

**Art 460 Ceramics III**  
Fort Hays State University  
College of Arts, Humanities and Social Sciences  
School of Visual and Performing Arts  
Department of Art and Design  
Linda Ganstrom

### **1. COURSE INFORMATION**

- 1.1. 3 Credit Hours
- 1.2. Spring 2026
- 1.3. Art 460
- 1.4. Center for Art and Design , Room 115
- 1.5. Art 460. 2:30 to 4:20 pm Monday, Wednesday, Friday
- 1.6 Art 260 Ceramics I is a pre-requisite for Art 460 Ceramics III.

### **2. INSTRUCTOR INFORMATION**

- 2.1. Linda Ganstrom, Professor of Art and Design  
785-628-4273 Or 785-342-3584 (cell)  
[lmganstrom@fhsu.edu](mailto:lmganstrom@fhsu.edu)  
Office 115B Art and Design  
Office Hours 8:30 am – 1:30 pm TTh.  
[www.lmganstrom.com](http://www.lmganstrom.com)  
Diverse background in all forms of ceramics, glaze and firing. Exhibition work focused on figurative ceramics with mixed media additions.  
BA, MA, MFA in Art, Ceramics from FHSU.  
FHSU since 1994, Barton College 1987 – 1994, USD #350 1982 – 1987

#### **2.2. Contact Procedure and Policy**

Please make an appointment 24 hours in advance so I can prepare and we can connect and focus.

#### **2.3. Department Secretary Contact Information**

Lauren Sargent 785-628-4247

#### **2.4. Graduate Teaching Assistants.**

Paige Hyatt  
Rylie Hazelton

### 3. TEXTBOOK AND COURSE MATERIALS

#### 3.1. No Required Textbooks.

Hands in Clay by Charlotte Speight and John Toki is recommended.

#### 3.2. Supplementary Handout Booklet on Blackboard

#### 3.3 Recommended Books about Ceramics around the World

**Contemporary British Ceramics: Beneath the Surface**, 2021, Ashley Thorpe

**Strange Clay: Ceramics in Contemporary**, 2023, Ralph Rugoff , Allie Biswas, Marie-Charlotte Carrier, Jarah Das

**Contemporary Ceramic Art**, anglais, 2020, Charlotte Vannier

**Vitamin C, Clay and Ceramic in Contemporary Art**, 2017, Phaidon Editors, Clare Lilley

**Listening to Clay: Conversations with Contemporary Japanese Ceramic Artists**, 2022, Alice North, Halsey North, Louise Cort, Monika Bincsik

**Lucie Rie: Modernist Potter**, 2022, Emmanuel Cooper

**Contemporary British Ceramics and the Influence of Sculpture: Monuments, Multiples, Destruction and Display**, Routledge Advances in Art and Visual Studies, 1st Edition, Laura Gray

**Pots, Prints and Politics: Ceramics with an Agenda, from the 14th to the 20th Century**, British Museum Research Publications, 2021, Patricia Ferguson,Editor

**The White Road: Journey into an Obsession**, 2016, Edmund de Waal

**Jamaican Ceramics: A Historical and Contemporary Survey**, 2022, Norma Rodney Harrack

**Javier Marín: Terra**, 2016, Agustín Arteaga, Alessandro Romanini, Luis Ríus, Achille Bonito Oliva  
Mastering Sculpture: The Figure in Clay: A Guide to Capturing the Human Form for Ceramic  
Artists Cristina Córdova and Leslie Ferrin, 2022

Scorched Earth: 100 Years of Southern African Potteries, 2016, Wendy Gers

Contemporary Black American Ceramic Artists, 2022, Donald A. Clark, Chotsani Elaine Dean

**Ramesh (Ramesh Mario Nithiyendran)**, 2023, Jaklyn Babington

**3.3. Technology Requirement.** All students enrolled at Fort Hays State University are expected to have a computer\* for use in a variety of university learning experiences. \***On-campus students are expected to have a laptop to ensure mobility.**

TigerTech only provides assistance with accessing and using FHSU hosted systems and University-owned equipment. FHSU does not sell computers and does not provide computer repair for student devices.

**Hardware:** To meet basic security, networking, and upgrade requirements, your computer should be running Windows 7 (or newer) or Mac OS X (or newer). Ideally, your computer's warranty should be supported by the manufacturer throughout your college career. Chromebooks and iPads are not recommended for use as your primary device due to limited functionality. Ask your instructor or academic department to learn about any specific technology requirements that may apply for each course in which you are enrolled.

**Software:** Enrolled students at FHSU can take advantage of a variety of options to get FREE and/or discounted software for use on personal devices at [www.fhsu.edu/tigertech/software/](http://www.fhsu.edu/tigertech/software/). If you have any technical issues, contact FHSU TigerTech 785-628-3478, notify to the instructor.

### 3.4 Materials and Tools

#### Materials

**Studio fee pays for the clay and glaze used in class assignments, mold making and slip casting for class assignments, glaze, firing for resident students. There are no fees for on-line classes.**

Resident students can use or check out:

Clay for class projects.

Mold making materials for class projects, plaster, mold release

Glaze material and firing for class projects included.

Can check out:

Basic Ceramic Tool Kit (new \$12 to \$20)

Sponge, needle tool, wood tool, loop tool, cut off wire, rib, knife

1 yard of heavy canvas (new \$3 - \$6)

Sketchbook (\$3 - \$20)

Paint brushes (\$3 - \$50, limited supply provided)

Safety gear - goggles, face mask, plastic and /or work gloves, work shirt

(\$5 to \$20, limited supply provided)

Turntables (\$12 - \$25, supply provided)

Paddle, textures, old toothbrush, container for slip - old butter tub and lid

Plastic bags, newspaper, textures

Clay for personal projects/sales bought by the student.

Large mold-making projects materials will be purchased by student

Tool kit and Padlock (\$2 - \$20) can be purchased by student

Total cost from \$120 to \$300

**If loaned tools and equipment are not returned, the student will be charged for their replacement value. Accepting the loan means the student is aware and in agreement with this policy. All student materials and tools left become property of the department and may be disposed of. Storage spaces will be cleaned and objects removed and disposed of if left.**

## 4. COURSE DESCRIPTION

### 4.1. FHSU Catalog Description

**Research and experimentation in ceramics as a major or minor concentration.**

### 4.2. Instructor Course Description

The most advanced of the ceramic courses, this course is designed to be taken as many times as necessary to develop a style and body of work involving ceramics. This course focuses on art production, research and artistic growth. The course is tailored to meet the needs of individual advanced students.

In this advanced Ceramics course, the student should be expanding and developing their personal voice in clay. The student should be setting up, researching and solving problems in concept, form, surface, iconography, glaze, firing and self-expression. Experimentation, research, and extensive ceramic production are vital to artistic growth. Students are expected to develop a body of work reflecting a personal style and content, that is worthy of exhibition. Students should be increasingly aware of the historical and contemporary ceramic scene. Students should be developing professional skills for life as an artist or creative professional.

**Project Management and Professional Skills.**

Students learn **project management**: research, develop, design and build ceramic projects, develop a calendar, manage their time, evaluate their success, work quality.

Students build **communication skills**, written, oral, technical, and artistic formats.

Students **collaborate** with classmates and community members.

Students interact with **communities** of learners and cultural players.

Students employ **technology** geared to developing skills needed by professional artists.

## 5. COURSE OBJECTIVES

**A. Concept Research and Development.** The student will learn to research and develop ideas for ceramic artworks by viewing professional ceramic art, reading current articles, viewing web sites and books dealing with ceramics and by building a personal idea file and sketching ideas.

**B. Information.** The student will become familiar with ceramic technology, terminology, design, equipment, and processes by actively working with the entire process of ceramics. Students need to keep a notebook of handouts, notes, and sketches. Students will be expected to use this information in their art.

**C. Safety.** The student will be shown the proper use of ceramic equipment and taught a safe way to interact with materials and equipment used in ceramics.

**D. Insight.** Students will participate in discussions about their ideas and artwork to develop a deeper understanding of what they are creating and communicating through their work. Critiques will focus on evaluating art production, identifying the strengths and motivations of the artist, imagining ways of improving the technical and artistic value of the student's artwork and discussing future projects.

**E. Inspiration.** Ceramic art history and contemporary ceramic art provide inspiration and teach students about the field. Examples of student and professional work will add to the student's visual vocabulary and develop their ability to see deeply as an artist sees, express oneself and to connect with others through art. Looking to nature for inspiration, defining personal passions as the subject for art, art travel and attending workshops will be encouraged.

**F. Writing.** Student will utilize writing about their experiences, research, critiques, and reflections as a method of communicating and capturing their thinking. Students will learn to concisely write lessons or project plans, submit data for publication and exhibition labeling. Technology will be utilized.

**G. Professional Development.** Students will develop skills needed for a career in art and a lifetime of creative activity. Students will be taught to build community and connect with audiences in social media, online and in person.

## **5.2. ART 460.**

**Art 260: Ceramics I is a pre-requisite. Art 360: Ceramics II is advised but not required.**

This course is designed to meet students at their level of artistic development. It will expose student to the broad range of possibilities for self-expression and communication in ceramics. Students should enjoy exploring their creativity in this rewarding, absorbing material thus finding a rewarding outlet for self-expression and their passion for content areas. The ceramic major will receive a broad base of knowledge on which to build his or her personal style in clay and prepare for a career centered around ceramic production. Art education majors should benefit from skills and studio techniques needed to teach ceramics. Art majors should be able to transfer their personal style and creativity to this exciting, versatile 3-D media. Project management skills will benefit a broad base of students. The ability to research, brainstorm, develop an idea, communicate, think critically and improve upon a work of art will benefit all students.

## **6. TEACHING, LEARNING METHODS, & COURSE STRUCTURE**

### **6.1. Delivery Method**

ART 460. Face to face active instruction with challenging hands-on activity supported by Blackboard and e-mail offer a variety of experiences for the student.

### **6.2. Instructional Approach**

Active learning is essential. The instructor works with the students and shares knowledge about ceramic history, materials and processes, outline projects and give lectures and demonstrations. Acting as an expert technician and sensitive critic, the instructor guides students through hands on projects that develop skills and encourage experimentation. Students will be instructed in project design and write personal projects that expand on the material and aesthetic understanding and processes in the unit. Collaboration in developing projects, assessing project success and areas for improvement, firing kilns and studio management is integrated into the course. Students will communicate about art as if presenting, marketing or applying for a competition. Students will assemble their writing and art images into a report and develop an on-line presence. Students and instructor will evaluate the success of projects. Feedback is like coaching and aimed at assisting students in growing their skills and reaching their artistic goals. Students will work independently on personal projects. Attendance and additional work in the lab is essential for growth.

### 6.3. Course Structure

Demonstrations, lectures, presentations, and speaking about art experiences dominate class time. Assessment of knowledge and communication through speaking and writing about art supporting the production phase are conducted during class. Art production is independent and the lab is open 24 hours seven days a week to enrolled students. Critiques and grading are offered at the end of each unit. Final cumulative critique is in person on the FHSU campus. Final reports document students learning and achievements for the semester.

#### 7. 460 COURSE SCHEDULE

*This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site.*

Module # & Range of Dates for Module	Topics	Assessment	Due Date
Personal Series 1 <sup>st</sup> half	Research and Development	Plan and Idea file	Jan. 23
	Top Ten Global	Top Ten Presentation/Video	Feb. 2
	Materials and Processes	Multiples	Feb. 2
	Production: Form	Wet Critique. Rubric	Feb. 23
	Finished Critique	Rubric	March 11
MaP: Crystalline, Body Casting	Multiples, Molds	Rubric	March 9 - 11
Personal Series 2 <sup>nd</sup> half			
	Top Ten Global	Blog and presentation	May 6
	Production: Form	Wet Critique. Rubric	March 13
	Finished Critique	Rubric	May 4
MaP	Crystalline Art & Colorant Research	Rubric	May 6
MaP	Glazed Body cast Art		May 8
	Cumulative Critique	Rubric	May 13
Professionalism	Resume Builders Global Top Ten/Career	Rubric	May 8
Communication	Assessment Report	Rubric	May 8

## Ceramics 460/665. Spring 2026. 2:30 to 4:20 pm MWF

Jan.	21	Syllabus. Safety. Space. Blackboard. <b>Top 10 Global Inspiration.</b> <b>MaP Crystalline Glaze. Multiples. Colorants in Base Glaze. Body-casting.</b> Global Top Ten and Career Presentation. <b>Develop PS plans.</b>
	23	<b>PS Plans.</b> Research Top Ten Global. MaP for PS. Testing.
	26	<b>PS. English Ceramics.</b> Throw Multiple for Crystalline.
	28	<b>PS. Throw Multiples for Crystalline. Catchers.</b>
	30	<b>PS. Trim Multiples for Crystalline and Catchers. Bisque.</b>
Feb.	2	<b>PS. Japanese Ceramics.</b> Share MaP Tests. <i>Top Ten in Sketchbook due.</i>
	4	<b>PS. Base Glazes and add Colorants for Crystalline.</b>
	6	<b>PS. Base Glazes and add Colorants for Crystalline.</b>
	9	<b>PS. One-part Bodycast Molds.</b>
	11	<b>PS. Mexican Ceramics.</b> Make a one-part piece in body cast mold.
	13	<b>PS. Glaze Multiples.</b>
	16	<b>PS. Fire Crystalline Multiples.</b>
	18	<b>PS. Latinx Ceramics.</b>
	20	<b>PS. Australian Ceramics.</b>
	23	<b>PS Wet Critique. Bisque PS and bodycast piece.</b>
	25	<b>PS Plan. Body cast two-part mold.</b>
	27	PS. Top Ten. Use two-part body cast mold.
March	2	PS. MaP Research. Test. Detail body cast piece.
	4	Bisque two-part body-cast pieces <b>Glaze fire PS and Multiples, Crystalline.</b>
	6	PS. Glaze two-part body cast mold.
	9	<b>PS. Photograph PS Midterm Self Evaluation due 3.11.26</b>
	11	<b>Midterm Critique and Grade Glazed PS1 Crystalline Multiples.</b> Report due.
	13	<b>Midterm Critique Wet PS, Glazed Body Cast pieces.</b> PS Bisque.
	14–22	<b>Spring Break. NCECA</b>
	23	PS Concepts. Sketches. PS MaP. Test. PS Global Inspiration.
	25	<b>NCECA .PS.</b> Continue with Crystalline and Body cast pieces.
	27	<b>NCECA .PS</b>
	30	Bisque PS. PS
April	1	PS. PS photograph and write for paper.
	3	<b>Glaze PS. PS. Crystalline, Body Cast pieces.</b>
	6	<b>PS. Crystalline, Body Cast pieces.</b>
	8	Critique PS.PS. <b>Crystalline, Body Cast pieces.</b>
	10	<b>PS. Crystalline, Body Cast pieces.</b>
	13	<b>PS. Crystalline, Body Cast pieces.</b>
	15	<b>PS. Crystalline, Body Cast pieces.</b>
	17	<b>PS. Crystalline, Body Cast pieces.</b>
	20	<b>PS. Crystalline, Body Cast pieces.</b>
	22	<b>PS. Crystalline, Body Cast pieces. Prep for Gallery Walk.</b>
	24	<b>Last Day to form PS, Crystalline, Body Cast pieces. Bisque.</b>
	27	Glaze.
	29	Last day to Glaze.
May	1	Photograph and write for paper. Discuss Self-Evaluation.
	4	<b>Turn in Final Self-Evaluation and resume.</b> Grade PS.
	6	<b>Top Ten Global Presentations. Grade Crystalline</b>
	8	<b>Global Career Presentations. Grade Body-Cast pieces. Return Final Reports.</b>
	10-12	<b>Lydia Thompson Workshop</b>
	13	<b>Final 460/665 Critique. Clean.</b>

## 8. ASSESSMENT METHODS AND GRADING SCALE

There are 1000 points for this course. The grade you earn for this course depends on the total number of points you earn throughout the semester. The assessment methods and grading scale are as follows:

Assessment Methods	Unit Points	Percentage
<b>PS 1<sup>st</sup> Half</b>	<b>200</b>	<b>20</b>
<b>MaP: Crystalline Glaze. Colorants in Glaze</b>	<b>100</b>	<b>10</b>
<b>PS 2<sup>nd</sup> Half</b>	<b>200</b>	<b>20</b>
<b>MaP: Multiples for Crystalline</b>	<b>200</b>	<b>20</b>
<b>MaP: Body Casting 1<sup>st</sup> Half</b>	<b>100</b>	<b>10</b>
<b>MaP: Body Casting 2<sup>nd</sup> Half</b>	<b>100</b>	<b>10</b>
<b>Professionalism: Global Career/Top Ten Presentation, resume builders. Exhibit</b>	<b>50</b>	<b>5</b>
<b>Communication and Community</b>	<b>50</b>	<b>5</b>

**400 Points for Personal Series.** This is the best work you can make with your current skill set. Challenge yourself. Grow. Build a professional body of work. Photographic images and written critical evaluation of the work is required.

- 1. Planning Phase.** Write a goal statement, develop a working calendar of daily goals, and list the criteria for evaluation. Submit project plan in class and by e-mail for approval before beginning the project.
- 2. Research and Development.**
  - Create and share up to **10 sketches and 10 collected images** as research for each series in sketchbook or file.
  - Explore and investigate materials and processes** needed to accomplish your artistic goals. If you have a great deal to research before implementation and application, begin that research early in the semester.
  - Share your Top Ten Global** in sketchbook each half. Share in a class at the beginning of series and make a presentation at the end of the course.
- 3. Implementation Phase.**
  - Create art** and evaluate using the rubric for concept, form and surface, design and style. Work with a Growth mindset.
  - Presentations** should engage actual and virtual audiences.
- 4. Document** the project and post progress on social media. Complete series, document and share in professional manner. Submit in summary written report at midterm and final.

## Assessment

### Top Ten

**Art History - Contemporary Global Ceramic Art is included in the Personal Series Unit.** Study the PowerPoints and listen to the lectures. Research the broad field of international Ceramics related to your personal series. Make a PowerPoint presentation/video about your Top Ten International Ceramics. You may develop a theme such as Vessel Makers, Potters, Figurative Artists, Installation Artists, Performance Artists, Filmmakers or by a theme, such as Place, Identity or Service. Finally, explore the ways your art connects with other global influences and movements in international ceramics. Imagine your place in the global Art/Ceramics communities.

**500 points Technical Research and Experimentation.** Expand. Learn something new. Document your proficiency at **making multiples using** your skills. Make and use a one and two-part body-cast mold. Document your understanding of **using glaze colorants in a base glaze for Crystalline firing.** Crystalline fire a body of multiples.

**50 points Professional Development.** Build your resume. Travel, attend workshops, conferences, exhibitions and critiques. Seek out and engage outside opinions of experts in informal conversations or juried competitions. Seek out sales opportunities. Develop a Global Career Plan and make a presentation/video. Exhibit your art.

**50 points Communication.** Submit a written self-evaluation summary report supplemented with documentation in PowerPoint/video. Document and share your exhibition works and research on social media and your website. Use text or e-mail for communication. Develop, update and submit an electronic and print report that includes your one-page resume. Be a caring, professional citizen in your community and studio. Present and interact with classmates.

### Grading Scale

**90- 100 = A**

**80 - 89 = B**

**70 - 79 = C**

**60 - 69 = D**

**0 - 59 = U**

## 9. STUDENT HELP RESOURCES

Students have access to academic services, technical support and student services at Fort Hays State University. You can find the resources online at [FHSU Blackboard Student Tutorials](#) . For more information you can contact TigerTech at 785-628-3478 or [FHSU TigerTech](#)

## 10. COURSE POLICIES

**10.1 Class Attendance: Art 460.** Class attendance is required. If a student must be absent, it is their responsibility to inform the instructor and if excused make an appointment to make up the time and activity missed. School related absences should be discussed in advance. Appointments should not be made during class-time. Illness should be documented with Student Affairs or a doctor's note. Three absences may result in one grade lowered. Attendance will be taken in the first 5 minutes of class. Three tardies will be counted as one absence.

Do your work to the best of your ability. You get out of your education what you invest in it. No amount of talent can replace hard work. It takes time to make art. Participate in class. Prepare for projects by doing personal research and sketching. Prioritize your goals and time. Come in and work in the lab when necessary to create excellent high-quality art. Be persistent.

This course makes the transition into **personally designed and self-motivated art production**. While every effort is made to tailor the course to meet students' needs, their goals may vary greatly, so students will be learning to research materials and skills, as well as finding content for their art. We will do materials and process-based class projects, group activity will revolve around critical thinking and learning to speak about art.

## 11. UNIVERSITY POLICIES

- a. [Academic Honesty](#)
- b. [Attendance](#)
- c. [Withdrawal](#)
- d. [Student Accessibility Services](#)
- e. [Kelly Center Support Services](#)
- f. [Title IX Policy](#)
- g. [Career Services](#)
- h. [Technology Services](#)
- i. [Smarthinking](#)

## 12. INSTRUCTOR Personal Offer

Your time at FHSU offers exciting new experiences and opportunities for personal growth. As you achieve your academic and individual goals, we are here to help you stay healthy and prepared to meet new challenges.

**Please contact me if you are struggling.** While not a medical or counseling professional, I am a caring educator and want to help you reach your goals.

**Designing and Using a Personal Series Format.**

Designing a meaningful personal series is an important step in moving towards your career vision. Following is a format you can use to plan your projects, just insert your goals, specific tasks, and evaluation criteria.

Share your written one-page project plan, research, sketches and Top Ten Global picks the first week of the semester. You will receive feedback and you can get started making ART this first week.