How to prepare for your **5-minute** oral presentation, which will take place in class either Nov 12 or Nov 14

By **Friday, November 9, 5pm**, everyone should email me a quality digital image of the photograph or photographs that you are proposing that we acquire for the Wheaton Collection. Do not just email me the link where you found the photograph. Please copy the photograph from the site where you found it and send me that instead.

I will prepare the ppt for each day’s presentation with these images and bring it to class for you.

Each photograph you send me needs to be clearly identified with the following categories of information, which I will also include in the ppt. Please submit it in the following format (without numbers):

1. Name of photographer or studio, if know. If not, please write Anonymous
2. Title and date given by the photography dealer
3. Specific medium information given by the photography dealer (daguerrotype, eg)
4. Price of photograph
5. Full name of dealer (and web address where it is listed)

If you wish, you may also include a comparative image: another photograph by the same photographer, or another photograph of a similar subject, to provide context for your principal image(s). This is not required, but if you think it will help you to make a more effective argument for the historical value of your photograph, you are welcome to do so!

As for the content of your proposal:

You should begin your brief presentation by fully identifying the photograph(s) and then summarizing the main justification for why Wheaton College should purchase it/them. “I believe this/these photograph(s) will make an effective teaching tool for future students at Wheaton because....”

Please conclude your presentation with a statement about your current research: what you are reading, for example, and what questions your research will try to answer about this photograph(s).

Your presentation can also address one or more of the following questions:
• What is the educational value of this photograph? In other words, what specifically makes it an effective teaching tool? What will future students learn from it?

• How does this photograph relate to the general theme of this course? In other words, what specifically does it tell us about the relationship between modernism and mass culture in the 19th century?

• What does it tell us about how photography was used in 19th-century France?

• What does it tell us about specific aspects of 19th-century France we’ve discussed in this course (class status, leisure, consumerism, gender, social role of the artist, urban development of Paris) that makes it a valuable historical document?

• How would you specifically propose using this particular photograph in this course (in a writing assignment, a classroom workshop, lecture)?

Please also review the handout for the Acquisitions Proposal Project distributed earlier this semester, to make sure your research is on track.