

JOUR 459J
SPECIAL TOPICS: Photography and the Photoessay
Winter 2009

Monday – Friday, 12:30 – 3:30
JAN 5-23 (No Class Jan 19-MLK Day)

Journalism Building Rm. 3102
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Course Description:

This course will explore the ways in which photographers tell stories and express opinions through the medium of the photo essay. Using historical examples as well as contemporary versions, this course will provide an in-depth study of photojournalism at its most compelling. During the three-week Winter Session students will investigate what photo essays can do uniquely well—and what they can't do at all. The intensity of the January session will allow students to concentrate on a different aspect of the “photo essay” each week: 1. the creation of photo essays for publication, 2. the use of photo essays in telling breaking news, and 3. the use of photo essays for partisan political ends.

Required Reading:

Horton, Brian. **The Associated Press Guide to Photojournalism.**
and various websites as listed—others sites will be assigned as necessary

Course Requirements:

1. Presentation of photographer—20%
2. First photo essay, 4 pages—30%
3. Second photo essay, 6 pages—30%
4. Final exam—20%

Remember, whether you use primary or secondary source material, including internet web sites, classroom lectures or material from other students, that the difference between plagiarism and valid research is a citation or attribution.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>

Please note: If you are a student with a documented disability on record and wish to have a reasonable accommodation made for you in this class, please see me immediately.

Week One:

Are Photo Essays Worth a Thousand Words...or More?

Photo essays are a way of making meaning through a complex distillation of visual incidents and verbal captions. This first week we will study the genesis of the photo essay—what purposes was it invented to serve—and discuss the elements of how to create a photo essay.

JAN. 5: Introduction: Reading Images.

Defining the criteria editors look for in assigning and selecting photographs for publication. Working online v. in print.

General Reading

- <http://katebrigham.com/thesis/forMIT/Interface.htm>
- <http://www.digitaljournalist.org/feature.html> (we will use the photo essays on this site for the rest of the week. Please take the time to look at ALL the 70+ photo essays on this page.)
- <http://images.google.com/hosted/life>

Images in the news:

- <http://www.poynter.org/column.asp?id=45&aid=148547>
- http://www.poynter.org/content/content_view.asp?id=143591
- In Defense of War Photographers
http://www.nytimes.com/learning/teachers/featured_articles/20031001wednesday.html

Photography and Public Policy

- <http://www.nytimes.com/library/national/042300cuba-boy-media.html>
- http://www.nytimes.com/learning/teachers/featured_articles/19990407wednesday.html
- Listen to: http://www.theconnection.org/shows/2001/12/20011206_b_main.asp And look at the photos archived on the site.

JAN. 6: What makes a Photoessay?

Visual narratives. Relation of text (and white space and other graphic elements, including ads, etc.) to images. The ethics of photojournalism.

Reading

The ethics of graphic images

- http://www.nytimes.com/learning/teachers/featured_articles/19981026monday.html
- http://www.poynter.org/content/content_view.asp?id=63419
- <http://poynteronline.org/column.asp?id=47&aid=42521>
- http://www.nytimes.com/learning/teachers/featured_articles/20000428friday.html
- http://poynteronline.org/content/content_view.asp?id=115874
- <http://poynteronline.org/column.asp?id=53&aid=29510>

Digital manipulation

- http://www.nytimes.com/learning/teachers/featured_articles/20040311thursday.html

Real or Fake?

- <http://snopes.com/photos/photos.asp>

Privacy

- http://www.nytimes.com/learning/teachers/featured_articles/20031013monday.html

JAN. 7: Taking a Stand

Photojournalist/photoessayist as activist and partisan. Is that an essential and unavoidable (and desirable?) element of making photoessays?

Reading

- <http://www.viiphoto.com/> (wander around on this site and become familiar with the different photographers and their different styles...ask yourself how does the photographer's eye shape the event or issue he or she is covering?)

Take a look at these famous photoessayists:

W. Eugene Smith

- <http://www.focalpress.com/companions/0240804155/smithqa/smithqa.htm>
- <http://www.masters-of-photography.com/S/smith/smith.html>
- http://www.pbs.org/wnet/americanmasters/database/smith_w.html
- http://www.life.com/Life/essay/country_doctor/sec1/page1.html
- <http://www.profotos.com/education/referencedesk/masters/masters/weugenessmith/weugenessmith.shtml>

Mary Ellen Mark, *The Photo Essay*

- <http://www.maryellenmark.com/> (scroll down and read the text on the home page)
- <http://www.digitaljournalist.org/issue9903/mark01.htm> (look at all 26 pages)

Sebastiao Salgado

- <http://www.terra.com.br/sebastiaosalgado/>
- <http://www.nytimes.com/specials/salgado/home/>
- <http://www.unicef.org/salgado/>
- <http://www.guardian.co.uk/arts/salgado/0,15021,1294976,00.html>
- <http://www.pdn-gallery.com/legends/legends10/>
- <http://www.masters-of-photography.com/S/salgado/salgado.html>

James Nachtwey

- <http://www.jamesnachtwey.com/>
- <http://www.time.com/time/daily/special/photo/rwanda/splash.html>
- http://www.war-photographer.com/nachtwey_e.htm
- http://www.digitaljournalist.org/issue0110/nachtwey_intro.htm
- <http://www.takegreatpictures.com/articles/default.asp?aid=1343>
- <http://www.nieman.harvard.edu/reports/00-3NRfall/NRfall2000toc.html>
articles on pp. 45-54, 88, 89.

JAN. 8: Thinking about your own photoessay

1. Developing story ideas.
2. Distinguishing which photographic and layout techniques are most appropriate

Reading

- http://www.nytimes.com/learning/teachers/lessons/20080208friday.html?searchpv=learning_lessons
- <http://www.washingtonpost.com/wp-dyn/photo/metro/index.html>
- <http://travel.webshots.com/album/556389504ffirYz>
- <http://xroads.virginia.edu/~CAP/ANACOSTIA/photo.html>
- <http://www.defenselink.mil/PhotoEssays/PhotoEssay.aspx?ID=130&Page=1&Count=14>
- <http://michellemalkin.com/archives/004962.htm>
- <http://www.whitehouse.gov/vicepresident/photoessays/2006/Jul/27.html>
- <http://www.time.com/time/daily/special/photo/mothers2/5.html>

JAN. 9: In-class Presentation of photographer (10 minutes each)

Week Two:

Photojournalism: Telling a Story on Deadline

Much photojournalism is about capturing that one breaking news shot—but sometimes the news is better told—or illustrated—by a series or sequence of images. This week we will analyze how modern photographers have covered hard news stories through photo essays. Long before the anecdotal lede became familiar on front pages, photo essays were used to find the personal, individual angle on large, complex or even abstract stories.

JAN. 12: Newspapers

- <http://www.nytimes.com/pages/multimedia/index.html>
- <http://www.washingtonpost.com/wp-dyn/photo/>

JAN. 13: News magazines

- <http://www.time.com/time/photoessays/>
- <http://www.msnbc.msn.com/id/4999736>

JAN. 14: Computer Day—work on photoessay

JAN. 15: Photographing Politics...preparing for the Inauguration

- <http://msnbc.msn.com/id/6729487/site/newsweek/>
- www.whnppa.org/
- <http://www.digitaljournalist.org/dirck.html>

Images in the news

- *Note the following is a pdf file:*
[http://washpost.com/nielessonplans.nsf/0/670B861A5CB54A6185256C98005ACEA9/\\$File/2-PhotographyFinal3.pdf](http://washpost.com/nielessonplans.nsf/0/670B861A5CB54A6185256C98005ACEA9/$File/2-PhotographyFinal3.pdf)
- <http://www.poynter.org/column.asp?id=47>
- http://www.nytimes.com/learning/teachers/featured_articles/20031001wednesday.html

JAN. 16: IN-CLASS PRESENTATION OF FIRST PHOTOESSAY

Week Three:

“Concerned Photography” or “Using your camera to change the world.”

“Concerned” photographers try to bear witness, to bring attention, and to advocate. At their best, they wrestle with what it means to be human. This week, we will look at the work of such “engaged” photographers and see how they have used the medium of the photo essay as a means of persuasion.

JAN. 19: Martin Luther King, Jr. Holiday—no class

JAN. 20: **INAUGURATION DAY**—work on photoessay

JAN. 21: Computer Day—work on photoessay

JAN. 22: Computer Day—work on photoessay

JAN. 23: **FINAL EXAM and** IN-CLASS PRESENTATION OF SECOND PHOTOESSAY