

SRC 399E -- Visual Imagery and Society

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Office Hours: 8:00 am-9:00 am M-W-F, 12:00 pm-1:00 pm M-W-F
3 Hr. Spring, 2007
6:00 pm – 8:50 pm W
Mac Lab McNeill Hall

Textbook: Reading American Photographs, by Alan Trachtenberg

COURSE DESCRIPTION:

The purpose of this course is to allow the students to reflect on personal interests as they discover themselves in this world and discern a vocational path. Students will be required to creatively engage with the world around them through the media of photography in order to gain a better understanding of themselves and their world; who am I, what are my talents and interests, how do I incorporate my talents and interests into the world around me? Hands on involvement will be a key component to this course by the student's active engagement with photography. Other key components to the course include class discussions about their photographic explorations, reflections on other photographer's worldview through reading and research, and a personal involvement with the Simpson Community through a final project. The creative act of photography will stimulate self-awareness.

COURSE OBJECTIVES:

- Learn a basic history of photography and discuss how photography has been used as an agent of social change.
- Introduce students to the concept of service learning with 10 hours of work at an outside organized service location.
- Learn basic photographic technique through participation of photographing a partner student in a service activity.
- Design and create displays that can be utilized for promotion of service activities and connection with community.

STUDENT OUTCOMES:

- Students will be engaged in discussions about assigned readings and will write a five-page research paper on a photographer or organization of photographers that dealt with social issues.
- Students will write a reflective journal during the service project that is specifically directed to engage their thoughts towards their service activities and how their actions effect society.
- Learn basic photographic technique through participation in-group critiques of student work, and use photography as a great reflection tool in the form of visual journaling of recorded images.
- Students' photographic images will be available for use by any organization at Simpson College or the Lilly Initiative on the web and in the form of full standing displays units.

STUDENT OBLIGATIONS:

You will be expected to maintain excellent attendance.

You will turn in on time the lessons as given and participate in class activities and critiques.

CLASS ATTENDANCE:

Class attendance is mandatory. This includes group critiques, lectures, and demonstrations. Any unexcused absences will result in the lowering of your final grade. After three absences your grade will be lowered one full letter grade. If you miss a class due to an official College sponsored activity or due to illness, you are expected to make up any missed assignments outside of class.

If you miss a class for any reason, it is your responsibility to determine and make up any work that was assigned during your absence. Always be prepared with assignments, projects, and supplies, for the next class.

ASSESSMENT OF THE STUDENT'S PERFORMANCE:

Grades will be based on the quality of a student's work, participation in class critiques, attendance and design projects. All assignment grades will be averaged for the result of the final grade. You may discuss your grade with me at any time during the semester. An appointment should be made either during office hours or at an arranged time. Such discussions should be in the privacy of my office.

ASSESSMENT OF THE STUDENT'S PERFORMANCE:

A- 90%-100%

Excellent work, technical and creative mastery of the medium. Fulfillment of all course requirements. Good class attendance.

B-80%-89%

Good work, technical and creative mastery of the medium. Fulfillment of all course requirements. Good class attendance. The ability to do better work is evident but not shown in final portfolio.

C-70%-79%

Acceptable work, technical and creative aspects of work need to improve. Fulfillment of all course requirements. Good class attendance. The ability to do better work is evident but not shown in final portfolio.

D-60%-69%

Below average work, technical and creative aspects of work need to improve. Not fulfilling all of the course requirements, or poor class attendance.

F-69% or lower

Below average work, does not understand the technical and creative aspects of basic design. Not fulfilling all of the course requirements, or poor class attendance.

RULES:

No plagiarism on any writing or creative assignment.

Plagiarism: Plagiarism is the representation of all or part of another person's work as one's own. The unacknowledged use of someone else's work is not only dishonest, it is frequently illegal because of copyright infringement. A charge of plagiarism is justified when most observers believe that a work is copied from or is substantially based on another work. In the case of visual work, slight changes in design, color, and detail cannot protect a person from a charge of plagiarism if observers see the outcome as essentially looking the same. There is no rule of thumb, or measurable means, which would allow you to make changes to an existing work and claim it as your own. The line between inspiration and derivation is often unclear, but the best policy is originality.

Upon request, the student must be able to provide the source materials, thumbnails and preliminary designs for submitted projects. It is assumed that all work presented to instructors is original unless indicated otherwise by appropriate documentation. *As an added precaution, use of existing work in part or whole must receive the prior approval of your instructor.* According to the Simpson General Catalog. "The penalty for any form of substantiated dishonesty, such as cheating or plagiarism or collaboration in the same, shall be the failure of the course."

COURSE CONTENT OUTLINE:

Week 1: Introduction of class and assignments. We will have a discussion regarding the service learning aspects of the class. Read New York Times article, by Philip Geffer. and discussion of article. Read preface, prologue and Chapter one, Albums of War, from, "Reading American Photographs." for next class. (Jan. 8-12)

Week 2: Watch video, "War Photographer", a documentary video about photographers engaged in war journalism and discussion of the video. Class discussion of article, by Philip Geffer. and discussion of article. Class discussion of preface, prologue and chapter one from, "Reading American Photographs." Read chapter two, Albums of War, from, "Reading American Photographs." for next class. (Jan. 15-19)

Week 3: Watch video, "America," a documentary video about photographer Walker Evans and discussion of the video. Class discussion of chapter's chapter two, Albums of War, from, "Reading American Photographs." Read chapters three and four, Naming the View and Camera Work/Social Work from, "Reading American Photographs." for next class. (Jan. 22-26)

Week 4: Watch video "Blastem", a documentary video about paparazzi photographers and discussion of the video. Class discussion of chapters three and four, Naming the View and Camera Work/Social Work, from, "Reading American Photographs." Read chapter five, A Book Nearly Anonymous and the Epilogue, from, "Reading American Photographs." for next class. (Jan 29- Feb. 2)

Week 5: Watch video, "Born Into Brothels," a documentary video about Children of prostitutes that are given cameras to express themselves creatively through the media of photography and discussion of the video. Class discussion of chapter five, A Book Nearly Anonymous and the Epilogue, from, "Reading American Photographs." Instructions for ethical photography will be given to the class and for the permission documents that are going to be signed by the people that are going to be photographed during the service aspect of the class. (Feb. 5- Feb. 9)

Week 6: Midterm Test. (Feb. 12- Feb. 16)

Week 7: Students are involved with the service learning aspect of class and are writing research papers. (Feb. 19- Feb. 23)

Week 8: Students are involved with the service learning aspect of class and are writing research papers. (Feb. 26- March 2)

Week 9: Students are involved with the service learning aspect of class and are writing research papers. (March 5-9)

Spring Break (March 8-16)

Week 10: Full class discussion of the service-learning project. Each pair of participants in the particular service projects will in turn engage the class with reflections and description of their service projects. Cameras and journals will be handed in. There are four functions that need to happen within these three days. The following functions will be performed at this time: photographic images of the various service projects will be selected for enlargements, enlargements of images will be made and layout of full standing display will be designed and critiqued by the entire group and then finalized, Three dimensional design of the full standing units will take place as well the construction of the free standing display units. (March 19-21)

Easter Recess (March 24)

Week 11: Full class discussion of the service-learning project. (March 26-30)

Week 12: Full class discussion of the service-learning project. (April 2-4)

Week 13: Each student will present the information they have researched or read the research paper that they have written. Each paper will be presented with photographic images that support the researched material, shown from books or downloaded from the Internet. (April 9-11)

Week 14: Research paper presentations. (April 16-20)

Week 15: Final.