Get Ahead!

with Extrademics!
Fleet Library

A place for inquiry and inspiration

library.risd.edu
The first floor of our library offers a wide variety of study spaces and meeting rooms! We also have iMacs and scanners available, plus a film screening room with beanbags, headphones, and players for all kinds of media.

We're here to help you use the library (it's normal to feel a bit overwhelmed)!

Librarians also offer email, virtual and in-person appointments
  • Build your research skills
  • Develop your research with expert help

And of course, there are the incredible art and design books! But also...
  • 300+ magazines
  • DVD and VHS
  • Zine library
  • Plus...
Visual & Material Resource Center

Browse and borrow from zillions of picture collection files dating back to the early 1900s, organized by topic (Snow! Dogs! Laughing! etc).

Explore our Materials Collection, stocked with samples of engineered and natural design materials - from fish leather to composite metal.
2010-19
Content warning: racism, sexism, violence, language
BIPOC students identify lacking cultural competency around creative approaches, content and placement of work. The divisive presidential election in the midst of documented xenophobia, racism, classism and sexism sparks conversation and organizing around anti-fascism and the role of art in response to our political climate. Global warming and environmental sustainability are topics of concern within the community.

2000-09
Content warning: sexual assault, violence, language
An open letter questions safety on campus in response to student harassment. Protests take place in opposition to US military action and wars on Iraq and Afghanistan. Creative posters, newspapers and articles are published in response to xenophobia and Islamophobia in the wake of 9/11.

1990-99
Content warning: sexual assault, violence, racism
Police brutality, sexual health and safety on campus are addressed in a variety of independently published mixed-media newspapers.

1980-89
Content warning: discrimination, violence, language
RISE community meetings and presentations to discuss discrimination against gay, lesbian and transgender people in the college communities and the larger city.
Library Events

At Fleet Library
AVERY TRUFELMAN
SUMMON THE MUSE

Monday, November 7
6:30-8:00 PM
Fleet Library, first floor
Roger Angell Building (16 Westminster)

Co-sponsored by Fleet Library and the Furniture Department

Music
Author & Artist Talks
UNBOUND art book fair
Gather

RISD students always get in free
Open every day except Monday (late on Thursdays!)
Coffee and donuts at Cafe Pearl!
Create

Sketch in the galleries

Request to perform, paint, photograph, or film

Apply for the Dorner Prize to create a site-specific installation
Dorner Prize

RISD students can propose temporary, site-specific projects that may take the form of a physical, digital, or programmatic encounter. Two winners receive cash prizes and implementation funds. Submissions are due in January and winning proposals are on view during the spring term.
Activate

Request to host your event in the galleries

Join the Museum Guild to collaborate on student-driven programs
The Museum Guild is a group of undergraduate students from local colleges and universities. They develop self-directed projects and programs that facilitate the engagement of college communities. They aim to share entry points for new audiences, be responsive to their interests, and stimulate thought-provoking and personal interactions.
What do you want to see happen in the galleries? Propose public programs for museum spaces in consultation with us. Proposals for are reviewed and modified with our registrar and security team, and are supported by museum educators’ management and promotion.
Explore the collection online or in person

Sign up for weekly office hours with staff: study works of art that aren't on view, learn about museum practices and community work, or have a virtual studio visit

Investigate
Office Hours

Museum curators, conservators, educators, and installers offer weekly office hours. You can schedule a half-hour meeting to discuss objects in the collection to support your research and inspire your creative practice, to learn more about museum work, or to have a virtual studio visit.
Collection

Our collection currently contains more than 90,000 works of art and design dating from ancient times to today. Of these objects, 3,238 of them are on view in the museum now. 81,864 of them are available online. There are 4,590 recent acquisitions. All of our collection records are living documents. They are frequently reviewed and enhanced.

Enter your search terms below or begin with a random object.

search artists, objects, and titles

- On View
- Downloadable
- Has Images
- Recent Acquisition

ANY DECORATIVE ARTS DESIGN FASHION PAINTINGS SCULPTURE TEXTILES TIME-BASED MEDIA WORKS ON PAPER

Showing 34 works out of 81,864.
Work

Get behind the scenes with paid internships, fellowships, and work-study positions
Internships, THAD Fellowships, & work-study

Students can gain work experience in the museum in departments ranging from curatorial to museum education, installation, digital content, and graphic design, providing insight into potential career paths in museums.
Orientation 2023
Welcome to RISD!

Jen Liese, Director
A&L’s mission is to amplify and fortify artists’ and designers’ voices at RISD and in the world.

We understand language as a key medium in and around art and design practice—one that serves scholarly, professional, and expressive aspirations.
Peer tutoring

— 20+ peer tutors
— 1-hour sessions
— weekly appts. available
— on any topic
— at any stage
— a sounding board
Chhavi Jain
MA Global Arts and Cultures
Peer Tutor
she/her/hers
Additional Languages: Hindi, Punjabi

I am an avid reader, a traveler, and a lover of stories. With an academic background in English literature, I have worked for more than six years in various independent, assisting, and leading roles at contemporary art galleries, a publishing house, and a literature and theater festival production company. In my practice and research, I experiment with and create immersive spaces that enable healthy and inclusive learning systems—qualities I hope to bring to tutoring as well.

Lucas Xie
BFA Film/Animation/Video
Peer Tutor
he/him/his
Additional Language: Mandarin Chinese

My favorite stage in writing is when I have no idea of what to write about, or only a vague strategy. To me, it is exciting to witness a paper taking shape as you move along a well-structured process. I love analytical writing that is honest and willing to scrutinize its own logic. I also appreciate unharnessed creative writing that permits exploration into the unknown. Writing becomes sculpture when these things happen.
Self-study resources (handouts, videos, online workshops and more)

Formal Observation and Analysis

As an art and/or design student, you are asked to observe, interpret, and discuss art as well as create it. Describing and analyzing art and design is a way of participating in the discipline of art and design history and criticism. It’s also great practice for talking and writing about your own and fellow students’ work. As part of this process, many students find a brainstorming chart helpful for making detailed observations and analyzing formal qualities.

Here is a photo of the piece being analyzed in this example: Lynda Benglis’s sculpture 208, in the RISD Museum collection. Students sometimes find that sketching the piece helps them notice more of its formal features.

On the left side of the chart, list all the visual and physical properties you notice about the piece.

On the right side, list the corresponding ideas and feelings you get from the piece.

The two sides are related, like cause (left) and effect (right). You might start with either side—notice formal details and then list associated feelings and ideas; or make note of what the piece makes you think and feel and then trace those impressions back to specific features and qualities of the work. Because this is a brainstorming exercise, it’s okay—even beneficial—to list multiple effects of a single formal feature.

At the bottom, brainstorm some overall connections. You might look for a pattern of similar effects, two recurring but contrasting ideas, or how elements build a deeper story. Making note of multiple possibilities will help you discover the strongest idea and decide how to focus your paper. (While assignments range from observational to narrative to argumentative, they almost always ask you to focus on the most interesting and relevant details under a common theme, rather than deeply describe the whole list.)

<table>
<thead>
<tr>
<th>Formal Feature</th>
<th>Function/Meaning/Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LINE</strong></td>
<td>- organic, amorphous</td>
</tr>
<tr>
<td></td>
<td>- abfant shape</td>
</tr>
<tr>
<td></td>
<td>- inventive-like</td>
</tr>
<tr>
<td></td>
<td>- sagging</td>
</tr>
<tr>
<td></td>
<td>- tangled up, under duress</td>
</tr>
<tr>
<td></td>
<td>- taut, tense</td>
</tr>
<tr>
<td></td>
<td>- flexible</td>
</tr>
<tr>
<td><strong>COLOR</strong></td>
<td>- pastels and pinks</td>
</tr>
<tr>
<td></td>
<td>- metallic, shiny</td>
</tr>
<tr>
<td></td>
<td>- green, brown, gold, silver</td>
</tr>
<tr>
<td></td>
<td>- beige, off-white (material)</td>
</tr>
<tr>
<td></td>
<td>- light, soft</td>
</tr>
<tr>
<td></td>
<td>- dark, stark</td>
</tr>
<tr>
<td><strong>COMPOSITION</strong></td>
<td>- full of life</td>
</tr>
<tr>
<td></td>
<td>- empty, sparse</td>
</tr>
<tr>
<td></td>
<td>- dynamic, active</td>
</tr>
<tr>
<td></td>
<td>- static, inert</td>
</tr>
<tr>
<td><strong>SIZE/SCALE</strong></td>
<td>- large, dominating</td>
</tr>
<tr>
<td></td>
<td>- small, delicate</td>
</tr>
<tr>
<td></td>
<td>- linear, continuous</td>
</tr>
<tr>
<td></td>
<td>- &quot;feather-like&quot;</td>
</tr>
<tr>
<td></td>
<td>- &quot;shock&quot;</td>
</tr>
<tr>
<td><strong>MATERIAL</strong></td>
<td>- smooth, flowing</td>
</tr>
<tr>
<td></td>
<td>- rough, textured</td>
</tr>
<tr>
<td></td>
<td>- hard, durable</td>
</tr>
<tr>
<td></td>
<td>- soft, fragile</td>
</tr>
<tr>
<td><strong>TEXTURE</strong></td>
<td>- rough, bumpy</td>
</tr>
<tr>
<td></td>
<td>- smooth, polished</td>
</tr>
<tr>
<td></td>
<td>- &quot;hot&quot;</td>
</tr>
<tr>
<td></td>
<td>- &quot;cold&quot;</td>
</tr>
</tbody>
</table>

**Analyze:**
- glitter as manufactured beautification over organic, natural elements + pressure to adhere to beauty standards + not as tangled, uncomfortable, constrained-experience.
- intimacy yet discomfort of pitting into this art and crafts y body knob of human scale (s) suggests we’re invited to the manliness of making but powerless in the face of it, under its control (as it under our control).
- references femininity as well as defies it, challenges what women artists can produce (not simply pretty) and what women can be.
Dear Students,

While the word “multilingual” suggests that our languages are a collection of different, separate, countable languages we accumulate neatly, we know from experience that the reality is much messier. Our languages intersect and overlap. They’re incomplete and always changing. The lines between them blur as we speak, dream, think, write, listen, and learn. What’s more, languages are never quiet or still. Sometimes a thought or phrase from one language will force itself to the forefront of our minds, insisting on itself as the best expression in a given moment. Being multilingual is this complex experience of being between languages and learning how they inform the way we study, work, communicate, and live.

As artists and designers, multilingualism can be a great source of inspiration and material for complex visual communication. As students, however, it can be challenging to develop academic fluency in another language as you complete your assignments. If English is not your primary language, you may come up against misunderstandings of your work or the way you present it. You may face discrimination based on your language skills or the misperception of them. We believe that a big part of language study is preparing ourselves for all kinds of communication situations, even when they are challenging.

We are here to support you in talking through such situations, working with all of your languages, and advancing the English skills you need for academic success in your coursework and independent paths. As you begin to work on your assignments and develop new projects, your communication skills will grow to meet your learning needs.
RISD’s student publication, v.1; volume-1.org
Hello, and welcome to A&L!

We offer peer tutoring, workshops, resources, and events supporting written, spoken, and visual communication for all RISD students. Visit A&L to revise a paper, practice for critique, design your thesis book, find your voice, and speak your mind.

Peer Tutoring
Get support and advice on any academic, personal, or professional project at any point in your process.

Resource Guides
Discover handouts, videos, and links that support you with specific projects and skills.

Multilingual Learners Hub
Find advice and resources for English language learning and connect with staff specialists.

Canvas Workshops
Enroll in self-guided workshops to enhance skills on your own timeline.

Workshops and Events Calendar
See upcoming workshops and events at A&L and register to attend.
First Connections with the RISD Career Center

Kevin Jankowski - Director, RISD Career Center
ARTWORKS - INTERNSHIP + JOB BOARDS & DIRECTORIES

BUILDING COMMUNITY BY DESIGN

400 internships

2,500+ opportunities posted each year
JAMES YAMAMOTO

EDUCATION
Rhode Island School of Design (RISD)
Providence, RI | Sept. 2015 -Present
BFA Graphic Design Honors

Brown University
Providence, RI | Sept. 2013 -2015

SKILLS
Design: Print, digital, and editorial design, installation and curation experience, front-end coding and prototyping, signage and wayfinding.

Artistic: Printmaking and illustration.


EXHIBITIONS
Reflecting Room (RISD Museum, Geltman Gallery Providence, RI | 2014

Live Love: New City Arts
Providence, RI | 2015

AWARDS & CERTIFICATES
Haystack Art School Collaborative 2016
Malcolm Grady endowed Scholarship 2016
Nestle Professional Scholarship 2015, 2016, 2017
Japanese American Treaty Centennial Scholarship 2013
Lucille Ryman Carroll Scholarship 2013
The President’s Volunteer Service Award: Gold 2013

CREATIVE EXPERIENCE
RISD Design | Design Intern

New York, NY | June 2016 - Present

Design signage, graphic standards, presentations, web and print materials for clients as a part of a team of designers. Assist on-site for installations, attend client meetings and project presentations, typeset and collaborate on larger projects. Lead the design of client-based projects.

Impact Agency | Graphic Design intern and freelance illustrator

Providence, RI | June 2015 - September 2015

Design and illustrate icons, posters, and packaging; assist in rebranding design for Farm Rhode Island.

BDI Letterpress | Letterpress Production Assistant

Providence, RI | June 2015 - September 2015

Print, die-cut, and collate client work on the Vandercook letterpress press; design digital files; assist in print shop operations; design and produce a new business card book and a ludwika type specimen book.

New City Arts | Printmaking Artist Mentor

Providence, RI | September 2015 - Present

New City Arts is a nonprofit after school art program for high school students from all over Rhode Island. Mentor, teach and collaborate with artist mentors and students on lab screen and relief printmaking techniques, student projects, and portfolio development.

VISEOS Magazine | Layout Editor

RISD/Brown University | Providence, RI | February 2015 - September 2016

VISEOS Magazine is a student-run, printed, biannual publication. Design the layout of the publication, edit and curate content for the magazine, oversee the design and content.

ADDITIONAL EXPERIENCE
RISD Career Center | Office Assistant and Design Assistant

Providence, RI | June 2015 - Present

Manage the front-desk, design presentations, assist in design of print and digital material, organize information in an online database.

Design for US | RISD/Brown Studio Member

RISD/Brown University | Providence, RI | February 2016 - May 2016

Design for US is a national network of interdisciplinary student teams working together to promote social activism through human-centered design and design-thinking.

jamesyamamotodesign.art jjyamamot2222@gmail.com
READY, SET, FREELANCE!
Nature Lab!

Video Slideshow here

Lea Fabre, Nature Lab Coordinator, they/them
Intercultural Student Engagement

Ewing Multicultural Center
41 Waterman Street, Providence, RI

Student Support  |  Project Thrive  |  Safe Spaces
ISE Overview
Mission
ISE nurtures the holistic growth and inspiration of emergent artists and designers to enhance social consciousness, cultural mindfulness, self-actualization, and inclusive dialogues.

We support students from underrepresented backgrounds and marginalized groups.
Communal Spaces

- Ewing Multicultural Center Lounge
- Pride Room (Homer Hall)
- Reflection Rooms (Homer Hall and 15 West)
Project Thrive
Project Thrive provides first generation students with opportunities to reflect on their identities and embrace the strengths and assets they hold as first-generation college students.
Programming

Project Thrive students meet weekly with RISD faculty, staff, and alumni to engage in developmental sessions to help ensure a positive first-year experience and create a foundation for success.

Sophomore, Junior, and Senior students meet regularly for sessions on maximizing their time at RISD through high-impact experiences. They also support the transition of our first-year cohort.
Mentoring

- Critical component of Project Thrive
- Each student gets a faculty or staff mentor
- Student Leaders who worked with FGC POP are invited to become Thrive Peer Mentors for the first-year Thrivers
- Two junior or senior Thrivers serve as Peer Mentors and Leaders for the Sophomore + group.
D.E.I.
Programming
Programming Overview

- LGBTQ+
- Race/Ethnicity
- International
- Spirituality/Religion
- Gender
- Socioeconomic Status
- And more!
Cultural Programmers work with the Office of Intercultural Student Engagement (ISE) to coordinate cultural, social, educational, and artistic programming for the campus. They serve as student leaders by planning events which emphasize cultural awareness and inclusion.
Cultural Programmers

Duties

• Manage the ISE website and social media accounts.
• Oversee Pride and Reflection Rooms in RISD residence halls.
• Track and update Ewing Multicultural Center lounge reservations.
• Advertise and promote events via social media, newsletters, email lists, and flyers.
ISE Contact Information

ise@risd.edu
www.ise.risd.edu
Disability Support Services

Nicole Verardo, Director of Disability Support Services and Academic Support

Mollie Goodwin, Senior Advisor
About DSS

Carr House, 2nd Floor, 206 & 207
210 Benefit St, Providence, RI
401-709-8465
disabilitysupportservices@risd.edu
M-F: 8:30am - 4:30pm

- The Office of Disability Support Services (DSS) develops, arranges, and provides appropriate and reasonable accommodations for students in courses, programs, services, and facilities.
- DSS can recommend technologies, assist with navigating requests for accommodations or services, and may provide access to financial support for evaluations for students encountering financial barriers.
- Time Management Coaching.
Who Do We Support?

- Disability Support Services (DSS) assists RISD students who have cognitive (learning), psychological and physical disabilities. The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity.

- Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

- Major Bodily Functions include, but are not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

- Students who are seeking a diagnosis.
Accommodation Process

- Registering and working with DSS as early as possible is important as some accommodations take time to put in place.
- Provide documentation and complete the application for services.
- Participate in an initial appointment to determine reasonable accommodations.
- Deliver copies of disability accommodations letter to course instructors.
  - Students are required to discuss their accommodation with faculty but they are not required to disclose the nature of their disability.
- Students continue to work with DSS to receive accommodations, while keeping open communication with the instructor.
- Meet annually to reassess accommodations and receive an updated letter.
Time Management Support

● DSS offers one-on-one time management coaching for registered students.

● Time management virtual drop in hours and pop up events are available to all RISD students during fall and spring semesters, regardless of disability status or affiliation with DSS.

● Ways students can use time management support:
  a. Help creating a Google Calendar
  b. Tips to prioritize tasks and track assignments
  c. Efficient use of technology and campus resources
  d. Stress management and mindfulness
Wondering About a Diagnosis?

- Students can meet with a DSS staff member to talk about these questions and to review options for getting evaluated.
- Students with documented need are able to receive financial assistance for neuropsychological testing.
- DSS can review options for putting in temporary accommodations or services in place while students are getting evaluated.
International Students & Scholars Affairs (ISSA)

Kate Sacco, she/her, Director of International Students & Scholars Affairs
IG: @risd_issa
Thank you!

Questions?