Navigating Museum, Library, and Scholarly Discourse:

A Librarian-Professor Instruction Partnership

Shira Loev Eller and Rachel Pollack, GWU
University Writing (UW1020)

Course examples:

- “Women in Jane Austen”
- “Clothing and Global Capitalism”
- “American Environmental Advocacy”
- “Shakespeare in Art” (Pollack and Eller)
- “The Greek Ideal in Art” (Pollack and Eller)
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Shared term examples:

• Lens
• Line of inquiry
• Object of study
• Research question

A possible object of study. 
Judith Leyster, *Self-Portrait*, NGA.
“Scholarship as Conversation”

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

ACRL Framework for Information Literacy for Higher Education
Syllabus disclaimer

Obviously the study of Art History plays an essential role in the content of this course. However the class in not intended for majors in the field. This means that you will neither be tested nor evaluated according to your knowledge and expertise in the subject. Rather you will use art as a means to improve your writing and research skills at the university.
“I know more about art than you do, so I’ll tell you what to like.”
Rivals of Rembrandt
A Land Below Sea: The Rise of The Dutch Empire
Mistresses & Muses
I can't tell you why, but libraries have always intimidated me.
NGA painting brainstorming exercise
“Citation Chasing” video stills
Student feedback

“I have already used, and will continue to use the research skills I have developed through this course.”

“Based on this course, I will conduct research projects in the future by approaching a topic, learning about it through books and research articles, and then creating an angle based on my reaction to the research.”

“I learned about the expectations at the college level and the process of college research.”
Contact Information

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Abraham de Verwer, *View of Hoorn*, c. 1650, NGA