

First-Year Seminar 2017: Making Color: labor, culture, meaning

IDPT 10100-15

Instructor: Sarah Mirza, smirza@wooster.edu, 330-287-1939, Kauke 005, office hours MWF 12-1, or by appointment

TAs: Emma Folkenroth efolkenroth19@wooster.edu office Sundays 1-2 Lowry Pit (at a table closer to the back)

Emily Huxtable emoentmann18@wooster.edu office Wednesdays 1-2 Gault 2 carrell (to your right at the top of the stairs)

Course summary:

Why do most people in the Western world say that their favorite color is blue? Why did medieval European painters depict the sky as gold? What was so important about the color red that 17th century global trade relied on the blood of a female insect, now better known as Red 4 or E120 and found in your lipstick or candy? How does meaning and our responses to color change over time as the process and economy of making color changes? What does religion and culture have to do with it? We will study medieval European, Middle Eastern, and Asian recipes for pigments, read about the human cost and history of producing color, and discuss how this background impacts how we understand the visual and material meanings of things. This seminar will include hands-on instruction and assignments.

Readings: *required and available at Bookstore; all others will be made available electronically

*Victoria Finlay, *Color: a natural history of the palette* ISBN-13: **978-0812971422**

*Nigel Rapport and Joanna Overing, *Social and Cultural Anthropology: the key concepts* ISBN-13: **978-0415367516**

*Gerald Graff and Cathy Birkenstein, *"They Say / I Say" The Moves that Matter in Academic Writing* 3rd edition ISBN-13: 978-0393617436

Other sources of use to your research:

<http://www.webexhibits.org/pigments/>

These two books are on Course Reserves on the first floor of Andrews Library:

Michel Pastoureau, *Blue: The History of a Color*

Cennino d'Andrea Cennini, *The Craftsman's Handbook*

All other readings will be available on our course website: makingcolor.voices.wooster.edu

Password for readings: ultramarine

FYS Course objectives:

- developing the abilities, especially the writing skills, that are essential to critical thinking
- interpreting complex theoretical and creative texts and artifacts
- constructing a coherent argument, supporting the argument with evidence, and defending the argument
- being able to understand, appreciate, and objectively critique multiple perspectives *including one's own*

In addition, our aims in this seminar include:

- recognizing when a source essentializes a culture or religion
- developing a standard for sources, based on assessing the publisher, expertise and training of author(s), and the use of evidence/approach/method
- developing an understanding of how meaning changes over time along with changes in the economy and in historical conditions
- learning how to pose research questions about objects
- applying theories and approaches of Religious Studies and Material Culture Studies to local artifacts

Resources:

Your TAs!! – contact them with any questions, or to set up alternate meeting times if you can't make their office hours: Emma Folkenroth efolkenroth19@wooster.edu and

Emily Huxtable emoentmann18@wooster.edu

Course website – updated class schedule, assignment rubrics, and electronic readings,
<http://makingcolor.voices.wooster.edu>

Peer Mentoring program - contact Cathy McConnell cmconnell@wooster.edu

Special Collections Librarian – Denise Monbarren, dmonbarren@wooster.edu

Library Research Assistance – Catie Newton

Writing Center – free assistance in planning, drafting, and revising any written work, Andrews Library, ext. 2205

Art Museum – learning how to handle, describe, and study artifacts, Ebert Art Center, contact Kitty Zurko kzurko@wooster.edu

APEX – academic and professional advising, e-portfolios, Gault Library, Lower Level, ext. 1919 (walk-in Wednesdays 1:30-4)

Learning Center – assistance with time management, studying, and disability support, in APEX

English Language Learners support – contact Carla Reyes creyes@wooster.edu, ext. 2267

Policies:

Absences -- Please let me know as far in advance as possible about any conflicts between your extracurricular activities and class attendance. Please note that attendance for each class meeting is worth 1/3 of a point.

Assignment Format – Please hand in all assignments in 12 point, Times New Roman font, double spaced, 1 inch margins on all sides. All assignments are due at the start of class for full credit. Late assignments will be subject to 2 point deduction per calendar day late.

Email - I will respond to emails within 24 hours of receiving them. Please do not expect me to respond to last minute emails before assignments are due. Substantive questions should be saved for office hours.

If you need your TAs for help with an assignment, you must contact them at least 48 hours before the assignment due date.

Academic Honesty - You are expected to know and abide by the rules of the institution as described in the [Scot's Key](#). Particular attention should be directed to the appropriate use of materials available on-line through the Internet. It is important that you read and understand the [ethical use of information](#). Whether intentional or not, improper use of materials can be considered a violation of academic honesty. Cheating in any of your academic work is a serious breach of the Wooster Ethic and the Code of Academic Integrity and is grounds for an F for the entire course. In addition, I am required to forward a record of the incident to the Dean for Curriculum and Academic Engagement. You will be held responsible for your actions. If you are unsure as to what is permissible, always consult me first.

You should be aware of the following guidelines regarding plagiarism:

1. Any idea or argument taken from a work that is not your own – whether it is from a printed source, the internet, or another student – must be properly cited. You must incorporate an acknowledgment of the source of the idea in a footnote. If not, your work will be considered plagiarism.
2. All quotations must be clearly marked with quotation marks in the text and the source identified in a footnote. If not, your work will be considered plagiarism.
3. Any group of three or more words taken directly from a work that is not your own must appear in quotation marks and the source identified in a footnote. If not, your work will be considered plagiarism.
4. The borrowing of any complete sentence, sentence fragment, or sequence of three words or more from a work that is not your own (whether taken from printed works, the internet, or the work of

another student) without quotation marks and without proper citation is considered plagiarism. This includes words taken from reference works, online book reviews, or student essay posting sites.

Technology in the classroom – Please refrain from using computers (laptops, phones, tablets etc.) during the entirety of the class session. If you have a documented disability requiring use of a computer, please inform me. Laptops may only be used for in-class presentations or class exercises specifically dealing with on-line content.

Accommodations - If you need any learning disability related accommodations in this class, please inform me immediately.

Summaries of major assignments:

- Paper on Finlay: identify points for further research into historical and socio-economic context (posing academic questions, issues of field), 3-4 pages
- Wooster 101 and APEX visit: attend 2 WOO 101 sessions of your choice and briefly report back to the class on what you learned; visit APEX once during the semester to find out what it offers you and report to the class
- Meaning reflection versions 1 and 2 – a brief reflection on what makes color meaningful (1 page, graded only for grammar), and a reflection on this reflection about what has changed about your perspective at the end of the course (2 pages, graded for grammar and attention to course content)
- Summary of Maniura: identify author's position from those of his/her references, identify the academic conversation the article is taking part in, outline the argument, discuss how his argument contributes to the course topic, write a brief manual on how to navigate this article 5-6 pages
- Art Museum visit: how to search for and find item in Museum, how to arrange a viewing, how to conduct a viewing and compose a description
- Evaluation of search and obtain item: search for and obtain a book that is relevant to your final project and evaluate its applicability, 2-3 pages
- Class-led group teaching session: students present a topic related to our course and 5 academic sources
- Two-part final project: locate an artifact making use of color on campus, identify the materials that compose the artifact and the background of the artifact, identify terminology that applies and two disciplinary angles with which to potentially research the artifact, 7-8 pages
- Pigment creation experiment: Your attempt to reproduce any ancient or medieval pigment recipe, with a brief report on your process and a class exhibit of your results

Evaluation:

- Required Attendance: class participation (5 points), any two Wooster 101 sessions (2 @ 4 points each), Kareem Abdul-Jabbar talk (2 points), APEX visit (2 points), all Museum and Library sessions (4 @ 5 points each), bringing in an object to discuss (3 points)
- Building relationship with advisor (5 points)
- Participation in peer writing evaluation (3 @ 15 points each)
- Group project on identifying and leading discussion on external sources (30 points for class-session, 5 points for division of labor)
- Final project (draft of report 25 points, final report 75 points)
- Pigment creation project and exhibit (15 points each for in-class exhibit and report)
- Submission of personal style sheet (10 points)
- Meaning reflection papers 1 (10 points) & 2 (15 points)
- Papers: discussion paper on Finlay (45 points), summary paper on Maniura (45 points), critique of non-expert source (25 points), evaluation of search and obtain item (20 points)

Total: 425 points

Schedule

The course schedule may be subject to change on the basis of our progress and discussion

Part I: Process and Materials

- week 1
8/23 Introduction to course
summer reading essays due
8/25 Finlay preface and intro
- week 2
8/28 Finlay Ochre
meaning reflection 1 due
8/30 Finlay Black and Brown; They Say ch 1; Cennini's recipe for black pp. 19-23
9/1 Finlay White; Cennini's recipes for whites p. 34
advising pause-bring in syllabus for another course
- week 3
9/4 Finlay Red; They Say ch 2; Cennini's recipes for reds pp. 23-27
9/5 last day to add course
9/6 Finlay Orange; They Say ch 3
9/8 *peer-eval Finlay paper draft*
summer reading contest deadline: <https://www.wooster.edu/academics/fys/summer/>
- week 4
9/11 Finlay Yellow; Cennini's recipes for yellows pp. 27-30
9/13 *Special Collections Visit*
9/15 Finlay Green; Cennini's recipes for greens pp. 30-33
Finlay paper revision due
- week 5
9/18 Finlay Blue; Cennini's recipes for blues pp. 35-39; *responses to summer reading discussion*
9/19 *Kareem Abdul-Jabbar talk, 7:30 Timken Gym*
9/20 Finlay Indigo
9/22 Finlay Violet and epilogue
bring in item for discussion

Part II: Meaning

- week 6
9/25 Pastoureau excerpt; Sullivan excerpt
9/27 Art Museum Visit
9/29 Young
- week 7
10/2 Garcia
10/3 last day to drop a course
10/4 Garcia, continued
10/6 They Say ch 5
advising pause-bring in 4-year plan
FALL BREAK
- week 8
10/16 Ratner and Ozgen
10/18 Ratner and Ozgen
10/20 Corcoran

- week 9
 - 10/23 Corcoran, continued; They Say ch 6-7, apply to Corcoran
 - 10/25 *bring in "expert" sources to discuss, reports due*
 - 10/27 library visit-research databases McCoy Lab
- week 10
 - 10/30 Maniura
 - 11/1 Maniura, continued
 - 11/3 *group teaching day*
- week 11
 - 11/6 *Mainura drafts due, writing workshop*
 - 11/8 pre-registration workshop
 - 11/10 discuss 2 articles from Rapport/Overing; discuss final project possibilities
- week 12
 - 11/13 *Maniura revised papers due, use They Say ch 11 to revise*
 - 11/15 library research day CoRE (bring your laptops)
 - 11/17 Rapport/Overing
- week 13
 - 11/20 *search and obtain reports due and discussion*

THANKSGIVING RECESS

- week 14
 - 11/27 final project bibliographies due
 - 11/29 Rapport/Overing; bring in any other sources to discuss
 - 12/1 *final project proposals due, writing workshop*
 - week 15
 - 12/4 *exhibits*
 - 12/6 *exhibits*
 - 12/8 *personal style sheet and meaning reflection version 2 due*
- 12/13 *final paper due in my office by 7 pm*