**Module 3- Individual Homework Assignment**

**View the video** [Ceramics](https://www.youtube.com/watch?v=eBvMHOu797M) (9:44)

As you watch the video, think about the following themes:

1. What do we mean by functional ceramics what are the properties of ceramics that enable them to be "functional".
2. What are the parallels between creating a process to make modern functional ceramics and early ceramics?
3. What are the challenges of manipulating these materials?
4. What are some of the social impacts of early ceramic processing in its cultural context? Think about cognitive impacts such as futures planning; the potential utility of waste by-products; and the relationship among supply, skill, and social value.

**Read the Chapter “Firing Clay, Breaking Glass, and the Past Futures of Ceramics” and answer the following questions.**

1. Define the concept of *operational sequence* and explain how it encompasses social actions, as well as technical steps, in the making of things.
2. How is the manufacture and use of a stone tool like a Clovis point a social act? Even though Clovis points may have been made and used by men, what impact did the  technology have on women?
3. What were the limitations of traditional subceramic cooking vessels in the application of sustained boiling and what did potters do to overcome those limitations?
4. What is *intensification* and how does it impact operational sequences? What does it mean to say there are *hidden costs* to intensification?
5. Do you see a promising future in ceramic fuel cells, and if so, what do you imagine to be its potential impacts to society?

**Turn-in Written Assignment on Day 3: Submit paper at end of Day 3 class.**

1. Choose an example of a functional ceramic. Make a bulleted list of the steps in the operational sequence used to produce the ceramic. Make sure that you consider the steps to acquire the source material, transform it into a usable product, and transport it. Make sure that you also consider the waste produced in this process, and how it is dealt with.
2. Each step in the sequence, of course, has its own entanglements (i.e., it is *contingent* upon other materials, processes, and skills being available). Pick one step in your sequence and make some notes about what contingencies it depends upon. Use arrows or more bullet points to indicate these contingencies in your existing list.
3. Bring your bulleted list to class on Day 3, but do not turn it in at the beginning of class. We’ll have an in-class activity that draws on this homework.

Please write in bullet points. Illustrations, arrows, etc. are also acceptable. This assignment will probably cover ½ to 1 full page.

**Your grade will be determined from the following criteria**.

Grading Rubric.

2= Responses are appropriate, thoughtful, and indicate engagement with the video and any other required viewing/reading materials.  Grammar, sentence structure and punctuation are correct.

1= Responses and arguments are incomplete and/or inconsistent with the required viewing/reading material. Some issues with grammar, punctuation and or sentence structure.

0= Responses are not appropriate to the assignment or missing entirely. Major issues with grammar, punctuation and or sentence structure.

Top of Form

Points = 2

Bottom of Form