

Engaged Teaching/Engaged Scholarship Institute Bios

Loyce Arthur

Loyce L. Arthur (BA, University of Pennsylvania, MFA, New York University) is a costume designer, an associate professor and Head of Design in the Theatre Arts Department.



My main areas of research are Caribbean carnival art and design and world mask traditions. Research awards have given her the opportunity to study carnival design in Trinidad, Brazil, Cuba, London UK, and Toronto Canada; mask making in Italy; ritual and performance in Ghana; West African traditional arts and performance in Cote d'Ivoire; Balinese mask traditions, as well as East Indian Kutiyattam and Kathakali theatre forms.

Past experience in publicly engaged art has focused around designing costumes for numerous productions including carnival costumes for the University of Iowa's Afro-Cuban Drum & Dance Ensemble; a Asian theatre inspired production of *The Magic Flute* at the Chicago Cultural Center; *Brokenville*, and *Nocturnal Wanderer* at the Aggelon Vima Theatre, Athens, Greece; *Famous Orpheus*, by Oyamo, a musical re-telling of Black Orpheus set in Trinidad, at the Geva Theater, NY; a special OBIE award production of Langston Hughes' *Black Nativity*; and *The Brothers Sun and Moon* at the Kennedy Center for the Performing Arts, Washington D.C.

My work at the University of Iowa includes *Versailles*, *Shadows of the Reef*, *Angels in America*, and *The Learned Ladies*.

While I have incorporated this work into my classes I have never found a good way to write about it for a larger audience outside of my profession.

The projects I plan to develop during the institute are an exhibition on carnival design at the University of Iowa's Museum of Art in 2011 or 2012, including a series of workshops on the carnival arts and an Iowa City carnival parade with community involvement; writing a proposal for an NEH grant that would create a Caribbean carnival arts digital archive here at the university that is open to the public as well as scholars.

Linda Bolton

Main area of interest is Levinasian ethics, which centers upon the obligation that we owe to the Other with whom we inherit the world, and its exploration through literature and art. My work incorporates ethics as a intellectual/academic pursuit and as a philosophy of practice.

Past experience includes:

- the construction of 2 undergraduate courses that require 2 shifts of volunteer service at the Johnson County Food Bank, in conjunction with our study of the ethics of difference (i.e. economics, illness, disability, race, etc.)
- co-designer with public arts sculptor Barbara Grygutis in the design and construction of the Martin Luther King, Jr. second National monument in Columbia, MO

-three-woman exhibition on “Memory and Oblivion: Legacies of Enslavement in the Americas” that included a series of writings on the ethics of memory translated into steel panels
-finalist with Barbara Grygutis for the Freedom Monument projected for Raleigh, NC

During the summer institute, I hope to link my experience in the arena of public art with my scholarship as a professor of ethics. Although I am beginning work on a book of essays--”Art, Ethics and Justice”--that examines a series of visual art projects through the optics of Levinasian ethics, I want to figure out how to translate my own experience into a suitable genre for publication.

Jon Winet

I have been at Iowa since fall 2002, heading up the Intermedia Area of the School of Art and Art History. I am also faculty in International Programs, and direct The Virtual Writing University Experimental Wing.

The 'Wing' hosts The Daily Palette, Iowa City Senior Television Online!, February Ingmar Bergman Festival [co-directed with Elizabeth Oakes of the Maia String Quartet], Iowa Review-Web and the soon-to-launch X-Wing Radio Intermedia.



Much of my research as a media artist revolves around emerging technologies, social networks, electoral politics, globalization, interdisciplinary and hybrid creative practice, and civic engagement.

Each spring I lead “Intermedia Artists In Community,” an undergraduate seminar that places art students in semester-long internships in Iowa City non-profit agencies.

During the Institute, I hope to make headway on a proposal for an integrated service program for the School of Art and Art History and/or "World Cup|Global Health," a media project I'm directing that focusses on the opportunities for dialog and public information afforded by the upcoming 2010 World Cup in South Africa.

I look forward to the Institute with relish.

Len Sandler

Main area of research:

- *law
- *disability (all aspects)
- *universal design, accessibility and sustainability of the built environment
- *housing
- *civil rights

Past experience (examples):



Systems reform, legislation, advocacy, research projects and surveys about:

- *disability & discrimination & ADA
- *assistive technology lemon law (enacted after boycott and picketing)
- *assistive device tax credit (enacted)
- *telecommunications (report to the Utilities Board and legislation)
- *universal design and accessibility in affordable housing (report issued)
- *delivery of mental health and developmental disability services and best practices (study and manual)
- *paratransit and transportation, etc. (surveys, etc)

Immediate intentions for the Institute:

I want to follow up on our April 20 “Washington Court Housing Survey: A Study of Accessibility and Universal Design in Affordable Housing,” that we designed to increase mainstream housing opportunities for persons with disabilities and promote universal design and sustainable, multigenerational housing.

<http://www.uiowa.edu/~clinic/A.%20Washington%20Court%20Housing%20Survey/>

I would like to explore how to best distill and translate these materials for use by a general audience. If all goes well, I will develop a table of contents and begin writing an inclusive design handbook that includes recommendations, practical tips, methods for measuring project costs, metrics and a tiered system of inclusive design features based on the level of access provided, usability, safety, comfort, convenience and other factors. There are some interesting formatting, graphics and design issues I need help with, too,

Richard Funderburg

Richard Funderburg is assistant professor of urban and regional planning. His research investigates an array of factors that attract economic activities to both developing and advantaged regions; it includes the identification and analysis of industry clusters and the estimation of impacts from public investments in transportation infrastructure, housing, and financial incentives on economic growth and patterns of development. He teaches economics for policy analysis, economic development policy, analytical planning methods, and advanced geographic information systems for planners.



He earned a Ph.D. in Planning, Policy, and Design from University of California, Irvine and he holds a Masters in Public Policy Administration degree and a Bachelor of Arts degree in Political Science from California State University.

Prior to his doctoral studies, Richard worked for 10 years as a workforce development policy analyst at the California Employment Development Department when he worked closely with local, state, and federal officials to develop state plans, legislation, and regulations pursuant to a variety of workforce investment, education, and welfare-to-work programs.

Although new to engaged teaching and engaged scholarship approaches, Richard recently incorporated a community-based project component into his economic development policy course. His publicly engaged teaching project would launch a community indicators project in

Iowa City. Students would help establish a steering committee, build individual and community group capacity to participate on the steering committee, provide staff support at the committee's deliberations, and follow through per its guidance with the development and design of a longitudinal community survey. Richard plans to translate knowledge produced through these efforts in publications targeted to planning practitioners.

Ken Brown

Your main area of research: Workplace learning and development

Your past experience or future intentions to launch “publicly engaged” art/research/scholarship/teaching:

- Past: Teach service learning courses, consult with non-profit organizations, serve on non-profit boards
- Future: Converting evaluation of service learning courses into published research, find a way to do
- Engaged research with non-profits that is publishable in top-tier outlets in my discipline



One or two sentences describing the project or plans you will develop during the institute:

- Continue to work on whether service learning course evaluations can be published as disciplinary scholarship!
- Collaborative with others to learn how to translate relationships and consults with non-profits into research opportunities!

Tom Rice

- Main area of research
My work is quite varied, but tends to focus on the causes and consequences of social capital, and on American voting behavior.
- Past experience or future intentions to launch “publicly engaged” art/research/scholarship/teaching
- For four years I have taught a year long course where undergraduate students do policy research for Iowa legislators. In the future I’d like to expand this idea into a second class where students assist small Iowa towns projects, such as applying for grants, conducting community needs assessments, doing feasibility studies, etc.
- One or two sentences describing the project or plans you will develop during the institute.
In would like to develop a course where undergraduate students assist small Iowa towns do projects, such as applying for grants, conducting a community needs assessment, doing feasibility study, etc.



Cinda Coggins Mosher

* My main area of research:

My scholarly interests include composition, speech, English language acquisition, hypertext fiction and theory, disjunctive poetry and prose, writing and speaking center pedagogy, censorship, and academic freedom.

* Past experience on engaged teaching:

I have focused my teaching and scholarship extensively upon the challenges and rewards of exposing students from diverse language, cultural, and educational backgrounds to texts and controversies that are initially highly inaccessible as a result of American popular culture references, disjunctive language such as Gertrude Stein's prose, vernacular or colloquial expressions, or unpredictable perspectives on issues. In my 2008 article, "When Diversities Clash: Tutoring Students through Initially Inaccessible Texts," I conclude that, "[a]pproaching challenging texts with students who have no initial point of entry is hard work every step of the way, for the student as well as for the writing center tutor...But the vast majority of the time, I can see that helping students learn more about the culture in which they live and about different ways of considering language and interpretation is eminently beneficial to everyone involved."

* Future plans:

Building on my contention that some of the most important lessons are learned outside of one's comfort zone, I propose a learning exchange in which roughly ten international students are each matched with a Tate High School student in order to learn about each other's cultures and interests. Students from both settings will be encouraged to write conversationally and to use the language that they would use in everyday, informal correspondence. Speaking Center students would have the opportunity to teach Tate students about their countries and lives, and Tate students would similarly serve as authorities on various aspects of American culture and customs.



Mary Trachsel

1. My main area of research is the rhetoric and ethics of human-animal relationships--(which is not connected to my plans for the workshop).

2. In the past, I have had my Rhetoric students tutor at the Broadway Neighborhood Center and at Southeast Junior High. I've also designed a Rhetoric class that partnered with a SPEAK class in Linguistics. For the past semester I've participated as a choir member in Mary Cohen's Oakdale Community Choir at the IMCC at Oakdale. I began taking over some of the responsibility for processing the writing component of the choir, and in the fall I'll be co-leading a writing workshop at Oakdale as well as managing the writing component of the choir. I'm also hoping to return to the Rhetoric-SPEAK partnership with my Rhetoric class in the fall.



3. I'm hoping to work with Mary Cohen on a publication about the writing component of the prison choir--as well as plan a research project on the writing workshop and the music/writing connection in the choir.

Elizabeth Heinemen

- Main area of research
I have two projects underway at the moment:
 1. The sexual consumer goods industry in West Germany before and after the legalization of pornography
 2. The history of sexual violence in conflict zones
- Past experience or future intentions to launch “publicly engaged” art/research/scholarship/teaching
 1. At my previous university, I initiated and wrote grants for a university-community partnership that helped to organize a charter school serving a 98% African American population.
 2. I am now developing a course on Gender, Sexuality, and Human Rights. While it will not include a service learning component (initially, at least), I am seeking ways to develop assignments that permit students who have relevant personal, work, or internship experience to draw on that experience.
 3. As academic coordinator for Sexuality Studies, I frequently am asked to act as supervisor for service-learning projects (eg for honors students interested in sexuality studies).
 4. As a member of the Gender, Women’s and Sexuality Studies steering committee, I am currently involved in developing a new undergraduate curriculum which includes required practicum. The requirement is not new, but in the context of revamping the program, this is an opportune time to revisit our expectations and requirements for the practicum.
- One or two sentences describing the project or plans you will develop during the institute.

We frequently ask students to keep journals in connection with their service learning projects. However, I believe that we underutilize the potential of journal-writing. Drawing on the methods of creative non-fiction writers, I aim to develop ways to integrate journaling into meaningful writing assignments blending personal reflection and scholarly lessons learned.

Mary Cohen

- Main area of research:



Choral singing and well-being, particularly in the area of prison choirs and in older adult choirs

- Past experience or future intentions to launch “publicly engaged” art/research/scholarship/teaching:
 - Graduate seminar spring 2009 semester, “Alternative Approaches to Teaching: Prison Contexts and Arts Education” where my students sang in a new prison choir I started at the Iowa and Medical Classification Center
 - Undergraduate choral methods class fall 2008 semester where my students started a children’s choir at Willowwind School and culminated in an intergenerational concert with the Voices of Experience Senior Adult Chorus
 - Research projects on prison choirs
- One or two sentences describing the project or plans you will develop during the institute.

Research:

- I would like to collaborate with Mary Trachsel and Jean Florman (if she has time during the institute) to do a research project about the writing component of the prison choir this spring semester
- I would like to write an abstract for a research presentation about my prison choir research from this semester for the Music and Lifelong Symposium that will occur in October 2009. The abstract is due June 1.
- Explore how to come up with the right research questions to ask

Teaching:

- I would like to understand more effective ways to (a) integrate research and teaching, (b) engage students in meaningful ways, (c) facilitate student-powered assessment so learners can be more independent in their thinking and internal motivation for learning and pursuing “publicly engaged” projects

Chuck Connerly

Charles Connerly joined the University of Iowa planning program in 2008 as Professor and Director. He has written or co-authored over twenty-five journal articles or book chapters. His research has been published in top journals, including the *Journal of the American Planning Association*, the *Journal of Planning Education and Research*, the *Journal of Planning Literature*, *Housing Studies*, the *Journal of Urban History*, and *Urban Affairs Quarterly*. He

authored a book published by the University of Virginia Press, “*The Most Segregated City in America*”: *City Planning and Civil Rights in Birmingham, 1920-1980* (2005) and most recently co-edited *Growth Management in Florida: Planning for Paradise*, published by Ashgate Publishing in 2007. “*The Most Segregated City*” was named one of the top 10 planning books in 2006 by Planetizen. In 2007 the Association of Collegiate Schools of Planning named the book a recipient of the Paul Davidoff Award, which “recognizes an outstanding book publication



promoting participatory planning and positive social change, opposing poverty and racism as factors in society and seeking ways to reduce disparities between rich and poor; white and black; men and women.” From 1991 to 1996, he served as co-editor of the *Journal of Planning Education and Research* and since 2001 he has been co-managing editor of *Housing Studies*. He taught urban planning at Florida State University from 1981 through 2008 and from 1998 through 2008 served as chair of the FSU Department of Urban and Regional Planning. In 2009, Chuck was elected to serve as Vice-President/President-Elect of the Association of Collegiate Schools of Planning, that national learned society of planning schools, faculty, and students in the US.

David Redlawsk

David P. Redlawsk is Associate Professor of Political Science. His research focuses on the emotional responses of voters to campaign information. Dave also studies citizens’ views of political corruption. Teaching includes Local Politics, Voting Behavior, Political Psychology, and Decision Making. While incorporating a "hands-on" component in most courses, the Local Politics class has become a fully engaged course, where students combine work in the classroom and the community into a better understanding of the role of politics in our communities. Dave has recently created a new service-learning course on survey research where students work with community partners to collect and analyze data of use to the partner organizations. With his colleague Tom Rice, Dave is editor of a new book, "Civic Service: Service Learning with State and Local Government Partners" to be published later this year by Jossey-Bass. Other recent publications include two books published in 2006, *How Voters Decide: Information Processing in an Election Campaigns*, by Cambridge University Press and an edited volume, *Feeling Politics: Emotion in Political Information Processing* by Palgrave-Macmillan.



Pamela White

Pamela White is Interim Director of the University of Iowa Museum of Art and Director of the University of Iowa Pentacrest Museums: The Natural History Museum and Old Capitol Museum. She is also the Director of the Museum Studies Program at the UI. She currently teaches “Introduction to Museums” and co-teaches “Art, Law, and Ethics”. In her introductory class, White embraces the concept of civic engagement and Service Learning where her students gain real life experience in a museum setting.



She was the guest editor for the May 2006 edition of *Collections: A Journal for Museum and Archival Professionals* focused on Legal issues and is the new general editor for this publication.

Prior to assuming the directorship of the Pentacrest museums, she was curator of Painting and Sculpture at the University of Iowa Museum of Art. Among numerous exhibitions and catalogues, in 1997 she curated "Victorian Fairy Painting," the first international exhibition to review this genre and is the author of an essay on fairy illustration for the accompanying publication. Other publications include her 1977 law review case note on prepaid legal services and her 2001 book George John Pinwell: A Victorian Artist and Illustrator, 1842-1975 was published by Peter Lang Publishing, Inc., New York, as part of their American University Studies series. She has served for six years as a Reader and most recently as a Question Leader for the College Board and the Educational Testing Service in grading Advanced Placement Art History exams.

She received her B.A. in English magna cum laud from Graceland University in 1973, her J.D. from the University of Missouri at Kansas City in 1978, and her Ph.D. in art history from the University of Kansas in 1991.

Teresa Mangum

Teresa Mangum is Associate Professor of English. She studies British Victorian literature and culture, particularly the ways that popular fiction helped Victorians to negotiate social change. This interest in social transformation prompted two current projects. The first asks how anxieties about aging find their way into literature and art; the second project turns fictional human-animal relations. She is the author of *Married, Middlebrow, and Militant: Sarah Grand and the New Woman Novel* (University of Michigan Press, 1998). In 2005, Mangum was awarded the President and Provost Award for Teaching Excellence. In 2006, she received the Humane Society of the U.S. Animal and Society Course Award for Innovation in recognition of a service-learning course, "Capturing Animals." In this course, inspired by the Service-Learning Institute hosted by the UI Center for Teaching, students worked in the local animal shelter at the same time that they read literature about the intersections of human and animal lives. With David Redlawsk, she has co-directed the Obermann Graduate Institute on Public Engagement and the Academy for three years. She is currently organizing a symposium for October 15-18, 2009 on "Platforms for Public Scholars" that will be co-hosted by the Obermann Center for Advanced Studies and International Programs. Details will appear soon on the Obermann Center website.



Carolyn Colvin



Carolyn Colvin is an Associate Professor in the Language, Literacy, and Culture program in the Department of Teaching and Learning at the University of Iowa. Colvin teaches literacy courses to undergraduates and graduate students and focuses specifically on adolescent and adult literacy issues, particularly as those adolescents or adults are marginalized because of the complexities of literacy. Since 1993, she has directed an adult tutoring program for immigrant adults in West Liberty, Ia. It is around this program and her work in a small rural community that her research interests are focused. She is particularly interested in literacy issues as adult students prepare to take the US Citizenship test to become naturalized citizens. Second, she is conducting research with immigrant parents in order to better understand their perceptions of a uniquely Western invention – the parent teacher conference. Using critical discourse analysis as a tool, she has begun to analyze the newly revised US Citizenship test (as of 2008) to explore how naturalized citizens are “anointed” as citizens through the citizenship process. In the last year, she has worked with five adult students (two from El Salvador and three from Laos) as they prepared for and successfully passed the Citizenship test. Finally, she is working on a mentoring program with support from the Provost’s office in an attempt to shed light on how the University can best recruit and retain Latino/first generation college students.