Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ART 112 **Year: 2025-2026**

Course Title: Photography II **Credit Hours: 3**

I. Course Description:

This course is a continuation of the study of black and white photography as a technical craft and an artistic medium. Emphasis is on the development of personal vision and the exploration of the creative applications of photography. ART 112 fulfills the SUNY General Education The Arts Knowledge and Skills Area, but does not satisfy a liberal arts requirement. Prerequisites: ART 111; prior completion of, or concurrent enrollment in, ENGL100. 3 Cr. (2 Lec., 2 Lab.) Fall semester.

II. Additional Course Information:

1. Photography II is a required course for the Photography A.S. degree program.
2. Students are required to work on assignments outside of class, including taking photographs outdoors and working in the college darkroom facilities.
3. This course consists of at least 100 minutes of lecture and 100 minutes of lab work each week for the fifteen-week semester.
4. The course has a fee of approximately $200 to cover course materials. (This fee does not cover the course textbook.)
5. A medium format camera with manual settings are required. A limited number of cameras are available on a rental basis from the Photography Department and the college library.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Create technically proficient black and white photographs that display artistic expression and creative applications of photography in a traditional darkroom.
2. Critique and evaluate course assignments and the work of contemporary and historically relevant photographers using relevant terminology.
3. Implement the creative process.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs– N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-

program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐Use technology appropriate to their discipline.

☐Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Photography A.S.**

PLO 3: Create photographic works that reflect a personal artistic vision, aesthetic sensibility, style, or approach.

SLO 1: Create technically proficient black and white photographs that display artistic expression and creative applications of photography in a traditional darkroom.

SUNY General Education Competencies – N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

a. clearly articulate an issue or problem;
b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐INFORMATION LITERACY - Students will:

a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **The Arts**
For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

SUNY SLO: Students will demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

Course SLO 1: Create technically proficient black and white photographs that display artistic expression and creative applications of photography in a traditional darkroom.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Medium and large format cameras
2. Use of fiber paper and archival issues
3. Advanced darkroom printing techniques
4. Proper use and care of equipment
5. Advanced film exposure and development techniques
6. Spotting fiber paper
7. Presentation of prints
8. Filters
9. Hand-held meter
10. Tripod
11. Lens choices
12. Critiquing and analyzing photographic work
13. Photographic terminology
14. Overview of photographic history
15. Creative and expressive applications of photography
16. Craftsmanship
17. Artistic photographic composition
18. Visual communication
19. Photographic compositional techniques and framing and the use of grid systems

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Course assignments including documentation of applying the creative process	50-70%
2. Exam/quizzes and/or written reflections	10-30%
3. Participation in critiques and discussion	10-30%

Texts – ☐ Required ☒ Recommended ☒ Used for more than one course (list courses) ART 111

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1. Horenstein, Henry. *Black and White Photography: A Basic Manual*. Little, Brown, 2005.	☐
2. London, Barbara, et al. *Photography*. Edited by Jim Stone, et al., Pearson Education, 2016.	☐

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Adams, Ansel, and Robert Baker. *The Camera*. Bulfinch, 1998.
2. Adams, Ansel, and Robert Baker. *The Print*. Little Brown & Co., 1995.
3. Barnbaum, Bruce. *The Art of Photography: A Personal Approach to Artistic Expression*. Rocky Nook, 2017.
4. Barrett, Terry. *Criticizing Photographs: An Introduction to Understanding Images*. Routledge, 2021.
5. Davis, Harold. *Composition & Photography: Working with Photography Using Design Concepts*. Rocky Nook, 2022.
6. *Digital Photography School*, https://digital-photography-school.com/.
7. *Digitaltruth Photo - Film Photography & Darkroom Resources*, https://www.digitaltruth.com/.
8. Duganne, Erina. *The Self in Black and White: Race and Subjectivity in Postwar American Photography*. Darthmouth College Press, 2010.
9. Freeman, Michael. *The Photographer's Eye Remastered 10th Anniversary: Composition and Design for Better Digital Photographs*. Octopus Publishing Group, 2017.
10. Halberstam, Judith, et al. *Rrose is a Rrose is a Rrose: Gender Performance in Photography*. Edited by Jennifer Blessing, Guggenheim Museum, 1997.
11. Hirsch, Robert. *Photographic Possibilities: The Expressive Use of Concepts, Ideas, Materials, and Processes*. Routledge, 2017.
12. Hirsch, Robert. *Seizing the Light: A Social & Aesthetic History of Photography*. Routledge, 2017.
13. Orvell, Miles, and Professor of English and American Studies Miles Orvell. *American Photography*. Oxford University Press, 2003.
14. Renner, Eric. *Pinhole Photography: From Historic Technique to Digital Application*. 2008.
15. Stone, Jim. *A User's Guide to the View Camera: Third Edition*. Focal Press, Taylor & Francis Group, 2015.
16. "The Darkroom - Photography." *PhotoEducation*, https://photoeducation.weebly.com/the-darkroom1.html.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: Online professional training tutorials
Electronic: Online professional training tutorials
Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.