We called it “Project Kafka.”* Or at least one of us did.

It—the monster, the metamorphosis, the curricular hybrid that was Project Kafka—was an experimental effort at an asynchronous, cross-departmental, collaborative assignment. The idea was simple: A shared project, approached differently in two separate classes in two separate disciplines, yet taught at roughly the same time of the semester in order to allow cross-course engagement between students in one class and those in the other.

Project Kafka involved my course, one with a decidedly art-historical orientation bearing the deceptively provocative title “The Grotesque,” and a studio-arts class in the Design Department, “Advanced Topics in Illustration,” taught by my colleague, Tom Garrett.

Much like the two-in-one identity of Kafka’s character, Gregor Samsa, Garrett’s assignment and my own were essentially the same thing. But they were also quite different. And that was the point.

* See the Project Kafka essays and images: <http://intranet.mcad.edu/modules/gallery/57/intro.php>