

Photo 1 - History of Photography

Spring 2012

Tuesday & Thursday 11 to 12:20 pm

section 66943

Instructor: Denise Johnson
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Course Description

This course will explore the history of photography from its foundations in the Renaissance to its ever evolving artistic conceptualizations in the 21st century. Visual language and art terminology will be used to examine photographs from a wide assortment of historical, social, political and personal contexts. During this investigation, students will be encouraged to develop and maintain a critical eye that takes nothing for granted and is actively engaged in questioning. Through this critical examination, students will gain a general level of knowledge, understanding and appreciation for the artistic practice of photography and its history.

This is a 3 unit CSU/ UC transferrable course.



Student Learning Outcomes

Upon completion of the course, students should be able to:

- Describe the main styles and tendencies in the development of photography in written and oral form
- Identify the style and theme of historical works
- Identify important works by their photographer's names
- Relate photo trends to contemporary art trends in other media
- Relate expression in photos to changes in society
- Exhibit familiarity with photo vocabulary, processes and issues/ ideas
- Compare and contrast styles, ideas, and processes as they relate to the history of our country

Required Text

Marien, Mary Warner. *Photography: A Cultural History*. Any edition.
Upper Saddle River, NJ: Prentice Hall, 2006 (or following date).

Recommended Texts

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. Seventh ed.
New York: Modern Language Association of America, 2009.
(Chaffey Library 808.02 G43)

College Dictionary and Thesaurus

Instructional Websites

This course will be taught from the instructional website, www.theslideprojector.com. Lecture presentations, assignments, and other course materials will be available at this site, and you will need to access it regularly. Please let the instructor know if you do not have internet access.

Various course materials will be available on the course moodle site at <http://moodle.chaffey.edu/>. Registered students will use moodle to take online quizzes, review their current grade, utilize a discussion board, and access other materials.



Student Resources

To assist your learning, the Chaffey College provides these (and other) valuable services:



Diane Arbus. **A Young Brooklyn Family on a Sunday Outing.** 1966.

Library

The Chaffey College library is open Monday through Saturday and is closed on Sunday and college holidays. Check the library website at www.chaffey.edu/library/ or call (909) 652-6800 for current hours. A valid Chaffey I.D. is required for any library services including check out of reserve textbooks and other material to use in the library or for on-line access.

Success Centers

Chaffey College has created Student Success Centers, which offer free tutorials, workshops, study groups, directed learning activities, and computer/resource access to assist students in their academic development and success. Students are highly encouraged to make use of the resources at the Writing Center, located in the library (909) 652-6820. Success Centers are open Monday - thursday 8am to 8pm and Friday 10am to noon. Additional information may be found at www.chaffey.edu/success/.

Disability Programs and Services

Chaffey College's Disabled Students Programs and Services, or DPS, serves an estimated 1500 students across all Chaffey campuses. DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. For more information please call (909) 652-6379 or TDD/TTY (909) 466-2829 or visit our website at www.chaffey.edu/dps/.

Veterans Services Center

Chaffey College's Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in building AD-125 on the Rancho campus.

Global Career Center

The Global Career Center, through partnerships with staff, faculty, employers, and the community, empowers students and alumni to make educated career decisions. The GCC has resources available to help students make these important decisions. Many of the services at the GCC are free, including: career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and various workshops that are offered throughout the semester. The GCC is located in MACC 203 and we can be reached at (909) 652-6511.

Policies

To ensure that our learning community functions well and that everyone is treated with the respect that they deserve, we must all agree to the following courtesies and guidelines.

Attendance

Good attendance is essential to your success! While you will not be graded directly on your attendance, numerous absences are sure to negatively affect your grade.

If you have received an add code from the instructor, the deadline to add this course is January 23. Students wishing to drop the course, are responsible for doing so via MyChaffey View by February 10 without record, or by April 11 with a “W” grade.

Complete Assignments Before Class Begins

Assignments should be turned in at the beginning of class. Those completed in class will NOT be given credit.

Late Assignments

You may turn one assignment in one class day late. The late assignment will not be marked down, however any assignments turned in more than one class late, or in addition to the one accepted assignment, will NOT receive credit.

Respect is Key

We will often consider provocative and challenging subject matter in this class and must therefore agree to respect each other’s views and identities. Our diverse backgrounds and opinions are assets. Thusly, no student shall be made to feel inferior or uncomfortable because of their race, ethnicity, gender, sexual orientation, religious beliefs or physical/ intellectual abilities.

All members of the Chaffey College community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of our community and resisting behavior that may cause danger or harm to others which shall include, but not limited to, violence, theft or bigotry. All members of the Chaffey College community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.

Take a Break from Texting!

Please DO NOT text message during class. If you need to attend to an important message, please leave the classroom and return when you can fully commit your attention to the class discussion.

Cheating and Plagiarism Policy

Integrity is an essential component of the student academic experience. The academic evaluation a student receives for a course becomes a permanent college record and it is critical that such records be accurate and consistent. The integrity students learn and exhibit at the college will be a model for the professional integrity they practice when they complete their college work. Accordingly, Chaffey College has classified academic dishonesty into the following categories and included *examples* for each category: cheating, unauthorized collaboration, facilitating academic dishonesty, interference or sabotage, plagiarism, fabrication and retaliation.

Study Time

Students should plan on spending two to three hours reading, fulfilling assignments and studying for this class for every hour spent in the classroom. That’s 96 to 144 hours of Photo 1 study time this semester!

Submission Deadline

With the exception of the Final Exam, all course work must be submitted by the last day of lecture. **NO COURSE WORK WILL BE ACCEPTED AFTER 12:20 PM ON MAY 15!!!**

Grades

Grades will be available online by June 5.



Robert Mapplethorpe. **Shoe (Melody)**. 1987.

Grading

There are 500 points possible in this class. Fifty percent of your grade will be earned through writing and compiling a Compendium of Knowledge, 25% by taking online quizzes, 15% by writing reading and lecture questions with a learning community, and 10% by completing Exhibition and Event Reports. Students are strongly encouraged to keep track of points earned on each assignment throughout the semester with the grade table included in this syllabus. If requesting an appointment with the instructor to review your current grade, you will be asked to bring the grade table with your earned points recorded to the meeting.

A	100% - 90%	500 – 448 points
B	89% - 80%	447 – 398 points
C	79% - 70%	397 – 348 points
D	69% - 60%	347 – 297 points
F	59% or less	296 – 0 points

Compendium of Knowledge - (5 X 36) + (7 X 10) = 250 points

A Compendium of Knowledge is a collection of concise but detailed information about a particular subject. Students will demonstrate an understanding of the photographic works and issues considered this semester by writing a Compendium of Knowledge that will be submitted in five sections worth 36 points each.

Pages for the first few sections will need to be printed from the “Assignments” page on The Slide Projector, while directions for the later sections will allow each student more flexibility in the works they choose to discuss. Each section will be graded on the adequacy of responses to questions, the writer’s demonstrated understanding of key concepts and identification of corresponding styles, themes, artists and techniques, as well as the use of Learning to Learn strategies.

As we study the history of photography, and learn to interpret photographic images, we will utilize nine art historical methods. Course content has been organized so that each section of your Compendium relates to specific methodologies. As we learn to use these methods, students will complete seven Methodology Flash Pages each worth ten points, to be included in their Compendium of Knowledge.

Learning Communities - 5 X 15 = 75 points

Students will be randomly organized into Learning Communities to discuss course material and to write ten relevant questions (with answers) that will be reviewed by the instructor to assess comprehension and depth of understanding. Well written and critically engaging questions will be used on the following quiz. If the instructor determines that community questions lack rigor, she will use her own questions on the quiz ;0) Communities will submit ten questions, together worth fifteen points, during five meetings over the semester.

Quizzes - (4 X 30 - lowest score) + 35 = 125 points

Students will be asked to log onto the class’s moodle page to complete four online quizzes, each worth a maximum of 30 points. Quiz questions will be derive from Learning Communities and may be multiple choice, fill in the blank, image identification, true or false, or short answer essay. Quizzes will be made available on Fridays and must be completed by 11:59 pm on the due date.

Sorry, make-up quizzes cannot be accommodated. However, the lowest quiz score will be dropped.

A mandatory, comprehensive final quiz, that is due on the day of the final exam, will be worth 35 points.

Exhibition Report - 30 points

Students are required to view (in person) an exhibition held off campus, during the current semester, and complete an Exhibition Report worth 30 points considering the works on view, organization and curatorial concerns of the exhibition. The report can be accessed on the “Assignments” page of The Slide Projector.

Event Report - 20 points

During the semester, students are asked to attend an on-campus event that relates to photography and to submit an Event Report worth 20 points. The Wignall Museum, Art Department, One Book One College program, Chaffey Art Organization and other groups on campus offer relevant and stimulating events throughout the semester. Check the **Got Culture?** calendar and class bulletin board for upcoming activities. The report can be accessed on the “Assignments” page of The Slide Projector.

Extra Credit

Opportunities to earn extra credit may be announced during class. However, students are limited to earning a maximum of 25 extra credit points (five percent) during the semester. Any points earned above 5% of the total course grade will NOT be applied to the final grade calculation.

Class Schedule and Required Reading - This is a tentative schedule that may be changed during the semester.

Date	Discussion Topic & Reading	Assignment Due
January 17	Introduction	
January 19	Before Photography Introduction - page 7	Student Information Sheet
January 24	Invention of Photographies Page 7 - 12	
January 26	The Daguerreotype Pages 12 - 17 & 58 - 74	Methodology Flash 1
January 31	The Expanding Domain Pages 17 - 31	
February 2	Photography's Re-Invention Pages 74 - 75	Methodology Flash 2
February 7	Encyclopedic Knowledge Pages 40 - 42, & 46 - 58	
February 9	Photographic "Truths" Pages 32 -40, 216 - 224 & 229	Learning Community 1
February 14	Between Art & Science Pages 127 - 141 & 210 - 216	Quiz 1
February 16	The Question of Art Pages 43 - 45, 84 - 90 & Chapter 4	Compendium Pages Set1
February 21	Amateur Practices Pages 91 - 98	Methodology Flash 3
February 23	The Impact of the Hand-Held Pages 160 - 172, 195 - 198 - 210	
February 28	Pictorialism Pages 172 - 194	Methodology Flash 4
March 1	Straight Photography Pages 230 - 233	Learning Community 2
March 6	New Vision Pages 234 - 242 & 262 - 263	Quiz 2
March 8	Healing the Madness Pages 242 - 259	Methodology Flash 5
March 13	Art & Documentary Pages 260 - 268 & 278 - 296	Compendium Pages Set 2
March 15	The Golden Age of News Photography Pages 296 - 299	

Date	Discussion Topic	Assignment Due
March 20	Spring Break	
March 22		
March 27	California Modern Pages 268 – 277	
March 29	The Atomic Age Pages 299 - 308	Learning Community 3
April 3	The Family of Man? Pages 309 - 311 & Chapter 10	Quiz 3
April 5	Consuming America Pages 338 – 349	Methodology Flash 6
April 10	Social Landscape Pages 349 – 354	Compendium Pages Set 3
April 12	Through the Lens of Culture Pages 354 – 371	
April 17	Faculty Lecture of the Year - No Class	
April 19	New Topographics Pages 372 – 394	Learning Community 4
April 24	Postmodernism Pages 390 - 404	Quiz 4
April 26	Appropriation Chapter 13	Methodology Flash 7
May 1	Culture Wars Pages 454 & 474 - 489	Compendium Pages Set 4
May 3	Photographic Fictions	
May 8	Photographic Politics	
May 10	The Death of Photography? Pages 405 - 435 & 490 - 491	Learning Community 5
May 15	Into the Twenty-First Century Chapter 14	Compendium Pages Set 5 Event & Exhibition Reports
May 22	Grade Appointments 11:30 am - 2 pm	Final Quiz

Grade Table

Use this table to keep a running score of the number of points you have earned this semester. You can compute your grade, at any point, by dividing the number of points you have earned by the number of points possible at that time, which will give you a percentage (points earned ÷ points possible = %). Find your percentage on the grade scale (page 4 of this syllabus) for your general grade.

Bring this table, with earned points recorded, to any meetings with the instructor considering your grade!

Assignment	I Earned	Points Possible
Compendium of Knowledge	Page Set 1	out of 36 points
	Page Set 2	out of 36 points
	Page Set 3	out of 36 points
	Page Set 4	out of 36 points
	Page Set 5	out of 36 points
	Methodology Flash 1	out of 10 points
	Methodology Flash 2	out of 10 points
	Methodology Flash 3	out of 10 points
	Methodology Flash 4	out of 10 points
	Methodology Flash 5	out of 10 points
	Methodology Flash 6	out of 10 points
	Methodology Flash 7	out of 10 points
		250 points
Quizzes (subtract lowest score)	Quiz #1	out of 30 points
	Quiz #2	out of 30 points
	Quiz #3	out of 30 points
	Quiz #4	out of 30 points
	Quiz #5	out of 30 points
	Final Quiz	out of 35 points
		125 points
Learning Communities	Community #1	out of 15 points
	Community #2	out of 15 points
	Community #3	out of 15 points
	Community #4	out of 15 points
	Community #5	out of 15 points
		75 points
Reports	Exhibition Report	out of 30 points
	Event Report	out of 20 points
		50 points
	Sub-Total	
Extra Credit		
		max 25 points
	Total	
		out of 500 points

Have you considered in A.A. in ART HISTORY?

The Art History program prepares students for transfer to four-year colleges and universities and for careers in education, museums, research, and related fields. Students learn the major theories and artistic movements in Art and Architecture from the ancient to the modern world, and evaluate the influences that social, political, and religious institutions have in the creation of art. The program addresses the dynamic fields of both Western and Non-Western Art and Architecture, as well as the critical roles that Photography, Contemporary Art, and Graphic Design have in shaping our society. Students should consult with the intended transfer institution to determine the appropriate courses to complete at Chaffey.

To obtain an Associate's Degree in Art History, students must complete both the major requirements below and the graduation requirements listed on pages 24-25 of the college catalog.

Major requirements for the Associate in Arts Degree:

- Art 1 Contemporary Art: 1945 - Present
- Art 3 Art History of the Western World: Ancient to Medieval
- Art 5 Art History of the Western World: Renaissance to Modern

Plus one studio course:

- Art 10 Fundamentals of Design in Two Dimensions
- Art 12 Fundamentals of Design in Three Dimensions
- Art 14 Introduction to Drawing
- Art 18 Introduction to Ceramics
- Photo 7 Introduction to Digital Photography
- Photo 10 Beginning Photography

Plus one course from the following:

- ART 9 Art of the Pre-Columbian Americas (Non-Western)
- ART 11 Asian Art History (Non-Western)
- ID 13 Non-European Architecture and Design (Non-Western)

Plus two courses from the following:

- ART 6 Women Artists in History
- ART 407 History of Design
- PHOTO 1 History of Photography

or,

Plus two courses from the following:*

- ART 10 Fundamentals of Design in Two Dimensions
- ART 12 Fundamentals of Design in Three Dimension
- ART 14 Introduction to Drawing
- ART 18 Introduction to Ceramics
- PHOTO 7 Introduction to Digital Photography
- PHOTO 10 Beginning Photography



Thomas Struth. *Kunsthistorisches Museum III Wien*, 1989

Student Information Sheet

The information you share here will be used by the instructor to get to know you and will be kept in confidence.




Name	please paste current photo here
Student ID #	
Email Address	
Additional Info	
Learning Style	
What is your goal for this class?	

Subject Background

Circle the response that best applies to you.

How familiar are you with photo history and artistic photography?	Know it well	Familiar	Unfamiliar	No idea what it is
How comfortable are you interpreting and understanding photographic works?	Very comfortable	Comfortable	Uncomfortable	It's painful
How familiar are you with MLA style?	Very familiar	Familiar	Not familiar, but I think I know what it is	No idea what it is
What is your ability to find relevant and credible information on art historical issues, periods and theories?	Expert	Above Average	Average	Unable
How familiar are you with using art historical methodologies to interpret and better understand photographs?	Very familiar	Familiar	Not familiar, but I have an idea	No idea how to use them

Learning Style Assessment – Which method of consuming information best describes you?

		Learner Type
<p><i>I do better with instructions in writing so I can read them over a few times and refer back to them.</i></p>	<ol style="list-style-type: none"> 1.Remove the protective film on the back and edge of the door or drawer front before mounting/assembly. 2.Assemble the drawer and fit the hinges. 3.Immediately after removing the film the surface is especially sensitive to scratches. You can increase resistance to scratches by curing. 4.Wash with a soft cloth, using a mild soap solution (max. 1%). Note! Do not use any cleaners containing alcohol or abrasives. 5.Wipe clean and let harden for 24 hours. 	<p>Visual – Verbal</p> <p>You learn best when information is presented visually and in a written form. You benefit from information obtained in class notes and the textbook. You tend to like to study in a quiet room.</p> <ul style="list-style-type: none"> • Make flashcards of images, vocabulary words and key concepts • Write out explanations of artworks • Copy information from the textbook into a computer word document
<p><i>I do better with instructions that have pictures or if I see a video/ DVD about the topic/ task.</i></p>		<p>Visual – Nonverbal</p> <p>You benefit from information obtained from pictures and diagrams. You tend to like to work in a quiet room and may not like to work in groups. When trying to remember something, you often visualize a picture of it in your mind.</p> <ul style="list-style-type: none"> • Mark up the margins of your textbook with key words and drawings of key concepts • Create tables and charts with graphics that help you understand course material • As much as possible, translate words and ideas into symbols, pictures and diagrams
<p><i>I do better with instructions if I am told them out loud or I say them out loud a few times.</i></p>		<p>Auditory</p> <p>You learn best when you can hear the information being presented. You benefit from listening to a lecture and participating in group discussions. When trying to remember something, you can often “hear” the way someone told you the information.</p> <ul style="list-style-type: none"> • Tape lectures with a recorder equipped with a counter. Make note of the time that a key concept or work was discussed • Read your textbook and notes out loud • Talk your way through test questions and homework assignments
<p><i>I do better with instructions if I am actually shown how to do a task and then allowed to do it myself right away.</i></p>		<p>Tactile – Kinesthetic</p> <p>You learn best when physically engaged in a “hands-on” activity. You learn best when you can be physically active in the learning environment and benefit from in-class demonstrations, hands-on experiences and field work outside the classroom.</p> <ul style="list-style-type: none"> • Make your learning tangible by making models or going to museums where you can gain first-hand experience • When studying, walk back and forth with notes or the textbook in your hands • Keep your hands moving with small, textural objects

*For a more detailed assessment of your learning style and useful strategies for learning that fit your type go to www.dvc.edu > online courses > Learning Styles Website or <http://www.metamath.com/lswb/dvclearn.htm>