

**ARTX226/SEM206**  
**Ceramics: World Pottery**  
**Sarah Lindley**  
**Winter 2011**

## **Research Presentation**

### **Project Description**

For the research portion of the course, you will propose, execute and present a research project on a topic related to your intended study abroad site (or a region of long standing interest to you, if you are not going on study abroad). Your topic should be narrow and may bridge other disciplines and/or topics that interest you. It is possible to connect ceramics to a wide range of disciplines. When considering topics, you might think about the role of food, alchemy, religion, domesticity, gender, class, trade OR aesthetics in its creation, use and development. The options for an interdisciplinary approach are limitless.

Your research project will have three graded components:

- 1) Oral presentation with images 50%
- 2) Annotated bibliography (rough draft and final copy) 20%
- 3) Detailed outline with citations for all summarized and/or quoted material 30%.

### **Timeline/Due dates**

**Week Four Thurs:** Broad Topic (for example--France: historical technique; Britain: gender in making/use; Egypt: Traditional vrs Contemporary; Ecuador: Post-Colonial Pottery; Germany: Clay technology/chemistry)

**Week Five Thurs:** Identify your main text and begin reading and “digesting” it; Turn in your narrow topic on Thursday (for example—“France: Historical Technique” becomes “Mold-forming in the Sevres factory”)

**Week Six Thurs:** First Draft of Annotated Bibliography due

**Week Eight Tues:** First Draft of Outline due

**Weeks Nine/Ten Tues:** Presentations, final drafts of Bibliography and Outline due

### **Step 1: Broad Topic**

#### **Getting started**

1. Identify the region you plan to focus on for your research and decide whether you are interested in finding out more about a contemporary pottery topic, a historic one or a significant period of transition.
2. What other disciplines or issues might you be interested in thinking about? Make a list of possible connections (gender, home life, architecture, tourist art, food and/or eating customs, etc.).
3. Search for one good scholarly book or article on your broad topic. There are some recommended texts on reserve in the library. Look in their table of contents and indexes to determine if any of them would be useful starting points.
4. Review the recommended bibliographies for additional sources on your region and/or key words. Highlight books that may be relevant to your region.

## **Step 2: Evaluating Source Materials**

### **Important considerations for interpreting validity, accuracy and usefulness of texts**

Texts on reserve for the class are “safe bets”. In general, they tend to be well-researched academic texts that have indexes, citations and bibliographies. They are not perfect and it is likely that they include some inaccurate information, so make sure to corroborate important facts. In many cases the citations and bibliographies in these sources include scholarly articles on more specific topics.

When searching for additional sources ask the following questions...

- When was the book or article written? If the book or article is not from the last twenty years, is it still accurate?
- Who wrote your source? What is his/her relationship to the subject you are researching? Is the author an artist, a historian, an anthropologist or sociologist? Is the author native to the country/region being discussed? If not, how might that affect his/her discussion of the work and/or artist?
- Who is the intended audience for the text– artists, historians, popular/general consumption (“coffee-table” or picture book), tourists, anthropologists, sociologists, collectors or connoisseurs? How might the intended audience affect how the information is presented?
- What is the length of the source compared to the amount and type of information presented? Are you reading a 300 page book with 60+ illustrations on 10,000 years of world pottery or a twenty page article from a journal on the work of one artist? Is the text footnoted? Are the footnotes annotated?
- Refer to the bibliography and endnotes in useful texts for additional sources to look up.

## **Step 3: Annotated Bibliography**

### **First draft due Thursday week 6**

When preparing your annotated bibliography, attempt to answer the questions above. Use MLA citation format (directions in the World Pottery Course Guide online). Each entry should include one paragraph discussing its contents and relevancy to your chosen topic. Your bibliography should include three to five of both books (may include “Women Potters”) and journal articles (may include SCHOLARLY online journals—check course guide to determine, if it is scholarly).

NOTE: Turn in copies of your journal articles with your bibliography, so that I can check citations during grading.

Additional optional sources:

Some images in the ArtStor database have scholarly information on the object. Images posted by the Asia Society are good examples. If you use any of these sources, print off the entry and turn it in with you bibliography.

Some Museum websites have detailed information on objects in their collection. Cite the webpage, using MLA guidelines for internet sources AND print off a screen shot to turn in with your bibliography.

NEXT STEPS COMING SOON