***Doing Visual and Arts-Based Research***

***UED 75100-01 /58269***

Professor Gene Fellner (gene.fellner@csi.cuny.edu)

Spring 2019

Monday 4:15-6:15

Room 3309

**Email: gene.fellner@csi.cuny.edu Skype: genefellner**

In the past decade there has been an explosion of visual and arts-based research projects across several disciplines (e.g. anthropology, educational, public health, psychology, sociology). Arts-based research is an approach to inquiry, a methodology, which relies on artistic means to interrogate, reflect upon, and understand ideas, situations, relationships, experiences and structures. Like traditional research, arts-based inquiry seeks to raise awareness, broaden insight and understanding, and produce knowledge. Unlike traditional research, the value of arts-based research lies in its ability to evoke experience, celebrate nuance, validate feeling, promote reflexivity and generate empathy rather than adhere to established research concepts of generalizability, replicability and “truth.” Ambiguity, complexity, polyphony and polysemy – the welcoming of multiple voices, meanings and perspectives – are friends of an arts-based methodology. Visual methods are also used to document phenomena and make visible patterns that might otherwise remain invisible.

In this course we will explore different visual arts-based methods of inquiry, including photography, drawing and painting, video and collage, paying particular attention to projects that are dedicated to building a better future for all and making our world more just. Visiting arts-based researchers will discuss their visual explorations, and a number of assigned readings will help us to theorize our own work and that of others. Central to this course will be your own visual inquiry into a subject that is of importance to you. Students may opt to analyze arts-based data that you have already gathered or to represent existing research findings in an alternative visual or multimedia form. Through discussion and analysis of your own work and that of visiting artist-researchers, you will develop conceptual and methodological skills to be applied in your own visual arts-based explorations. The course is organized around a commitment to joy, pleasure and playful experimentation as vital ingredients to arts-based research, analysis, and scholarship.

Besides the assigned readings and participation in class discussions, you will be expected to:

1. Maintain a **Running Journal** as part of our “Arts-based research and visual methodologies” website on CUNY Commons (https://ued75100.commons.gc.cuny.edu)**.** The Journal will include the ideas/theories that spoke to you from the readings, why they spoke to you, what connections you make to the ideas in the articles. Also included in your journal will be your:

2. **Final Project:** Your thinking, planning, and execution of your final project. Include your images and thoughts and the artists and thinkers who are helping you conceive of your own arts-based / visual project.

**3.** You will also respond to your colleagues’ journals on our CUNY Commons site.

***Tentative Schedule***

**We may make changes to the syllabus as the semester proceeds.**

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Topic/ | **In class** | Readings and viewings |
| (1)1/28 | Getting to know each other. Art Methodology and arts-based research, and thinking about images. Reviewing the syllabus. | Introductions: Who we are, why we’re here.Discussion of arts-based research and visual methodologies* Looking, perception, and interpretation. Imagination and hegemony. Relationship between what we see and what we know, what we believe and our experiences.
* Thinking about images: who produces them, how they are produced, why are they produced, for whom are they produced, how are they disseminated, what form they take and the strengths of those forms (photography, painting, collage, video, installation, performance, multimodal etc.)?

Class Projects Discussion:1. Individual final project: Choose a theme you are interested in exploring visually. What artists do you know of who explore that theme? How will you explore your theme using visual and arts-based approaches?
2. Maintain a running journal of text and images that documents your thinking about and progress on your own project. Your thoughts might be influenced by our readings and discussions, which should also be considered by your journal posts. Share journal entries on our CUNY Commons website: *arts-based research and visual methodologies, spring 2019.* You can upload images as well as input text on to your page on the Commons’ website.

Brief introduction to six artist-scholars who use arts-based and visual methodologies and who will be visiting our class this semester.* Victoria Restler
* Robert Shreefter
* Wendy Lutrell
* Gene Fellner
 |  |
| (2)2/4 | Our discussion on arts-based research and visual methodologies continues. Websites and videosAnd images | Discussion of articlesLooking at some of the assigned videos together and analyze them in terms of the ideas we discussed last week. | **To look at:**See page link on Commons’ website for “**websites to look at for week 2.”****read:** 1. **Barone & Eisner**, *What is and what is not arts-based research*.
2. **Rose:**

*Toward a critical visual methodology*1. **Eisner:** *Concerns and aspirations for qualitative research in the new millennium*
2. **Wang et al.**, *Arts-based methods in socially engaged research practice: A classification framework*

 |
| (3)2/11 | Qualitative Research, stance, and the purpose of evocation | Discussion of readingsArtists and themes that are meaningful to the theme you are investigating and/or the type of approach you’d like to apply to that theme. Bring digital images so we can look at and talk about them together. Make notes in your journal about them.  | **To read:** 1. **Pink,** *multimodality, multisensoriality and ethnographic knowing*
2. **Jordan,** *Directing energy: Gordon Matta-Clark’s pursuit of social sculpture.*
 |
| 2/18 | NO CLASSES |  |  |
| (4)2/25 | Gene Fellner, thinking about disability, research ethics, participatory research, and arts-based methodologies. Visuality and counter-visuality. |  | To read:1. **Hooks,** *Black looks, race and representation*
2. **Teju Cole: What does it mean to look at this?**
3. **Gene’s draft article?**
 |
| (5)3/4 | Victoria  |  | **To read and browse:**[**http://scalar.usc.edu/works/re-visualizing-care/index**](http://scalar.usc.edu/works/re-visualizing-care/index)<http://thosewhocanproject-blog.tumblr.com>**http://victoriarestler.org** |
| (6)3/11 | Your own work so far | **Discussion of your own projects so far, images related to that project, texts that have influenced you in the choice of your theme and your approach to that theme** |  |
| (7)3/18 | Wendy LuttrellPhoto Voice, Ethnograpy, and visual methodologies  |  | **To read:****1. Luttrell:** A camera is a big responsibility**2. Luttrell:** Children framing childhoods and looking back**3. Luttrell:** Pregnant bodies, fertile minds, Chapter 3 |
| 83/25 | Museum of Natural History with Cristina Trowbridge |  | Trowbridge, Drawing Attention |
| (9)4/1 | In class workshop | You will work on your own projects during class as we discuss them.  | **To read:**1. **Boyd:** (Re)visualizing women who use drugs
2. **Goodfellow: Looking through the learning disability lens**
 |
| (10)4/8AERA | In class workshop two if class is in session. It may be cancelled because of the AERA conference in Toronto. |  |  |
| (11)4/15 | Robert Shreefter |  | **To read:**Borders/Fronteras: Immigrant students’ worlds in art |
| 4/22 | No classes |  |  |
| (12)4/29 | Asilia Franklin-Phipps |  | **To read:**TBD |
| (13)5/6 | Final project presentations |  |  |
| (14)5/13 | Final project presentations |  |  |
| (15)5/20 | Final project presentations |  |  |
|  |

**Citations for some of the assigned readings:**

Barone, T., & Eisner, E. (2006). Arts-based educational research. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.), *Handbook of complimentary methods in education reserach* (pp. 95–110). Washington, D.C.: American Educational Research Association.

Barone, T., & Eisner, E. W. (2012). What is and what is not arts-based research. In *Arts-based research* (pp. 1–12). Los Angeles: SAGE Publications.

Boyd, J. (2017). (Re)visualizing women who use drugs. *Visual Studies*, *32*(1), 70–80. https://doi.org/http://dx.doi.org/10.1080/1472586X.2017.1286948

Eisner, E. W. (2001). Concerns and aspirations for qualitative research in the new millennium. *Qualitative Research*, *1*(2), 135–145. https://doi.org/10.1177/146879410100100202

hooks, bell. (2015). *Black looks: Race and representation*. New York: Routledge.

Jordan, C. M. (2017). Directing energy: Gordon Matta-Clark’s pursuit of social sculpture. In *Gordon Matta-Clark: Anarchitect* (pp. 36–63). New Haven, CT: The Bronx Museum of the Arts and Yale University Press.

Luttrell, W. (2003). *Pregnant bodies, fertile minds: Gender, race and the schooling of pregnant teens*.
 New York: Routledge.

Luttrell, W. (2010). A camera is a big responsibility: a lens for analysing children’s visual voices. *Viusal Studies*, *25*(3), 224–237. https://doi.org/10.1080/1472586X.2010.523274

Luttrell, W. (2016). Children framing Childhoods. In J. Moss & B. Pini (Eds.), *Visual research methods in educational research* (pp. 172–188). Palgrave, Macmillan. Retrieved from http://www.wendyluttrell.org/framing-childhoods/

Pink, S. (2011). Multimodality, multisensoriality and ethnographic knowing: social semiotics and phenomenology of perception. *Qualitative Research*, *11*(3), 261–276. https://doi.org/10.1177/1468794111399835

Rose:Visual methodologies (Rose, 2016)

Wang, Q., Coemans, S., Siegesmund, R., & Hannes, K. (2017). Arts-based methods in socially engaged research practice: A classification framework. *Art | Research International*, *2*(3), 2(2) 4–39.

.

.

**Additional suggested readings (**some of which are listed, in whole or in excerpt version, on our Commons’ website**)**

**Barone & Eisner:** Arts-based educational research (Tom Barone & Eisner, 2006)

**Berger, J. (1972). *Ways of seeing*. London: Penguin Books.**

**Connor, D. J.** (2009). Creating cartoons as representations: Visual narratives of college students with learning disabilities. *Educational Media International*, *46*(3), 185–205.

**Garoian:** Silent gaps of visual culture (Garoian, 2006)

**Leavy:** Introduction to arts-based research (Leavy, 2017)

**Leavy:** Method meets art: Arts-based research practice (Leavy, 2009)

**Mirzoeff, N**. (2011). The right to look. *Critical Inquiry*, *37*(3), 473–496.

**Mitchell:** Doing visual research (Mitchell, 2011)

**Piper & Frankham:** Seeing voices and hearing pictures: Image as discourse and the framing of image-based research (Piper & Frankham, 2007)

**Piantanida, MacMahon & Garman**: On the value of “leaky boundaries” (Piantanida, MacMahon, & Garman, 2003)

**Slattery:** The educational researcher as artist working within

**White, Garoian & Garber:** Speaking in tongues: The uncommon ground of arts-based research (White, Garoian, & Garber, 2010)