**Course Meeting Time**  
Tuesday, 9-12, UTA 1.506B

Several class meetings will be held in other locations.

**Course Description**

This course covers photographic materials found in cultural heritage collections, some obvious, some hidden. We will consider the materials from various perspectives including researchers, collectors, archivists and curators. There are no pre-requisites for this course. This course requires substantial participation from students. There will be several hands-on sessions where we will work with reagents that require personal protective equipment and proper lab attire. The syllabus will be posted and should be checked regularly for any changes.

**Documented Disability Statement**  
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, telephone 512-471-6259.

**Religious Holy Days**   
According to UT Austin policy, please notify me of any pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day and I will give you an opportunity to complete the missed work within a reasonable time before or after the absence.

**Lecturer: Karen L. Pavelka**

Email: [pavelka@utexas.edu](mailto:pavelka@ischool.utexas.edu)

Lab phone: 512-471-8269

Office phone: 512-471-8286

Office: 5.422

Paper lab: 1.506B (More likely to be here than my office.)

Lab hours: Will be scheduled as needed.

Contact: Use email, phone, or stop in.

**Objectives**

Explore the significance of photographic images in cultural heritage collections.

Contrast the informational value of photographic images with other types of information.

Examine the role of photography in society.

Understand the benefits and challenges of including photographic materials in collections.

**Learning outcomes**

Be able to identify various types of photographic images.

Develop the tools and understanding to critically examine the role of photographic materials in collections.

Understand the complexities of managing photographic collections.

**Assignments**

**Class participation (20% of grade)**

**Due: On-going**

A large part of your grade is dependent on active class participation. You are expected to have completed all reading before each class meeting, be prepared to discuss the readings, and to share ideas. There may be class exercises or impromptu assignments; these will be graded as class participation.

**A picture is worth 1000 words: Compare an image to a text description of the same event (5% of grade)**

**Due: September 8**

Journalism relies on both verbal and pictorial descriptions to convey information and each medium has various strengths and weaknesses as far as effective communication. Your assignment is to identify an event, find both a written and photographic description of the event and write a short summary of what type of information is best conveyed by each medium.

Presentations will be graded on quality of the article and the effectiveness of the presentation. This is an opening exercise, designed to get you talking to each other, and it will be graded extremely liberally.

**Questions for speakers (20% of grade; 5% for each question)**

**Due: Various dates, see below**

We are asking several experts to give their time for this class. Most professionals enjoy this sort of opportunity, but it is a more satisfying experience for everyone if it is a dialogue rather than a lecture and if the audience is fully engaged. One way to promote this dialogue is for the audience to prepare questions in advance of the meeting and so each student will prepare one substantive question for each speaker listed below several days before the scheduled class meeting.

You will be graded on the quality of the questions. A good question should reflect that you have familiarized yourself with the speaker, the collection, or both. For instance when we visit the Briscoe Center you might ask what impact Russell Lee's work had on the Spanish-speaking community in San Antonio. A weak question is one that can be asked of almost anyone such as, "How long have you been doing this and how did you get into the field?" or "What is your educational background?"

Questions will be submitted at least 48 hours before each site visit or speaker presentation. Dates are detailed below. Because these questions are for the benefit of the speakers, I will take points off for late assignments.

**Guidelines for questions**

**Lawrence T. Jones III: Due Sunday, 9:00 a.m. September 20**

Larry is a historian, scholar, photograph collector and dealer. He is also the person who has donated most of the photographs in our teaching collection. My objective for his visit is to see how someone weaves various aspects of the field together.

**Nancy Sparrow, Alexander Architectural Archive: Due Sunday, 9:00 a.m. September 27**

While architectural drawings and supporting materials make up the bulk of the collections at the Alexander, Nancy will show us some of the more hidden collections.

**Linda Briscoe Myers or Jessica McDonald, Ransom Center: Due Sunday, 9:00 a.m. October 11**

With a strong foundation of the Gernsheim collection, the Ransom Center has a world class collection. Linda or Jessica will address the strengths and breadth of the collection and the opportunities and challenges of working in a rare book context.

**Halley Grogan, TSLAC: Due Sunday, 9:00 a.m. October 25**

State and federal archives are bound by different guidelines than other institutions. Halley will address some of the complexities of working in a government archive. She is a recent iSchool alum.

**Using social media to justify the importance of archival photograph collections (10% of grade)**

**Due Sunday, 9:00 a.m. October 18**

Part I: Look the various social media sites for the Briscoe Center (Flickr, HistoryPin, Facebook) as well as some other sites (Traces of Texas on Facebook, Flickr Commons) and write a short summary of the strengths, weaknesses and general pitfalls of using social media in relation to cultural heritage collections with a concentrations on photographic materials.

Part II: Amy has provided some images that are good candidates to be posted to social media. Each student will select one image and write a draft for a Facebook posting.

**Post a photographic image to blog (20% of grade)**

**Due: Bi-weekly**

Beginning the second week of class, each student will take a photograph and write a brief statement describing the social or historic significance of the image. We are looking for cultural value, commentary on society, and larger issues. The significance of the image you describe should be global rather than personal.

**Final project (25% of grade)**

Each student will identify a discrete collection of photographs within an institution. Write a short paper describing the research potentials for the materials. Suggest who might use the collection, how the work will benefit society and what barriers might be encountered. This assignment may evolve over the course of the semester.

**Grading policy:**

Since class participation is so important in this class, attendance is also important: you can't participate if you are not there. If you are actually ill I don't want you to come and spread contagion, but please notify me if you must miss class and I will suggest a make-up activity. Grading will make full use of the plus/minus system.

**Schedule**

**September 1 Week 1**

*Significance of photographic materials*

Assignment: A photo is worth 1000 words. Due September 8

Readings

Jeffries, S. (2013, December 13). The death of photography: Are camera phones destroying an art form? *The Guardian*. Retrieved from http://www.theguardian.com/artanddesign/2013/dec/13/death-of-photography-camera-phones

Sontag, S. (1973). *On photography*. New York: Farrar, Straus and Giroux.

**September 8 Week 2**

*Preservation*

Assignment: Post a photograph to the class blog. Due September 15

Readings

Ritzenthaler, M. L., & Vogt-O'Connor, D. (2006). *Photographs: Archival care and management*. Chicago: Society of American Archivists. pp. 207-270.

**September 15 Week 3**

*Identifying photographic processes I*

Assignment: Prepare questions for Lawrence Jones III Due September 22

Readings

Reilly, J. M. (1986). *Care and identification of 19th-century photographic prints*. Rochester, NY: Eastman Kodak.

**September 22 Week 4**

*Guest speaker: Larry Jones*

Assignment: Post a photograph to the class blog. Due September 29

Readings

Jones, L. T. (2014). *Lens on the Texas frontier*. College Station: Texas A&M University Press. pp. IX-XIII; 1-14; 141-150. Spend some time skimming the images and text on pp. 17-137. NB: This text is available through UT Libraries on-line, but there are many relatively cheap copies on Amazon. If you bring a copy of the book to class, you can get Larry to sign it for you. It's a gorgeous book, well worth owning.

Lawrence T. Jones III Texas photographs. (n.d.). Retrieved August 10, 2015, from SMU Central University Libraries website: http://digitalcollections.smu.edu/all/cul/jtx/

**September 29 Week 5**

*Meet at Briscoe Center*

*Guest speaker: Amy Bowman*

Assignment: Post a photograph to the class blog. Due October 27

Readings

Community service society photographs. Columbia University Libraries website: <http://css.cul.columbia.edu/>

Ritzenthaler, M. L., & Vogt-O'Connor, D. (2006). *Photographs: Archival care and management*. Chicago: Society of American Archivists. pp. 59-77; 271-297.

Sagita, M.S. (2014, October) Using Blogs to Teach and Promote Conservation. Retrieved July 28, 2015 from <http://ceroart.revues.org/4293>

Washburn, B., Eckert, E., & Proffitt, M. (2013). *Social media and archives: A survey of archive users.* Ohio: OCLC Research. Retrieved August 6 from <http://www.oclc.org/content/dam/research/publications/library/2013/2013-06.pdf>

**October 6 Week 6**

*Making photographs*

Assignment: Post a photograph to the class blog. Due October 13

Readings

James, C. (2016). *The book of alternative photographic processes* (3rd ed.). Boston: Cengage Learning. pp. 148-175.

**October 13 Week 7**

*Meet at HRC*

*Guest speaker: Linda Briscoe Myers or Jessica McDonald*

Readings

Rosenblum, N. (2007). *A world history of photography* (4th ed.). New York: Abbeville Press. pp. 14-37; 244-295.

**October 20 Week 8**

*Meet at Alexander Architectural Archive*

*Guest speaker: Nancy Sparrow*

Readings

To be assigned.

**October 27 Week 9**

*Guest speaker: Halley Grogan, TSLAC*

Readings

**November 3 Week 10**

*Review of site visits*

Assignment: Post a photograph to the class blog. Due November 10

Readings

To be assigned.

**November 10 Week 11**

*Identifying photographic processes II*

**November 17 Week 12**

*Lab class-making photographs*

**November 24 Week 13**

*Open labs*

**December 1 Week 14**

*Evaluation and wrap-up*

Photo id.

History of photos

Hidden collections

Making photos

Read "On Photography" before first class. Be sure to put it in 1970s context.

Each week take a photograph of a perspective or emotion. Post it on a discussion.