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2016 - 2017 UHRL AIR Project

Roz Crews

May 19, 2016

Overview

The 2016 - 2017 Artist-in-Residence Project is inspired by the AIR's work with FYE-FRINQ students, classes, and employees, and [the Foxfire Series](#)'s amazing ability to connect students with community members.

With nearly 9 million copies in print, *The Foxfire Book* and its eleven companion volumes stand memorial to the people and the vanishing culture of the Southern Appalachian Mountains, brought to life for readers through the words of those who were born, lived their lives, and passed away there—words collected by high school students who wanted to be a part of their community and preserve their heritage. All 12 volumes in the regular series are anthologies of *Foxfire Magazine* articles written by Rabun County high school students over the magazine's 40-year history, usually expanded through follow-up interviews and other research.

Work of Art (2 sections) - 64 to 72 students (approx. 15 teams, 15 community partners)

Portland - 32, 36, or 42 (approx. 9 teams, 9 community partners)

Globalization - 32, 36, or 42 (approx. 9 teams, 9 community partners)

Health, Happiness, and Human Rights - 32, 36, or 42 (approx. 9 teams, 9 community partners)

Sustainability - 32, 36, or 42 (approx. 9 teams, 9 community partners)

Race and Social Justice - 36 (approx. 9 teams, 9 community partners)

Total Students: 240, 60 teams, 32, 36, or 42 community partners

These are estimated numbers that will be updated closer to fall term.

In teams of four, students from all FYE-FRINQ classes will select a work of art from the museum that relates to their course content, draft a research question inspired by the work of art that is directly related to their course, individually write a creative non-fiction piece inspired by their research, interview a community partner about the work they do related to the students' course, and lead tours of community member presentations at the art museum. There are a variety of supplementary activities and resources to help students be successful in this project.

The project will culminate in three nights at the museum (20 teams per night), and one final exhibition of portraits and selections of interview transcriptions at PSU.

The primary goal of this project is to connect students who are living on campus as a community to the broader communities of Portland. Rather than assigning community partners, it is the AIR's hope that students will find people they are interested in through the research they conduct for their creative nonfiction writing and other class assignments. The AIR will serve as the primary support through this process with assistance from LCAs and mentors to help students select, find, and contact community members to connect with.

The AIR will provide a supplementary "reader" to LCAs and mentors which they can use as a resource when helping to administer this project.

Roles

AIR: Work with Courtney to coordinate “all FYE-FRINQ” events, plan and implement curriculum with help of LCAs and Mentors, coordinate with the museum to develop programs there, coordinate final exhibition at PSU with help from PSU gallery director, work with students to develop their projects, work with UHRL graphic designer to create zine publications for each class and final print-on-demand book, help students source and connect with community members, and connect with faculty about project progress in each class.

LCAs and Mentors: Work with AIR and faculty to help implement individual components of the team projects, assist students with creative nonfiction writing assignment, support students as they learn how to interview, assist with programs as laid out in the description and timeline of the project.

Faculty: Support AIR, LCAs, and mentors during implementation of the project. Determine how to tie the AIR Project components into their syllabus. Help the students understand the value of AIR Project in relationship to their course content.

Courtney and UHRL: Support “all FYE-FRINQ” events, provide financial and resource support to the project, provide graphic design work for zines and final book, and support faculty and AIR through the process.

Billie: Help support LCAs in planning and implementing their events in association with the AIR project. Help LCAs understand the value of the AIR Project.

Brittney and Skylar: Support the project through promotional materials and graphic design work.

Museum: Provide space and time to present the project to the public.

Community Members: Provide time and energy to being interviewed by student team, give a short presentation in the museum as part of student tours. Attend one meet and greet session after their presentation at the museum. Attend final exhibition at PSU.

Detailed Description

Students will visit the Portland Art Museum* for the first time as a class in mentor session or an LCA event during the second week of school. That week they will also determine their “AIR Project Teams” (groups of four) in mentor session. These teams will stay together through the academic year. Teams are meant to encourage positive collaboration, offer peer support in a community engagement project, and satisfy the FRINQ goal of facilitating small-team, group work.

In the third and fourth weeks of fall term, AIR Project Teams will select a work of art that seems relevant to their FYE-FRINQ course topic (AIR will facilitate and provide an assignment). Students should be able to answer the following questions about the work they choose: What course themes does it evoke? How are those themes related to the larger discourse around your course topic?

After selecting and researching their work of art, the four students will work together to determine a research question for their contributions to a “zine”*** they will produce with design by UHRL’s design team and illustrations by the AIR. The research question should be inspired by the artwork and relate directly to their coursework. After the team has selected a research question, each member will contribute a piece of

“creative nonfiction” writing that relates to the question (each piece of writing should have a works cited page that includes at least three non-internet sources); the AIR will work with teams to workshop their zine content ideas. In the process of research, each team will identify a single community member whose work relates to the team’s research topic, and with the help of the AIR, they will establish a relationship with that community member.

To prepare students for working with a community member, they will be required to take a mandatory public engagement seminar that will help them understand the social and ethical responsibilities of working in the public sphere. In the beginning of winter term, they will also attend a panel discussion about the purpose and methods of interviewing which will feature professionals from a range of disciplines who work with interviews as a primary research method in their work.

After working with the AIR to determine a community member each team will work with, the teams will conduct an interview with their community member that will later be transcribed and included in their team zine (along with their creative nonfiction writing assignments). Selected zine contributions and interviews will be included in a final print-on-demand book published at the end of the year.

In addition to interviewing their community partner, students will invite their partner to give mini-presentations about their expertise at the Portland Art Museum. Presentations will occur in galleries next to the works of art students selected as the initial inspiration for their project. During the evening, students will be scheduled to lead public tours for museum visitors and their classmates -- taking groups from one presentation to the next. The students will serve as “curators” of the presentation content by selecting the works of art that instigated research topics and the people who are presenting.

After the presentations, students and community members will enjoy a “Meet & Greet” zine release event in the museum with engagement prompt cards, opportunities to meet with community members from other FYE-FRINQ classes, and refreshments. Students will be able to share their final zines with community members, their professors, and their fellow FYE-FRINQ classmates from PSU.

There will be a final exhibition at the end of the year on PSU’s campus which will include portraits of each team with their community partner, enlarged excerpts from the final publication, and free copies of a selection of zines from each class. Portraits will be taken by the students at the community partner’s chosen “environment” (ie. their place of work, a place they tend to go for work, their studio, etc.)

* Students should buy a student pass to the Portland Art Museum online or in person during the first week of class.

** Zines will be between 16 and 24 pages and include work by multiple teams.

Syllabus Information for Faculty

Includes below: Overview, AIR Project Learning Outcomes, and Timeline

Overview

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The primary goal of this project is to connect students who are living on campus as a community to the broader communities of Portland. Rather than assigning community partners, it is the AIR's hope that students will find people they are interested in through the research they conduct for their creative nonfiction writing and other class assignments. The AIR will serve as the primary support through this process with assistance from LCAs and mentors to help students select, find, and contact community members to connect with.

AIR Project Learning Outcomes

- Engage in group learning with a focus on collaboration and teamwork.
- Improve capacity to communicate, to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
- Enhance appreciation for and understanding of the rich complexity of the human experience by working with a community partner that works in the field.
- Expand understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through a group project that focuses on learning about a community member's experience in the world.
- Improve oral presentation by giving a public tour in the museum.
- Learn how to conduct an interview in the context of research.
- Improve analysis and writing skills by distilling research into a creative nonfiction writing assignment.
- Improve visual literacy by viewing works in the Portland Art Museum and developing projects based on those works of art.
- Gain insight into how images communicate, and begin to understand the layers of meaning they can present.
- Improve critical and abstract thinking skills by developing connections between seemingly unrelated things (work of art and sustainability).
- To create a meaningful relationship between disciplines, subjects, and skills.
- Develop relationships with community leaders outside of PSU.

Timeline (highlighted items are events for all FYE-FRINQ to come together)

Fall Term

- Before the term starts, students will attend an AIR artist talk to meet the AIR and learn more about her practice.
- Week 2: Students will form AIR Project Teams, buy museum passes, and go on their first exploratory visit to the museum during mentor session with prompts from the AIR.
- Week 3 or 4 (faculty choice): Students will visit the museum with the AIR during class, select works of art with their team, and receive the assignment to write a nonfiction creative writing piece (DUE Week 7, final draft DUE Week 8).
- Week 5: Student teams will sign up to meet with AIR outside of class to discuss their research questions and possible community members (two teams per meeting time), submit final research question to AIR via email after meeting, after meetings students will receive email confirmation that their topic is approved (Community partner proposal DUE Week 8).
- Week 7: Students submit their creative nonfiction writing pieces to LCAs to be graded.

- Week 8: Students turn in final drafts of creative nonfiction writing to AIR along with a one-page proposal explaining who they've selected as a community member partner.
- Week 9: Students attend one-hour mandatory public engagement seminar. Led by an amazing public engagement professional.

Winter Term

- Week 1: Students attend a panel discussion about interviewing. Panel includes an array of professionals who use interviewing as a research method in their practice.
- Week 2: Interviewing practice in mentor session.
- Week 3: Student teams meet with AIR outside of class to determine a plan for connecting with a community member they've selected. AIR assigns interview assignment (Transcription, audio files, and photo portraits DUE Week 10).
- Week 5: Students propose the interview to their community partner and confirmed date for when the community partner will present at the museum. Submit confirmation to AIR, AIR will create schedules for museum dates and send to all FYE-FRINQ.
- Week 6: Students confirm a time for the interview.
- Week 7-8: Students interviewing their community partner, create a self-timer portrait with their community partner and team members.
- Week 9: Transcribing interviews.
- Week 10: Transcriptions, audio files, and portraits are DUE to the AIR.

Spring Term

- Week 2 (Friday April 14, 5-6PM presentations, 6-7PM meet & greet): First round of student tours and 20 community member presentations. First release of zines.
- Week 5: (Thursday May 4, 5-6PM presentations, 6-7PM meet & greet): Second round of student tours and 20 community member presentations. Second release of zines.
- Week 6 or 7: (Friday depending on Assembly schedule): Third round of student tours and 20 community member presentations. Third release of zines.
- Week 8, 9, or 10: Portrait exhibition opening at PSU and book release. All community members and FYE-FRINQ invited. Schedule of readings TBA.