

WKU FACULTY SENATE: March 18, 2021
Colonnade Gen Ed Committee Report 2.21 APPROVED

Julia Shadoan, Senate Chair

Senate Recommendation 2021-03-01 Colonnade Ged Ed
Committee Report 2.21

Colonnade General Education Committee Report

University Senate

March 1, 2021

Action Items

Course Proposals and Syllabi Attached

Approval of:

1. New Course Proposal: School of Media, Influence of the Photograph (PJ 101) Explorations

Colonnade Explorations Course Proposal

Proposal Contact Name: Professor James Kenney **E-mail:** james.kenney@wku.edu

Phone: 270.745.6307

College and Department: School of Media

Proposal Date: 10/12/20

1. Course Details:

- 1.1 Course prefix (subject area), number and title: **PJ 101 Influence of the Photograph**
- 1.2 Explorations sub-category (Arts & Humanities, Social & Behavioral Sciences; Natural & Physical Sciences): **Arts and Humanities**
- 1.3 Credit hours: **3**
- 1.4 Prerequisites¹: **None**
- 1.5 Equivalent courses (prefix and number): **None**
- 1.6 Expected number of sections offered each semester/year: **1-2 per year, depending on student demand.**
- 1.7 Is this an existing course or a new course? **New course**
- 1.8 Proposed implementation term? **First available**
- 1.9 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) **Bowling Green main campus and online.**

2. Provide a brief course description (100-200 words).

Since its inception in 1826, photography has been recognized as a scientific phenomenon, a revolutionary art form, and a conduit of controversy. No matter how it is viewed, its impact on cultures worldwide is

¹ Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

unequivocal. But even its inventors could not have imagined the role photography would play two centuries later. The purpose of this course is to build a context for appreciating the power and pervasiveness of photography, as well as gaining an understanding of its astounding influence on modern society through both traditional and online dissemination, in particular with social media platforms. Through the exploration and analysis of various forms of visuals presented in class, students will be equipped with the necessary tools to be informed and savvy consumers of images while also using the photographic medium to develop effective communication skills.

3. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.

The objectives of this course are focused on meeting the five Colonnade learning objectives in the Arts and Humanities category of Explorations. A combination of research, classroom discussion, image analysis, and written exercises will be used to achieve these goals.

**Colonnade Learning Objective 1:
Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.**

Students completing this course will be able to articulate their understanding of:

- The power of a photograph through the examination and analysis of photographic content, including techniques and terminology specific to the visual field.
- The various genres of the photographic medium, analyzing their shared foundational characteristics and distinct differences.

**Colonnade Learning Objective 2:
Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.**

Students will be able identify:

- Particular aspects of the visual medium through analysis of specific photographs, as well as commentaries about how these photographs have influenced art and culture.
- The unique impact of photography on the art world and society as a whole through the critical evaluation of photographs.
- The arguments surrounding controversial photographs, as seen through the lens of ethics and ethical decision-making.

**Colonnade Learning Objective 3:
Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.**

Students will demonstrate an understanding of the societal effects on the creative process through:

- Comparative analysis of societal concerns and the photographers' portrayals of these events, cultural movements, conflicts, and artistic trends.
- The study of the influence of documentary photography and its goal to raise awareness about critical issues, lend a voice to the voiceless, and affect change.

- Examining citizen journalism and its impact on traditional newsgathering norms and behaviors.

Colonnade Learning Objective 4:

Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.

Students will research and evaluate:

- How images can perpetuate stereotypes and cultural misconceptions.
- How photographs used in advertising and in documentary storytelling can impact the global community as well as the students' own personal perceptions and artistic sensitivities.
- Case studies that show photographs being used as propaganda and social influencing.
- Case studies that compare an individual's right to privacy versus the public's right to know.
- Images that misrepresent, deceive, and distort reality, resulting in skewed societal perceptions.

Colonnade Learning Objective 5:

Evaluate enduring and contemporary issues of human experience.

Students will effectively evaluate photographs by:

- Learning what makes an effective photograph through a study of images that successfully communicate through the use of light, composition, and timing.
- Cognitively "reading" photographs in order to identify their potential to inform, influence, motivate, and deceive, so as to become more savvy visual consumers.
- Anticipating the future influence of visuals, especially through social media, based on technological advances and societal trends.

4. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Colonnade learning outcomes:

Students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.

PJ 101 learning outcomes:

Upon completion of this course, students will be able to:

- Identify, examine, and evaluate a diverse selection of photographs from around the world.
- Analyze and deconstruct photographs, including specific compositions, lighting, and story-driven content.
- Discuss methods and creative practices of a diverse representation of photographers worldwide.
- Distinguish and contrast the photograph as both a credible witness and a misrepresentation of reality.
- Examine various genres of photography and their significance and influence.
- Develop an understanding of the influence of the photograph both as an individual and as a member of a global society.
- Discuss photography's key role in social media influencing.
- Recognize the important role of the selection process of the editor and its effect on the dissemination and public perception of issues and events.
- Analyze the ethical implications of manipulation both in taking photographs in the field and in the processing of images using digital software.

5. Brief description of how the department will assess the course for these learning objectives.

Assessment will be based on student responses to exam questions that show a mastery of the specific learning objectives.

Assessment tool for Objective 1: Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.

After class and small-group discussion about the power of visuals in society, students will answer exam questions to determine their ability to identify technical definitions, artistic concepts, and processes.

Assessment tool for Objective 2: Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.

Students will participate in group discussions of case studies in ethics and other issues involving the use of photographs portraying sensitive issues. Exam questions will be used to assess the students' grasp of the societal consequences resulting in the gathering and publication of these images.

Assessment tool for Objective 3: Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.

Exam questions will be used to assess the students' understanding of how cultural events and issues shape the motivation, creativity, and innovation contained in a photographer's images.

Assessment tool for Objective 4: Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.

Through a series of exam questions, students will be assessed on their understanding of the different genres of photography and distinguishing their unique effects on society.

Assessment tool for Objective 5: Evaluate enduring and contemporary issues of human experience.

Students' competency in identifying innovative visual technologies and aesthetics will be assessed through exam questions that will also measure their understanding of how these elements will produce memorable and influential photographs in the future.

- A random sample of 30% of the student exams will be assessed by the Photojournalism program's evaluation committee to determine the students' grasp of the learning objectives of the class. These students must answer at least 70% of the assessment items correctly to achieve a Satisfactory level of student learning. The results will be used by the committee to determine future measures to improve learning outcomes.

6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

"Photography takes an instant out of time, altering life by holding it still."
— Dorothea Lange

INFLUENCE OF THE PHOTOGRAPH

PJ 101
M/W – 3:00-4:20

Professor: PJ Faculty
School of Media

Office: MMTH Room Office
Phone:
pjfaculty@wku.edu

OFFICE HOURS

Tuesday - 12:30-1:30
Wednesday - 2:00-3:00
Thursday - 12:30-1:30

TEXTBOOKS

The Photographer's Vision: Understanding and Appreciating Great Photography - Michael Freeman

Photography Changes Everything
Marvin Heiferman

In addition to the texts above, several readings will be assigned (provided by the instructor).

Attendance is vital to success in this class. Also, please be on time. Not only is this important to success in this course, it also allows us to get the most out of class time with the least amount of disruption.

Course Evaluation

- Image analysis and participation in class discussions
- Two exams and quizzes

Grade Breakdown

Image analysis and participation in class discussions - 30%
Quizzes - 20%
Midterm - 25%
Final Exam - 25%

Your course grade will be calculated and given on a 100-point scale:

- 90-100 - A
- 80-89 - B
- 70-79 - C
- 60-69 - D
- 59-Below - F

CATALOG DESCRIPTION

A study of the prevalence and impact of photographs that are disseminated throughout social media and traditional publications. Beyond analyzing the creation and structure of photographs, special emphasis and discussion will focus on how these images inform and persuade society.

Course Mission

The purpose of this course is to build a context for appreciating the power and pervasiveness of photography, as well as an understanding of its cultural impact on modern society. The exploration and analysis of influential visual imagery presented in class will equip students to be informed consumers of photography as an invaluable method of communication and expression.

Colonnade Learning Objectives

The objectives of this course are focused on meeting the five Colonnade learning objectives in the Social and Behavioral category of Explorations. A combination of research, classroom discussion, image analysis, and written exercises will be used to achieve these goals.

Colonnade Learning Objective 1

Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.

Students completing this course will be able to articulate their understanding of:

- The power of a photograph through the examination and analysis of photographic content, including techniques and terminology specific to the visual field.
- The various genres of the photographic medium, analyzing their shared foundational characteristics and distinct differences.

Colonnade Learning Objective 2

Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.

Students will be able identify:

- Particular aspects of the visual medium through analysis of specific photographs, as well as commentaries about how these photographs have influenced art and culture.
- The unique impact of photography on the art world and society as a whole through the critical evaluation of photographs.
- The arguments surrounding controversial photographs, as seen through the lens of ethics and ethical decision-making.

Colonnade Learning Objective 3

Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.

Students will demonstrate an understanding of the societal effects on the creative process through:

- Comparative analysis of societal concerns and the photographers' portrayals of these events, cultural movements, conflicts, and artistic trends.
- The study of the influence of documentary photography and its goal to raise awareness about critical issues, lend a voice to the voiceless, and affect change.
- Examining citizen journalism and its impact on traditional newsgathering norms and behaviors.

IMPORTANT DATES

2/3 - Last day to drop a class without a grade.
 4/9 - Last day to drop a class with a W or change from credit to audit.
 3/9-3/13 - Spring break
 5/12 - Final 1-3 p.m.

STUDENTS WITH DISABILITIES

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

ACADEMIC (DIS)HONESTY

All work should be yours and should be performed within the time frame outlined in each assignment.

University policies (taken from the student handbook):

"To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his or her own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

"Disposition of Offenses: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal."

Colonnade Learning Objective 4

Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.

Students will research and evaluate:

- How images can perpetuate stereotypes and cultural misconceptions.
- How photographs used in advertising and in documentary storytelling can impact the global community as well as the students' own personal perceptions and artistic sensitivities.
- Case studies that show photographs being used as propaganda and social influencing.
- Case studies that compare an individual's right to privacy versus the public's right to know.
- Images that misrepresent, deceive, and distort reality, resulting in skewed societal perceptions.

Colonnade Learning Objective 5

Evaluate enduring and contemporary issues of human experience.

Students will effectively evaluate photographs by:

- Learning what makes an effective photograph through a study of images that successfully communicate through the use of light, composition, and timing.
- Cognitively "reading" photographs in order to identify their potential to inform, influence, motivate, and deceive, so as to become more savvy visual consumers.
- Anticipating the future influence of visuals, especially through social media, based on technological advances and societal trends.

ADDITIONAL LEARNING OBJECTIVES/OUTCOMES

- Identify, examine, and evaluate a diverse selection of photographs from around the world.
- Analyze and deconstruct photographs, including specific compositions, lighting, and story-driven content.
- Discuss methods and creative practices of a diverse representation of photographers worldwide.
- Distinguish and contrast the photograph as both a credible witness and a misrepresentation of reality.
- Examine various genres of photography and their significance and influence.
- Develop an understanding of the influence of the photograph both as an individual and as a member of a global society.
- Discuss photography's key role in social media influencing.
- Recognize the important role of the selection process of the editor and its affect on the dissemination and public perception of issues and events.
- Analyze the ethical implications of manipulation both in taking photographs in the field and in the processing of images using digital software.

In addition to these subjects, guest speakers will visit to present various topics related to the class. Some flexibility in the schedule has been worked in to accommodate these speakers and other events that may arise.

Weekly Schedule**WEEK 1***The importance of photographic influence*

- What is a good photograph?
- What a photograph is...and isn't.
- How to read photographs.

TITLE IX SEXUAL MISCONDUCT/ASSAULT POLICY

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy: <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>.

Discrimination and Harassment Policy (#0.2040): <https://www.wku.edu/policies/docs/251.pdf>.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

WEEK 2*The current state of photography*

- Everyone is a photographer
- Social media presence
- Broken standards
- Being wary as consumers of images
- Viewer decision making
- It's about sharing experiences, not about a good image

WEEK 3*Photography as a momentary art*

- Does the audience matter?
- How the process of capturing images occurs.
- Global photography.

WEEK 4*Understanding the photographic purpose by genre*

- Portraiture
- Photojournalism
- Sport
- Wildlife and nature

WEEK 5*Understanding the photographic purpose by genre*

- Still life
- Fashion
- Landscape
- Architecture

WEEK 6*Understanding the photographic purpose by genre*

- Science
- Artificial intelligence
- Surveillance
- Illustration
- Fine art

WEEK 7*The image and how it can be used*

- As a single image
- In a curated gallery exhibition
- As a single published (editorial or advertising) image
- As a photo essay
- In a photo book
- As an online slideshow
- In an electronic (web/social media) environment

WEEK 8*From capture to concept*

- Modernism versus Surrealism
- Lives unlike ours
- The visual polemic

AEJMC PROFESSIONAL VALUES AND COMPETENCIES:

This class will cover several of the values and competencies outlined in the ACEJMC accreditation guidelines. They are:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Note: This syllabus is subject to changes as needed.

WEEK 9*From capture to concept*

- Newsworthiness
- Exploration
- Invention
- Deception

WEEK 10*The image-maker's skills*

- Hands on
- Timing
- Reaction and moments
- Lensing
- Know what works
- Rules of composition
- Lighting

WEEK 11*Reading the photograph*

- Composition and its impact
- Eye-tracking science
- Audience perception
- Color vs. black and white

WEEK 12*The Power of Selection*

- How selection of imaging impacts media
- Making the choice
- Viewer's decision-making

WEEK 13*Societal acceptance in ethics*

- Manipulation of opinion
- Ethical decision making in photojournalism
- Active versus passive participation in the image

WEEK 14*Deception of the photograph: It's all about image*

- Propaganda
- Deception in the advertising world
- Selling of the self

WEEK 15*The effects of new technologies*

- The future and what it may bring

WEEK 16*Final Exam*

