

# Print History Teaching Forum

## Research and Timeline for Presentations

This assignment involves doing:

- substantive art historical research,
- selecting visual images,
- writing a 5 – 7 page paper,
- developing an annotated bibliography of your sources,
- developing a handout for students, and
- teaching the material to your peers in a formal 25-minute lecture (Powerpoint or Notebook may be helpful; the laptop we have to work with is a PC with Powerpoint installed)

You'll attend two small-group mentoring meetings to help you focus your research and presentation as you develop your research project.

This research/lecture project in addition to completion of seminar readings, participation in seminars, and a passing score on the final exam, will generate 7 credits in printmaking history and theory.

The presentations you and your peers create will form the printmaking history lecture series in the program. The handouts you create will be used by your peers as study guides, along with notes taken during the lectures, to study for the final exam. A research paper by each student will be made available on reserve in the library. The final exam will be given week 10, Monday, June 2, providing you with an opportunity to demonstrate your learning of the print history material covered over the quarter (65% or better – no curve).

### Peer Teaching vs. Research Projects

The fundamental difference between this assignment and other research projects you have undertaken is the role of **teaching**.

*Teaching* must frame the entire context for your paper and presentation – from the images you use, to your organization, to the information that you include/exclude. Your objective is to inform, explain, translate and emphasize key points for your audience. Your objective is NOT to demonstrate how much you have learned (though good teaching demonstrates that as well).

As you develop your paper and lecture, consider what teaching paradigms have been especially helpful to you as a student learning material from a lecture.

#### ***What Helps you Learn?***

*Handouts*

*Bulleted power point pages or lists*

*Focus on a few pieces rather than many*

*A thesis or key 'take-home' point to the whole lecture*

*Repeating important concepts*

*Experiential or participative elements*

***Ray Gloeckler, The Cyclist, 1972, wood engraving***

What would be useful to know about this image?

What would be useful to know about the artist?

What teaching strategies might help you learn best, and retain information, about this image

## **Research Strategies**

### **1. General information**

Use the Evergreen Library or web to acquire materials or develop a basic understanding of your topic

- Wikipedia if you are completely unfamiliar with your topic
- *Art History* by Marilyn Stokstad
- *Print in the Western World: An Introductory History* by Linda C. Hults
- General texts on your topic: i.e., if you are researching Kathe Kollwitz, find books on 20<sup>th</sup> century German printmakers

### **2. Focused information**

*Use the Evergreen Library and/or SUMMIT to acquire material*

Monographs on particular artists

Review the bibliographies in texts you find useful to get more material

At this level, information published on a website is virtually never reliable. Don't use it.

Begin collecting images – especially those covered by several texts.

- Scan color images from texts
- Collect images from ArtStor

### **3. Detailed information**

Use the Evergreen Library and/or SUMMIT to acquire material; also JSTOR

Monographs on particular artists by reputable scholars and presses

Essays in published in scholarly texts

Specific scholarly articles accessed from JSTOR or other journals

Review the bibliographies in texts you find useful to get more material

## **Academic Sources for texts, books and images**

### **Using the Library Catalog**

Evergreen College website

- click on **Academics**
- click on **Library**
- scroll and click on “**Catalog & Databases**”

*Origins of European Printmaking* by Peter Parshall

### **Using SUMMIT for texts**

if the library carries the title, but it's checked out, try **SUMMIT** which gives you access to 28 libraries throughout the Pacific Northwest

- click on the book title
- Identify the institution you are affiliated with (*The Evergreen*)
- click **submit**
- fill in your name
- “University ID” is your “A” number
- click **submit**.

Texts arrive in about 3-5 business days at the circulation desk. You’ll receive an e-mail at your campus address indicating the text has arrived. Bring your student ID to check out books. You’ll not be able to check out books if you have overdue fines or other restrictions on your account.

### **Using JSTOR for articles**

JSTOR is a free searchable database holding thousands of journal articles.

**Using the Title attribute, type in *JSTOR* and hit return**

### **Using ArtStor for images**

**Using the Title attribute, type in *ArtStor* and hit return**

### **Back to research: analyzing and using your sources**

Focused and detailed information collection and analysis require looking at books specifically focused on your topic and searching databases for journal articles on the most current ideas about your topic. You need to assess the reliability and veracity of your sources.

- Acceptable scholarly texts are usually published by university presses and written by art or cultural historians.
- Coffee table books are generally *not* scholarly, nor are *Time Life “Great Artist’s Series.”*
- Acceptable journal articles will have been published by art historians, dissertators, and appear sometimes on the web or in peer-reviewed journals available through databases.

You may find that some authors disagree or contradict each other – it becomes your job as a researcher to form educated opinions (based on research) to (1) reconcile *or* (2) present the contradictions in your presentation.

As you conduct your research and develop your paper and lecture be conscientious about the objective of your research: to teach others about your topic. Your learning objective is to know the information well enough to explain it to others and to answer their questions. You should be a kind of expert on the scholars writing about your topic.

***FYI: Using an author’s bibliography is one of the best, most targeted resources available to you – use it!***

### **Annotated Bibliography**

The point of a bibliography is to permit the reader of your paper to use *your* sources should they find them interesting. Your final annotated bibliography should include minimum of 5 sources including art historical articles and books. List your sources in your bibliography alphabetically, by author’s last name, thus:

Author’s Last Name, First Name, (article title in quotations) (book or magazine) title in italics or underlined, publication year, publisher.

Example of bibliographic citation:

Strauss, Walter L. (ed.) *The Complete Engravings, Etchings and Drypoints of Albrecht Durer*, 1972, Dover Publications

The annotation is a brief sentence or two describing the scope of the text you used. Write it as if you are addressing a general reader/scholar who may be interested in using the source.

Example of of bibliographic citation with annotation:

Strauss, Walter L. (ed.) *The Complete Engravings, Etchings and Drypoints of Albrecht Durer*, 1972, Dover Publications. A catalog-style volume including the to-scale impressions of Durer's known engravings and etchings. Includes brief information about the impressions and in some instances provenance.

### **Citing Your Sources**

Cite your sources in your paper by including the author's last name and page number in parentheses following the idea you are borrowing from that author.

Example of a parenthetical citation:

Human beings have a complicated relationship to images in general. We are compelled toward them, while simultaneously fearing images as seductive and powerful. Thus the foundations for icon veneration, as well as iconoclasm, are instances providing evidence of our anxiety about images (Freedberg, pg 7).

In lectures, when quoting sources it is appropriate to refer to the author and source briefly. If you are in doubt whether to cite an idea, cite it or ask for clarification.

*It is a grave academic infraction to present the work of another as your own. This can include copying/pasting whole text from websites (which are also easy to detect), or including ideas originated by other authors without proper citation of the author who originally published the idea. Students found to be plagiarizing may be in jeopardy of losing all credit and possible expulsion from college.*

◆ Always include citations – even in rough drafts! Develop the habit of collecting citations so you don't forget where you got an idea. Avoid having to go through a pile of books for one citation! Maintain your bibliography in the same computer file as your paper.

### **The Writing Center**

While you will get some help organizing your ideas in the small-group mentoring meetings, the writing process will be one you largely undertake on your own. You are strongly encouraged to make use of the tutors at the Writing Center located in the library (some Prime Time appointments are also available in the dorms) for additional support in drafting and finishing your paper.

### **Preparing Your Lecture**

The best way to assure that your lecture is a success and that you are comfortable presenting it, is to have all your materials assembled early and to PRACTICE, PRACTICE, PRACTICE your lecture. Go through a few dry runs on

your own and time your lecture to fit into 25 minutes. Present your lecture to friends and family members – if your lecture is well organized and clear enough to instruct non-artists, then you're doing a great job. If you can answer their questions effectively, you should have no problems in your class lecture.

Some strong suggestions:

- Clearly focus on *teaching* the material rather than *reporting* the material to your peers. Anticipate the questions they might have and answer them in the context of your lecture or be prepared with answers should questions come up.
- Begin your lecture by presenting an overview of your topic and an outline of your lecture so listeners are apprised of the 'landscape' of your lecture.
- Repeat the ideas you really want people to learn over and over during your lecture – this is how lecturers emphasize the 'take-home' ideas of a lecture and repetition helps people remember important ideas.
- Be sure you are showing the slides long enough for your audience to absorb the work visually, but not so long that your presentation is slowed by it (20 seconds – 2 or 3 minutes depending on how you're discussing a work)

## **Research and Presentation Timeline**

### **Two weeks before your presentation:**

Minimum expectation:

- (1) Your project has been researched, texts selected and skimmed if not read entirely. You are able to discuss your topic generally.
- (2) You have collected a number of images in books or from ArtStor
- (3) You have developed a draft outline of your topic/presentation/paper.
- (4) In this meeting, we'll discuss the research and make suggestions about further research or image collection.

**Bring to Meeting 1:**            **A typed outline of your lecture**  
   **Books and/or a thumbnail sheet with images**  
   **A typed *draft* annotated bibliography**

### **One week before your presentation:**

Minimum expectation:

- (1) Your lecture is 90% prepared for presentation.
- (2) Your paper 75% complete.
- (3) You have a draft handout for students.
- (4) You present your lecture to faculty and other students in the history critique core.

**Bring to Meeting 2:**            **A jump drive with your presentation on it (PowerPoint)**  
   **A draft handout (one page)**  
   **Deliver your lecture at the meeting**

### **Presentation Day**

- (1) You arrive 20 minutes *prior* to class.
- (2) Load your presentation onto the laptop,
- (3) Your lecture notes are in order and
- (4) You have copies of your handout ready to distribute.
- (5) [*breathe!*]

**Hand in final paper (with annotated bibliography attached)**  
**Hand out list of works to be discussed with identification information (artist, title of work, medium, date executed).**  
**Present your lecture**

## **Expectations and (some of the) Evaluation Criteria**

### **Presentations**

- Are 25 minutes in length; begin on time, end in a timely manner.
- Are to be formal presentations about your research, designed to **teach** the material to others, not merely repeat what you know.
- Must include good images for projection, and a handout for students with identifying information about the images and ideas covered in your lecture
  
- **Papers**
- Typed, double spaced, 5 – 7 pages, 11-point font, ¾ inch margins, **due the day of the presentation.**
- Include an annotated bibliography of five or more sources.
- Include headings for sections of the paper (a subtitle that indicates the theme of a paragraph or section of your paper helps the reader follow your train of thought)
- Citations should follow this format: **(author's last name, pg #)** following the idea cited.
- You may be asked to revise aspects of your paper after you submit the final version. If so, make revisions at your earliest convenience and when the paper is approved, print a final version for inclusion in the program archive in the library.
- For additional support with writing, consult with tutors at the Writing Center for editorial, structural and grammatical suggestions prior to submitting your final paper.

### **Handouts**

- Should be typed, 11 – 12 point font / a single sheet of paper (may be two-sided)
- All works of art shown/discussed in the lecture should be clearly identified in the handout, in the order the images appear in your lecture, with the following information: Artist's name, title of piece, year piece was made, medium
- Should include a clear outline of the ideas you'll be addressing in the lecture and the order in which you'll discuss them
- Should include terms that are important to know with respect to your subject (students addressing techniques may have far more terms than works of art on their hand-outs, and the reverse may be true of students focusing on an artist)
- The most helpful handouts will be visually clean and provide some space for students to write notes as they listen to your lecture.
- Handouts should be photocopied at least a day in advance for distribution to 26 people. **DO NOT EXPECT TO PHOTOCOPY 15 MINUTES BEFORE YOUR PRESENTATION.** The photocopiers on campus are wired to recognize that your presentation is "today" and they will malfunction. All of them. Everywhere on campus. You'll be late for your presentation. You'll hate it.