

Documentary Photography & Visual Activism

Level 4

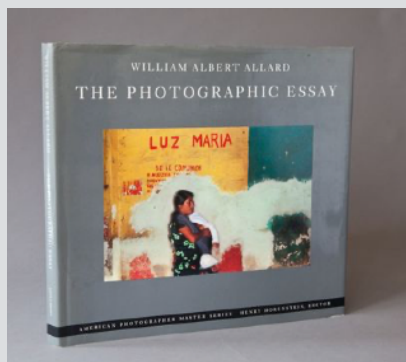
M4X01602

Photojournalism in Context

Handbook

Tutor: Paul Duerinckx

W. Eugene Smith



William Albert Allard

For this module you are required to consider the role of the **photo essay**, and how this narrative approach to documenting a subject has expanded, using multimedia platforms that conform to the functionality of the web. Because of the pandemic, you may be restricted in your movements, but this should not restrict your creativity.

Task 1: **Photo Essay**

Compile a photo essay. The nature of this may be governed by the situation we are all in but think of creative ways to explore this.

Submission: 5-9 images; a pdf layout, rendered to scale, demonstrating how the pictures might be used in a magazine spread – cover, title page/establishing shot, double-page spread, single page and smaller

Task 2: **Moving Pictures**

Create an online story (approximately 3 mins long). You should provide evidence of the use of video, sound (recorded as part of your filming or added later), still image, found images/footage and text. Your final piece can be moving image, a series of stills, or an effective combination of both. You may use images from your photo story in the moving image piece. Carefully consider the relationship between image/text/sound and sequencing.

Submission Deadline:

30.04.2021

- 1. Photo Essay & Moving Pictures** Images & layout pdf submitted via Moodle, moving image work should be uploaded to YouTube or similar video content website by the deadline – link in research **and** sent via email.
- 2. Research Journal with evaluation (via Moodle)**

Guidance Notes

Consider how the mainstream Media and independent/alternative media sources are reporting on events. Consider the potential for social media as a platform to share your work, in the form of stories or still images.

Look at how picture stories are used online and in magazines, especially in terms of sequencing, layout, priority for specific images, priority of images in relation to text etc.

In relation to Moving Pictures, look at how photographers have used multimedia to communicate in new, web-appropriate, ways.

Lectures, seminars and group tutorials will provide support. Additional technical support will also be available from technician-demonstrators.

Work within coronavirus rules.

Useful links:

<https://theconversation.com/covid-19-to-counter-misinformation-journalists-need-to-embrace-a-public-service-mission-133829> <http://time.com/tag/photojournalism-links/>
<http://eugenerichards.com>
<http://proof.nationalgeographic.com>
<https://www.theguardian.com/artanddesign/series/guardian-picture-essay>
https://video.vice.com/en_uk
<http://www.imperialcourtsproject.com>
<http://www.laygatestories.com>

Fernando Moleres



poisonous **Wp**: For the owners of this Sri Lankan mine, which yields precious stones, the employment of child workers has many advantages: they are small, agile and cheap. About 10 in a warehouse in Almadabad, India, noxious substances are used by children to clean and sort for recycling. Sorting paper: the odourless liquid is doused in Sweetwater on the coast of Tanzania is killed and tendoned by young workers, who bear them for an average of five minutes each.



• **Vanessa Winship**
United Kingdom
1st Prize Success

1st Prize Stocks

In April 2,000 young hopefuls from all over the world met in Blackpool, England, to compete in the Junior Ballroom Dancing Festival. The splendid lower ballroom formed the perfect backdrop for the event. Facing page 1: 'Welsh girls pose for the picture in front of a scale model of the building where the festival took place. 'Tension mounts backstage before the announcement of the winners' names (story continued).



Vaness Winship



(foreground) Breaks in the dancing program afforded the opportunity to make friends with competitors from other countries ... and play arcade games (above). Facing page, top: These teenagers are from Portugal. Participants came from as far afield as Siberia and South Africa.



All sessions will be delivered via MS Teams unless otherwise specified

Wednesday March 3

Introduction to the Photo Essay - Photojournalism in Context

Wednesday March 10

Discussion of Photo Essay ideas: 10am -11am

11am -12noon - Open session for Y1 Photography

(Thursday March 11 - Joanna Piotrowska talk, 12 noon.)

Wednesday March 17

10am - 11am Photo Essay Proposal and work discussion

11am - 12.30pm tutorial slots

(Monday March 22 - Premier Pro support - 10am - 12noon)

Wednesday March 24

9.30am - 12.30pm - Multimedia Discussion/Group Tutorials with Y1

Thursday March 25 Y1 Crit (all students) 10am – 1pm

E A S T E R B R E A K

Wednesday April 21

10am - 12noon - Group Tutorials - Photo Essay/Moving Pictures

Thursday April 22

1.30: Tutorial Support

(Monday April 26 - Premier Pro support - 10am - 12noon)

Wednesday April 28

10am - 12noon - Group Tutorials - Photo Essay/Moving Pictures - Final Editing choices

Friday April 30 - Submission of Photojournalism in Context (by 5pm)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *n/a*

2. Knowledge and Understanding Skills – 20%

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *Thoroughly research your subject and surrounding issues. Explore strategies for visual activism and raising awareness of under-reported issues.*

3. Cognitive and Intellectual Skills – 20%

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment :

Apply skills learned in semester 1 in terms of selecting modes of practice, research and editing. Instigate a journalistic regime to develop awareness of your subject and knowledge of specific examples chosen.

4. Practical Skills – 30%

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

Demonstrate an ability to engage with a subject over time; to evaluate work as part of an ongoing process based on research-derived knowledge; continual photographic practice; engagement with the subject and with the outcomes during online tutorials, workshops and critique scenarios.

5. Transferable Skills for Life and Professional Practice – 30%

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Consider professional levels of presentation and editing technique to fully communicate your ideas in a coherent way to appropriate audiences.

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

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Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.
		exercise of some personal responsibility.	of minor weakness.				



56 EIGHT



THE NEW VILLAGE JOHN SPINKS

EIGHT 57



ARLEY IS A VILLAGE in the heart of the Midlands. It's England's dead centre, not as dramatic, though it's not a large place. The village, which is probably about a mile wide, is actually two places – Old Arley and New Arley. Until the turn of the 20th century, Old Arley was a farming community, but in 1908, they sank the shaft and opened the colliery.

In its heyday, Arley Colliery employed nearly everyone in the village, probably 2,000 or 3,000 men. They closed the pit in 1968; the mines came up off a shift, and found a lot of men in their lampstands, telling them that they no longer had a job. There was no other offer.

or remaining. They were just told, "that's it". Another pit, Dove Mill, had recently opened a couple of miles down the road, so some of the Arley miners went there, but most of them went to work in the car factories in Coventry or Birmingham.

A lot of people found it traumatic because the idea of the community as a whole was shattered. But they had work. Then, during the 1970s, manufacturing in England went into decline – and in the 1980s it went into severe decline. The result was mass unemployment, and that's when the real problems started in the village. Because the things you could rely on before

could not be relied upon any more. Not that I think my grandfather would have wanted his grandchildren to work in the mines, though – ironically enough, because there's only three miners left in Arley, and one of them is my cousin.

I used a large-format 5 x 4 camera to make these pictures because it made it obvious to people what I was doing. At the time, I'd say I was "going back" to photograph the mining community I was from. But "going back" brought up all these questions about who I am and where I belong and what I am able to speak of.

I think while the mines were

still open, the idea of community and industry gave people a way of imagining the future that we don't have now. It didn't mean anxiety about the future, but also a lack of expectation about what we settle for. I think that I had this grand, ecstatic idea of making a very political piece of work, but I don't think it's political at all. I think it's about me. **E**

John Spinks was talking to
Bella Bicknell



EIGHT 59



Further Information

Attendance

All students are required to attend scheduled classes and Faculties will record academic attendance on a weekly basis. After three consecutive missed contacts, the Faculty will write to you and ask you to meet with the appropriate programme representative. If you have two further consecutive missed contacts you will be sent a final warning by the Faculty Office.

If you have legitimate reasons for absence (including the instance of illness or injury) you must produce evidence. Authorised absence will not be counted against you. The confirmation of the authorised absence will be lodged.

If you cannot provide reasonable justification for absence or you fail to attend after receiving a final warning then the Faculty will ask the Registry to withdraw you from the programme within two months of the last recorded date of attendance.

Any student with a cumulative attendance for the academic year below 70% will be send an end of year warning letter by the Faculty to warn that attendance is below the level expected by the University and if poor attendance continues, may lead to being withdrawn from the programme.

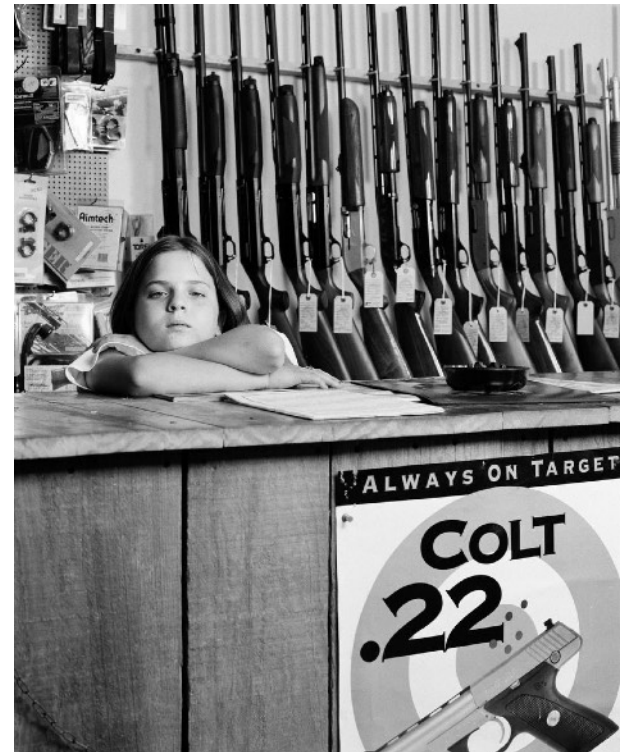
Personal Study-time

Although your lecture/seminar commitment is 4 hours per week, your commitment to that module should be half a working day. The other hours should be made up with independent study. This is most likely to be spent researching in the library, watching films, going to see local and regional exhibitions as well as live performance events. The seminar sessions are not enough to meet the module requirements as demonstration of independent research is essential to creating an active and alive blog. For a blog to be beneficial it needs to be regularly engaged with, therefore a minimum of 2 blog posts per week is required. You need to get into good habits with time management early on; this will help you keep to your deadlines.

Handouts and Note-taking

At the start of your module you will be given (or these are made available on Moodle) handouts which detail the module's content, often broken down into a weekly Programme, and a reading list to help you start your research for that module. Often a tutor may give you a handout related to that week's seminar – you may go over this in class, or be asked to read it in your own time – make sure you do, and keep these and your notes in a folder for that module. This will become very useful source material for the rest of your course.

It is extremely important to make notes during a seminar. This does not mean you have to write down every word your tutor says, but rather that you develop a skill in selecting 'bullet points' of information from what is said. This is a skill you will develop over time and it is a very important one. It will help with your broader studies for the course.



Zed Nelson



Eva Leitolf - *Deutsche Bilder - Eine Spurensuche*

Further Information Plagiarism

Plagiarism (L. plagiarius - a kidnapper)

In the course of your studies, you will read the work of others, and incorporate their ideas into your assignments. You will agree with some and you should say why you do; you will disagree with others and you should say why. What you must never do is to attempt to pass it off as your own either by copying our their phrases and sentences and not acknowledging this, or by appropriating their arguments and ideas as if it were your own. That is a form of kidnapping – you are stealing the ideas and thoughts of another’s mind and pretending that they are your own. It is cheating.

Plagiarism is an Unfair Practice and is subject to a number of procedures, for details of which you may consult the University of Wales Trinity St David (UWTSD) Quality Handbook, which is held in the library. You really don’t want to risk being on the receiving end of those procedures! To stay safe: if you use the exact same words, put them in quotes and reference them. If you use an idea, but put this into your own words, it must still carry a reference to its source. If you borrow a phrase (it might just be two words) that is the invention of someone else, this needs to be in quotes and referenced too.

Links for Extenuating Circumstances, guidance on compensatory measures can be found on the Moodle page for this module.



Charros by Cesar Rodriguez-Becerra

The Charrería is Mexico's only national sport. It is said that to be a good Charro you have to learn how to ride a horse before you can walk. This is a photo series of the behind the scenes of what happens at the festivity. The Charrería is a way of life, not just a sport, the Charros practice all their life in order to be one of the best in the whole nation. Sometimes, the riders are kids with no education, and they see the Charrería as a way out of the misery. If they succeed, they will be superstars.

