Syllabus - HISTORY OF PHOTOGRAPHY

ARTH 2245 501 **Summer 2025**
CRN 88450
University of New Mexico - Valencia
Online - Asynchronous

Instructor: Anna Rotty
Pronouns: she/her
Email: arotty@unm.edu
Office Hours: Mondays 3:00pm - 4:00pm MT, on
ZOOM

Joseph Nicéphore Niépce (French, 1765–1833), Untitled
'point de vue,' 1827. Heliograph on pewter, 16.7 x 20.3 x
.15 cm

COURSE DESCRIPTION:

This course is designed to provide students with a fundamental working knowledge of the major
trends in the aesthetic, conceptual, and technical aspects of photography from its beginnings in
the 1830's to the recent practices of photographers and artists working with photographic
technologies. Together we will investigate photography's role as an artistic medium as a central
focus, as well as its broader role in our visual, political, and social culture. Textbook readings,
online lectures, discussions boards, research assignments, and other activities will assist students
in gaining a critical understanding of photography.

STUDENT LEARNING OUTCOMES:
Students will:
- Identify significant people and events in the development of photography
- Develop visual literacy: Begin building a vocabulary for analyzing photography in terms
  of form and style
- Recognize the various uses that have been considered appropriate for photography
- Evaluate the photographs of individuals who have set new trends in the art of
  photography
- Analyze and compare the work of significant photographic practitioners
- Describe the relationship between photography and other contemporary events that
  have shaped the nation and the world
- Enjoy the art of photography!

REQUIRED TEXT & ACCESS TO THE BOOK:
The book we are using for this course is:
Title: *Photography: A Cultural History,* 5th edition
Author: Mary Warner Marien
ISBN: 9781786277855

RedShelf: An E-book version of this textbook is available through RedShelf via Canvas. If you prefer to opt out of RedShelf all-inclusive access you can purchase the book outside of this platform or look at the library.

UNM Library System:
University of New Mexico Valencia Campus Library: http://valencia.unm.edu/library/
UNM Main Campus Fine Arts & Design Library: http://library.unm.edu/about/libraries/fadl.php

HOW TO CONTACT THE INSTRUCTOR
Email: Send email to me through the Canvas Inbox link or email me directly: arotty@unm.edu. I check my UNM email regularly and will respond to emails within 48 hours (72 hours weekends), and usually sooner.

Office Hours:
My virtual office hours are Mondays 3:00pm - 4:00pm via Zoom. The Zoom link for office hours is listed in the Canvas navigation: Zoom Meetings. Please email me if you plan to attend office hours so I can coordinate student meeting times within that hour. If you need to meet at another time, please contact me to schedule an appointment.

STUDENT RESPONSIBILITIES

Computer Skills: Students must have basic computer and file management skills for all online courses. Custom tutoring services are available through the Learning Center. Students that fall behind due to lack of basic computer skills will unfortunately be dropped.

Computer & Internet Access: Students must have access to a computer and high-speed internet. Not being able to access the content delivered for this course due to a "slow" internet connection or the inability to access a computer WILL NOT be a sufficient excuse for the inability to successfully complete work for this online course. Campus libraries are an option.

UNM Email & Canvas Access: All UNM-Valencia students are required to have a UNM Net ID which can be created by going to: http://it.unm.edu/accounts/. UNM Net ID will give you access to the computer labs on campus, UNM Canvas, and UNM Email. Make sure to update this information as your method of contact under personal information on Lobo Web.

Computer Lab Responsibility: Please be advised that use of computer labs on UNM properties is governed by "Policy 2500: Acceptable Computer Use" which can be found at http://policy.unm.edu/university-policies/2000/2500. html. Food and drink are also prohibited in any computer lab on campus. Anyone violating these policies is subject to possible suspension and loss of computer lab privileges.

Equal Opportunity & Non-Discrimination (Title IX): Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents

that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: https://policy.unm.edu/university-policies/2000/2740.html
Support: LoboRESPECT Advocacy Center and the support services listed on its website, the Women's Resource Center and the LGBTQ Resource Center all offer confidential services and reporting.

Respectful and Responsible Learning (Academic Integrity): We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively. Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. You can only learn the course material if you complete and submit your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student Pathfinder (https://pathfinder.unm.edu) and the Faculty Handbook (https://handbook.unm.edu). Support: Center for Academic Program Support (CAPS). Many students have found that time management workshops can help them meet their goals (consult (CAPS) website under "services").

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations and documentation for this class and/or program, please contact Sarah Clawson, the coordinator for Equal Access Services at 925-8840 or sjclawson@unm.edu. Accessibility Services Valencia Campus: https://valencia.unm.edu/students/advisement/equal-access-services.html Accessibility at Main Campus: https://ceeo.unm.edu/programs/ada/index.html

Land Acknowledgment: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history. Resource: Division for Equity and Inclusion: https://diverse.unm.edu/

Citizen and Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. I will respect your privacy if you choose to disclose your status. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: http://undocumented.unm.edu/. As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations.
https://www.immigrantdefenseproject.org/know-your-rights-with-ice/
https://mijente.net/blog/prepare-raids-new-defend-rights-materials-available/

STUDENT PARTICIPATION & EXPECTATIONS

- Students who do not log in to Canvas during the first week of class will automatically be dropped.
- Students are required to complete all assignments on time, participate in online discussions, and maintain a safe, respectable, positive online class environment.
- Weekly student participation and response in online courses is considered a necessary factor in the learning process. In this form of computer-based learning, weekly course participation is equivalent to class attendance. If no student response occurs during a week of the semester, the student is considered absent. Students are still held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Class participation influences your grade heavily.
- Students must log on to this course at a minimum of three times a week. It is a requirement to check your email regularly for any communication from the instructor. The best strategy is to log in to this course DAILY.
- Students are required to use proper *netiquette* in all online interactions with classmates and the instructor. Refer to the netiquette guidelines on Canvas for a specific list of acceptable and non-acceptable online behavior.
- This is a three-credit-hour course delivered entirely online. Online classes are often more challenging than face-to-face classes. Please plan for a minimum of 18 hours per week to learn course materials and complete assignments.
- Take ownership of your education. Be an active learner. You are responsible for managing your time appropriately, completing your work on time, and doing the best you can. Support: Center for Academic Program Support (CAPS): https://caps.unm.edu/. Many students have found that time management workshops can help them meet their goals (consult (CAPS) website under "services").
- Learning and working on assignments is asynchronous, meaning students are all working at different times toward the same goals and deadlines.
- For the most part, assignments and deadlines are weekly, posting on Monday at 12:01am and due the following Sunday before midnight. Exceptions are discussions, which usually include a Thursday deadline. Please log in to our class on Canvas each

Monday to get the assignments for the week. There is also a weekly checklist that includes all the tasks to complete for each week.

GRADING POLICY

Grading is based on a timely completion of course assignments, the quality of individual critical development and expression, personal commitment, and the ability to work in an online community setting. Personal commitment involves regular online participation, consistent effort, completion of work, contributing to class discussions, and the general willingness to try.

Student work is assessed based on the course Student Learning Outcomes (SLOs). There is a grading rubric for the class discussions which corresponds to the SLOs. The grading rubric is included in the learning modules on Canvas. Rubrics describe how well student work meets the assignment requirements. Students can find feedback from the instructor in the grading rubrics on Canvas so that they can see areas of potential improvement.

No full credit will be given for any late work. If work is not delivered on time, an automatic 0 points will be issued. No late discussion postings or quizzes will be accepted. Full credit will never be issued for late work except in extreme cases and with **prior** notification.

- There can be **one** missed discussion make-up assignment: To substitute for one missed discussion, a student can write a 500-word article summing up the missed discussion board content. The student will summarize the content of the discussion board posts based on what OTHER students have posted. The student is no longer answering and responding to the initial question(s) posed. This assures the student has read and understands the missed discussion. It is markedly more difficult to read through a discussion and summarize all the content than it is to have answered the question(s) initially. Contact the instructor about how to submit a make-up discussion.

- Quizzes can not be made up after the due date. Each quiz is open for a set amount of time (usually one week), is open-book/open-note, and can be taken an unlimited amount of times before the due date.

Incompletes are rarely issued. If 75% of the semester's work/projects/deliverables and participation have been completed with a satisfactory grade, an incomplete may not be issued.

Grading Breakdown
• Discussions... 80 points, 4 discussions, 20 points each
• Quizzes...15 points, 3 short quizzes, 5 points each
• Final Research Project..............................35 points
• Other Assignments.................................... 30 points
    Reading Reflection… 10 points
    Create a Narrative…..10 points
    Visit Prints/Photos in Person and Reflection….10 points

    Extra Credit - Attend a photography exhibition and write a review - up to 10 points

(There is no midterm) ------------------------ 160 points TOTAL

Grading:

A+: 160+

A: >155

A-: >150

B+: >145

B: >140

B-: >135

C+: >130

C: >125

C-: >120

D: >115

F: <114

METHODS OF INSTRUCTION

Methods of instruction include the textbook and articles, learning module content, discussions, writing assignments, quizzes, and a final research paper. There is no midterm. All content and resources are posted on Canvas. This course is run from week to week beginning Mondays at 12:01am with most assignments due the following Sunday at 11:59pm MOUNTAIN TIME.

Learning Module Content - Information, instructions, and resources for completing each week's coursework are located in the learning modules on Canvas. Content includes text, images, links, and more.

Textbook Readings - Each week students will read specific chapters of the required textbook (*Photography: A Cultural History*, 5th Edition, Mary Warner Marien).

Threaded Discussions & Writing Assignments - Each week, students will participate in an online discussion. The discussions start with a prompt that students will respond to in writing (initial posts). Initial posts are due by Sunday, 11:59pm (unless otherwise noted). Students need to comment on the posts of at least TWO classmates and respond to any comments they receive. Comments are due by Thursday, 11:59pm (unless otherwise noted) and responses to comments are due by the following Sunday, 11:59pm. I encourage you to post throughout the week, and not wait until the last minute. The sooner you post, the better the discussion is.

Articles/Other Reading/Listening/Video- There will be other content to read, listen to, watch, etc, outside of the textbook.

Quizzes – There is a short quiz at the beginning of the semester covering the syllabus and assigned lectures/readings. Throughout the semester, there are periodic quizzes covering the chapters in the textbook. Quizzes are open-book/open-note, are not timed, and can be taken an unlimited amount of times before the due date. *They can not be taken or made-up after the due date.*

Final Research Project - There is one research project/presentation during the last weeks of class. See the "Final Research Project" section below.

Other Activities – There may be other learning activities associated with the weekly content of the course that can be found in the Learning Modules.

DISCUSSIONS & PROJECTS

Discussion Board Writing Assignments | 20 points each

Student Learning Outcomes (SLOs):
- Students will practice critical thinking skills.
- Students will evaluate and analyze photographic images.
- Students will demonstrate visual literacy by using language specific to art and photography.
- Students will identify significant photographers or images and explain their significance in history and relevance today.
- Students will practice expressing their ideas through writing.

Assignment Instructions:
View the weekly learning modules on Canvas for additional information specific to each discussion. The discussions open on Mondays. Read the prompt and view the image(s) on the discussion board in the learning module. The prompts are based on the chapters in the textbook that are assigned for the week.

Read the assigned chapters in the textbook. Think about how you want to respond to the prompt and formulate your ideas. You may need or want to reference the readings in the textbook and do additional research online.

In most cases, you will write at least three paragraphs (*300-500 words*) responding to the prompts. Proofread your writing or ask a friend, family member, or Writing Center consultant to proofread your writing. Submit your written response to the prompt on the Canvas discussion board. These initial posts are due by Sunday, 11:59pm MT.

After students post their written responses to the prompts on the Canvas discussion board, read through your classmates' initial posts. Comment on the initial posts of at least TWO classmates. Comments are due by Thursday, 11:59pm MT. Respond to *any* comments you receive on your initial posts. Responses are due by Sunday, 11:59pm MT. The earlier you comment and respond, the better the discussion is.

Refer to the articles posted on Canvas for more information on how to participate in a discussion and how your participation is evaluated.

Project Assignment #1 - Create a Narrative | 10 points | Due 6/23

Student Learning Outcomes (SLOs):
-Students will put into practice what they have been readings and learning about by making
-Students will think creatively to implement choices made by photographers as learned in the text
-Students will compare their own making to historical photographers

-Students will gain insight into translation of media in photography and how it's interpreted

Assignment Instructions:
In the last few Chapters of the textbook, Marien discusses how photographers were starting to consider how photographers operate as a series or collection and not just stand-alone images. For this assignment, you will create your own narrative series based on a topic of your choosing. Using whatever editing methods you can and like, try to emulate a style consistent with a certain period of photographic technique. You can use a camera, editing software, phone, or simply just light and shadow. I understand we all have different skills and tools, so do your best to match the formal and technical style of your chosen period or photographer to tell your story. You will not be critiqued for lack of photographic skill or tools used. Think creatively! You'll turn in 5 images in sequence (in the order of your choosing) with captions as a single PDF (1 image per page).

Final Research Project | 35 points | Due 7/28

Student Learning Outcomes (SLOs):
- Students will practice critical-thinking skills.
- After researching photographers/artists and genres/movements, students will be able to demonstrate a basic familiarity of many genres and artists throughout the history of photography.
- Students will be able to identify and analyze the aesthetic styles and visual techniques used by a specific photographer/artist, genre, or movement of their choice.
- Students will explain and describe the historical significance, aesthetic styles, and beliefs or motives of their chosen photographer/artist or genre/movement through writing and support their writing with images.
-Students will bring a critical lens to the history of photography.

Final Assignment Instructions:
The Final Research Project includes research, writing, and images.

Use the examples in the textbook and the instructor's presentations on the history of photography as a starting point and continue researching historic photography. Based on your research, choose one photographer/artist, genre, or movement you like from the history of photography to be the topic of your final research paper.

Select 8-12 images made by the photographer/artist or are part of the genre/movement you chose.

Using these images as your basis, explain and describe the historical significance, aesthetic styles, and beliefs or motives of your chosen photographer/artist or genre/movement.

Put your historic research into context by incorporating information about a contemporary photographer working in similar/contradictory or reactionary ways to your chosen historic photographer or movement.

Submit your project supporting your topic (the photographer/artist or genre/movement you chose) on the Final Research Project discussion board on Canvas.

You Have Two Format Options:

1. You may write a **traditional research paper**, including images and citations. This should be approximately 4 pages double-spaced (size 12 font) with 8-12 photographic image references in addition at the end of the text (properly cited).
2. You may record a **10-15 minute presentation** via Powerpoint where you narrate verbally to contextualize your research alongside photographic context. You may include short quotes or snippets of artists in a variety of media (podcast clip, video interview clip, interview with contemporary artist, etc.). This format may include more images.

Extra Credit (up to 6 points): Create 3-5 of your own photos that reflect, incorporate, or are inspired by the styles and techniques used by the photographer/artist or genre/movement you chose. Use any camera you want including your phone. If needed, use image-editing apps to adjust your photos to look like the photographer/artist or genre/movement you chose.

Basic Grading Breakdown:

1: Basic Background Information 5 points

2: Description of Styles & Techniques 5 points

3: Historical Context & Significance 5 points

4: Beliefs and Motives 5 points

5: Your Opinion/Critical Lens/Hindsight Evaluation 5 points

6. Citing sources and titling images 5 points

7. Image Selection (consider clarity and breathe of sources - not just online) (8-12 images) 5 points

TOTAL 35 points

SUPPORT INFORMATION, RESOURCES, & TUTORIALS

Computer & Internet Access

Access to a computer, or similar device, and high-speed internet is required for this class. If you do not have access to a computer with high-speed internet you might be able to check out a laptop from the Valencia Campus Library or Main Campus Library. Contact the library directly to find out what's available.

You might be able to access a computer and internet at: - UNM Valencia Campus Computer Labs:

Library Computers - https://valencia.unm.edu/library/index.html

The Learning Center Labs - https://valencia.unm.edu/campus-resources/the-learning-center/index.html

- UNM Main Campus Computer Labs - http://it.unm.edu/pods/locations.html

- Public libraries, public coffee shops, restaurants, malls, etc....

Support for UNM Canvas: https://canvasinfo.unm.edu/support/index.html

UNM Valencia Online Tutoring Services:

Custom tutoring services are available through The UNM Learning Center at 505-925-8900 or
https://valencia.unm.edu/campus-resources/the-learning-center/index.html. Email tutor@unm.edu to schedule an appointment. Consider scheduling an appointment with the Writing Center to help you with the writing assignments.

Instructor Support:

Please feel free to contact the instructor at any time with questions or concerns. Refer to the "How to Contact the Instructor" section of this syllabus for more information.

Class Support:

There is a Community Forum discussion board on Canvas. Use this as a place to post questions and comments to the class. Peer learning and communication is an important part of enhancing our class community.

Learning Modules, Class Announcements, and Weekly Checklists:

Every Monday, a class announcement will be posted with a link to the weekly learning module that includes the information needed for the week. If ever there is a change to our class, like a deadline that has moved, or I get sick, I will send out a class announcement. Be sure to check your UNM email and our class announcements frequently

Writing Style:

Use the MLA format when writing the research paper. Check the UNM Citation webpage for guidance: https://libguides.unm.edu/English/citations.

Textbook citation: Marien, Mary Warner. *Photography: A Cultural History*. 5th ed., Laurence King, 2021.

Accessibility & Equal Access:

- UNM-Valencia's accessibility/ADA compliance website:
http://valencia.unm.edu/about/accessibility.html
- UNM-Valencia's Equal Access Services website:
http://valencia.unm.edu/students/advisement/equal-access-services.html