

Photography Seminar – Art 3150  
Spring 2017 TTh 8:30-11:30a KVA 223

Instructor: Paul Crow • Email: paulcrow@weber.edu  
Office hrs: TTh 1:30-12:00p or by appointment

### **Course Overview**

Photography Seminar allows students to progress beyond DOVA's two foundational photography courses. You will further develop image-making skills through working on an extended project which will result in a coherent body of work. You will explore in greater depth what is required to make self-directed work which effectively communicates, and you will learn more about the ways in which photographs function as part of larger systems of meaning.

### **Learning Outcomes and Core Themes for the class**

The Department of Visual Arts' Learning Outcomes include several that are applicable to this course, as we focus on independent studio practice in photography and the development of art on the basis of individual students' ideas. These outcomes state that we can judge our success when our students can:

- Possess a basic knowledge of visual culture from prehistoric to contemporary times.
- Possess skills in oral and written communication as they pertain to the visual arts.
- Be able to think critically. Students should be able not only to analyze a work of art using traditional methods, but should also be able to develop thoughtful new interpretations.
- Be able to express their personal thoughts, ideas, or emotions through visual media.
- Demonstrate advanced abilities in generating innovative solutions to traditional and non-traditional problems in [photographic] media.

### **Evaluation**

The primary mode of evaluation in this course will be in the form of group critiques, and the subsequent evaluation that I will provide to each of you through Canvas. This rubric will allow for a 100 point score for each evaluation, with approximately equal weight given to the categories of concept, form, material, and overall class engagement, as follows:

### **Concept/innovation**

- What concepts/concerns/ideas seem to be important to the work?
- Are these concepts sufficiently considered and developed in the work?
- What relationships are evident between statements of artist intention and the work itself? Where do the two align, and where do they seem to diverge?

### **Form**

- How is form (color; composition; perspective; DOF; focus; surface) operating in the work? Do formal decisions seem to work to support the concepts? In what ways does form support the ideas, and in what ways does it seem to work against the ideas?
- How does form function to create unity or disunity in the work?
- How might form be improved, in order to support the ideas?

### **Image capture and printing skills**

- Are image recording and printing decisions appropriate to the concepts expressed?
- Do they support formal decisions?
- Is the level of control over capture image recording and printing sufficient in the work?

### **Engagement and development**

- Is the student fully participating in critiques and discussions?
- Does the work show development over time?
- Does the student respond to feedback and criticism?
- Is work being developed and presented on time?

### **Grades**

Assignment Critiques (two)	10% each
Course Project	40%
Readings/discussion	15%
Work statement / exhibition application	10%
Participation	15%

This rubric will allow for steady feedback throughout the semester, and the scores will be posted in the Canvas grade book, creating an average for the semester, based on the grading scale below. Please be aware that **a minimum grade of C** is necessary for any art major to receive credit for a course in the Department of Visual Arts toward his or her major. In other words, a grade of C- or below will not count as credit towards a degree in any art major.

Each student is responsible for completing all assignments and projects fully and on time, and will be graded on this basis. In general, you should be prepared to spend a minimum of 6 hours per week outside of class to develop your studio work, and to complete other readings and assignments. Your grade for the course will be determined by your full participation in all aspects of the course, including class discussions, writing, and portfolio development.

Letter grades will be determined according to the following guidelines:

- A Your work consistently embodies dedication and excellence.
- B Your work meets and, occasionally, exceeds requirements on a consistent basis.
- C Your work consistently meets minimum requirements of the course.
- D Your work meets course requirements only occasionally.
- E Your work consistently fails to meet requirements.

#### Grading Scale

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	0-59

#### Required Materials

Required texts: *Camera Lucida*, by Roland Barthes (on Canvas)

Other required readings will be distributed electronically through Canvas. Take notes, highlight passages, and write down questions in order to help absorb these texts. Plan on reading them more than once in order to fully understand them.

Materials: Materials will vary according to students' project needs, and some photography equipment is available for check-out through the Photo Lab. At minimum you will need:

- Camera(s) appropriate to your project
- Two rolls of 120 black & white film
- Two rolls of 120 color film
- Epson inkjet photo paper (we will discuss types of paper you may use)

NOTE: The class schedule and syllabus are subject to change. I will keep everyone informed as to our plans at least a week in advance.

### **Attendance Policy**

Since we will be discussing ideas and critiquing work throughout class meetings, attendance is very important. It is your responsibility to manage your schedule and obligations in order to devote the appropriate amount of time to your studies, and to attend class regularly. Students should be sure to contact peers in order to catch up on any missed material or assignments. For this class, each student is allowed two absences. Each absence after the first two will result in a reduction of points from your overall grade on the course. In addition, you must arrive at class each session on time, and stay for the entire session. For every two late arrivals to or early departures from class (10 minutes or more), you will be assessed one absence. Arriving to class 30 minutes late will be considered an absence. The point deductions for absences will be as follows:

3 Absences: 5 Points

4 Absences: 10 Points

5 Absences: 15 Points

Students with 6 absences or more will not be able to pass the class. See me to discuss withdrawing/dropping the course.

**IMPORTANT:** Our schedule, assignments, class materials, and grades will be posted through the Canvas system on the My Courses menu of your Student Services tab in eWeber. You must check this site regularly for information, readings, announcements, and messages. I may also communicate with the class through Weber's Wildcat Mail, which you must check on a regular basis. If

you usually use other email accounts, make sure they link to your WSU email address. I will announce class changes (i.e. cancellations) through Canvas, and it is each student's responsibility to get current information. The class schedule will be based on our progress, and is subject to change. I will keep everyone informed as to our plans at least a week in advance. Please make sure you check the next week's Canvas calendar at the end of each week, so that you know what we will be covering in class and what is expected of you.

### **Class policy in the event of emergency school closures**

In the event of an extended campus closure, I will use Canvas to provide class instruction. Text-based lectures will be provided each week and I will expect you to login to the system on a regular basis to keep up with coursework. Assignments will be provided through the online system with clear due dates and expectations. If you should need to communicate with me, please use my regular (Weber) e-mail.

### **Note Regarding Course Content and Core Beliefs**

This course may deal with material that may conflict with your core beliefs. It is my judgment that this material is relevant to the discipline I am teaching and has a reasonable relationship to my pedagogical goals. If you do not feel you can continue in this course, please drop it within the designated time frame to do so without penalty. Alternative assignments to the material in the syllabus will not be made.

*PP-M 6-22* outlines the procedure for students to follow:

Determine before the last day to drop courses without penalty, when course requirements conflict with the student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.

### **Academic Dishonesty**

As specified in *PPM 6-22 IV D*, cheating and plagiarism violate the Student Code. Plagiarism is "the unacknowledged (uncited) use of any other person's or group's ideas or work." Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course.

### **Policy for Students with Disabilities**

University Policy: Any student requiring accommodations or services due to a disability must contact Services for Students with disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including syllabus) in alternative formats if necessary.

**Safe@Weber** (<http://www.weber.edu/safeatweber>) Weber State University is dedicated to the safety and well-being of all individuals on its campus. The university prohibits all forms of violence, discrimination and harassment, in accordance with university policy. Such behavior may take many forms and include sexual harassment, sexual violence, rape, sexual assault, dating violence, domestic violence, stalking and sexual exploitation. Students who experience or become aware of any form of violence, sexual violence or sexual harassment are encouraged to immediately report such behaviors. To report any crime or emergency, call 911 or [University Police](#) at 801-626-6460. For help responding to non-emergency situations, call any of these offices:

- [Title IX Officer and Director of Affirmative Action/Equal Opportunity](#), Barry Gomberg, at 801-626-6240, Miller Administration 101, [bgomberg@weber.edu](mailto:bgomberg@weber.edu)
- [Dean of Students](#), Jeff Hurst, at 801-626-6256, Student Services Center, [jhurst@weber.edu](mailto:jhurst@weber.edu)
- [Weber State Women's Center](#), 801-626-6090, Shepherd Union 322

### **Stay Informed**

The Telitha E. Lindquist College of Arts & Humanities ([www.weber.edu/cah](http://www.weber.edu/cah)) wants to ensure you stay updated on all of the events, announcements and opportunities in our college. We encourage students to follow our college on the various social media platforms listed below.

Facebook: <https://www.facebook.com/WSUDOVA>

twitter@WeberStateArts

Facebook.com/WSUartsandhumanities.com

You Tube: Lindquist College of Arts and Humanities

### **Calendar**

Week 1	8/26 & 28	Introductions, expectations, syllabus; work proposal Read chs. 1-2 in ART/WORK & Lazzari ch. 1 (Canvas)
Week 2	9/2 & 4	Show and discuss recent and current work; discuss readings; Read chs. 3-4 in ART/WORK
Week 3		9/9: Discuss readings 9/11: Critiques with Thesis; Semester work plan proposal due Read chs. 5-6 in ART/WORK & Lazzari chs. 16-17
Week 4		9/16: Critiques with Thesis students; 9/18: Individual meetings and Film Series Read chs. 7-8 in ART/WORK
Week 5	9/23 & 25	Discuss readings; individual meetings Read critical writings examples (Canvas)
Week 6	9/30 & Oct. 2	Seminar group critiques; discuss critical writings Work on peer review assignment
Week 7	10/7 & 9	Critiques with Thesis students Begin work statement draft
Week 8	10/14 & 16	Work days and individual meetings; post first draft peer reviews; 10/16: Film Series <b>Friday 10/17: UMOCA and SLC galleries visit</b>
Week 9		10/21: Discuss peer reviews 10/23: Work day and individual meetings; work statement first drafts due Read Agnes Martin pgs. 1-74
Week 10		10/28: Discuss Martin readings and work statements; Final draft or peer reviews due 10/30: Work day;
Week 11	11/4 & 6	Critiques with Thesis students; second draft work statements due; Read Martin pgs. 85-156

Week 12	11/11 & 13	Work days; prep works for exhibition; installation schedule <b>11/14: Seminar exhibition work due at Union Gallery</b>
Week 13	11/18 & 20	Discuss Martin; peer reviews and work statements
Week 14		11/25: Seminar critique in Union Gallery 11/27: Thanksgiving break – no class
Week 15		12/2: Seminar defense with faculty and peers 12/4: Evaluation, class wrap-up 12/5: Thesis exhibition opening at Shaw Gallery