

## **Karen T. Keifer-Boyd**

Fulbright Distinguished Chair in Gender Studies 2012

Grant Period: **March 1 – June 30, 2012**

U.S. Institution: **The Pennsylvania State University**

Austrian Host Institution: **Alpen-Adria-Universität Klagenfurt**

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**Academic Discipline:** Art Education & Women's Studies

**Areas of Research:** Karen Keifer-Boyd, professor of art education and women's studies at Penn State University, has co-authored *InCITE*, *InSIGHT*, *InSITE* (NAEA, 2008), *Engaging Visual Culture* (Davis, 2007), co-edited *Real-World Readings in Art Education: Things Your Professors Never Told You* (Falmer, 2000), and served as editor of the *Journal of Social Theory in Art Education* and guest editor for *Visual Arts Research*. In 2005, she co-founded the journal, *Visual Culture & Gender*. Her research is translated into several languages, and focuses on feminist methodologies for teaching critical and creative inquiry with dynamic/interactive technologies.

**Possible Lecture Topics:**

### **Arts-based Research as Social Justice Activism**

A social justice approach to arts-based research involves continual critical reflexivity in response to injustice. Arts-based research from this perspective aligns with feminist art activism that (a) *responsibly listens* to voices of the oppressed as entangled histories; (b) *bears witness* and reveals power structures that control people, cultural narratives, and hegemonic worldviews; (c) *stops traffic* of harmful activities and products; and (d) *envisions* utopian alternatives. The examples of arts-based research as social justice activism presented here are intended to inspire transdisciplinary artist researchers to imagine ways to conjoin arts-based processes, subjects, and forms with social justice enactments of research.

### **STEAM Embodied Curricula: Building Capacity for Translate-ability, Response-ability, and Sense-ability**

I introduce STEAM Embodied Curricula as a feminist *speculative standpoint* that seeks to link research explorations by artists working with scientists beyond disciplinary and specialized capacity. This collaborative project involves developing transdisciplinary STEAM Embodied Curricula that builds capacity for translate-ability, response-ability, and sense-ability through cross-fertilized educational experiences. The purpose is to engage with critical social issues, such as the management of climate change, the resolution of health disparities, and shaping of the exploding field of information communication technologies (ICT) to promote democratic accessibility and participatory empowerment. The philosophical underpinning of a STEAM embodied curriculum lies in an area of feminist science studies called *feminist standpoint theory*, which has challenged the understanding of the nature of knowledge itself.

## **Feminist Web 2.0 Pedagogy: Collaborations that Sustain Difference**

In 2010, for five weeks, I lived at the Human Rights and Peace Center in Kampala, the capital city of Uganda, to launch the Transcultural Dialogue project. The focus of this project is to facilitate transcultural dialogues about contemporary visual culture, including art, in U.S. and Ugandan contexts to erode assumptions, ignorance, and misunderstandings about each other's lives, beliefs, and values. This critical action research involves collaboratively building an online architecture for participation in transcultural critical dialogue about visual culture. From an in-depth look at one of the collaboratively created artworks and the discourse surrounding it, I discuss how cultural and individual differences can be nurtured and sustained with new technologies for making, disseminating, and interpreting contemporary visual culture.

## **Feminist Methodologies**

Feminist methodologies emphasize equity and social justice; and the premise that gender and sexuality intersect with race and class, which are historically variable and conditioned by social and political demands. Primary characteristics of feminist methodologies are intentions of ending violence; goals to build agency, empowerment, and equity for all; is emancipatory and transformative. I present two visualization strategies as ways to begin feminist research and practices of reciprocity and reflexivity. Interpretive forms of presenting analysis, not exclusive to feminist research but useful to feminist methodologies, introduced include performative text, sculpted embodied analysis, speculative fiction narrative inquiry, metaphor, and mapping to make visible *elsewhere* and *everywhere* assumptions. Forms of evidence in feminist research presented here include catalytic, construct, and face validity; dialogical theory-building; and sustained empowerment. I raise questions of feminist methodologies in a patriarchal world.

## **Techno-eco Imagination**

Creative art is not an outcome of skill-based teaching but comes from play, exploration, and imagination. This presentation concerns teaching for a technological and ecological imagination from playful critical approaches to the plethora of freely accessible and ever-changing digital medium with examples of use by artists for environmental activism.

Lecturing in the following language: **English**

**Academic Training and Degrees:**

- Ph.D. in Art Education, University of Oregon, Eugene, Oregon, 1993  
 M.S. in Art Education, with an emphasis in Cultural Services, University of Oregon, Eugene, Oregon, 1989  
 B.F.A. in Art with an emphasis in Painting and minor in Printmaking, Kansas City Art Institute, Kansas City, Missouri, 1978

**Previous Positions:**

- Professor of Art Education & Women's Studies, The Pennsylvania State University, University Park, Pennsylvania (2002–present).  
 Visiting Professor of Art Education, Kutztown University (July 2010 & 2011). Built Web 2.0 participatory architecture for the summer institute and taught on-site in *The Dinner Party Curriculum Summer Institute*.  
 Visiting Teaching Position at Alpen-Adria-Universität Klagenfurt in Zentrum für Frauen- und Geschlechterstudien (Gender Studies), Klagenfurt, Austria (May 20-June 10, 2009)  
 Visiting Professor of Art Education, The Ohio State University (July 2006)  
 Associate Professor of Visual Studies, Texas Tech University, Lubbock, Texas (2000–2001). Assistant Professor (1995–2000).  
 Visiting Associate Professor of Arts and Administration, University of Oregon, Eugene (Summer 2000–2005). Visiting Assistant Professor (Summer 1995–1999).

**Publications (selected):**

- Keifer-Boyd, K. (2011). Arts-based research as social justice activism: Insight, inquiry, imagination, embodiment, relationality. *International Review of Qualitative Research*, 5(1), 3-19.
- Keifer-Boyd, K. (2010). Masquerading the immateriality of materiality. In R. W. Sweeny (Ed.), *Inter/sections/Inter/actions: Art Education in a Digital Visual Culture* (pp. 170-181). Reston, VA: The National Art Education Association.
- Keifer-Boyd, K. (2010). Visual culture and gender constructions. *The International Journal of Arts Education*, 8(1) 1-44 (In English 1-24, & Chinese 25-44] ISSN 1728-175X
- Keifer-Boyd, K. (2010). reStAGE<deep breadth>activist art/disruptive technologies. *Journal of Social Theory in Art Education*, 30, 38-48.
- Keifer-Boyd, K. (2009). CyberNet activist art pedagogy. In A. Arnold, A. Kuo, E. Delacruz & M. Parsons (Eds.), *G.L.O.B.A.L.I.Z.A.T.I.O.N, Art, and Education* (pp. 126-134). Reston, VA: The National Art Education Association.
- Keifer-Boyd, K. (2009). Computer games: Art in the 21st century. In L. Santaella (Ed. & Trans.), *Mapa do jogo [Maps for playing: The cultural relevance of games]* (pp. 123-136). São Paulo, Brazil: Cengage Learning Edições Ltda [Portuguese]
- Keifer-Boyd, K., & Maitland-Gholson, J. (2007). *Engaging visual culture*. Worchester, MA: Davis Publications.
- Keifer-Boyd, K. (2007). *Body interfaces in curriculum*. In S. Springgay & D. Freedman (Eds.), *Curriculum and the Cultural Body* (pp. 51-60). New York: Peter Lang.
- Keifer-Boyd, K. (2007). From content to form: Judy Chicago's pedagogy with reflections by Judy Chicago. *Studies in Art Education: A Journal of Issues and Research in Art Education*, 48(2), 133-153.
- Keifer-Boyd, K. (2006). (In)Forming virtual learning communities through group portraits. In B. Hipfl & T. Hug (Eds.), *Media communities* (pp. 293-306). New York: Waxmann Münster.
- Keifer-Boyd, K. (2003). A pedagogy to expose and critique gendered cultural stereotypes embedded in art interpretations. *Studies in Art Education: A Journal of Issues and Research in Art Education*, 44(4), 315–334.