

**AMD 123 Ways of Seeing: Introduction to the History of Photography**

**California State University San Marcos**

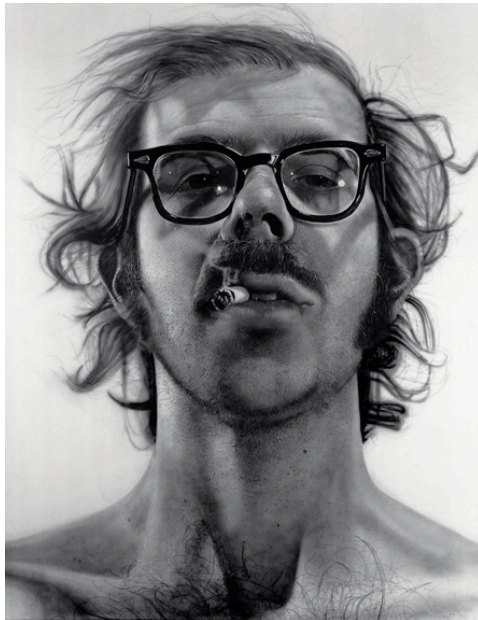
**Spring 2020, Mon/Wed 4-5:15pm, Room: ARTS 240**

**Instructor: Dr. Amanda Cachia**

**Email: [acachia@csusm.edu](mailto:acachia@csusm.edu)**

**Office Hours: Arts Building (Room 329), Wednesdays 2:30-3:30pm**

**Course website on Cougar Courses**



Chuck Close, *Self-Portrait*, 1968  
Acrylic on canvas, 8 ft 11 ½ in. x 6 ft 11 ½ in. (2.73 x 2.12 m)  
Walker Art Center Collection, Minneapolis, Minnesota

**\*\*All information subject to change at the instructor's discretion\*\***

### **COURSE DESCRIPTION**

Introduces multiple histories of photography, contemporary photographers and the dynamic forms of photographic and digital images produced today. Explores the development of photography as an art form, and as a conveyer of truth and evidence within the traditions of journalism, advertising, family snapshots, memorials and more. *May not be taken for credit by students who received credit for VSAR 123.*

*Satisfies GE area: C1*

### **OVERVIEW**

This course will address the evolution of the photographic medium as the primary conveyor of visual culture. We will examine the multiple histories of photography from its invention through its artistic, cultural, anthropological,

political and social applications. During the semester, we will pay critical attention to photography's manipulations within the contexts of entertainment, advertising, government, politics, science, journalism and documentaries, everyday life and vernacular practices, and in modern and postmodern art. Additionally, in this course, you will become familiar with the pictorial language of the photographic image as well as the technological development of the medium. Areas of concentration will center on the evolution of photographic images, process, delivery, and meaning. Innovations in photography since its inception in the early nineteenth century have motivated significant changes in the way we represent and interpret our world and our position in it. Photographic technology provided the foundation for the digital and social media that now dominate our everyday lives. We live in a photographically generated culture and are constantly surrounded by and defined through the photographic image. We will carefully explore our relationship with the proliferation of media imagery today. In the process, we will develop a more critical vocabulary for approaching and scrutinizing photographic imagery.

### **GE PROGRAM STUDENT LEARNING OUTCOMES (GEP SLOS)**

Upon completion of General Education coursework, students will be able to:

1. Compare and contrast relationships within and between human cultures.
2. Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
3. Use oral communication to effectively convey meaning to various audiences.
4. Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.
5. Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments.

### **COURSE SPECIFIC STUDENT LEARNING OUTCOMES**

After completing this course students will be able to:

- Demonstrate knowledge of the diverse uses and applications of photography in our society.
- Display visual literacy through verbal and written analysis of the photographic medium and practice.
- Demonstrate introductory understanding of the scholarship and textual foundations of the photographic medium.
- Follow the debates around the definition of photography, its historical and contemporary uses, practice, and application.
- Engage in critical dialogue around the economic, political, and social conditions that influence both the practice and practitioners of the photographic medium.
- Analyze the ethical issues surrounding historical and contemporary photographic practice.

## **COURSE STRUCTURE**

The course consists of lectures, discussions, individual research, writing assignments, exams, photo & blog assignments, and one off-campus visit to an art institution. We will generally begin class with an overview of the day's topics, a lecture including images and video content, followed by group discussions and activities. Please arrive to class on time, alert and ready to engage in the learning experience! For any questions, you can e-mail me at [acachia@csusm.edu](mailto:acachia@csusm.edu). I will respond to all emails within 24 hours.

## **REQUIRED MATERIALS & Poll Everywhere**

- 1) Marien, Mary Warner. *Photography: A Cultural History* (4<sup>th</sup> ed.). New York: Prentice Hall, 2014.
- 2) Heiferman, Marvin, ed. *Photography Changes Everything*. New York: Aperture and the Smithsonian Institution, 2012.
- 3) Poll Everywhere account: sign up for free first day of class

Both books are available in the campus bookstore. Used copies and older editions are acceptable. There will be a copy of these textbooks on 3-hour reserve at the campus library.

The textbooks are intended as a resource for detailed information on photographers and photographs, for technical, theoretical, and historical reading, and as a study reference. They will supplement lectures and class discussions. Weekly assigned readings should be completed prior to class in order to facilitate class discussion and enhance your comprehension and engagement with the material presented in class.

## **DISCLAIMER**

This course will introduce imagery and ideas that may be considered controversial due to its sexual, political, cultural, or religious implications. Students are advised to approach the professor at the very beginning of the course to discuss any special concerns or apprehensions that may develop during the semester.

## **GRADING AND ASSESSMENT**

Grades will be based on assessment of written materials and exams. The following is a breakdown by category:

Poll Everywhere Attendance/Participation:	10
Museum Field Trip Report:	20
Photo Blog (6 entries):	30
Mid Term Exam:	20
Final Essay:	20
<b>TOTAL:</b>	<b>100</b>

**\*\*PLEASE NOTE: THERE WILL BE NO FINAL EXAM.**

**\*\*THERE ARE NO EXTRA CREDIT ASSIGNMENTS.**

### **How your final grade is determined:**

Your overall grade will be based upon a 100 point scale:

A = 94-100  
A- = 90-93  
B+ = 87-89  
B = 84-86  
B- = 80-83  
C+ = 77-79  
C = 74-76  
C- = 70-73  
D+ = 65-69  
D = 60-64  
F = 0-59

Grades will be posted and updated regularly in the grade center on Cougar.

- Students are expected to access the Cougar course site regularly in order to stay current on course requirements and review progress.
- If you have questions or concerns about a grade, please contact me at any time or come see me during my office hours.

### **ATTENDANCE/PARTICIPATION (10 points, worth 10% of grade)**

I will be using **Poll Everywhere** to collect your feedback and to track your attendance and participation. Poll Everywhere is a web-enhanced audience system which allows teachers and students to engage in activities directly embedded into lecture presentations. Students respond on the web or via texting on the phone. I will be looking for regular and consistent participation on Poll Everywhere in order for you to gain 10 points for attendance.

#### **How to register:**

To receive credit for the responses you submit to Poll Everywhere, you must register during the first day of class, or the second day of class at the latest. Please follow the link below in order to register to my Poll Everywhere online account:

[https://PollEv.com/amandacachia389/register?group\\_key=KAohxRIBuNHezpQe00fprBBY9](https://PollEv.com/amandacachia389/register?group_key=KAohxRIBuNHezpQe00fprBBY9)

By registering with my account, I will be able to view your responses to my polls (unless the poll is clearly marked as anonymous). You will be asked to provide your first and last name, CSUSM email address, certify your mobile phone number (if you would like to participate in my polls via SMS texting), and create a password. (Your information is protected, and Poll Everywhere will never share emails or phone number with any third party.)

#### **Troubleshooting**

If you have any questions, please visit the Poll Everywhere User Guide (<http://www.polleverywhere.com/user-guide>).

#### **Cheating**

Please note that only registered CSUSM students will be able to participate in the polls during in-class time. The polls will only be live during class time and will not go live again once they are closed. There are no 'make-up' polls.

### **MUSEUM FIELD TRIP REPORT (20 points, worth 20% of grade)**

We will be visiting the San Diego Museum of Photographic Arts (MOPA) in Balboa Park at 1649 El Prado on Wednesday February 12 during class time from 4-5pm to view the exhibition, “The Stories They Tell: A Hundred Years of Photography.” The Museum is pay as you wish, and please give yourself plenty of time to find parking in the area (you will most likely have to use a parking meter). Please let me know via email as soon as possible if you cannot make the field trip with a valid reason and I can provide an alternative assignment. Please write a 3-page report on the field trip, providing your opinion on the exhibition, and the stories that photography tells based on 2-3 images that impacted you. Please include a bibliography if you choose to include references, and please include images of the photographs you discuss. Submit via Cougar to Turnitin. **Report due Sunday February 16, midnight.** <https://mopa.org/exhibitions/> I will not accept late reports unless you have a valid emergency with proof.

**The rubric** for the museum field trip report is as follows:

- responsiveness to the Museum Assignment criteria (as listed above);
- ability to correctly identify a work(s) of art from the appropriate time period, including correct use of key words and terms and other relevant definitions pertaining to the history of photography;
- ability to provide detailed and specific art historical analysis of at least one or multiple artworks;
- knowledge of social and cultural issues pertaining to the period in which the photography was produced;
- meaningful and well written answers, using capitalization and punctuation.
- Appropriate and correct use of sources including a bibliography
- Inclusion of photographic images.

### **PHOTO BLOG (6 ENTRIES) (30 points – 5 points each, worth 30% of grade)**

Using your textbook, *Photography Changes Everything*, you will be required to submit six 300-word blog entries on Cougar with your own personal photographs in response to one of the essays of your choice within each of the 6 thematic sub-sections of the book. The deadlines for the blog entries are as follows:

Blog entry #1 “What We Want”	Due: <b>Sunday February 9, midnight.</b>
Blog entry #2 “What We See”	Due: <b>Sunday March 1, midnight.</b>
Blog entry #3 “Who We Are”	Due: <b>Sunday March 15, midnight.</b>
Blog entry #4 “What We Do”	Due: <b>Sunday March 22, midnight.</b>
Blog entry #5 “Where We Go”	Due: <b>Sunday April 12, midnight.</b>
Blog entry #6 “What We Remember”	Due: <b>Sunday April 26, midnight.</b>

The blogs will be opened and available to submit your work one week before the deadline.

I am looking for a creative response to these blog entries where you can share your personal take on each of the themes and essays in the book. Your photographs can be taken from your cell phone (old or recent), or from images that you see online or from family or friends. Please be prepared to discuss and share this content with your classmates as we will use these as a basis for class activities. I will not accept late blog entries unless you have a valid emergency with proof.

**The rubric** for the Blog Entries is as follows:

- creative responsiveness to the Blog entry criteria (as listed above);
- use of personal photographs to illustrate ideas and key concepts
- ability to provide detailed analysis of the topic chosen for discussion from the essays in the textbook and comparing it with your own experiences and ideas;
- knowledge of social and cultural issues pertaining to the period in which the photography was produced within the readings;
- meaningful and well written answers, using capitalization and punctuation.

### **MID-TERM EXAM (20 points, worth 20% of grade)**

There will be a mid-term based on the material we cover in class. The exam will require that students retain knowledge of the artists and art works covered. Of equal importance, students should be able to discuss the larger ideas the artists and artworks represent. The exam will consist of 4 short essay questions where you will be asked to discuss a series of photographs based on a particular topic or theme. We will practice these techniques in class throughout the semester. This course emphasizes content and context; you must therefore demonstrate an understanding of the artwork's meaning and its implication within a context. The examinations will be graded on the facility with which students can discuss the works and ideas involved. I recommend that students keep short notes on the artists and works of art covered over the semester. If you do all the readings and participate in class you will be almost ready for the exam. You can then prepare for the exam by reviewing your class notes. **The mid-term will be held during regular class time on Wednesday March 25. Please purchase a green or blue writing book from the bookstore.**

**\*\*No Make-up Exams will be allowed\*\***. If you miss an exam you will receive either a "0" or an "F" for that grade.

**The rubric** for the mid-term is as follows:

- one full page of writing per question;
- use of key words and terms and other relevant definitions pertaining to the history of photography;
- ability to provide detailed and specific art historical analysis of artworks;
- knowledge of social and cultural issues pertaining to periods in the history of photography;
- meaningful and well written answers, using capitalization and punctuation;
- ability to compare and contrast artworks across different periods in the history of photography.

## **FINAL ESSAY (20 points, worth 20% of grade)**

You will complete a Final Essay due on the last day of class, **Wednesday May 6, midnight**. Submit via Cougar to Turnitin. The Final Essay will require you to research, read, and critically evaluate academic materials on a photographer. Each student will write a paper of 5 pages or more PLUS a bibliography. Papers must demonstrate a thorough discussion of two or three photographic works of art by a single photographer. Please include images of all the photographic artworks you discuss. Students are expected to conduct further research and analysis of their artist and her/his oeuvre. Generally, you will need to: identify the artist and the work; discuss its media, materials and forms; is it part of a movement, discuss the movement or context of the artist; what is the artist saying, representing, or responding to; what is the significance of this artist's contribution to the history of photography, and how does it compare to other photography.

A good paper will include:

- 1) a general introduction
- 2) a discussion of the artist's development within a social, political, historical context or artistic movement
- 3) an overview and then a detailed description of two or three artworks
- 4) an in-depth visual and contextual analysis of the artwork

The assignment stresses a combination of good visual observation with thorough library (not Internet!) research, which will be styled according to any format of your choosing. In addition to the visual observation, students may discuss the photographer's development, how the work demonstrates the artist's contribution to art history, how does it relate to the culture it represents, how was it received, what was its social context or how does it communicate its meaning as a photograph. All papers must have footnotes and a bibliography (at least 5 additional sources beyond class readings: library books, peer-reviewed articles, or articles indexed in library databases). The paper must be typed or word-processed (Times or Arial font, 11 points, double-spaced, 1" margins) and should be polished and well-presented throughout.

The Final Essay is due on time. The Final Essay will be penalized by 5 points for every day it is late. After 3 days, it will no longer be accepted. This late policy may be waived at the professor's discretion in case of an emergency. Emergencies are events that are serious and unexpected. Contact the professor as soon as possible in the case of an emergency so that alternative arrangements can be considered. Proof of the emergency will be requested.

**The rubric** for the Final Essay is as follows:

- responsiveness to the Final Essay criteria (as listed above);
- ability to correctly identify a work(s) of art from the appropriate time period, including correct use of key words and terms and other relevant definitions pertaining to the history of photography;

- ability to provide detailed and specific art historical analysis of two or three artworks;
- knowledge of social and cultural issues pertaining to the period in which the photography was produced;
- meaningful and well written answers, using capitalization and punctuation.
- Appropriate and correct use of sources including a bibliography
- Inclusion of photographic images.

### **ELECTRONIC DEVICE POLICY**

- You may use your laptop, tablet or cell phone to take notes or do in-class research or activities during class, such as Poll Everywhere. You may not use your laptops, tablets, or phones, to text, surf the internet, check email, Instagram, Facebook, etc., during our class meetings.
- Please turn off your phones during class.
- All earphones, headphones, headsets or any other accessories may not be used during class and will remain out of sight: not on your head or in your ears during class time.

### **RESPECT FOR THE CLASSROOM ENVIRONMENT**

- Carrying on private conversations or exchanging notes during class time is not acceptable.
- If there is an emergency that you need to take care of, please step outside of the classroom to handle it so as not to distract the rest of the class.
- Sleeping in class is not acceptable.
- Reading matter that is not being discussed in class must not be in evidence.
- Please do not eat and drink in class.
- If you have children, they must not come to class with you as it is a serious breach of campus insurance policies.
- Please show respect for one another's opinions and ideas, and try to be open-minded.
- I expect that you will contact me with questions, concerns, or issues that you feel need to be addressed to help facilitate a positive learning experience.

### **STUDENT WORKLOAD**

For each **hour** spent in class, students are expected to spend a minimum of **two hours** outside of the classroom each week for each unit of credit engaged in learning (studying, writing papers, etc.). For this 3-hour lecture class, there should be 6-9 hours per week of work completed outside of class.

### **WRITING REQUIREMENT**

The university writing requirement will be met in this course through one major required final essay, field trip report, six blog entries, and one midterm exam.



## **ATTENDANCE POLICY**

- If you miss class it is your responsibility to obtain notes from a classmate. I do not provide lecture notes.
- Please show courtesy to your colleagues and me by turning up to class on time and not leaving early.
- If you find it necessary to drop, it is your responsibility to drop. A student may be dropped by the instructor after numerous absences. If you stop attending, and have not officially withdrawn by the last drop date, you will receive an F.

## **DISABILITY STATEMENT**

Disabled Student Services (DSS) <http://www.csusm.edu/dss/>

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS) located in Craven Hall Suite M4200. Contact DSS at (760) 750-4905 or (760) 750-4909 (TTY) or by email at [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive accommodations should meet me during office hours to ensure confidentiality.

## **ACADEMIC HONESTY**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Standards for Student Conduct Code. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Academic dishonesty cases will be referred to the Dean of Students Office and may result in suspension or expulsion from CSU San Marcos and the CSU System.

### COURSE SCHEDULE (subject to change)

<u>Week #1</u> 01/22	Introduction to class, syllabus, text, overview. Looking at photographic images - developing a visual language.
<u>Week #2</u> 01/27 & 01/29	<i>The Origins of Photography</i> (Marien textbook, Chapter 1)
<u>Week #3</u> 02/3 & 02/5	<i>The Second Invention of Photography</i> (Marien textbook, Chapter 2) <b>Blog entry #1 due: Sunday February 9, midnight.</b>
<u>Week #4</u> 02/10 & 02/12	<i>Popular Photography and the Aims of Art</i> (Marien textbook, Chapter 3) <b>On Wednesday February 12, we are conducting our field trip to San Diego Museum of Photographic Arts (MOPA) from 4-5pm. Report due Sunday February 16, midnight.</b>
<u>Week #5</u> 02/17 & 02/19	<i>Imaging of the Social World</i> (Marien textbook, Chapter 4) Historical Document Film: <i>War Photographer</i> - James Nachtwey <b>**NB No class on Monday February 17 for President's Day</b>
<u>Week #6</u> 02/24 & 02/26	<i>Science and Social Science</i> (Marien textbook, Chapter 5) <b>Blog entry #2 due: Sunday March 1, midnight.</b>
<u>Week #7</u> 03/02 & 03/04	<i>The Great Divide</i> (Marien textbook, Chapter 6)
<u>Week #8</u> 03/09 & 03/11	<i>Modern Life</i> (Marien textbook, Chapter 7) <b>Blog entry #3 due: Sunday March 15, midnight.</b>
<u>Week #9</u> 03/16 & 03/18	<i>Art and the Age of Mass Media</i> (Marien textbook, Chapter 8) <b>Blog entry #4 due: Sunday March 22, midnight.</b> Film: Vertov's <i>Man with a Movie</i>
<u>Week #10</u> 03/23 & 03/25	<i>Documentary Expression and Popular Photography</i> (Marien textbook, Chapter 9) <b>On Wednesday March 25, we will have our Mid-Term during regular class time.</b>
	<b>SPRING BREAK: March 30 - April 3</b>
<u>Week #11</u> 04/06 & 04/08	<i>The Human Family</i> (Marien textbook, Chapter 10) <b>Blog entry #5 due: Sunday April 12, midnight.</b>

<u>Week #12</u> 04/13 & 04/15	<i>The Cold War Era</i> (Marien textbook, Chapter 11) Concept Film: <i>Finding Vivian Maier</i>
<u>Week #13</u> 04/20 & 04/22	<i>Globalism, Technology, and Social Change</i> (Marien textbook, Chapter 12) <b>Blog entry #6 due: Sunday April 26, midnight.</b>
<u>Week #14</u> 04/27 & 04/29	<i>The Culture of Critique</i> (Marien textbook, Chapter 13) Film: <i>What Remains - the Life and Work of Sally Mann</i> Film: <i>Edward Burtynsky: Manufactured Landscapes</i>
<u>Week #15</u> 05/04 & 05/06	<i>Into the Twenty-First Century</i> (Marien textbook, Chapter 14) <b>Final Essay Due on last day of class, Wednesday May 6, midnight.</b>