

INSTRUCTOR: Dr. Colin Miner
TECHNICIAN: Rachelle Forsey rforsey@uoguelph.ca
CLASS TIME: T/TH 11:30 a.m.–2:20 p.m.
LOCATION: Zavitz Hall, Room 412
E-MAIL: minerc@uoguelph.ca
OFFICE HOURS: By appointment (in person T/Th & virtual other days)

Calendar Description

This course will emphasize research, problem solving, technical experimentation, and material and aesthetic project development. Students can choose to work with black and white, colour, non-silver, digital or hybrid photographic techniques to produce a body of work for exhibition. Opportunities for interdisciplinary approaches to photographic practice and independent and sustained research methodologies will be encouraged. The course will also cover professional skills, such as how to write an artist statement, how to apply for funding, and how to organize, curate and install a group exhibition.

Prerequisite(s): SART*4700

Restriction(s): Registration is limited to students registered in the Art History or Studio Art specializations of the Bachelor of Arts program with an average of 70% in all ARTH and SART course attempts. This is a Priority Access Course. Some restrictions may apply during some time periods.

Course Description

Classes take the form of lectures, demonstrations, reading discussions, work classes and critiques. This class will be combined with the Photo III class, but with a different curriculum. Readings and critiques will be conducted together with Photo III, and Photo IV students have the option of sitting in on any Photo III lectures and demonstrations that they might find useful.

Note: *This is a 1.0 credit course. Each week, students are expected to work approximately 8–12 hours outside of class time on course content and assignments.*

Learning Outcomes

This course seamlessly blends theoretical learning with Experiential Learning components. Students will develop employable skills as professional artists and apply theoretical learning to practical and applied workplace scenarios. *Specifically, students will learn:*

- Literacy skills, by writing a project proposal in the form of an arts council application, and a professional artist statement.
- Research skills - visual, textual, and material - as a basis for the independent production and installation of a body of work.

- Organizational skills, through planning and mounting a group exhibition or public installation.
- Advanced photographic and lighting techniques using equipment and software as found in professional workplaces.
- Critical thinking and analysis, through peer assessment and reflection in critiques, class discussions and in writing.

The five approved outcomes, both undergraduate and graduate are:

1. Critical and Creative Thinking
2. Literacy
3. Global Understanding
4. Communicating
5. Professional and Ethical Behaviour

These five Senate-approved learning outcomes serve as the basis from which to guide the development of degree programs, specializations and courses; as a framework to ensure outcomes are clear to students and to support their achievement; and to inform the process of assessment of outcomes through institutional quality reviews of programs and departments.

Class Requirements

Photo IV will be structured as a safe space where we cultivate, practice and develop presence, respect, deep listening, attention, and collegiality. Full attendance and active participation in class is expected. Please contact the professor if you are unable to attend a particular class session.

Be ambitious. Take risks. Of utmost importance throughout the term is to keep in mind that we learn BOTH from our errors AND our successes.

Group critiques are an integral component of the class structure and dynamic, where participants are expected to offer constructive critical feedback when discussing the strengths and weaknesses of one others' work. Collaborating with your peers when needed and contributing to a community atmosphere is integral. Becoming a practicing artist requires many skills: developing technique, conceptual and formal rigor, being theoretically informed, developing the vocabulary and critical awareness to discuss your own work and the work of your peers, writing about these concerns in a coherent and succinct manner when applying for grants and exhibitions, and actively participating in a community both locally and internationally. It is for all these reasons that our group dynamic as a class is important - and why I place such emphasis on participation in all its forms.

Required Text

PDFs and online resources are available at www.ajourneythatwasnt.org

Additional texts and other academic resources on general to specific aspects of photography (technical, history, theory, etc.) are available via the Guelph Library. If you would like any recommendations, please notify me at any point during the course and I would be happy to assist.

Method of Evaluation & Due Dates

Assignments will be graded on visualization of intent, the level of conceptual development, thoroughness in commitment/ambition, originality, demonstrated level of technical skill, and on self-critique as reflection of the production process. Participation is being present with positive course engagement in its diversity of forms and displaying an active commitment to contemporary art both inside and outside of class. Critiques are considered exams – attendance is mandatory. A late deduction of 5% per day applies to late work.

Assignment	Value	Due Date
Class Reading Discussions	10%	Jan 31, February 28
Project Proposal	10%	Presentation of Proposal Ideas for Review/Workshop: Jan 26 Project Proposal Presentation: Feb 09
Artist Statement	10%	Artist Statement Draft Review/Workshop: Mar 07 Artist Statement: Mar 30
In-Progress Critiques	30%	Jan 26, Feb 16, Mar 07
Body of Work & Exhibition & Exhibition Planning	40%	Exhibition Planning: Ongoing Exhibition: Mar 20-25 (+ install and take down dates TBD) Term Crit: Mar 30

Project Proposal (10%)

Students will present their project idea for the course with supporting visuals and research. Classmates will initiate a question-and-answer session to provide feedback. Based on feedback provided, students will then present a revised project proposal, modelled on an arts council grant application.

Class Reading Discussions (10%)

Students will participate in two class discussions about readings, podcasts, websites, videos, etc. This information will assist students in developing and speaking about the work that they make during the semester. (5% each)

Artist Statement (10%)

Students will write a one-page artist statement about their final project, which they will present to classmates for feedback. Students will present a revised artist statement to introduce their work at the final critique.

In-progress critiques (30%)

There will be three in-progress critiques, scheduled at regular intervals, for which students are required to present new work in progress and actively participate in discussions. (10% each)

Body of work for exhibition (40%)

Visual production (30%) takes a variety of forms, as approved by the professor and depending on student interest. This work will be well defended at the end of term critique and based on visual, textual, and material research. Participation (10%) includes forming committees to organize, fundraise, and plan for the exhibition along with attending general gallery planning meetings. Final work (or part of a final project, as space permits) will be presented to professional standards during the week of March 20 - March 25 at Lalani Jennings in Guelph.

Facilities

The School of Fine Art and Music has photographic facilities that include a classroom (412), a photographic studio (320), a communal dark-room (304), a graphic arts dark-room (303), a film developing closet (305), a dry-room (302), and a digital lab (406). Storage for student supplies and materials consist of shared lockers. The use of facilities, equipment, and the photography studio are on a sign-up basis. Keys, and/or equipment can be obtained from the technician, Paul MacDonald (room 406B, ext. 53736).

Lab Fee

A compulsory materials fee of \$130.00 will be charged for materials provided in support of required course projects. The amount will be invoiced by the Office of the Bursar and paid directly with your tuition payment – no additional payment is necessary. **The lab fee will not be refunded after the third week of classes.**

Supplies Covered By Lab Fee

The lab fee covers inks, chemistry, and other basic supplies involved in running a lab. As well, you will receive foam core to construct a portfolio to store your work, and \$100 of printing and materials that we have in stock, depending on your particular interests.

Note: If you require additional materials beyond what the lab fee covers, Richelle Forsey can provide a quote and generate an invoice for you.

Required Student Supplies

Materials vary for this course, depending on individual interests. Any student working in the computer lab should bring along a USB key to back up their work.

Technical Support

Rachelle Forsey is the full-time technician in charge of day-to-day lab operations, equipment sign-outs, printing requests and classroom technical support. *Available for consultation/advice on your camera and/or materials.*

Office located in Room 406 (Digital Lab)

Email: rforsey@uoguelph.ca

Area Coordinator

Any issues in the photography department should be reported to the photo area coordinator. Susan Dobson: sdobson@uoguelph.ca.

Safety

Safety in the studio and processing areas is a priority at all times. In order to ensure the safety of all participants, the safety guidelines and technical procedures provided by the instructor and the technician must be followed. It is the responsibility of each student to attend any safety orientation that is provided. Students with sensitive skin and or respiratory ailments should check the posted Material Safety Data sheets and consult with the technician.

UNIVERSITY STATEMENTS

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet A Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of

Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars <https://www.uoguelph.ca/academics/calendars>

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Special Needs

Students with disabilities, particular religious beliefs, or others who might need some modifications to be made to the course schedule or requirements should contact the professor during office hours, as soon as possible, to make arrangements.

Policy On Children In Class

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to student, staff, and faculty parents:

1. All exclusively breastfeeding babies are welcome in class as often as is necessary;
2. For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps is perfectly acceptable;
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;

4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disturbing learning for other students, you may step outside until their need has been met;
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have gone to sleep. While I maintain the same high expectations for all students in my class regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.