



Oregon State University

Ecampus

Course Name: Photography: Activism, and Social Change

Course Number: ART 359

Credits: 3 Credits

Course Description

Explores photography as an agent of social change through creative projects and topical discussions. Emphasis on the visual language, ethical considerations, and strategies employed by activist photographers that disrupt dominant ideologies and address institutionalized systems of inequity and privilege in the United States.

No prior photography experience necessary.

Communication

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. The instructor will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](#) online.

Learning Resources

- Readings will be available to you as links to PDFs online, via the library, or as downloadable PDFs.
- A digital camera of any kind, including cell phone. Capability to upload your photos to the internet. *NOTE: If you do not own your own camera and you are on campus, you can check one out at the Student Media Services in Valley Library*
- A memory card suitable for your camera, or alternate way of downloading images taken for class

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

Measurable Student Learning Outcomes

- Identify key photographic projects that significantly contributed to at least three social movements in the United States.
- Describe differences between bearing witness and enacting change within the context of political photographs
- Identify visual tools used in photography to portray meaning in effective ways
- Create and Assess visual and written responses to sociopolitical issues
- Examine power relationships between author and subject in the context of socially engaged photographic projects

Bacc Core / Slash Course / WIC

- [Baccalaureate Core](#)
Successful completion of this course partially fulfills OSU's Baccalaureate Core course requirements in the Difference, Power and Discrimination.

ART 359 Photography, Activism, and Social Change fulfills the **Difference, Power, and Discrimination (DPD)** requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

BACC CORE LEARNING OUTCOMES FOR DIFFERENCE, POWER AND DISCRIMINATION (DPD)

1. Explain how difference is socially constructed.
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social and political institutions, result in discrimination

3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power and discrimination in the United States.

Evaluation of Student Performance

Instruction will be given through a combination of lectures, films, guided discussions, and creative visual and written projects.

- **CLASS DISCUSSIONS 45%:** There will be weekly discussions on each topic and reading. To get full points, students are expected to respond with answers to each discussion question, on time and including responses to classmates and instructor. Students are expected to follow directions for each discussion question and answer specific questions per instructions and cite sources where applicable.
- **VISUAL RESEARCH 20%:** There will be **one** research-based creative project worth 20% of your grade. You will research a relevant photography project, create your own images (*no prior photography experience necessary*) and produce a slideshow presentation. The research and presentation will address difference, power and discrimination in the U.S. in relation to contemporary and historical photographic practices.
- **FINAL PROJECTS 25%:** There will be **one** photographic project (*no prior photography experience necessary*) and presentation worth 25% of your grade. Creative work will be evaluated on three criteria: concept and content (the idea), craft (attention to detail), and relationship to concepts developed in class - including but not limited to photography's role in the social construction of difference, unequal distribution of power and the resulting discrimination.
- **QUIZZES 10%:** There will be **two** short quizzes, each worth 5% of your grade.

Course Content

Photography: Activism, and Social Change is an introductory course on strategies employed by photographers, particularly in contemporary United States, that disrupt dominant ideologies and address unequal distributions of power. There is an emphasis on collaborative and experimental approaches to photography that engage viewers beyond the art world and culminate in substantive change. Students will have informed discussions on the aesthetic effectiveness and ethical concerns in relation to photography in the name of activism. Students will engage with topics such as crime, health, and the environment as socially constructed ideologies that are emblematic of interconnected, structural and institutional systems of power.

Topics below are subject to change.

Week #	Topics	Sample Texts and Case Studies
Week 01	Intro to Strategies for Photography as Social	A Collaborative Turn in Photography?, Daniel Palmer

	Practice, Author and Subject Relations	Seeing Power, Art and Activism in the 21 st Century, Nato Thompson
Week 02	Strategies for Photography as Social Practice, Author and Subject Relations (continued) Do Violence, Pain, and Suffering in Photographs Create Change?	The Abu Ghraib Effect, Stephen F. Eisenman <i>Additional</i> The Civil Contract of Photography, Ariella Azoulay
Week 03	Global Health: AIDS Crisis, ACTUP, and Culture Jamming	Actupny.org
Week 04	Global Health: Photographing Ebola	Seeing Power, Art and Activism in the 21 st Century, Nato Thompson
Week 05	The Environment: Photography and Environmental Justice	Blueearth.org
Week 06	The Environment: Feminist Photography and Climate Change	Antarctica as Cultural Critique: The Gendered Politics of Scientific Exploration and Climate Change, Elena Glasberg
Week 07	Mass Incarceration: Photography, Fear, and the "War on Drugs" African American Photographs: Slavery, Jim Crow, and Call to Action	Through A Lens Darkly, (documentary film), Deborah Willis, Lyle Ashton Harris, The New Jim Crow, Michelle Alexander Tamms Year Ten, Laurie Jo Reynolds
Week 08	Mass Incarceration: Photography's Role in Defining Deviance. Who's a Criminal?	-Captive Genders, Eric Stanley and Nat Smith -Critical Resistance, Angela Davis, -Prison Photography.org, Pete Brooks -Performing Statistics, Mark Strandquist
Week 09	Immigration: Photography on the Border	Borderlands Collective and Mark Menjivar

Week 10	Immigration and Photography on the Border (continued)	Border Security, John Moore
Week 11 (Finals Week)	Final Projects Due	

Course Policies

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week. For example, your first post might be due Tuesday and your second post on Thursday. Meaningful participation on our discussion forums is a critical aspect of this course.

Proctored Exams

There are no proctored exams in this class.

Makeup Classwork

Makeup work will be given only for missed deadlines excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

Exam/Quiz Time Limits

Quizzes in this class are timed. You will not be able to submit answers beyond the time limit for each quiz.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.

- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#). Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#).

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
- b) It includes:
 - i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
 - ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
 - iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
 - iv) TAMPERING - altering or interfering with evaluation instruments or documents.

- v) **PLAGIARISM** - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

Tutoring

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.