

FIRST CALL FOR PROPOSALS

International Curriculum Mini Grant Program 2018

Sponsored by the Northwest International Education Association


The NIEA has been providing grants for the internationalization of college curricula at member colleges for many years. The grants are intended to assist faculty in designing new courses, making comprehensive revisions to existing courses, or adding modules to existing courses. Course materials that are developed with an NIEA award will be made available to any instructor in any member college through our website.

Awards are awarded for courses in Anthropology, Area Studies, Art, Business, Environmental Science, Gerontology, History, Humanities, Literature, Politics, Sociology, Speech, Veterinary Technology, World Languages, and many other disciplines.

We strongly encourage faculty in scientific disciplines to apply!

Application Form and Guidelines

(See second page for deadlines & submission information)

Name of Applicant: Rachel J. Siegel
College or University: Portland Community College
Discipline: Photography, Art and Liberal Arts & Humanities Departments
Contact information (e-mail, telephone) rachel.siegel1@pcc.edu
Signature of applicant (e-signature acceptable) 

Please have your Department Head, Chair, Dean or other college official send an email to Dr. Heather Lukashin, mini-grant coordinator and Vice President for NIEA, at hlukashin@olympic.edu acknowledging support for your curriculum plan.

Award Categories:

Organizing a new interactive international activity that can be replicated	\$500
Adding a new unit to an existing course	\$750 ✓
Complete revision of an existing course	\$950
Development of a whole new course	\$1,250

Submissions **MUST** be sent electronically. A NIEA team representing several member institutions will review submissions. Submissions become property of NIEA and may be used as exemplars for future grant applications.

Payment for completed projects will be made when the NIEA verifies completion and, to receive the award, winners must teach the course by the spring quarter or semester of 2018, unless you are developing a whole new course and then it needs to be taught by the spring term of 2019. Recipients of awards will be asked to participate on a NIEA mini-

grant panel at our fall workshop and provide their picture and synopsis of their grant-winning project for NIEA's website.

The NIEA will pay the full amount directly to award winners. Award winners will be responsible for any and all tax or other obligations arising out of the award.

Description of Proposed Project

1. Fill in one of the following options:

- If a new course, indicate course number and title.
- If a complete revision of an existing course, indicate course number and title.
- If a new unit of an existing course, indicate course number, title, and unit topic.

I will create a new unit for an existing course(s), Art140 (A, B, C): Digital Photography. The new unit, "Faces of Change: Portraits Bridge Divisions," will cover the topic of international portraiture that empowers understanding, empathy and voice for a vast range of marginalized and displaced people on the globe. The photographic story has the power to communicate across cultures.

- This project is not a course, but an interactive international learning activity

2. If the course focuses on service learning abroad, please explain here.

3. When will the new or revised course be taught?

The course will be taught Spring 2018. Unit will be taught during late April and early May 2018 and be a fourth of the course material. I will be able to hone the unit and teach again in the future. And I am happy to share this curriculum with other photography instructors.

4. Provide a two-page proposal. * See separate attachment for criteria used by the selection committee to help format your proposal. Please address the following in your proposal:

- Description of content
- Statement of learning objectives/outcomes
- Outline of classroom methodologies and activities/out of class assignments/experiential components.
- List of products proposed (for example: syllabus, handouts, student activity materials, pre and post tests, maps, charts, study guides, articles, review questions)
- Explain how your proposal internationalizes the curriculum on your campus

APPLICATIONS DUE (emailed by) – April 27, 2018

COURSE MATERIALS TO BE SUBMITTED NO LATER THAN – June 28, 2019

Submit completed application form electronically (1 copy) to:

Dr. Heather Lukashin at hlukashin@olympic.edu

“Faces of Change: Portraits Bridge Divisions”

Proposal for new unit for Art 140 (A, B, C)

Rachel J. Siegel

□ Description of content

“Faces of Change: Portraits Bridge Divisions” is a new unit that will cover photographers who create portraits with international themes and social narratives. The images shared with students are photographed in Africa, South America, Asia, the Middle East and Europe. The artwork will show individuals whose stories are altered by a broad range of social issues. Race, sex, religion, border walls, immigration and even war will be represented in the photographic artwork presented to the students. The stories of individuals and their lives told through the images will create an opportunity for students to understand the complexity of life for people around the world. Some of my students lives may have commonalities but most will have vastly different stories from their own. The photos will be a bridge to share a variety of different cultural viewpoints. The goal is to create understanding, empathy and voice for a vast range of people. Students, inspired, will then be asked to share stories of people they know through portraiture. Students will produce a class exhibition with a theme and display on campus.

Developing this new unit will afford me time to share and discuss very powerful contemporary portrait projects, along with looking at historic use of portraiture and its power to address social issues. I have covered many of the great European and American documentarians, portrait artists and photojournalist in my past lectures. This new curriculum will allow me to incorporate a broader spectrum of artists whose subjects extend around the globe, examples:

- Angélica Dass – <http://www.angelicadass.com/humanae-work-in-progress/>
- JR photography – <http://www.jr-art.net/projects/face-2-face>
- Fazal Sheikh – <https://portlandartmuseum.org/exhibitions/common-ground/>

□ Statement of learning objectives/outcomes

- Student will gain understanding a wide range of cultures and communities.
- Students will gain understanding of the power of a portrait to tell a story.
- Students will gain a basic understanding of how to create portraiture with a social theme.
- Students will be able to share stories of people who are important in their lives.
- Students will gain technical understanding of how to create a strong portrait.

□ Outline of classroom methodologies and activities/out of class assignments/experiential components.

- Students will look at photographs I present and write responses prompted by questions I provide them. This will include an in-class lecture and videos presented to students. Also, the class will visit the Portland Art Museum this quarter (note: in the future a field trip will depend on what is on view when this unit is assigned).
- Students will discuss in small groups (4-6 people) their responses to the pictures.
- Students will brainstorm in small groups to provide the theme for the class photography projects for “Faces of Change” and as a group come up with three ideas based on people they already know and will be able to access (examples: elders in their lives, people who inspire them, a particular occupation, a mother figure, the future – i.e. children, immigrants they know, cultural community they are part of, etc..).

- Once each group delivers their themes, the entire class will discuss and determine which theme (or two) will work for everyone. We will then brainstorm on the most important questions to ask their subjects. I will narrow down to three interview questions.
- I will present a lecture on the most important technical issues for portraiture (this will be based on past lectures, but I will include new international sample imagery).
- Students will bring cameras to class and practice photographing each other. I will ask them to photograph one another in small groups for practice with distance, angle, lighting. We will set up simple lights as well as use the natural light available on that day.
- When students photograph their subjects for “Faces of Change”, they will be asked to start with the three interview questions. The text from those interviews will later be included in the students’ photographic display. Students will be required to take a variety of shots, such as, frontal image, a profile, three-quarter, medium range, close-up of face, eyes and hands.
- Critique of the student images submitted will be conducted and the class will determine the most cohesive way to present the images as an exhibition. Criteria required for display will be determined by me with student input and discussion.
- Students will be required to print one image consistent with all the requirements (for example, 8x10 inches, close-up, black & white with text at bottom).
- Students will hang the show in a public location on campus with my oversight. I will have arranged for the location in advance of the day we will hang work. To make this repeatable and easy to hang each time I teach the unit, we will use white boards (white boards are located in public locations in several buildings). We can hang the work with magnets without mounting or framing. Note: I will purchase a set of magnets to use repeatedly.
- Note: Photoshop skills needed for this unit, such as image adjustments, enhancements, cropping, adding text, prepping files for print, etc.... will not be new curricula. These are skills taught in the course every term.

□ **List of products proposed (for example: syllabus, handouts, student activity materials, pre and post tests, maps, charts, study guides, articles, review questions)**

- Syllabus, with activities.
- Handouts for the Unit: with links to artists and photographic projects shared with students.
- Lecture slides shared.
- Samples of students’ response to the work.
- List of students’ themes and interview questions.
- Samples of the students’ photographs.
- Documentation of student exhibition.

□ **Explain how your proposal internationalizes the curriculum on your campus**

- Students are exposed to the stories of people around the world.
- Students will learn about communities, cultures, religions other than their own and how international issues affect them.
- Students will gain understanding of immigrants and marginalized peoples.
- Student gain an understanding of how to read stories in images.
- Students learn to tell their own visual stories and place it within a historical and contemporary global context.
- Students are able to share their own stories with the campus community, which adds to the health and vitality of understanding international view-points on campus.