

Art History 490 Course Project

Goals:

- To develop knowledge and insight of how the arts function in community organizations
- To apply the concepts and issues of the course texts in a real world situation
- To enhance your abilities and skills in creative thinking and problem solving
- To generate a well-designed and executed project that contributes to the community
- To gain personal insight into your talents, interests, and abilities within this field

Process:

This term students have the opportunity to work with community based organizations in a service-learning project that combines the course context with real life issues and experiences. The service-learning projects will be submitted and presented at the end of the term. They will count 40% of your grade. You will see examples of the kinds of project students developed, and meet former students as well.

1. What is a service-learning project?
A real life project at a community agency or organization such as a museum or gallery where you will spend 17-20 hours (minimum) this term. This works out to about 2-2.5 hours per week though many students contribute additional hours to complete the project to their satisfaction.
2. Who will I be working with?
Some members of the agency (site supervisors) will visit our class on January 9th at 3:30 p.m. to give a 5minute introduction to their projects (see handout). If there is sufficient time you will have the opportunity to set up a more formal meeting to finalize arrangements for your service-learning project with the agency project supervisor. You are invited and encourage to discuss your service-learning experience with Josh Evans, the AmeriCorps Campus Connection person at the Center for Service-Learning (650-7518 or Email josh.evans@wwu.edu or with the course instructor Carol Janson 650-3733 email janson@wwu.edu. The course instructor, service-learning contact person, and the agency supervisor work together with the student/s to insure that the work is proceeding well, and the experience is beneficial to all concerned.
3. How will this project be developed?
The agency supervisors have designated specific projects that would like students to work on. Your responsibilities include the professional behavior expected of anyone in the work force: to be on time, to work the promised hours, and to stay in communication with all members of the service-learning team. We will have regular in class discussions about the service-learning experience and your work. You may be working with other students if it is a larger project, so that abilities to work collaboratively are an important element. Josh Evans will contact you individually during the sixth week of class to check on how the project is progressing. During the seventh week of the class, we will ask you to do a midterm written evaluation of the service-learning experience for the Service-Learning Center and myself. At the conclusion of the course, the final evaluation will take place with Josh.
4. What will the project look like?
Generally, the project documentation takes the form of a notebook that contains visual documentation such as photographs, a project overview, and a week by week summary of what was accomplished, and the project itself. The nature of the project determines its format and whether it is more textually based or visually based. One copy of your project will become part of the course library for future students to consult. You will want a copy for yourself, and the site agency may request one too (be sure to ask).
5. How will it be shared with the agency and class?
Agency supervisors and community organizations will be invited to the final presentations Wednesday March 19th from 1-3 p.m. in Room 232. If necessary, we can reserve the last class session March 13th for presentation as well. Presentations are 10-15 minutes in length and they focus on the service-learning experience and what developed as a project. More specific guidelines will be provided later in the term.

