

Salt Lake Community College
ART 1375 Photographing Diversity (FA, DV)
3 credit hours



Prerequisite none
Instructor
Office
Class Hours
e-mail

“If you don’t have to think about it, it’s a privilege.”

“Photograph what needs to be changed, or what needs to be appreciated.”

***Please note:** The Course Summary posted below this syllabus may not be 100% accurate as a creative course like this one will be adjusted throughout the semester. The Summary is to be used as a guide only at this time.*

Course Description

From the Catalog:

Students will study and photographically document social issues relating to non-dominant cultures, minorities, societies, biases, and privileges, using photography to better understand and relate to diversity. Contributions made by photographers/artists relating to historical and contemporary diversity issues will be studied. Working knowledge of, and access to, a film or digital SLR camera required.

From the Instructor:

Photographing Diversity (ART 1375) explores human diversity through community service, creating original photographs, and studying historical and contemporary photographers, social issues, and current events. Assignments are primarily photographic and service-oriented. To take the course, students must have an SLR or DSLR camera and basic operating knowledge. This is a service-learning course; students must complete 12 hours of community service outside the classroom are required.

Service-learning enhances course learning outcomes and student engagement while addressing community-identified needs. Service-learning incorporates critical reflective thinking and civic engagement into academic coursework through integrating service opportunities with nonprofits, governmental, and/or educational community partners. Service-learning involves students in activities that attend to local needs while developing their academic skills, increasing their subject matter knowledge, and commitment to their communities.

***Special Note:** D-SLR (Single Lens Reflex) or Mirrorless camera with adjustable settings is required for this class.*

General Education Statement

This course fulfills the Fine Art requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

General Education ePortfolio

Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your learning, and reflect on how your courses connect to each other, your life, goals, and community. The ePortfolio is intended to help you connect with other students and communicate with professors about how you learn, what you are taking away from your experience, and what supported your learning in their class. Professors can use your ePortfolio to get to know you before class and use your reflections and signature assignments to continuously improve their teaching.

Your General Education ePortfolio will also help you weave together the concepts you learn across all general education courses. To do this, each general education course you take at the college will ask you to demonstrate your engagement with the general education learning outcomes by designing a course-specific ePortfolio page that includes a Signature Assignment and reflection. When you finish your time at SLCC, your ePortfolio should provide a multi-media showcase of your educational experience and tell the story of your learning growth while at SLCC. You can learn more by visiting the [ePortfolio help site](#).

In order for us to learn from your ePortfolio and provide effective support, we must be able to access your ePortfolio.

To ensure access to your ePortfolio, please link your ePortfolio URL to your MySLCC account by following these directions:

- a. Copy the URL in the web address bar for your *Welcome* page (e.g. "slcc.digication.com/john-smiths-eportfolio")
- b. Log into my.slcc.edu
- c. Locate the *ePortfolio* card and click "Submit ePortfolio."
- d. Click *Submit* on the left side of the page under *General Education ePortfolio*,
- e. Paste the URL for your ePortfolios *Welcome* page into the blank box underneath *Enter ePortfolio URL*.
- f. Click *Save*.

- g. Finally, confirm that everything worked by clicking on the link and making sure it goes to your Gen Ed ePortfolio Welcome page.

If you would like virtual or in-person help with your ePortfolio please sign up for an ePortfolio appointment [here](#).

Note: For this ART 1375 Photographing Diversity class, your final project will be used as your General Education ePortfolio contribution. Read on for more details.

ART 1375 ePortfolio Signature Assignment

The assignment you will be adding to your eportfolio for this class will be The Final Project. This is a large-scale photography project working with a Community Partner – your community service-learning project. There will be written elements based around your reflection on the project.

When this Final Project is complete, you will be asked to write reflecting on how you thought about diversity before you took this course and how you think about it now that the course is over. Have any of your assumptions or understandings changed? How and why did they change? Which assignments had the most influence in this process? How will you approach diversity differently in the future?

Course Learning Outcomes

At the conclusion of the semester, the student should be able to:

- **Describe contemporary social issues relating to underrepresented cultures as well as society's built-in systems of biases and privileges.**
- **Identify and seek contributions made by photographers/artists relating to historic and contemporary diversity issues.**
- **Understand local diversity issues through community service and subsequent reflection.**
- **Apply knowledge of photography and diversity to make original photographs related to social issues using personal style, storytelling, and creative exploration.**

SLCC's Student Learning Outcomes

SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses:

- **Acquire Substantive Knowledge**
- **Communicate Effectively**
- **Develop Quantitative Literacy**
- **Think Critically**
- **Express Creatively**
- **Develop Civic Literacy**
- **Work Professionally and Constructively**
- **Develop Information Literacy**

- **Develop Computer Literacy**

SLCC Learning Outcomes as they apply to this course, include:

- Students will critically examine intercultural sensitivity and demonstrate skills of compassionate viewpoints towards cultures that differ from their own.
- Students will demonstrate and practice proper critique skills and methods relating to the visual arts.
- In addition to course reading, writing and/or shooting assignment, students will also successfully propose, plan and organize one large scale and two small-scale diversity related photographic project(s). The project(s) must address and examine how the student, or a group struggles with cultural challenges that face said group in the Salt Lake regional area.
- Students will acquire substantive knowledge of, and skillfully apply personal applications and skills to photographing on location. This will include, but not be limited to: basic lighting control, camera controls, image editing/selection, working with time and location limits, storytelling and portraiture methods.
- Students will successfully demonstrate leadership skills as applied to open forum/open dialog communication skills. Students will participate in many in-class group discussions as well as partner and group activities/assignments.
- Students will learn and successfully demonstrate understanding of the basic legal and ethical concerns relating to photographing people, and private property (places).

Course Requirements

ART 1375 students are evaluated based on the following:

- **Class Participation:** Students are required to productively participate in class discussions and exercises after reviewing class lectures and materials. Weekly in-class photo exercises.
- **Assignments:** 3 photography projects and 1 written/research paper. One ePortfolio entry required by the end of the semester.
- **Exam:** Written, reflective essay exam.
- **Service-Learning Project:** 12 service hours to a chosen community partner are required, along with weekly written and visual reflective journal entries.
- **Final Project:** Large-scale photography project with written elements. The final project will include the community partner and service reflection.

Photography / Written Assignments / Reflection:	30%
Service-Learning Project:	25%
Class Productive Participation (including weekly in-class photo exercises):	30%
Final Project:	15%

Grading Percentages

A Excellent, Well Above Average Achievement 93-100%

- A- 90-92%
- B+ 87-89%
- B Above Average Achievement 83-86%
- B- 80-82%
- C+ 77-79%
- C Average Achievement 73-76%
- C- 70-72%
- D+ 67-69%
- D Below Average Achievement (passing grade) 63-66%
- D- 60-62%
- E 60% Below Failing Grade

Student's Contribution

Each student can expect to spend 2-4 hours per week preparing for class.

Some of the topics and photographers discussed may include, but not be limited to: (subject to change)

- Gordon Parks - Immigration
- Charles Moore - Systemic Racism
- Catherine Opie - Gender Inequality
- Edward Curtis - Poverty
- Eugene Richards - LGBTQ+ Rights
- Dorothea Lange - Civil Rights and Democracy
- Diane Arbus - Visual Storytelling
- Carrie Mae Weems - Photography Styles: Photojournalism, Documentary, Fine Art, Commercial
- Robert Mapplethorpe - Legal/Ethics in Photography
- Mary Ellen Mark - Media/Diversity in the News
- Cara Romero – Native American/Indigenous photographer celebrating diversity

Instructor Policies

- All late assignments will be marked down 10%.
- Assignments will be accepted until 3 weeks after due date. Some assignments will not be accepted late. These will be explained in class. Photography assignments can be reworked for a better grade within a two-week period.
- Extra credit may be possible, but only if all required work has been performed first.
- Please understand that grading art classes is always a bit subjective. Instructor will always attempt to put more emphasis on technical abilities and seeing a display of a student's best effort or serious attempt, rather than strictly on the 'artistic vision' a student may display. Students must perform their own work throughout the course. Plagiarism is unacceptable and will result in an automatic failing grade for the assignment. Photographs turned in must be made by student and current. No old photos will be accepted and will result in an automatic fail for the assignment.

- All SLCC student/instructor codes/guidelines must be followed throughout the course.
- If the student is unable to complete the course, it is his/her responsibility to officially withdraw before deadline. Failure to do so will result in a failing grade.

Classroom Rules

- Read Critically, Write Consciously, Speak Clearly, Tell your Truth
- [From Clint Smith, Harvard University](#)
 - Listen actively and respect others when they are talking. Remain mindful to their story, comments, or responses. Do not begin formulating your response while they are talking.
 - Speak from your own experience(s) instead of generalizing. Use "I" instead of "they," "we," "you", or "I heard about..", "My friend said..".
 - Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas and respect.
 - Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice. But please do not dominate the conversation.
 - The goal is not necessarily to agree -- but it is to gain a deeper understanding and appreciation of those with differing viewpoints/beliefs.
 - Be conscious of body language and nonverbal responses. They can be as disrespectful as words.
 - Show compassion, mindfulness and respect.
 - The diversity topics/issues discussed in class affect everyone.
 - There will not be personal judgment of anyone's feelings about a particular issue.
 - Privacy: what is shared during class is private and confidential. Students and instructor should respect the privacy of the shared personal information of the class participants.
 - Review and follow the following online etiquette policies:
 - In this course I will: (click on the links to see more information about each expectation)
 - Respect the [privacy](#) and [opinions](#) of my classmates.
 - Avoid posting material that could be offensive or [difficult to understand](#), and provide [clarification](#) when needed.
 - Support my opinions with [reliable sources and facts](#).
 - Use language that [stays on point](#) and is [professional](#).
 - Be careful when using [humor or sarcasm](#).
 - Read all the discussion posts before my own to prevent redundancy (when applicable to the course).
 - [Review](#) what I have written before sending or posting.
 - Avoid sending or posting [inappropriate material](#).
 - [Actively](#) communicate with my classmates and instructor.

Institutional Syllabus

Click on the image below to read important information about:

- Institutional Policies
 - Code of Student Rights and Responsibilities
 - Grading and Grading Policies
 - Title IX Statement
 - Hate and Bias Incident Reporting
 - Pronouns in Canvas
 - Name Changes in Canvas
- Learning Support and Tutoring Services
 - General Support and Services
 - Out of State Licensure
- Advising, Counseling, and Student Support Services
 - Academic Advising and Career Support
 - Counseling Support Services
 - Veterans Services
 - Gender & Sexuality Student Resource Center (GSSRC)
 - Accessibility & Disability Services (ADS)
 - Student Pregnancy
 - Food, Childcare, and Crisis Resources
 - The Office of Diversity and Multicultural Affairs
 - The Dream Center

Institutional Syllabus



Campus Information

For accurate information concerning school closures (weather, power outages, or other emergencies) call 957-INFO or 957-4636.

Required Equipment List

- Camera & Lens: Film or Digital-SLR or Mirrorless camera with lens and adjustable settings (Aperture, Shutter, and ISO) or a high quality, fully adjustable point and shoot digital camera (no cell phone photos!).
 - Film Cameras: Plan on shooting and processing at least ten rolls of film
- Photographic and Inkjet Paper: Plan on using at least one package (25 sheets) of paper for projects.
 - You can print at home, in Printing Center, or at a local photo lab
- Digital Cameras: Memory/storage card(s) /Flash Drive(s)
- Camera and lens cleaning kit (blower and brush plus lens cleaning fluid)
- Notebook/journal - Optional: Camera tripod, additional lenses (wide, telephoto)
- Optional: Camera tripod, additional lenses (wide-angle and telephoto)

Photo Supplies

Just a few of the many options in the Salt Lake area:

- Essential Photo Supply, 959 E 900 S, SLC 801-410-8141
- Pictureline, 700 S 300 W, SLC 801-364-1200, www.pictureline.com
- Pixels, 8934 State, Sandy
- Online: Freestylephoto.biz
- Online: bhphotovideo.com

Photo Processing/Printing

Just a few of the many labs in the area serving both film and digital processes:

- Nichols 3265 S. 1100 E. 486-3053
- Costco
- Pixel's 8934 State, Sandy
- Replicolor 850 Richard Street
- The FIND Lab, <http://thefindlab.com>, Orem.

Visual Art & Design Department Attendance Policy

Students are expected to attend all classes in which they are enrolled on a regular and punctual basis. Failure to do so seems to indicate that the student is not serious about his or her education. Students, who are absent for more than 20% of the class periods in a semester, may receive an "E" grade for the course. In addition to absences, tardiness should also be avoided. 3 Tardies = 1 Absence. If you are having attendance issues, please discuss your concerns with the instructor.