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| Read the References | |
| Description | A “Read the References” assignment takes a pearl growing approach and encourages students to consider their sources’ scholarly footsteps. See “Library Session Research Assignment” (attached) for an example.  Students choose a research topic of interest. Students will locate x-# of sources on their chosen topic. Then, students select one of the scholarly articles or book chapters they found (the professor may provide criteria for selection or the students can make that choice independently). From the list of references provided in that original source, they will locate and read two or three of the cited sources from the original source’s bibliography.  In their analysis of each source, students explain:   * why they chose the source they did * why is this article important * how is it related or not related to the topic * what are the strengths or weaknesses of the article * how the various sources are “in dialog with each other” * the age of various works, the diversity of authors’ perspectives (theorist, academic, practitioner, etc.), and other critical quality factors     Professors can additionally require that students provide a properly formatted Bibliography or Reference List of all the sources they found. |
| Options | At the 300 level, students can create an “anthology” of their sources to submit as a final project, in which they write an introduction to the collection of sources that details relevance and connections. The assignment can limit the acceptable content to scholarly articles written within the last ten years, or it can be broadened to include chapters or excerpts from monographs and significant older materials. Students should be asked to write an introduction to the anthology that would display an overall understanding of the subject. In addition, each item should be described, and an explanation given as to why it is included. The assignment could also require a bibliography of other items considered for inclusion (that didn’t “make the cut”) as well as citations for the items selected. In any subject course in which students would benefit from finding and reading a variety of scholarly sources, such an assignment would guarantee that they use their library skills to locate the articles, their critical reading skills to make the selections, and a variety of writing skills to produce the introduction, the summaries, and the explanations.  Students may also explain how each cited source is related to the original paper and how the author of the orginal paper uses the cited work. |
| Audience | 100 or 200 level (possibly 300 level) |
| Learning Objectives | Students will locate a variety of sources on their topic  Students will be able to distinguish between scholarly and popular sources  Students will summarize and synthesize sources as they relate to their topic  Students will understand the importance of recognizing others in the development of their work. |

Library Session Research Assignment

(courtesy of Dr. Robert VanderPoppen, ARC 315B)

(modified by Susan Montgomery in Spring 2020)

Part of the goal for this course is to train each of you to be effective researchers and writers within the conventions of the disciplines of Archaeology and Art History. Today you will accomplish a series of tasks associated with identifying and acquiring relevant sources for your research paper. You will use a research strategy called “pearl growing” wherein you start with a few quality sources and grow your own bibliography by examining the sources cited by others. Your work will be focused on the major research theme you have already chosen.

Goal 1: Identify at least **ten (10)** sources of relevance to your theme and document them in Chicago Author-Date Style in a preliminary bibliography.

Goal 2: Analyze your chosen sources by discussing their value and explaining how they are in conversation with eachother as it relates to your research topic.

Step 1: Everyone will start by searching the bibliography in the textbook and the Etruscan Starter Bibliography(provided) for 5-6 sources relevant to their theme and compile a list.

Step 2: Find at least one of the sources you found in the Starter Bibliography (again, provided) or the Textbook within the physical or virtual Olin Collection. Add this source to your bibliography, and then search the bibliography of that source for additional relevant sources. Add these sources to your. [Note: Use **BOLD** print for these entries on your bibliography.]

Step 3: Search databases like L’Anne Philologique, JSTOR, the Olin Catalog, and WorldCat for the name of at least one author whose work seems relevant to your area of exploration. Add any sources found to your bibliography. [Note: Use underlining to highlight these sources and see <http://www.rollins.edu/library/>for online databases.]

Step 4: Request at least one source that is unavailable electronically or in the collections of Olin Library via Inter-Library Loan: [https://rollins.illiad.oclc.org/illiad/logon.html.](https://rollins.illiad.oclc.org/illiad/logon.html) [Note: Place an \*next to the item(s) you requested via Inter-Library Loan.]

Step 5: After your have found a total of 10 sources using the above strategies, briefly explain in a separate document: (1) why each source is important to your research focus, (2) how it relates to your other chosen sources, (3) and what its has as relative strengths and weaknesses in terms of reliability and rigor.

# Tips and Tricks for Pearl Growing as a Research Strategy

Bibliography in Etruscan archaeology can be difficult to navigate sometimes. Much of the work occurs in Italian, and English sources are often edited collections that don’t have particularly wide circulation. There are some ways around this issue, however.

1. Start with what you already have: the textbook and Starter Bibliography. Use them to identify a starting point for your search.
2. Follow your leads. Acquire sources that are relevant to your topic and then explore their bibliographies to see who they read to make their argument. More often than not these sources will also be relevant.
3. Identify authors whose field of inquiry is similar to your theme. Aggressively search for work by these authors using electronic databases.
4. Find edited volumes and general handbooks that deal with your theme and exploit their bibliographies in the same way.
5. Finally, see <http://www.chicagomanualofstyle.org/tools_citationguide.html> and click on the Author-Date Tab for a quick reference guide to Chicago Style Author-Date formating. In addition, a more in-depth guide can be found on the site of the Archaeological Institute of America’s web page for contributors: <https://www.ajaonline.org/submissions/references>

# ALL BIBLIOGRAPHIES ARE DUE TO PROF. VANDER POPPEN BY 11:59 on 9/26. You will email your exercise to Prof. Vander Poppen when you are done: [rvanderpoppen@rollins.edu.](mailto:rvanderpoppen@rollins.edu) The first three individuals done with the assignment in the correct format will receive a small prize.