

FEMINIST ART AND THEORY: **Research presentations**

As addressed in our syllabus, the last several weeks of class has been set aside for presentations about, and a last-day-of-class discussion of students' independent research on an aspect of feminist visual culture. As mentioned at the start of the term, the research presentations will take the form of a "conference-style" panel each week. As such, I'd like to give students a quick primer on what this means.

At professional conferences (like the annual conference of artists, critics, and art historians through the professional organization College Art Association), speakers are brought together for a day's or several days' worth of "sessions" that address issues of relevance to the field/s or organization/s sponsoring the conference. Sessions are usually 2 ½ -to-3-hours long, organized by a certain theme or topic, and include 3-to-6 panelists speaking for 10-20 minutes apiece, followed by questions/comments by the audience members. (See, for example, the conference booklet for the upcoming CAA annual conference in Chicago on the CAA website, which includes the session themes selected for this year:

<http://conference.collegeart.org/2010/index.php>) If you are a professional in the field of art or art history, it's likely that you will be asked to chair or participate in such sessions on many occasions in your career. As such, we'll be using our class presentations as an opportunity to get accustomed to this format.

The presentations will be organized according to the following schedule:

- **November 11th:**
Bri Chesler
Torre Lewis
Melody Korn
Katherine Anne Novotny
Monica Dixon
- **November 18th:**
Bonnie Thomas
Danelle Boskovich
Brian Hettler
Claire Condon
Aly Parrott
Ila Medlin
- **December 2nd:**
Alison Duncan
Stef Dlugosz
Zoe Pedziwiatr
Matt Jacobs
Sammy Persons

PRESENTATION GUIDELINES:

- **Your presentation must be written out and read as a formal presentation-style paper, 6-to-10 pages in length:** If your paper is typed or computer printed, double-spaced, with no larger than one-inch margins and 12-point fonts, it should take approximately 12-to-20 minutes for you to read. (Like conference presentations, papers will be timed, and those who go over 20 minutes will be asked to wrap it up.)
- Most presentations will likely fall into one of two categories:
 - 1) A “progress report” that highlights the state of your research to date, and focuses upon OTHERS’ scholarship/criticism on your topic, concluding with a section on how you feel your own, final paper on the topic will ultimately bring together the information on the topic at hand.
 - 2) An abbreviated version of your final paper, focusing upon YOUR OWN findings on and analyses of available scholarship/criticism on the topic at hand.

Of course, there are many *other* ways that your presentations may be constructed, but if you are at a loss about how to organize your research and analyses by the assigned date of your presentation, keep in mind that these are probably the two simplest ways of doing so.

- **Remember that lectures should be composed slightly differently than research papers:** simply take into account that one is *read to* an audience, the other is *read by* an audience. As such, try to keep your direct quotes to a minimum (reveal your sources in the body of the text—“Roland Barthes argued...” “Laura Mulvey believed...”—but try to paraphrase whenever possible), and only use quotes that are relatively short and get right to the point you are trying to use them to make. And, keep in mind that you want to avoid throwing up linguistic roadblocks: keep your sentences short, and your terminology easy to pronounce. You’re quite literally *telling the story* of your research topic, so don’t lose sight of this fact when writing your presentation. (If you’d like an example, I have a conference presentation of my own up on my website at: <http://www.mariabuszek.com/kcai/CAA2004.pdf>)
- **Your presentation will be accompanied by pertinent imagery saved on a disc or flash drive as a Powerpoint presentation,** to be presented on a laptop that will be made available to the class, so as to minimize “laptop shifting” where we waste time plugging/unplugging individual computers. (The amount of imagery to be shown is up to the presenter—keeping in mind that navigating imagery takes up your allotted presentation time, so choose your images judiciously).
- **As always, please don’t hesitate to contact me with any questions or problems that you are having in your research or writing.** (Rough drafts are not just welcome, but *happily recommended*. You should e-mail the drafts to me as Word document attachments by the Saturday before your presentation, which I can then correct and e-mail back to you.)