art + education for social justice
symposium

21–23 February 2020
Athens, Georgia
We would like to thank the following for their support:

School of Social Work, UGA
Lamar Dodd School of Art, UGA
Office of the Senior Vice President for Academic Affairs and Provost
Florida State University
Center for Social Justice, University of Georgia
Avital Wultz, Graduate Student
School of Social Work
Demetrius Keller, Graduate Student
School of Social Work
Ronika McClain, Event Photographer
Randy Card, Technology Support
Kyle Lisk, Technology Support
Steve Holloway, Bus Driver
Kendal Jaques, Lamar Dodd Communications Manager
Nazia Kazi, Work Study Art Education, Lamar Dodd School of Art
Shirley Burgess, Custodial Technician

Organizing Committee Members:

Lynn Sanders-Bustle, Co-Chair,
Chair and Associate Professor of Art Education
Llewellyn Cornelius, Co-Chair
Director Center for Social Justice, Human, and Civil Rights.
Kihyun Nam, Conference Coordinator
Lisa Novak, Program Designer
Jane McPherson, Associate Professor of Social Work
Broderick Flanigan, Artist and Activist
James Enos, Assistant Professor of Art
Christie Hanawalt, Assistant Professor of Art Education
Kate Arnold, Chief Development Officer for the Lamar Dodd School of Art

Share your photos with us by using #aesjsymposium on your social media platforms.
Bill Kelley, Jr. is an educator, curator and writer based in Los Angeles. He holds a Ph.D. in Art History, Theory and Criticism from the University of California at San Diego (UCSD) and a Masters in Art History from the University of New Mexico, Albuquerque (UNM). His current research focuses on collaborative and collective art practices in the Americas. Bill has written for such journals as Afterall, P.E.A.R., and Log Journal. He served as co-curator of the 2011 Encuentro Internacional de Medellín (MDE11) and was the former Director and Co-Editor of the online bilingual journal LatinArt.com. He currently holds the position of Assistant Professor of Latin American and Latino art history at California State University Bakersfield (CSUB). Bill has co-edited an anthology with Grant Kester of collaborative art practices in the Americas entitled: Collective Situations: Readings in Contemporary Latin American Art 1995-2010 (Duke University Press, 2017). He is currently Curator and Lead Researcher of Talking to Action: Art, Pedagogy and Activism in the Americas, a research, exhibition and publication platform, currently on tour, examining community-based art practices for Otis College of Art as part of The Getty’s Pacific Standard Time: LA/LA initiative. A bilingual, edited volume Talking to Action: Art, Pedagogy and Activism in the Americas was published by the School of the Art Institute of Chicago and distributed by the University of Chicago Press (2017).
This exhibition is a collection of works that give voice to young communities from Athens, showcasing different perspectives on what it means to be a young activationist. Mediums include photos, film, digital images, and collage. We use the term activationist to signify a crossover between activist and interventionist art forms. On display is a curated collection of undergraduate student work and arts-based research that exemplifies how activations both inside and outside of the classroom can bring art and social justice together. Works on display draw on ideas from critical public pedagogy, critical theories of diversity and social justice, and arts-based methods such as mapping, meme-making, culture jamming.
Curriculum of Disobedience is a weekend-long participatory drop-in project engaging conference participants and passersby in the collective (re)imagining of disobedient art education, social justice pedagogies, and spatial interventions across classrooms, youth groups and communities.

Through a series of prompts, participants will contribute to a catalogue of instructions that can be utilized by educators, artists and designers to facilitate socially-engaged projects in their communities and outside of traditional spaces of learning. Together, we will (re)imagine new directions for everyday performances and artistic activism, and form the basis for a disobedient curriculum across the disciplines.

Hosted by the School of Collaboration and Invention (socai.org), the project will culminate in a publication, designed and published later this year.
New Histories: The Gadsden Farm Project
Lamar Dodd School of Art | Third Floor Gallery

BY HOLLY HANESSION IN COLLABORATION WITH MICHAEL DIAZ

New Histories: The Gadsden Farm Project is a collaborative project that represents a community of memories woven into the agricultural history of Gadsden County, FL. Located adjacent to Leon County and the city of Tallahassee, Gadsden was once the wealthiest county in Florida as a result of Coca-Cola penny stock investments and its farming history.

The primary crop grown during the 1940’s was shade tobacco for making cigars, resulting in a $100,000,000 industry in Gadsden. Shade tobacco has been replaced by diminishing valued crops and is now a food desert and the poorest county in the State of Florida.

Working with the State of Florida Folklorist and Photographer, we have been able to interview and document the agricultural histories of 12 people from Gadsden County. The project has evolved through a series of farm visits, interviews, and a community meal. We have now built relationships with farmers, including first generation immigrants, fourth generation shade tobacco farmers, livestock farmers, organic vegetable growers, and an elder community member whose family owns large acreages of longleaf pines.

The project began with a piece of sweet potato pie on a handmade plate offered by Hanessian and Diaz on the first visit with each farmer. Video interviews took place and then later, everyone gathered for a dinner in the County seat of Quincy, at Damfino’s Cafe and Market (which serves accessible farm to table food) to honor all of the participants. Individual commemorative plates were given to each person for their agricultural contribution. Food was eaten, and stories were told. We now present the archive of the project through a series of photographs, video recordings, and handmade ceramic plates. Our work represents the living history of Gadsden County agriculture and the relationships forged between the collaborative partners.

The last leg of the project is now a series of installations that include a custom designed dinner table with embedded speakers that play excerpts from conversations, as well as a cross section of a greenhouse with an adobe floor that houses video monitors playing recordings of farmer interviews.

Ongoing
22nd-23rd February 2020
Friday  
21st February 2020  
4.00–7.00pm  
Ciné Bar + Cinema  
234 West Hancock, Athens

Opening Session  
Community Presentations and Conversation 

Deborah Gonzalez  
Politician, attorney, and community activist

Broderick Flanigan  
Artist and community activist

Celest Ngeve  
SheSpeaks, Director of Rutland Academy

Ruth Harman, Kevin Burke and Jason Mizell  
UGA Language and Literacy Education, Parkview Arts-based and Experiential Literacy After-School Programs

Lemuel LaRoche (Life)  
Chess and Community
Saturday 22nd February 2020

Registration
8:00–11:00am
Lamar Dodd School of Art
Third Floor Atrium

Breakfast
8:00-8:30am
Join us for coffee, muffins and bagels before we begin our presentations and conversations.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:30am</td>
<td>Mapping Social Practice: Perspectives in a Global Context</td>
</tr>
<tr>
<td></td>
<td>Presentations by BJ Bryson; Ephrat Huss, and, Kihyun Nam</td>
</tr>
<tr>
<td></td>
<td>EDUCATION ROOM AT THE GEORGIA MUSEUM OF ART</td>
</tr>
<tr>
<td>9:45-10:45am</td>
<td>Fostering Voices: Critical Engagement and Digital Media</td>
</tr>
<tr>
<td></td>
<td>Presentations by Amber Pitt; Rachel Fendler; Sara Scott Shields and Danielle Henn, and, Michelle Bae-Dimitriadis</td>
</tr>
<tr>
<td></td>
<td>ROOM N311</td>
</tr>
<tr>
<td>11:00-11:45am</td>
<td>Women’s Well-Being Initiative: Art and Digital Media-Based Community Projects to Promote Critical Agency and Social Justice for Disenfranchised Girls and Women</td>
</tr>
<tr>
<td></td>
<td>Presentation by Olga Ivashkevich and Hyunji Kwon</td>
</tr>
<tr>
<td></td>
<td>ROOM N104</td>
</tr>
<tr>
<td></td>
<td>K-12 Projects: Contributions from the Field</td>
</tr>
<tr>
<td></td>
<td>Presentations by Amanda Price, and; Sahar Aghasafarri; Kelli Rivins, and Brendan Nordgren</td>
</tr>
<tr>
<td></td>
<td>ROOM N315</td>
</tr>
<tr>
<td>11:45-1:00pm</td>
<td>Critical Conversations: A Portrait of Three Generations of Black Women Artist-Educator-Researchers</td>
</tr>
<tr>
<td></td>
<td>Presentation by Pamela Harris Lawton, Gloria Wilson, and Amber Coleman</td>
</tr>
<tr>
<td></td>
<td>ROOM N100</td>
</tr>
<tr>
<td></td>
<td>The Power of Participatory Art: Community Building and Social Empowerment through Creativity in Title 1 Schools and Underserved Neighborhoods</td>
</tr>
<tr>
<td></td>
<td>Presentation by Laura Shaw and Mandy Goodwin</td>
</tr>
<tr>
<td></td>
<td>ROOM N315</td>
</tr>
<tr>
<td></td>
<td>Issues of Race and Art Education</td>
</tr>
<tr>
<td></td>
<td>Presentations by Timothy Smith; Kathryn Fuller, and, Lisa Whittington</td>
</tr>
<tr>
<td></td>
<td>ROOM N100</td>
</tr>
<tr>
<td></td>
<td>Collaboration and Partnerships for Social Justice in Art Museum Education</td>
</tr>
<tr>
<td></td>
<td>Presentations by Carissa DeCindio and; Callan Steinmann and Sage Rogers Kincaid</td>
</tr>
<tr>
<td></td>
<td>AUDITORIUM AT THE GEORGIA MUSEUM OF ART</td>
</tr>
<tr>
<td></td>
<td>Socially Responsive Museum Pedagogy: Education at the Wexner Center for the Arts</td>
</tr>
<tr>
<td></td>
<td>Presentation by Dana Carlisle Kletchka and Shelly Castro</td>
</tr>
<tr>
<td></td>
<td>EDUCATION ROOM AT THE GEORGIA MUSEUM OF ART</td>
</tr>
<tr>
<td></td>
<td>Amplifying Student Voice through Socially Engaged Art</td>
</tr>
<tr>
<td></td>
<td>Presentations by Matthew Adelberg, and, Elizabeth Debban</td>
</tr>
<tr>
<td></td>
<td>ROOM N104</td>
</tr>
<tr>
<td></td>
<td>Hearing Unheard Voices through Theater and Performance</td>
</tr>
<tr>
<td></td>
<td>Presentations by Philip Branskit, Rogerio Pinto, and, Lori Power</td>
</tr>
<tr>
<td></td>
<td>EDUCATION ROOM AT THE GEORGIA MUSEUM OF ART</td>
</tr>
<tr>
<td></td>
<td>Musical Lives</td>
</tr>
<tr>
<td></td>
<td>Presentation by Laurie Scott and Courtney Castaneda</td>
</tr>
<tr>
<td></td>
<td>ROOM N100</td>
</tr>
<tr>
<td></td>
<td>‘No, we should do it’: Youth Training Youth in Activist Research Methods</td>
</tr>
<tr>
<td></td>
<td>Presentation by Kevin Burke, William Wright, Heidi Hadley, Megan Ave’Lallemand, and Raphael Eissa</td>
</tr>
<tr>
<td></td>
<td>ROOM N104</td>
</tr>
<tr>
<td></td>
<td>Addressing Issues Related to Aging, through Art Education</td>
</tr>
<tr>
<td></td>
<td>Presentation by Melanie Davenport, Pamela Harris Lawton, and Marjorie Manifold</td>
</tr>
<tr>
<td></td>
<td>AUDITORIUM AT THE GEORGIA MUSEUM OF ART</td>
</tr>
</tbody>
</table>
11:45-1:00pm  
**Keynote**  
Bill Kelley Jr.  
Room S151  
An inquiry into theorizing Community-Based Art: A curatorial perspective

1:00-2:30pm  
**Professional Development as Animating Force for Social Change**  
Presentations by Eunjung Chang, and; Kimberly Thomas  
ROOM N315

2:45-3:45pm  
**Intervening, Serving, and Engaging in Art Education**  
Presentation by Courtnie Wolfgang, Hannah Sions and Kate Duffy  
ROOM N100

**Negotiating Local Contexts and Material Unknowns through Visual Culture Interventions Aimed at Social Justice**  
Presentation by Christina Hanawalt, Morgan Boswell, Valeria LaPlaca, Brandi Sarama, Maddie Walsh, and Mallory Lind  
ROOM N311

**Transformative Potential of Art in International Contexts**  
Presentations by Peter Szto; Laurie Reyman, and; Natalia Pilato  
EDUCATION ROOM AT THE GEORGIA MUSEUM OF ART

**Arts-based Approaches to Critical Pedagogy in Higher Education**  
Presentations by Jeremy Blair, and; Audrey Thompson  
ROOM N104

4:00-4:45pm  
**Activating Communities through Social Practice, Collaboration, and Community Engagement**  
Presentations by Christina Foard, and; Ciyadh Wells  
ROOM N108

**New Histories: The Gadsden Farm Project**  
Presentation by Holly Hessnessian and Michael Diaz  
ROOM N311

**The Able-achian Project: Creative Demands for Campus Services**  
Presentation by Albert Stabler and Rebecca Long  
ROOM N104

**Political Discourse and Visual Literacy in Art Education**  
Presentation by kristin taylor and Lynette K. Henderson  
ROOM N215

**Re-envisioning Art Museums for the Inclusion of Marginalized and Rural Communities**  
Presentations by Mallory Lind, and; Charles Moore  
EDUCATION ROOM AT THE GEORGIA MUSEUM OF ART

*Saturday overview*

This is an interactive PDF. Click on the presentation title to get more information.
Saturday
22\textsuperscript{nd} February 2020

Presentations start at 8:30am
Lamar Dodd School of Art
Mapping Social Practice: Perspectives in a Global Context
SATURDAY | 8:30-9:30AM | EDUCATION ROOM AT THE GEORGIA MUSEUM OF ART | CHAIR: DIANE LEE

Justice Art from Streets and Galleries: Exploring International Perspectives of Migration HOSTED BY BJ BRYSON

This presentation focuses on the use of street and gallery art gathered internationally in assisting undergraduate social work students’ exploration of migration, immigration, discrimination, oppression, social justice, “citizenship” and social policy in the era of increased nationalism and alt-right rhetoric by political leaders.

Using Embodied Socially Embedded Aesthetics as a Theoretical Base for Social Justice Arts HOSTED BY EPHRAT HUSS

This presentation will outline the methods, as an example of the ability of art to work on many ecological levels simultaneously towards social justice the ability of such one-off arts projects and products to work on micro and macro levels simultaneously will be outlined.

(Im)possibility of Emancipatory Education: Crossing Boundaries of Dissensus and Consensus in Socially-Engaged Art with Refugee Youth HOSTED BY KIHYUN NAM

The purpose of this study is to investigate possibilities for emancipatory education through socially engaged art with refugee youth in South Korea. Through the project “VoiceUp”, the youth artists centered their voices and explored issues of belonging, citizenship, and human rights. The research discusses the notions of spatial, emancipatory and equality with/in art.

K-12 Projects: Contributions from the Field
SATURDAY | 8:30-9:30AM | ROOM N315 | CHAIR: SAGE KINCAID

Shaping the Self: Incorporating Social Justice in a Sculpture Curriculum. HOSTED BY AMANDA PRICE

Explore the link between personal and social narrative through a variety of sculpture lessons to incorporate social justice into a 3D art curriculum.

Culturally Sustaining Pedagogy and Art Integration to Support Emergent Bilingual Ninth Graders in a Biology Classroom. HOSTED BY SAHAR AGHASAFARI, KELLI BIVINS, AND BRENDAN NORDGREN

This research demonstrates how Culturally Sustaining Pedagogy and Art Integration can be utilized to support the learning of ninth-grade bilingual biology students, and give them an opportunity to critically analyze topics in biology and discover ways in which the curriculum is relevant to their social, cultural, and economic realities.

Issues of Race and Art Education
SATURDAY | 8:30-9:30AM | ROOM N100 | CHAIR: BRODERICK FLANIGAN

Reckoning with the Whiteness and Western-centrism of Posthumanism and Envisioning a Critical Posthumanist Social Justice Approach to Art Education. HOSTED BY TIMOTHY SMITH

By positioning decolonial, indigenous, and critical race lenses as primary frameworks for working through posthumanist discourses, this paper explores the ethical questions raised by considering a more critically inclusive conceptualization of posthumanism as a paradigm for rethinking art education research and practice toward societal impact and change.
Race and Revolution: Challenging Historical Narratives through Art.
HOSTED BY KATHRYN FULLER

Art has the power to provide diversity and equity in education spaces, yet class discussion around art is rarely used in this way. This presentation will introduce working theories on how contemporary artwork made by artists of varied cultures and ancestries can be used as a tool to decolonize curriculum.

How Emmett Till is Reconstructing the Art World
HOSTED BY LISA WHITTINGSTON

The death of Emmett Till was the catalyst for the Civil Rights Movement and is also stimulating change in contemporary art. The presenter describes how Emmett Till art, a protest, and a news article has shaken the art world and will also describe her practice as a social justice artist.

Amplifying Student Voice through Socially Engaged Art
SATURDAY | 8:30-9:30AM | ROOM N104 | CHAIR: CHRISTINA HANAWALT

Art as Microphone: Empowering Student Voice Through Transformative Art Education
HOSTED BY MATTHEW ADELBERG

Emergent practices of resistance, resilience, and solidarity to empower the unheard voices of students and community stakeholders in Baltimore City, Maryland through Transformative Education.

Using Social Commentary and Street Art to Visually Amplify Student Voice.
HOSTED BY ELIZABETH DEBBIAN

Learn how one teacher empowered her students to share their voices effectively (almost TOO effectively) through personal social commentary artwork and collaborative social commentary street art.

Fostering Voices: Critical Engagement and Digital Media
SATURDAY | 9:45-10:45AM | ROOM N311
CHAIR: SAHAR AGHASAFARI

It’s an Art Party and Everyone’s Invited: Exploring Critical Public Pedagogy and Arts-based Video Ethnography with Young Learners, Caregivers, and Community Artists.
HOSTED BY AMBER PIT

This research looks at how critical public pedagogy and community-based art practices open up spaces for equitable encounters in non-traditional learning spaces. Topics of discussion include arts-based video ethnography, young learners, and how one’s status of mother/caregiver informs relationships and the research process from a feminist perspective of care.

A Vision of Civically Engaged Art Education: Foot Soldiers Then and Now.
HOSTED BY RACHEL FENDLER, SARA SCOTT SHIELDS AND DANIELLE HENN

This research explores how art education can support civic engagement, taking inspiration from the confluence of social media, activism, and critical digital making, which point to art making as both a mode of expression and a civic practice for youth.

Youth Mobile Sustainability: Land Politics and Environmental Justice.
HOSTED BY MICHELLE BAE-DIMITRIADIS

Presented is a minoritized youth-led collaborative community research project on mobile sustainability to advance critical understanding of land and water in relation to environmental racism within U.S. settler colonial system. Highlight is an alternative curriculum space to make a new relationship with the land for social/environmental change.
A Portrait of Three Generations of Black Women Artist-Educator-Researchers.
HOSTED BY PAMELA HARRIS LAWTON, GLORIA WILSON, AND AMBER COLEMAN

This presentation examines the lived experiences of three Black women arts scholars spanning three (3) generations and career stages: emerging/student, mid-career, and late-career. Through narrative co-inquiry using a critical portraiture approach, presenters create a nuanced portrait of the lives of Black women artist-educator-researchers in predominantly White institutions.

Collaborations and Partnerships for Social Justice in Art Museum Education
SATURDAY | 9:45-10:45AM | AUDITORIUM AT THE GEORGIA MUSEUM OF ART | CHAIR: MALLORY LIND

Imagining Things Being Otherwise: Building Community in Art Museum Programming.
HOSTED BY CALLAN STEINMANN AND SAGE ROGERS KINCAID

This session will examine two visitor-centered art museum programs; through the practices of artmaking and mindfulness, these programs offer participants new ways of being and performing community in a museum space. Presenters will share findings from two doctoral studies and include suggestions for museum professionals seeking to build community within their programming.

Hearing Unheard Voices through Theater and Performance
SATURDAY | 9:45-10:45AM | EDUCATION ROOM AT THE GEORGIA MUSEUM OF ART | CHAIR: JANE MCPHERSON

The Georgia Incarceration Performance Project.
HOSTED BY PHILIP BRANKIN

The Georgia Incarceration Performance Project is a cross-institutional collaboration using archival materials create a performance confronting Georgia's history of incarceration and incarcerated labor. The partners involved include the UGA Department of Theatre & Film, the UGA Special Collections Libraries, Spelman College and local incarcerated populations.

Art installation as a Theater Stage to Broadcast Unheard Voices.
HOSTED BY ROGERIO PINTO

This abstract concerns my play, Marília, and a community art installation, The Realm of the Dead, to serve as the stage set for the play.

Using Theater Strategies in the Academic Classroom.
HOSTED BY LORI POWER

This experiential workshop will explore some of the many ways educators can use theater in traditional academic classrooms to expand students’ understanding of concepts, ideas, and other people. A focus will be on using theater for the goal of social justice and inclusion.
‘No, we should do it’: Youth Training Youth in Activist Research Methods
SATURDAY | 9:45-10:45AM | ROOM N104 | HOSTED BY KEVIN BURKE, WILLIAM WRIGHT, HEIDI HADLEY, MEGAN AVE‘LALLEMANT, AND RAPHAEL EISSA

We attend in this work to the ways in which youth both succeed at and fail creatively in training other youth in community-arts based research methods. The literature fails, we find, at thinking about the failure that is inherent in this kind of work, even as success itself gets redefined, of necessity, in the midst of the process. We’ll present with the youth at the conference and their voices, about learning to do research and to deal with the vicissitudes of helping train their peers in the methods of the work strikes us as particularly germane to the purposes of the conference.

Women’s Well-Being Initiative: Art and Digital Media-Based Community Projects to Promote Critical Agency and Social Justice for Disenfranchised Girls and Women
SATURDAY | 11:00-11:45AM | ROOM N104 | HOSTED BY OLGA IVASHKEVICH AND HYUNJI KWON

Two presenters will discuss two of the art-based, interdisciplinary university-community partnership projects, named, Women’s Well-Being Initiative’s (WWBI), between University of South Carolina (USC) faculty members and community partners, including a local juvenile arbitration program, women’s shelter, and sexual violence survivors on USC campus to promote disenfranchised girls’ and women’s critical agency and social justice.

The Power of Participatory Art: Community Building and Social Empowerment through Creativity in Title 1 Schools and Under-served Neighborhoods
SATURDAY | 11:00-11:45AM | ROOM N315 | HOSTED BY LAURA SHAW AND MANDY GOODWIN

Our project seeks to demonstrate how large-scale collaborative arts initiatives build community and act as powerful conduits for social change for under-served, and under-represented youth and communities. Paint Love has served over 10,000 youth facing poverty or trauma, and regularly facilitates large-scale art projects that we believe create community pride and belonging, and empower participants to be voices for social change.

Socially Responsive Museum Pedagogy: Education at the Wexner Center for the Arts
SATURDAY | 11:00-11:45AM | EDUCATION ROOM AT THE GEORGIA MUSEUM OF ART | HOSTED BY DANA CARLISLE KLEITCHKA AND SHELLY CASTO

We suggest that the Wexner Center for the Arts, by providing vibrant and interrelated experiences informed by community, curatorial, scholarly, and education perspectives, constitutes a powerful, community-engaged momentum toward social justice at Ohio State, in Columbus OH, and globally through the work of our students.

Musical Lives
SATURDAY | 11:00-11:45AM | ROOM N100 | HOSTED BY LAURIE SCOTT AND COURTNEY CASTANEDA

Musical Lives is a collaborative community program that aims to provide high quality musical experiences for children while developing a commitment to working in underserved communities among Butler School of Music undergraduate and graduate students. We feel we have set a standard that highlights the combined impact of high expectations, skilled teaching, and belief in the potential of every child.
Addressing Issues Related to Aging through Art Education
SATURDAY | 11:00-11:45 AM | AUDITORIUM AT THE GEORGIA MUSEUM OF ART
HOSTED BY MELANIE DAVENPORT, PAMELA HARRIS LAWTON, AND MARJORIE MANIFOLD

In this session, presenters invite attendees to engage with topics surrounding the needs of older adults and to consider how the arts might contribute to their wellbeing. Discussion will address access, equity, ageism, and current initiatives in the emerging field of Creative Aging.

Lunch | 11:45am-1:00pm | Lamar Dodd School of Art

Professional Development as Animating Force for Social Change
SATURDAY | 2:45-3:45 PM | ROOM N315 | CHAIR: SARA SCOTT SHIELDS

Unpacking African American History through Works of Art. HOSTED BY EUNJUNG CHANG

The presentation's purpose is to demonstrate racially and culturally responsive teaching plays a critical role in how students themselves come to understand their ethnic self-esteem, cultural diversity, and social inclusion. The participants will receive exemplary instructional resources that will open real dialogues and bring real life issues into classrooms.

Building Relationships – Conversations and Art on Race in the Classroom.
HOSTED BY KIMBERLY THOMAS

In order for growth and healing, we must start a conversation. Educators often fear the subject of race because we feel we must have the "right" answer. This proposal seeks to arm educators and leaders with the knowledge to build a conversation about race through art and making.

Intervening, Serving, and Engaging in Art Education
SATURDAY | 2:45-3:45PM | ROOM N100 | HOSTED BY COURTNIE WOLFGANG, HANNAH SIONS AND KATE DUFFY

This session details a collaboration between community partners, art education faculty, and students from Finland and the USA working through frameworks of service, intervention, and engagement through the arts.

Negotiating Local Contexts and Material Unknowns through Visual Culture Interventions Aimed at Social Justice
SATURDAY | 2:45-3:45PM | ROOM N311 | HOSTED BY CHRISTINA HANAWALT, MALLORY LIND, MORGAN BOSWELL, VALERIE LAPLAGA, BRANDI SARAMA, AND MADIE WALSH

In this session, students from recent semesters of the course Art & Society: Visual Culture, Diversity, and Pedagogy join two course instructors to discuss Visual Culture Interventions implemented on campus and in local community spaces during the course.

Transformative Potential of Art in International Contexts
SATURDAY | 2:45-3:45PM | EDUCATION ROOM AT THE GEORGIA MUSEUM OF ART | CHAIR: DANIEL MCCRARY

Coming into Communities of Care: Canton, China & Council Bluffs, IA.
HOSTED BY PETER SZTO

The theme of my research project is the impact of stigma on mental health. The research focused on persons with a severe and persistent mental illness coming into communities of care, and what that looks like.
Stories of Awakening through Art from Conflict-Affected Youth. HOSTED BY LAURIE REYMAN

Social justice is a foundational tenet of the work of Colors of Connection, a non-profit who engages with conflict-affected youth and their communities through art to provide healing, connection, and a public platform for self-representation. This presentation will outline our model, and demonstrate our impact through stories from our projects.

A Painted Conversation: Narrative Inquires in Community Based Art.
HOSTED BY NATALIA PILATO

This presentation investigates how community-based mural making was used for building social capital in San Ignacio, Belize, to support the development of social responsibility and democratic participation.

Arts-based Approaches to Critical Pedagogy in Higher Education
SATURDAY | 2:45-3:45PM | ROOM N104 | CHAIR: JAMES ENOS

“Them”. HOSTED BY JEREMY BLAIR

This session introduces a new method of arts-based autoethnography called “Them” where preservice art education students document, recreate, illustrate, and destroy their lived cultural stereotypes and injustices.

Step Two: Vulnerability and Community in Social Justice Classrooms.
HOSTED BY AUDREY THOMPSON

Drawing upon feminism, queer theory, whiteness theory, post-structuralism, and a politicized pragmatisism, my own imperfect pedagogy evades both incrementalism and the structured intensification of conflict. Starting where you are sounds like common sense: there seems to be no other choice. Yet we are in multiple, shifting relationships, with potentially contradictory commitments.

Activating Communities through Social Practice, Collaboration, and Community Engagement
SATURDAY | 4:00-4:45PM | ROOM N100 | CHAIR: JEFF BROOME

Imagination Squared: Pathways to Resilience. HOSTED BY CHRISTINA FOARD

Imagination Squared: Pathways to Resilience is a free, social ecology project that incites contemplation and conversation on resilience in Athens, GA, culminating in an exhibition of approximately 1000 collected works made by the public just prior to the 2020 presidential election.

How Artist Collectives Work Towards Social Change. HOSTED BY CIYADH WELLS

In this presentation, Ciyadh Wells will explore how the Margins Guitar Collective uses the artist collective model and music to advocate for greater social change.

New Histories: The Gadsden Farm Project
SATURDAY | 4:00-4:45PM | ROOM N311 | HOSTED BY HOLLY HANESSIAN AND MICHAEL DIAZ

New Histories: The Gadsden Farm Project is an art and agricultural justice project, which will be presented as an art installation during the Social Justice Symposium at the Lamar Dodd School of Art. Additionally, we would like to present on the project under the Practitioner-Based Artistic Community Project category.
The Able-achian Project: Creative Demands for Campus Services  
SATURDAY | 4:00-4:45PM | ROOM N104 | HOSTED BY ALBERT STABLER AND REBECCA LONG

We will present our ongoing work to document and creatively amplify the experiences of members of our campus community who attempt to find and utilize services that provide or enhance access to learning and other essential aspects of college life.

Political Discourse and Visual Literacy in Art Education  
SATURDAY | 4:00-4:45PM | ROOM N315 | HOSTED BY KRISTIN TAYLOR AND LYNETTE K. HENDERSON

Curriculum and methods of the interdisciplinary and political theme of food, including subtopics like accessibility, health, agricultural practices, labor/immigration, economics, and global warming, will be presented with pre-service students’ mixed-media artwork and writing. Political discourse and visual literacy strategies will be discussed, with detailed project overview provided to participants.

Re-envisioning Art Museums for the Inclusion of Marginalized and Rural Communities  
SATURDAY | 4:00-4:45PM | EDUCATION ROOM AT THE GEORGIA MUSEUM OF ART | CHAIR: CALLAN STEINMANN

Perceptions of Rural: Understanding the Possibilities for Access to Art Museums  
HOSTED BY MALLORY LIND

This proposal presents a doctoral research study focusing on rural access to art museums for adult populations. The research employs post-qualitative inquiry and post-structural theories to understand the relational qualities at play in the intersections of art museums and rural communities.

An Analytical Study on How Early Exposure to Art Museums Can Bring More African Americans to Explore Artistic Ingenuity.  
HOSTED BY CHARLES MOORE

My proposal is to submit research from the findings of a visitor study conducted at the Whitney Museum during the Biennial and the current student body landscape at one of the most prominent art history doctorate programs in the country (Princeton University).

Reception  | 5:00-7:00pm
Lamar Dodd School of Art | First Floor Atrium
“Artists function at the intersection of many disciplines as researchers, activists, and problem solvers”

– Jessica Hamlin and Joe Fusaro, 2018
Sunday 23rd February 2020

Registration
8:00–11:00am
Lamar Dodd School of Art
Third Floor Atrium

Breakfast
8:00-8:30am
Join us for coffee, muffins and bagels before we begin our presentations and conversations.
## Sunday Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:30 am</td>
<td><strong>Responding to the Challenge to Care: Curricular Suggestions for Social Justice Art Education</strong>&lt;br&gt;Presentations by Jeffrey Broome, Bryna Bobick, Alyssa Ruggiero, Cindy Jesup and Kasey Stuart</td>
<td>ROOM N315</td>
</tr>
<tr>
<td>9:45-10:45 am</td>
<td><strong>Critical Activism through STEAM and Memes</strong>&lt;br&gt;Presentations by Nara Kim, and, Jhih-Yin Diane Lee</td>
<td>ROOM N100</td>
</tr>
<tr>
<td>11:00-11:45 am</td>
<td><strong>Provocative Orientations: Place, Community, and Justice</strong>&lt;br&gt;Presentations by Dana Levin and Jill Grant, Erik Elmgren, and, Carolina Blatt-Gross, Colleen Sears and Eric Laprade</td>
<td>ROOM N211</td>
</tr>
<tr>
<td></td>
<td><strong>Critical and Collaborative Making with Children and Adolescents</strong>&lt;br&gt;Presentations by Tanjerine Vei, Stephen Newbold, and, Nova Mead</td>
<td>ROOM N100</td>
</tr>
<tr>
<td></td>
<td><strong>Decentering Notions of Teacher and Learner through Field Practicum Experiences at a Local Makerspace</strong>&lt;br&gt;Presentation by Kira Hege- man and Jaye Johnson-Thiel</td>
<td>ROOM N104</td>
</tr>
<tr>
<td></td>
<td><strong>Addressing Gender and Civil Injustice through Artistic Practice</strong>&lt;br&gt;Presentation by Amber Ward</td>
<td>ROOM N315</td>
</tr>
<tr>
<td></td>
<td><strong>Investigating Social Justice Topics in Higher Education</strong>&lt;br&gt;Presentations by Bokyoung Jo; Kathy Brown, and; Valerie Dibble</td>
<td>ROOM N311</td>
</tr>
<tr>
<td></td>
<td><strong>Responding to the Challenge to Care: Curricular Suggestions for Social Justice Art Education</strong>&lt;br&gt;Presentations by Jeffrey Broome, Bryna Bobick, Alyssa Ruggiero, Cindy Jesup and Kasey Stuart</td>
<td>ROOM N315</td>
</tr>
<tr>
<td></td>
<td><strong>Critical Activism through STEAM and Memes</strong>&lt;br&gt;Presentations by Nara Kim, and, Jhih-Yin Diane Lee</td>
<td>ROOM N100</td>
</tr>
<tr>
<td></td>
<td><strong>Provocative Orientations: Place, Community, and Justice</strong>&lt;br&gt;Presentations by Dana Levin and Jill Grant, Erik Elmgren, and, Carolina Blatt-Gross, Colleen Sears and Eric Laprade</td>
<td>ROOM N211</td>
</tr>
<tr>
<td></td>
<td><strong>Critical and Collaborative Making with Children and Adolescents</strong>&lt;br&gt;Presentations by Tanjerine Vei, Stephen Newbold, and, Nova Mead</td>
<td>ROOM N100</td>
</tr>
<tr>
<td></td>
<td><strong>Decentering Notions of Teacher and Learner through Field Practicum Experiences at a Local Makerspace</strong>&lt;br&gt;Presentation by Kira Hege- man and Jaye Johnson-Thiel</td>
<td>ROOM N104</td>
</tr>
<tr>
<td></td>
<td><strong>Addressing Gender and Civil Injustice through Artistic Practice</strong>&lt;br&gt;Presentation by Amber Ward</td>
<td>ROOM N315</td>
</tr>
<tr>
<td></td>
<td><strong>Investigating Social Justice Topics in Higher Education</strong>&lt;br&gt;Presentations by Bokyoung Jo; Kathy Brown, and; Valerie Dibble</td>
<td>ROOM N311</td>
</tr>
</tbody>
</table>
Responding to the Challenge to Care: Curricular Suggestions for Social Justice Art Education
SUNDAY | 8:30-9:30AM | ROOM N315 | HOSTED BY JEFFREY BROOME, BRYNA BOBICK, ALYSSIA RUGGIERI-RO, CINDY JESUP AND KASEY STUART

Reports of violence, bullying, and outbursts of vitriol occur on an increasingly frequent basis. In consideration of these disturbing events, a concerned panel of art educators advocates for caring approaches to art curriculum as a way to foster humanizing experiences for students.

Investigating Social Justice Topics in Higher Education
SUNDAY | 8:30-9:30AM | ROOM N311 | CHAIR: AMBER PITT

Shedding Light on Blind Spots: Redesign Socially Engaged Art Appreciation Curriculum with Idea Visualization, HOSTED BY BOKYOUNG JO

This research is focusing on how to develop and create “socially engaged art appreciation class” for engaging students to participate in social action, justice, and community.

Social Justice Praxis and Pre-Service Elementary Generalists’ Art Education, HOSTED BY KATHY BROWN

A novice teacher educator incorporates issues of gender, social class and race into an elementary generalists art methods courses. Utilizing narrative inquiry self-study, the researcher investigates the experience from the perspective of both instructor and students. SJAE higher education art lesson ideas will be shared in this research talk.

Collaborative Research Based Service learning Projects, HOSTED BY VALERIE DIBBLE

This presentation will focus on the many collaborative, large-scale print projects that the Kennesaw State print students have participated in. We seek out and implement projects that respond to the things happening in our world in an effort to raise awareness.

Provocative Orientations: Place, Community, and Justice
SUNDAY | 8:30-9:30AM | ROOM N104 | CHAIR: NARA KIM

Photovoice with Ten Friends Diner: Exploring Peer Support and Mental Health through Photos, HOSTED BY DANA LEVIN AND JILL GRANT

A photovoice project was conducted with Ten Friends Diner, a consumer survivor initiative and restaurant in Windsor, Ontario, to try to understand what the diner means to its employees and members. Participants were asked to take photographs that showed the significance of the diner on their lives and the community.

Creative Placemaking as Part of Musical Study in Higher Education: A History and Practical Considerations for Students and Faculty, HOSTED BY ERIK ELMGREN

Music curriculum in higher education can be reimagined to include creative placemaking as an essential teaching tool and vehicle for improving connection between university music programs and their surrounding communities. This proposal discusses learnings from two community engaged music projects between UGA students and Athens community organizations.

Springs Eternal: Teaching Eco-Justice through Artistic Collaborations, HOSTED BY CAROLINA BLATT-GROSS, COLLEEN SEARS AND ERIC LAPRADE

This presentation will detail “Springs Eternal: Art, Water, Change,” an interdisciplinary project designed to raise awareness about water-based environmental issues and engage students, teachers, and community members in dialogue about eco-justice. Stemming from a gallery exhibition of the same name, a network of collaborations incited rich programming and curricular initiatives.
Critical Activism through STEAM and Memes
SUNDAY | 9:45-10:45AM | ROOM N100 | CHAIR: ELLEN KLINIER

Exploring Culturally and Linguistically Diverse Childrens’ Voices of Community Cultural Wealth through Technology-based Art Practice. HOSTED BY NARA KIM

In this innovative technology-based art project, culturally and linguistically diverse (CLD) learners created three-dimensional art to express and illustrate their cultural wealth, to explore their value of the social institution and social connection to their community, and to understand spatial relationship based on the community cultural wealth theoretical framework.

The Inspirational Meme Project: A Critical-Pedagogical-Driven Online Art Activism Campaign. HOSTED BY JHIH-YIN DIANE LEE

A university course instructor will present her implementation of The Inspirational Meme Project, an online course assignment driven by critical pedagogy and executed by visual arts undergraduates serving as activist artists. She will also reflect on her curriculum design from the role as course instructor/critical pedagogy practitioner/art education researcher.

Decentering Notions of Teacher and Learner through Field Practicum Experiences at a Local Makerspace
SUNDAY | 9:45-10:45AM | ROOM N104 | HOSTED BY KIRA HEGEMAN AND JAYE JOHNSON-THIEL

This session explores possibilities for art education field-based experiences to challenge perceptions of power and control and invite students to write new narratives around teaching, learning, community, and possibility.

Addressing Gender and Civil Injustice through Artistic Practice
SUNDAY | 9:45-10:45AM | ROOM N315

“Sweep it Under the Rug”: A Performance on Gender. PERFORMED BY AMBER WARD

The “Sweep it Under the Rug” performance works against the social and historical constructs of gender by pushing boundaries, inviting participation, and advancing equity.

RETURN TO OVERVIEW
Sunday
23rd February 2020

Closing Session
11:00-12:00am
Lamar Dodd School of Art
Room S150
2019