specific opportunities/entities for the spring, summer or future you are interested in.

Show examples of studio and or research.

Three specific opportunities/entities you are interested in.

Share three questions you have about your current interests and or goals.

Part Two: **Expanded Resume (CV)**

Week Two

Thursday

March 4

Group

Group Presentations: 10 minutes each, introduction to yourself and CV.

Assignment #2 **Due March 11** **Chapter Reading**

Read a chapter in *More Than My Title* and be prepared to discuss it with the class.

Chapter One: Discovering Hybrid Professionals (Hamad, Lana, Zengqi)

Chapter Two The Path Toward Hybrid Professional Identity (Violet, Deshun, Yi)

Chapter Three Preparing for a Future of Hybrid Professionals. (Julie, Kai, David, Wendy)

Week Three

Thursday

March 11

Group

Roundtable Discussion: Reading discussion

Resource Visitor: Sarabeth Berk, Author

More Than My Title: The Power of Hybrid Professionals in a Workforce of Experts and Generalists [Link](#)

Assignment #3. **Due March 18**

Artist Designer Educator Statement

SWOT/PEST/SOAR Self and Organization: non-profit, residency, foundation grant, college or job opening

Week Four

Thursday

March 18

Individual

Individual Appts: 20-minute meetings, alphabetically arranged.

Review of CV, Statement, SWOT, PEST, SOAR of self and organization.

Assignment #4: **Due March 25** **Timeline of Interests and Plans**

Week Five

Thursday

March 25

Small Group

Meetings

Share Timelines: Develop timelines in detail

Application Roster or Plan of Research, Create Flow Chart or Concept Map:

grants, organizations, foundations, non-profits deadline dates, application forms, program officer, contact person, agency details, visit plans

Assignment #5 : **Due April 15** **Professional Interview**

*Emerging + Developing Learning
Outcomes*

Definition of oneself in larger contexts.
Definitions of interests in a focused context.
Establishment of research strategy.
Investigations, gatherings, and collation of possible grants, jobs, transitions.

Week Six

Thursday

April 1

Group

Sharing: Professional Interview Questions
Assignment #6: Due April 22 **Case Study or Comparative Analysis Professional Interview**

Week Seven

Thursday

April 8

Group

Group Meeting:
Resource Visitor: Heather McMordie, DownCity Design, Community Outreach Coordinator Vista
The Fabric Workshop, Sitka, Church Studios, Splash Family Residencies

Week Eight

Thursday

April 15

Group

Group Meeting: Professional Interviews Presentations

Week Nine

Thursday

April 22

Group

Group Meeting: Case Study Presentations

Week Ten

Thursday

April 29

Individual Meeting

Week Eleven

Thursday

May 6 **Final Impact Reports** Presentation 20-30 minutes each.

Group

Week Twelve

Thursday

May 13

Group **Final Impact Reports** Presentation 20-30 minutes each.
Final Reports due Friday May 28 PDF Last Name_Impact_Report_2021

Advanced Learning Outcomes

Comparative studies of individual topic.
Relative answers to initial key questions.
Creation of a final profile with key evaluations, plans, examples.

The RISD community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. A culture of respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

Please avail yourself of all the resources of RISD from the Social Equity and Inclusion area, Fleet Library research personnel, teaching and learning journals, including the Center for Arts and Language, Career Services, the Nature Center, graduate research opportunities and grants, and your peers in your own and cross-departments to supplement the information within this course.

Trans(gender) Student Policy Related to Gender Identity/Expression In order to provide support to transgender and gender variant students who, for whatever reason, need special accommodations due to gender identity/expression, we encourage students to speak with the [Office of Intercultural Student Engagement \(ISE\)](#) which can help students with navigating the policies and practices of the college.

Chosen Name Policy Rhode Island School of Design (RISD) is committed to a genuine inclusion of all. RISD recognizes that any member of our community may choose a name to identify themselves that differs from their legal name. RISD's Chosen Name Policy strives to accommodate this self-identification. The use of a chosen first name will be recognized and applied across as many RISD systems as possible, wherever legal name is not required by law and as long as it is not used for the purposes of misrepresentation or fraud. At present, your chosen name appears on the class roster, grading roster, and program evaluation in WebAdvisor, as well as the My RISD student directory. The Chosen Name Policy applies only to first name. For legal first name and/or last name changes, refer to the college policy on [legal name changes](#). For F-1 or J-1 visa status, the first and last legal name must be used on all immigration documents including, but not limited to I-2

Group Courtesy

Constructive group characteristics: cooperating, clarifying, inspiring, harmonizing, risk taking, process checking.

Destructive group characteristics: dominating, rushing, withdrawing, discounting, digressing, blocking.

Courtesy in Zoom; participate with face showing except when stepping in and out, mute until one wants to question or add to a topic, keep room distractions and animals minimal including eating meals, moving around excessively, or exercising while on zoom.

Definition of seminar. In a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions. 2a(1) : a course of study pursued by a **seminar**. (2) : an advanced or **graduate** course often featuring informality and discussion. www.merriam-webster.com

Succeeding in a Graduate Seminar by Ralina Joseph, associate professor, Communication.

Some of your most important and impression-forming interactions with your classmates and professors occur in graduate seminars. Your stellar performance in graduate seminars is paramount to your success in the graduate program. Graduate seminars are the building blocks for your knowledge in the field and in graduate school.

Prepare for class

Do the reading. But don't stop there. Annotate your reading. Ask questions of the text in the margins. Maybe even type up your notes. Always consider what's at stake in the reading, how the reading informs your understanding of the class themes, other course materials, the methods, the content. How does the reading relate to your own burgeoning research questions? Come to class with questions and discussion points. If you are reticent about speaking in class, recruit a friend to chat about your ideas for five minutes the day before class. Do not, however, memorize one point in the reading so that you make your one perfunctory comment in class. Everyone is on to that game!

In class

Do your part to help foster community. This means: Listen. Participate fully. Be respectful. Showcase your intellectual curiosity by engaging with all types of ideas, not just the ones in your designated area of study. When you speak, remember to look at your classmates, not exclusively at the professor. Use your breadth of knowledge — connect the readings to other readings in your class and other out-of-class readings. Feel free to apply the readings or theme of the day to your project, but don't be so focused on utilitarian knowledge that you fail to engage fully with all of the issues at hand. Do not fall into the trap of wholesale skewering the reading of the week. This is intellectually lazy. The work must have some redeeming value if the professor has chosen to assign it. Even if you want to make a serious critique of the reading you should attempt to articulate its contributions/interventions as well as limitations.

Writing

Turn in all writing assignments on time. Do not save your seminar papers for the last

week of class. Begin generating ideas the first week of class. Talk about your ideas with your classmates and your professor. If the professor has not given you a series of deadlines, create deadlines for yourself (i.e., identify paper topic in the third week of class, generate working bibliography in the fourth week of class, create abstract in the fifth week, write your first draft in the sixth week, etc.).

Graduate seminars are your first practice attempts at being a scholar. It should be fun to engage with ideas. Be prepared to spar respectfully — and always be prepared!

Final Impact Report: Due in Friday May 28th in one PDF Last Name_Impact_Report_2021

Contents (these may be adjusted to your major and year and include more or other selections)

First Part:

Background

- Opening Bio
- Resume' or CV
- Artist Statement/Designer Statement

Models of Evaluation:

- SWOT
- PEST
- SOAR

Second Part:

Research Areas

- Images and weblinks and synopses of areas researched.
- i.e. non-profits, galleries, corporations, firms, grants, scholarships, exhibitions, competitions, colleges.
- Collation, comparisons and contrasts can be valuable.

Sample Applications

Tables

Timeline of semester

Flow chart or concept map of investigations, distinguishing categories

Roster of applications, due dates, requirements (done)

Roster of applications, due dates, requirements (forthcoming)

Percentages

Reflections and Samples

Insights and reflections from class visitors, external people, meetings.

Case Study

Professional Interview

Future Plans and Ideas

Format

Possible forms can be pamphlet, booklet, artist book, impact report or annual report style.

Images of your own concurrent studio work throughout the semester may be integrated with texts.

A hand drawn/hand written report can be done. The impact report may be part of your thesis production.