# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title: History of Photography</th>
<th>Credits: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHO110</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hours: 3 lecture  
Co- or Pre-requisite: None  
Implementation: Fall/2012

**Catalog description (2006-2009 Catalog):**  
Historical survey of the growth of photographic art and technique from camera obscura to the present, emphasizing aesthetics, applications, and social impact. Includes the relationship of photography to the other arts and the effects of changing technology on the photographic image.  

**Required texts/other materials:**  
by Mary Warner Marien (Author)  
ISBN-10: 0205988946  
Edition: 4th

**Revision date:** Fall 2016  
**Course coordinator:** Michael Dalton, 609-570-3835, daltonm@mccc.edu

**Other learning resources:**  
- Virtual tours of museum collections  
- Online video documentaries on photographers  
- Recommended visits to museums or galleries/studios
**Course Competencies/Goals:**

The student will be able to:
- Identify significant inventions in photography in relationship to scientific and technological influences.
- Compare the relationship of art and commerce to the evolution and growth of photography.
- Analyze the arguments against the acceptance of photography as art.
- Analyze the impact of social concerns and conflict on the role of photography.
- Evaluate major photographers and their work contextualized against historical events and movements.

**Course-specific General Education Knowledge Goals and Core Skills.**

**General Education Knowledge Goals**
- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- **Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- **Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
- **Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.
- **Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**
- **Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
- **Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.
- **Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.
- **Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- **Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Unit 1: The Invention of Photography**

At the end of this unit, the student will be able to:

1. Identify the major early inventors and inventions.
   - Course Competencies: 1, 5
   - Gen Ed Goals: 4, 6, 7
   - Core Skills: D, E

2. Identify and examine the social and cultural ideas of the 19th century that influenced the invention of photography.
   - Course Competencies: 1, 2
   - Gen Ed Goals: 4, 6, 7
   - Core Skills: B, D, E

3. Identify and explain some of the social benefits or harm that some believed photography would bring to the 19th century.
   - Course Competencies: 4, 5
   - Gen Ed Goals: 1, 4, 6, 7
   - Core Skills: A, D, E
Unit 2: The Expansion of Users and Purposes
At the end of this unit, the student will be able to:

1. Identify and analyze the goals and controversies of “High Art” photography.
   Course Competencies: 1, 2, 3, 4, 5
   Gen Ed Goals: 1, 4, 6, 7, 8, 9
   Core Skills: A, B, C, D, E

2. Identify practitioners who contributed to the expanded use of photography.
   Course Competencies: 1, 5
   Gen Ed Goals: 1, 4, 6
   Core Skills: A, D, E

3. Identify the expanded uses of photography.
   Course Competencies: 1, 2
   Gen Ed Goals: 4, 5
   Core Skills: D, E

4. Identify and examine the impact of new technology on the expanded uses of photography.
   Course Competencies: 1
   Gen Ed Goals: 4, 6
   Core Skills: D, E

5. Describe the social impact of the global spread of photography.
   Course Competencies: 4, 5
   Gen Ed Goals: 1, 6, 8
   Core Skills: A, B, D, E

Unit 3: Modernism and Photography
At the end of this unit, the student will be able to:

1. Explain and analyze how photography affected mass media in the three decades leading up to World War I.
   Course Competencies: 1, 2, 4, 5
   Gen Ed Goals: 4, 6, 7
   Core Skills: D, E

2. Describe and identify the rise of philosophical and aesthetic movements in photography around the turn of the 20th century.
   Course Competencies: 1, 2, 3, 4, 5
   Gen Ed Goals: 1, 4, 6, 7
   Core Skills: A, B, D, E

3. Examine and identify the technology that influenced the rise of the various forms of modernism in photography.
   Course Competencies: 1
   Gen Ed Goals: 1, 4, 6
   Core Skills: A, B, D, E

4. Identify and evaluate the impact and effectiveness of photography as a form of activism.
   Course Competencies: 4, 5
   Gen Ed Goals: 1, 2, 6, 7, 9
   Core Skills: A, B, C, D, E

Unit 4: New Vision and Photography
At the end of this unit, the student will be able to:

1. Identify the practitioners and work of the “New” movements between the World Wars.
   Course Competencies: 1, 2, 4, 5
   Gen Ed Goals: 4, 6, 7
2. Describe the further split between straight and experimental photographic movements.
   Course Competencies: 1, 2, 3, 5
   Gen Ed Goals: 1, 4, 6
   Core Skills: A, B, D, E

3. Describe and examine the impact of experimental photography on mass-media.
   Course Competencies: 1, 2, 5
   Gen Ed Goals: 1, 4, 6
   Core Skills: A, B, D, E

4. Describe and contrast work made for propaganda and work made for documentary purposes.
   Course Competencies: 4, 5
   Gen Ed Goals: 1, 4, 6, 9
   Core Skills: A, B, C, D, E

Unit 5: Recording Global Cultures and Events
At the end of this unit, the student will be able to:
1. Identify the practitioners of human condition/photojournalism style photography.
   Course Competencies: 5
   Gen Ed Goals: 1, 4, 6
   Core Skills: A, D, E

2. Identify the photographers and curators who laid the foundation for including photography in museum exhibitions.
   Course Competencies: 3, 5
   Gen Ed Goals: 4, 6
   Core Skills: D, E

3. Describe the effect of a post World War II era on photography and photojournalism in particular.
   Course Competencies: 1, 4, 5
   Gen Ed Goals: 1, 4, 6, 7
   Core Skills: A, C, D, E

4. Identify and analyze the movements involving realism and neutrality in photography.
   Course Competencies: 1, 2, 5
   Gen Ed Goals: 4, 6
   Core Skills: C, D, E

5. Discuss the impact of John Szarkowski on photography as art.
   Course Competencies: 3, 5
   Gen Ed Goals: 1, 4, 6
   Core Skills: A, B, D, E

Unit 6: The Convergence of Movements
At the end of this unit, the student will be able to:
1. Identify recent and current photographers and their work.
   Course Competencies: 5
   Gen Ed Goals: 4, 6
   Core Skills: D, E

2. Identify and analyze more current art practices/movements in photography and the effects of Globalism and digital photography.
   Course Competencies: 1, 2, 4, 5
   Gen Ed Goals: 1, 4, 6, 8
   Core Skills: A, B, D, E
3. Describe and examine the more current issues of what is acceptable to photograph in terms of nudity and violence.
   Course Competencies: 4, 5
   Gen Ed Goals: 4, 6, 9
   Core Skills: C, D, E

4. Discuss how the history of photography influences present photographers.
   Course Competencies: 1, 2, 5
   Gen Ed Goals: 1, 4, 6
   Core Skills: A, B, D, E

**Evaluation of student learning:** The final course grade is based upon timely completed homework, test/quiz scores and presentation of research paper. Final course grades are based on the following:

- Homework: 20%
- Quizzes: 20%
- Exam 1: 20%
- Exam 2: 20%
- Research Paper: 20%

**Academic Integrity Statement:**
[http://www.mccc.edu/academic_policies.shtml](http://www.mccc.edu/academic_policies.shtml)

**Accommodations Policy**
[http://www.mccc.edu/student_services_needs.shtml](http://www.mccc.edu/student_services_needs.shtml)