

ART525 History of Photography

(3 credit hours)

Course Syllabus

Course Description

This course surveys topics in the history and cultural uses of photography in Europe and the US in the twentieth and twenty first centuries. Starting with the origins of photography in Enlightenment and early Industrial Revolution Europe, students examine the role of the daguerreotype in the US, and photography's role within war, western expansion, and social Darwinism. There will be discussions on the establishment of elite art organizations in Europe and the US by the 1890s concurrent with the flood of mass consumer photography and commercial production. The course will then examine major developments and uses of photography such as magazine journalism, advertising and fashion, and social documentary as well as photographic practices linked to art movements like constructivism, surrealism, documentary realism, and formalism. It will conclude with a look at the more contemporary postmodern practices which foreground the question of photography's social and psychic operations. Special attention will be paid to the interrelations among photography's diverse cultural uses and the terms in which debates about the medium's unstable art status have played out.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Understand the vocabulary of photography and art historical criticism
2. Understand the major photographic art movements
3. Understand art historical theory surrounding and about photography
4. Evaluate some of the shifting cultural and historical meanings of photographs
5. Observe, analyze, research, and interpret photographs

Required Textbook(s) and Resources

There are no required resources for this course. All course materials are included as links within the course.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source

evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

This course has been designed as a Position Post course type. This means that on Wednesday of each week, you will submit a “position post” to the forum in response to a given prompt. Although there is no specific minimum word requirement, your Position Post should:

- Be substantive enough to fully explore the question posed, while being well constructed and free of “filler” language and wordiness,
- Use, and properly cite, outside sources that support your position,
- Include your “Design Statement” that outlines your process for researching and constructing your Position

While Saturday assignments may vary, they will generally serve to deepen your understanding and build connections with the week’s learning topics. Examples of possible Saturday activities include:

- A second Position Post in response to a new prompt
- Summarizing themes in your peers’ Wednesday Position Posts
- Explaining how peers’ Wednesday Position Posts affect your own thinking about the topic.
- Critiquing and refining your original Post in response to new information (additional readings, etc.).

Note: since Saturday activities will vary, be sure to read directions carefully.

By Sunday of each week, you will have a “summative” assignment due where you will apply what you learned. This could be an exam, a paper, a presentation, an infographic, etc. Be sure to read directions carefully for the assignment.

Finally, you will be writing a reflection, due each Sunday, that reflects on your learning. This kind of writing often asks you to think about your own thinking (metacognition) and will include a prompt to which you must respond. It is not writing about your feelings. Reflection is often the best way we learn something, so do your best to analyze your own thought processes.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Forums Activity 1.1 (n/a) Activity 1.2 (50)	Forums Activity 2.1 (50)	Forums Activity 3.1 (50)	Forums Activity 4.1 (50)	Forums Activity 5.1 (50)	Forums Activity 6.1 (50)	Forums Activity 7.1 (50)	350
Assignments Activity 1.3 (n/a)	Assignments Activity 2.2 (75)	Assignments Activity 3.2 (100)	Assignments Activity 4.2 (75)	Assignments Activity 5.2 (75)	Assignments Activity 6.2 (250)	Assignments Activity 7.2 (75)	650
50	125	150	125	125	300	125	1000

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

F: <70%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Start Here

- ☐ MON: Activity 1.1: Course Anticipation - Introductory Post

Week 1 – Framing the Debate and Looking at Pictures

- ☐ WED: Activity 1.1: Course Anticipation – Optional Follow-up Post
- ☐ WED: Activity 1.2: Analyzing Photography – Initial Post
- ☐ WED: Activity 1.3: Research Paper Information – Initial Post
- ☐ SAT: Activity 1.2: Analyzing Photography – Optional Follow-up Post
- ☐ SAT: Activity 1.3: Research Paper Information – Optional Follow-up Post

Week 2 – History of Photography as an Art Medium

- ☐ WED: Activity 2.1: Invention of Photography – Initial Post
- ☐ SAT: Activity 2.1: Invention of Photography – Optional Follow-up Post
- ☐ SUN: Activity 2.2: Photography as an Art Form

Week 3 – History of Photojournalism

- ❑ WED: Activity 3.1: Photography's Effect on the Public– Initial Post
- ❑ SAT: Activity 3.1: Photography's Effect on the Public – Optional Follow-up Post
- ❑ SUN: Activity 3.2: Photography as an Art Form

Week 4 – History of Photography in Science and Social Science

- ❑ WED: Activity 4.1: Photographs as Evidence – Initial Post
- ❑ SAT: Activity 4.1: Photographs as Evidence – Optional Follow-up Post
- ❑ SUN: Activity 4.2: Research Paper Topic

Week 5 – History of Photography as a Tool of Social Reform

- ❑ WED: Activity 5.1: Photography in Reform – Initial Post
- ❑ SAT: Activity 5.1: Photography in Reform – Optional Follow-up Post
- ❑ SUN: Activity 5.2: Ethics in Street Photography

Week 6 – Wrap-Up

- ❑ WED: Activity 6.1: Peer Review Research Paper – Initial Post
- ❑ SAT: Activity 6.1: Peer Review Research Paper – Secondary Post
- ❑ SUN: Activity 6.2: Research Paper

Week 7 – History of Art Movements and Role of Photography in Those Movements

- ❑ WED: Activity 7.1: Postmodernism and Photography – Initial Post
- ❑ SAT: Activity 7.1: Postmodernism and Photography – Optional Follow-up Posts
- ❑ SUN: Activity 7.2: Family of Men Exhibit

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.

- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assist veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.