

What we talk about when we talk about Wikipedia:

***Exploring scholarly inquiry and genre in
contemporary art history through comparison***

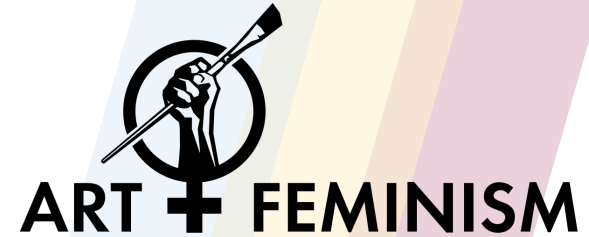
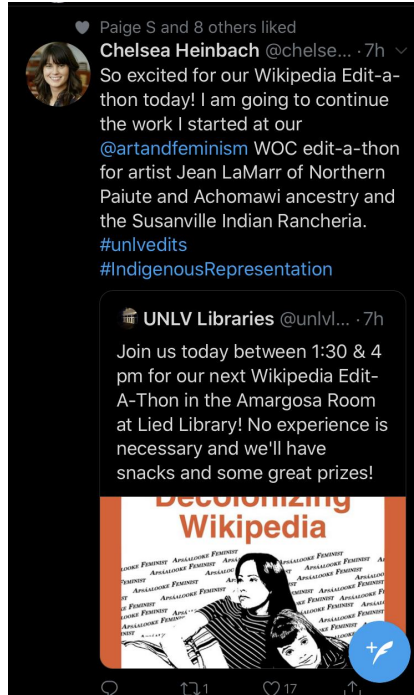
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Art+Feminism

- Art+Feminism is a campaign improving coverage of gender, feminism, and the arts on Wikipedia.
- Over 14,000 people at 1,100+ edit-a-thons have created/ improved 58,000+ Wikipedia articles as part of this project since 2014.



ARH 372: Contemporary African Art

- Dr. Elizabeth Perrill of UNC Greensboro, Fall 2019
- Building on Art+Feminism model and existing teaching partnership
- Scaffolded research project
 - Each student edits and expands a contemporary African artist's wiki page
 - Course ends with summative traditional research paper and critical reflection on process.

ARH 372 (WI) AFRICAN ART: Modern and Contemporary

Professor: Dr. Elizabeth Perrill
email: eperrill@uncg.edu

Class:

Mon and Wed
2:00-3:15pm

Weatherspoon Art Museum, Room 107

Office Hours:

Wednesday 9:30-11:30am
or by appointment

Weatherspoon Museum, Room 225

Library Liaison:

Maggie Murphy
152D, Jackson Library
mmurphy@uncg.edu



Dumile Feni, Homage to Soweto, Drawing, n.d.

Basic Texts:

Enwezor, Okwui and Chika Okeke-Agulu. *Contemporary African Art Since 1980*. Damiani: 2009.
Dokolo, Sindika and Kendell Geers. *incan/Nations: African Art as Philosophy*. BOZAR Books: 2019
Okeke-Agulu, Chika. *Postcolonial Modernism: Art and Decolonialization in Twentieth-Century Nigeria*. Duke University Press: 2015.
Articles from scholarly journals such as: *African Arts*, *Nka: Journal of Contemporary African Art*, *Critical Interventions: Journal of African Art History and Visual Culture*, *Art South Africa*.

Official Course Description:

Survey of the visual arts of Africa in the modern and contemporary periods. Course is divided into chronological units beginning with the multiple modernisms that emerged during the twentieth century and moving into the contemporary period.

ARH 372: Contemporary African Art

- Six co-taught workshops led by me and director of the Digital Act Studio on using Wikipedia, research strategies, source formats, citation, and copyright.
- 24 one-on-one research consultations students (several follow-ups).
- Students peer-review each other's edits/pages before final submission.

The screenshot displays the ARH 372 research guide website. At the top, a navigation bar includes links for Home, Finding Sources, Evaluating Sources, Integrating and Citing Sources, More Resources, and Workshop Log. Below the navigation bar, there are four featured images of artworks: a stone structure in a landscape, a person in a red dress, a person in a red dress, and a person in a red dress. The title 'ARH 372' is prominently displayed on the right side. The main content area is divided into three columns. The left column, titled 'ART courses', lists various art history courses. The middle column, titled 'Getting Started!', provides an overview of the research guide and lists navigation tabs. The right column, titled 'Subject Guide', features a portrait of Maggie Murphy and a 'Schedule Appointment' button. At the bottom, there is a chat box for the Jackson Library Reference Desk.

Home Finding Sources Evaluating Sources Integrating and Citing Sources More Resources Workshop Log

ARH 372

ART courses

Here are some of the ART classes which have guides to the best Library resources for that particular class:

- ARH 112
- ARH 112 WI
- Art 312 Contemporary Art
- ARH 405
- Art History 501
- Art Education 360
- ARH 219
- Art History 355
- ARH 310—Early Medieval and Byzantine Art
- ARH 370: African Art
- ARH 214
- ARH 355: New Media in Art
- ARH 200: Architectural History
- RCO 202: Ceramics in America

Getting Started!

This website is called a research guide. (You may also hear librarians refer to research guides as "LibGuides.") Research guides are collections of information and resources put together by librarians to help students with research assignments in specific courses or disciplines. This research guide was made for students in the **ARH 372: Modern & Contemporary African Art**. Across the top of the page, you should see navigation tabs. If you click on each tab, you will find resources to help you with each stage of the research process when you have a writing assignment that requires you to find information from outside sources and use it in your writing. The tabs in this guide are:

- Finding Sources
- Evaluating Sources
- Integrating and Citing Sources
- More Resources

ARH 372:
Modern & Contemporary
African Art
Introduction to Research

Subject Guide

Maggie Murphy

[Schedule Appointment](#)

Chat with the Jackson Library Reference Desk:

[Available](#)

Scholarly Inquiry and Genre Through Contrast

- Many of same learning outcomes as Art + Feminism model (or any edit-a-thon)
 - Participation in (and metacognitive awareness of) the creation of information that they had previously only consumed (*Information Creation as a Process*).
 - Interrogation of structures leading to unequal representation of artists on Wiki in the first place (*Authority is Constructed and Contextual*).
 - Reflection on public accessibility of scholarly research, protections for copyright holders, and the value of the public domain (*Information Has Value*).

Scholarly Inquiry and Genre Through Contrast

- However, when students also have to produce a traditional research paper, the **limitations** of editing Wikipedia help students frame questions and explore genre through contrast:
 - *Where does information about an artist come from? How does it become ‘fact’? How do scholarly and popular sources differ?*

Scholarly Inquiry and Genre Through Contrast

- However, when students also have to produce a traditional research paper, the **limitations** of editing Wikipedia help students frame questions and explore genre through contrast:
 - *What is the neutral, verifiable information within a particular source?*
What is a scholarly argument, analysis, or theory?

Scholarly Inquiry and Genre Through Contrast

- However, when students also have to produce a traditional research paper, the **limitations** of editing Wikipedia help students frame questions and explore genre through contrast:
 - *What assumptions can be made about different audiences? How does that impact the conventions of how we write for them?*

Scholarly Inquiry and Genre Through Contrast


- However, when students also have to produce a traditional research paper, the **limitations** of editing Wikipedia help students frame questions and explore genre through contrast:
 - *What can we not write about on Wikipedia? What **questions** do we still have? What are we **curious** about? What are our arguments? What is our evidence? How do we use it?*



Examples of Actual Workshop Slides

1. Stay neutral!

All Wikipedia articles must be written from a neutral point of view. They should represent significant views fairly and without bias.



Actual workshop slides!

Pro Tips:

- Avoid stating opinions as facts, and stating facts as opinions
- Use non-judgemental language
- Indicate the relative prominence of opposing views (you don't need to give marginal views equal space)

2. Maintain verifiability!

Verifiability means that people reading and editing the encyclopedia can check that any information comes from a reliable source.

Pro Tips:

- Make sure to attribute your content to a reliable published source.
- Practice by adding references and citations to existing articles instead of starting new ones to gain confidence with verifiable information.

3. No originality!

Wikipedia does not publish original thought or original research. It isn't a place for journalism, criticism, analysis, or scholarship.

Pro Tips:

- Don't write anything that can't be backed up with verifiable, high-quality, published references.
- Articles may not contain any unpublished theories, data, statements, concepts, arguments, or ideas.

Comparison time!

What is the purpose of an encyclopedia entry?

What is the purpose of a work of scholarship?

- *Monograph, book chapter, journal article, etc.*

How does the purpose impact the content of each?

Wikipedia entry:

- Lead section/introduction
- Biographical details
 - Early life
 - Education
- Career
 - Style/approach/themes
 - Reception
- Work
 - Exhibitions
 - Awards
- References/Links

Academic journal article:

- Introduction with thesis
- Background and context for argument
- Argument and analysis
 - Formal
 - Stylistic
 - Iconographic
 - Comparative
- Significance
- Conclusion
- References/Notes

BEAM/BEAT

- As you start finding sources, you also want to think critically about *how* they fit into your writing.
- Think about the argument you want to make, then think about what kind of support or evidence you will need.
- One way to do this is with BEAM/BEAT.
 - BEAM (Background, Exhibit, Argument, Method) is a framework created by Joseph Bizup in 2008 to help researchers to think rhetorically about how to use different sources in their writing.
 - BEAT (Background, Exhibit, Argument, Theory) is Bizup's adaptation (2014) of his original framework for the humanities.
- These slides breakdown differences between using sources in your formal art history papers vs. using them to edit Wikipedia.

Argument

In the BEAM/T framework, a researcher **uses an argument source in their writing in order to engage with its argument and reasoning in her own work.**

Examples: integrating a review of a gallery show from a newspaper or a critical paper/chapter in a scholarly journal, monograph, or anthology in your writing order to analyze, discuss, or refute its reasoning or conclusions.

Wikipedia: used to neutrally describe critical reception or analysis of artist's work (what scholars/critics say about it).

Theory

In the BEAM/T framework, a researcher **uses a theory source to integrate key terms, a pattern of analysis, or a specific theoretical model or perspective originating in another work into their own writing.**

Examples: applying an influential theory originating with a particular scholar in art, history, philosophy, visual culture, etc. to your specific research topic (i.e. using feminist theory to analyze curatorial choice in a specific exhibition).

This has no application in editing artists' pages in Wikipedia!



Examples of Student Engagement in the Process

What questions do you still have about doing research?

It's a lot to process in general but for now, finding a review? is that the same way of going about finding a book?
Article?

Submitted 9/11/19, 3:21 PM

What questions do you still have about doing research?

How do I decide whether something I find has any bias through research

Submitted 9/11/19, 3:15 PM

What questions do you still have about doing research?

how do you know which is better to have, a book vs a review vs an article?

Submitted 9/11/19, 3:10 PM

Topic: <i>Who is your artist? Give me a little bit of background! Link to their existing Wikipedia page, if there is one:</i> The artist I chose is Toyin O Odutola. I chose this artist as my first pick because her work breaks down the ways of how our interpretations and understandings of the body are also central to the ways we view society and understand ourselves; both literally and symbolically. Much has yet to be said about Odutola's work https://en.wikipedia.org/wiki/Toyin_Ojih_Odutola
Keywords (list at least 5): Brainstorm keywords related to the artist (name, location), their work (exhibits, method/medium), or other related topics/ideas: Odutola, Nigeria, Multimedia, Identity, Portraiture
Potential source for editing Wikipedia: Describe, cite, or link to the potential source of information for your research you identified today so that I can check it out. Be sure to, <u>at minimum</u> , include author, title/publication, and date: Cutler, Jody B. Review of To Wander Determined, by Toyin Ojih Odutola. Nka: Journal of Contemporary African Art, vol. 42, 2018, p. 294-296. Project MUSE muse.jhu.edu/article/712759
What verifiable information from the source could be added to Wikipedia: Pull out some facts or information from the source about your artist: In this exhibition Odutola creates complex and intimate drawings that explores with identity. Her work reimagines the traditional notions of portraiture.
Next steps for your research (list 3): Describe the next steps (tasks, strategies, etc.) you will take in your research. 1. Look into more scholarly sources, most of the sources I've found for research 3 are mostly popular sources (specifically newspapers). *I've had some difficulty with this* 2. Look into books instead of articles 3. ?? (Help!)

Topic: <i>Who is your artist? Give me a little bit of background! Link to their existing Wikipedia page, if there is one:</i> Ghada Amer. She is from Cairo, Egypt. She works with embroidery and uses female pornography as her content. https://en.wikipedia.org/wiki/Ghada_Amer
Keywords (list at least 5): Brainstorm keywords related to the artist (name, location), their work (exhibits, method/medium), or other related topics/ideas: Erotic, embroidery, feminism, pornography, sexuality, multimedia, 'Amer, Radah, middle eastern, עאמר, ראדה, textile,
Potential source for editing Wikipedia: Describe, cite, or link to the potential source of information for your research you identified today so that I can check it out. Be sure to, at a minimum, include author, title/publication, and date: https://kcai.edu/hr-block-artspace/artspace-events/ghada-amer-naughty-nice-essay/ Raechell Smith, Ghada Amer: Naughty and Nice, 2005.
What verifiable information from the source could be added to Wikipedia: Pull out some facts or information from the source about your artist: Amer is quoted talking about extremism and 'double submission'. She gets some of her imagery from fairy tales and children's books.
Next steps for your research (list 3): Describe the next steps (tasks, strategies, etc.) you will take in your research. 1. Pulling out key information in scholarly sources. 2. Collect images for subdivisions 3. Look for popular articles

Revision as of 08:13, 11 October 2019 (edit)

[InternetArchiveBot](#) (talk | contribs)

(Rescuing 5 sources and tagging 0 as dead.) #IABot (v2.0)

[← Previous edit](#)

Latest revision as of 18:13, 4 November 2019 (edit) (undo)

[Amgaal](#) (talk | contribs)

(added purification image)

(Tag: *Visual edit*)

(27 intermediate revisions by the same user not shown)

Line 1:

{{Expand French|date=December 2008|topic=bio|Barthélémy Toguo}}

– '''Barthélémy Toguo''', is a [[Cameroon|Cameroonian]] [[Painting|painter]], visual and **performance** artist born in 1967. He **lives** in [[Paris]] and [[Bandjoun]]. He **has also worked with** [[photograph]]s, [[printmaking|prints]], [[sculpture]], [[video]]s.

– **==Life and career==**

He studied [[Fine Arts]] in [[Abidjan]] in [[Ivory Coast]], [[École supérieure d'Art de Grenoble]] and the [[Kunstakademie Düsseldorf]]. Some of his paintings are found in [[The Contemporary African Art Collection (CAAC)]] of [[Jean Pigozzi]]. **In 2008 he opened the [[Bandjoun Station]], an art centre in Bandjoun which also provides artist residencies for visual artists.**

Line 1:

{{Expand French|date=December 2008|topic=bio|Barthélémy Toguo}}

+ '''Barthélémy Toguo''', is a [[Cameroon|Cameroonian]] [[Painting|painter]], visual and **performing** artist born in 1967. He **currently splits his time living and working in both** [[Paris|Paris, France]] and [[Bandjoun]], **Cameroon**. He **works in a variety of media aside from visual and performing arts including** [[photograph]]s, [[printmaking|prints]], [[sculpture|sculptures]], [[video]]s, **and installations.**

+ **==Biography ==**

He studied **at the National school of** [[Fine Arts]] in [[Abidjan]], [[Ivory Coast]], **at the** [[École supérieure d'Art de Grenoble]], **France** and **at the** [[Kunstakademie Düsseldorf]], **Germany**. Some of his paintings are found in [[The Contemporary African Art Collection (CAAC)]] of [[Jean Pigozzi]]. **Starting in 2005 and continuing until completion in 2007, he constructed a cultural project called the Bandjoun Station. It is**

Thanks! & Questions?

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