

Wayne State University, 2020

In Spring 2020, I commissioned a group of graphic design students to design a billboard thanking the essential workers who played such a critical role in the pandemic. The resulting series of billboard images were displayed for several months on a billboard in Detroit.

Not All Heroes Wear Capes



WAYNE STATE UNIVERSITY

Designed by Taylor Combs

JAMES PEARSON DUFFY DEPARTMENT OF ART AND ART HISTORY



WAYNE STATE UNIVERSITY

JAMES PEARSON DUFFY DEPARTMENT OF ART AND ART HISTORY

Designed by Joseph Szatko

THANK YOU ESSENTIAL WARRIORS



TO OUR HEROES



ON THE FRONTLINE



WAYNE STATE
UNIVERSITY

Designed by Jenna Karam

JAMES PEARSON DUFFY DEPARTMENT OF ART AND ART HISTORY



MFA Thesis 2017

University of North Carolina at Greensboro

The Jumpsuit Project by Sherrill Roland

Sheryl Oring was chair of Sherrill's thesis committee.

The Jumpsuit Project is a socially engaged art project conducted at the University of North Carolina at Greensboro during the 2016-17 academic year by Sherrill Roland, who conceived of the project after spending 11 months in state prison on charges he was later completely exonerated of. Roland is working to bring issues related to incarceration into on-campus conversations by wearing an orange jumpsuit to the university each day. Introducing an orange jumpsuit, "an outlier" in an otherwise familiar setting, challenges those who encounter it to address their own prejudices towards those incarcerated and breaks down taboos about discussing incarceration in an academic setting.

With the "Cell of Letters" Sherrill shared excerpts from letters he wrote to his mother while in prison.

With "After the Wake Up" Sherrill writes: One of my duties when I was incarcerated was to repaint the vacant cells during the midnight shift before new inmates were moved in the next day. We were not asked to wash the surfaces of the cell or scrape off the older paint before we started. We just went in and painted one coat over the bed frames, desks and walls. I discovered cravings on, underneath and behind surfaces that were left behind. It was this small gestures that I remember, how we as incarcerated individuals, needed to leave a mark in a place that was created to hide us from society. Even after I painted over those surfaces, the marks were not entirely erased. At the Greensboro Project Space, I converted the upstairs into a space where this activity can be reproduced in a new way. I reinforced many of the surfaces that I isolated by the color gray, so it could be carved into. I wanted to invite visitors to be in the roll of an inmate without feeling incarcerated. To participate in leaving their own marks only to have me



**MFA Thesis
2016**

University of North Carolina at
Greensboro

***Finally I Love Myself* by Sheena Rose**

Sheryl Oring was a member of
Sheena's thesis committee.

SHEENA WRITES: As I began to travel outside Barbados, I encountered racism and stereotypes of me as a black woman, which pegged me as aggressive, loud and naïve. When people from other countries, especially men, found out I was from the Caribbean, I was seen as exotic and eroticized during these encounters. When trying to understand my own identity and my position as a black Caribbean woman, *Finally I Love Myself* came to mind as a body of work to help address these questions about race, gender, class, history, and pop culture. In the 1930's to 1950's in American's television, black figures were portrayed as negative figures such as thieves, servants, tricksters, gangsters and prostitutes. When considering gender roles, women were portrayed as housewives and hopeless romantic lovers. Therefore, I was caught between two types of stereotypes rooted in race and gender. As an artist, I wanted to see what would happen if I constructed a moment when a black woman could be portrayed as the leading star.

**Art and Politics
Spring 2016**

University of North Carolina at Greensboro

***Drawing Workshop Outside of
Police Station by Diego Vergara***

DIEGO WROTE: I opened the workshop by telling participants the main idea of the project, and then read out a few facts about the construction of the building. UNCG's expansion into the Glenwood neighborhood has been in the works since 2006. In February 2006, UNCG "adopted" the Glenwood Neighborhood Plan. The Greater Glenwood Neighborhood Association was strongly opposed to a police station being built in the neighborhood. The police station opened Jan. 8, 2015. It cost \$10 million. I picked these facts to get people to think about the police station building in relationship to its surroundings and its possible political message. After this, I passed out drawing materials and questions for people to think about during the workshop.



- What kind of visual message is UNCG sending to the Glenwood neighborhood by placing a police station at this entrance of campus?
- What type of protection is this police station offering? And for who?
- What visual structures make you feel safe, and which ones make you feel unsafe?
- How are we supposed to occupy this space?
- What kind of border is this? What bodies cross this border?



**Art and Politics
Spring 2016**

University of North Carolina at
Greensboro

***Carry this Weight* by Quinn Hunter**

QUINN WROTE: Until the age of eight, I did not know that my beautiful brown skin was the object of so much hate and oppression. As an African-American woman I must, along with every other person of color in America, carry the weight of 300-plus years of history, systematic racism and oppression. This is a weight that cannot be carried on one's own and should not have to be.

The image of a Ku Klux Klan member is a historical as well as present-day symbol of the oppression and inequality of African-Americans. It is also one of, if not the most recognizable images and symbolism associated with racism in the South. This doll that I designed and made represents the weight and history of the African-American people, and what I, as a black woman, have inherited from the past and carry around every day.

Introduction to Socially Engaged Art

Fall 2015

University of North Carolina at Greensboro

Students in this honors class began the semester by studying the growing genre of socially engaged art and then worked in small groups to create projects of their own that examined mental illness, sexual violence on campus and functioning in a multilingual society.

Mental Note offered a way for UNCG students to share advice and/or words of encouragement to those whose lives have been impacted by mental illness. Members of the UNCG community were invited to write letters to those dealing with mental illness, and place them in a mobile mailbox. Letters were posted anonymously on a Facebook page: <https://www.facebook.com/MentalNoteProject/>. The student health center plans to continue the project.

Timely Warning aimed to humanize the campus response to sexual assaults, which are announced by emails with the subject line "timely warning." The students provoked campus discussion; an exhibition is planned for Spring 2016 and this student group is sharing the responses with women's advocates and campus police.

Another group examined the interchange of different languages and commerce through the construction of a *Word Market*. Participants "sampled" a word in a different language and "bought" it at checkout with a word of their own.





Art in Odd Places

Fall 2015

University of North Carolina at Greensboro

Women have... by Laura Melrose

This honors class studied the Art in Odd Places festival and made a trip to New York to see the annual public art festival in October 2015. Students observed the work presented in the show and completed a mini-assistantship with a festival artist, helping in various ways while the work was performed. After the New York trip, students created their own public art projects and presented them in downtown Greensboro, NC, during the city's First Friday event in December.

LAURA WROTE: Women have... is all about appreciating the past while fighting for the future. I choose to stand in the middle of a stream of people dressed as a suffragette in hopes that both inspiration and conversation would occur as people saw me. It was a very encouraging experience and it was interesting to compare the relations and conversations to the ones in New York.

Students wrote about their projects for the AiOP blog: <http://www.artinoddplaces.org/reflect-the-art-in-odd-places-class-from-the-university-of-north-carolina-at-greensboro-stages-their-own-festival/>



Laura Mylott Manning with class in NY.

Artist Tomashi Jackson in NY.

New Media and Design Capstone

Spring 2014

University of North Carolina at Greensboro

Camilo Vergara

40 Kisses

CAMILO WROTE: The purpose of this project is to explore the reaction of people when kissing someone they know closely, and to also make a statement about love, relationships, friendship and homophobia. The project will be uploaded to Facebook in order to explore responses from my close social circle of friends and family. I especially intend to examine the reaction of those in my family who are conservative Catholics, and also friends who do not take part.

Link: <http://jcvergar.wix.com/juancamilo#!art/cvk2>





New Media and Design Capstone
Spring 2014

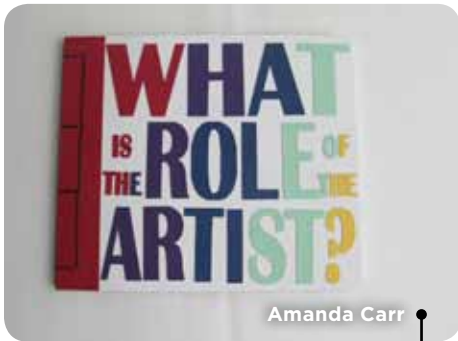
University of North Carolina at Greensboro

Devon Tucker
The Deep South Web

DEVON WROTE: On the web, users have no fear and no consequence to their actions. *The Deep South Web* explores the racism that has been pushed out of mainstream view and hidden on the comfort of the web. It is 2014 and people still have these views towards each other, blacks especially are brutally attacked verbally online. My mission is not to spread hate but to spread understanding in attempt to reach equality.

Link: <http://www.devontuckerinc.squarespace.com/#/the-deep-south-web0/>

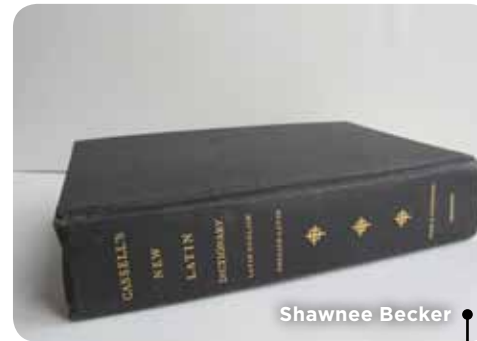




Amanda Carr



Lauren Tapp



Shawnee Becker



Ariel Slater



Melissa Wolck



Christian Durango



Books and Images

Fall 2012

University of North Carolina at Greensboro

ASSIGNMENT: Read the Frederick H. Evans essay ("Pros and Cons: What Constitutes an Artist?") in Camera Work (Number VII, 1904) and present your response to the question - What is the role of the artist? - in book form.

METHODOLOGY: This assignment, perhaps more than any other I've incorporated into my classes, has a direct relation to my own art practice. In 2012, I was commissioned to create a performance for the centennial of the College Art Association. With "100 Possibilities" I posed the question "What is the role of the artist?" in a performance at the 2012 annual CAA conference, and typed 100 answers. I used these typed responses during a class brainstorming session associated with this assignment and they proved quite provocative for students. I believe the strength of the work is in part tied to this exercise.

RESULTS: Students came up with innovative answers to the question. Several made works illustrating how an artist's eye can take ordinary things and make them special by working with scale and image cropping. Others talked about the importance of perception. And one embraced the class dialogue and made a book that served as evidence of brainstorming on the topic.