

MEJO 580

PHOTO STORIES

Fall 2023 / MW 4:00 - 5:45 pm / Carroll Hall Room 60

INSTRUCTOR

Chad Heartwood (he/him)
chadheartwood@unc.edu
Carroll Hall, 211

OFFICE HOURS

Monday: 1:00 - 2:00
Wednesday: 2:00 - 3:00

“You know, so often it’s just sticking around and being there, remaining there, not swooping out in a cloud of dust; sitting down on the ground with people, letting children look at your camera with their dirty, grimy little hands, and putting their fingers on the lens, and you let them, because you know that if you will behave in a generous manner, you’re very apt to receive it, you know.”

– Dorothea Lange

COURSE DESCRIPTION

580 Photo Stories is crafted to develop your visual storytelling skills, immerse you in your community (campus and beyond), increase your story idea generation abilities, and to grow your photography skills.

It’s time for the journey to begin. Time to come out of the cocoon and spread those wings. Remember, as always, attitude is everything. Bring your cameras and open mind to every class.

Our goals for this semester are:

- 1) To develop the process of telling stories with images.
- 2) To develop skills in building trust with people you photograph.
- 3) To use picture stories as a tool to develop and improve all aspects of your photography.
- 4) To recognize the importance of preparation and organization in the picture story process (research and time management).
- 5) To begin to learn the intricacies of proposal writing to promote your own story ideas in publication settings and for grants.
- 6) To mindfully recognize one's own privilege and to acknowledge and address issues of representation as we strive to tell stories that don't harm others.
- 7) Simply...to continue learning, to continue seeking growth, and to continue our commitment to truthful content.

ASSIGNMENTS

In addition to the following assignments there may be single-picture assignments and possible event coverage. Be prepared at all times for anything and everything. To clarify, bring your gear to class. Always be prepared.

We will have **three short term photo story** assignments. Topics will be revealed the day of the assignment.

Photographic Essay (Sports Team)

This project is meant to further your skills in making sports images: action, emotion AND (most importantly) capturing the culture and community of the team. This is an access-building exercise. Photograph practices, create an Instagram account just to share pictures with your team, BUILD A RELATIONSHIP WITH THE TEAM AND COACHES. This is the key to success.

Find a high school football team or volleyball team and follow your team through the playoffs. (If you don't have access to a car and need to find an on-campus option, talk to me.) The key is following them

throughout their season. Football state championship is 12/8-9. If your team goes into the playoffs, you can continue the project. Volleyball state championships are on 11/4.

This essay is about intimacy, not just the action on the field/court. The goal is to reveal the camaraderie of the team, the action, the reaction, the leadership, the struggle, the defeat, the victory. It's up to you to find a team starting NOW and build that relationship. Pace yourself, you will also have other story assignments at the same time. If you wait until the last minute on this project, you will be up a creek.

Final Project

A Moment-driven Photo Story. You will need to build trust with a character/collaborator who is willing and feels safe working with you on a project of this nature. I want you to feel safe in all situations as well. Health and safety are the first consideration.

Your theme: **Rebuilding.**

This theme can be interpreted in many different ways. Think of someone who is trying to rebuild themselves/their own life after some kind of major life change. This could unfold on campus or in our community. This could touch on many topics important to the national conversation these days: immigration, abortion issues, gender-affirming care, new life after long-Covid, but can also be more tangible: a farmer starting over after a fire, a single parent doing their best, an environmental activist trying to rebuild their community, etc.

It can be overwhelming to find a focus and a story to tell. I challenge you to look inward and ask yourself the following questions: What do you care about? What is the wrong you want to right in this world? What is a hope you want to bring to light? What is an issue you are curious about? What are you drawn to? What kinds of stories may you have a unique and personal ability to get access to? In what ways can you make the world a better place through the work you do? Begin by answering these questions, and see where this takes you.

Your final project should reflect many weeks of work. For the Shoot deadlines, you will be turning in low-res exports of your ENTIRE shoots, which we will review as a team in class. No deleting or re-ordering. The goal is to see how you are working situations. Take these shoot deadlines seriously.

Note: If you are interested in creating a video or multimedia project for the final, please talk to me ASAP.

Important Note: No photographs or video footage (unless using archival content) taken before the class begins will be accepted. You cannot begin photographing or filming an assignment until I give out the assignment in class. This is a documentary photography/videography class. That means - *except for portraits and interviews - you may not “set up” or “stage” pictures. No “posing” people.*

ASSESSMENT

Your success in this course will be determined by participation as well as completion and effort on assignments. It is crucial that you take part in critiques and informal class discussions. Learning comes through communicating and teaching others. Attendance, of course, is critical to success in the course.

Grade Breakdown

100 - PARTICIPATION

Class/Canvas participation / Fellow student feedback

Guest Speaker prep and interaction

In-Class Exercises

100 - Single Assignments

100 - Story 1

100 - Story 2

100 - Story 3

200 - Photographic Essay (Sports Team)

50 - Final Project Proposal

25 - Final Project Shoots

25 - Final Project Rough Edit

200 - Final Project Final Edit

1000 - TOTAL

Grade Determination

1) Assignments are due at the very minute class begins! 2) Any assignment not turned in will, obviously, receive zero points. 3) Reshoots. You will be allowed to reshoot 2 assignments, but not the Sports Team Essay or your Final Project. Reshoots due date: 12/04. 4) You must submit captions and metadata with every assignment. Captions must utilize AP style and contain quotes.

The vital element that must be included in any assignment: Does this communicate to the viewer? Much of the feedback for your projects will occur during class critiques. If you want more feedback, be proactive during class and/or come see me for one-on-one feedback. This is a 500 level course; grading will be geared for a 500 level course. Expectations are high.

THE CONTENT: Idea, Storyline and flow, Focus, Connection to the viewer, Editing. Moments. Composition and Light.

THE TECHNICAL: Toning quality, Workflow, Keywording, Metadata, Captions.

DEADLINES

Please note that deadlines are absolute. Extensions will only be granted because of extenuating circumstances (e.g., illness, etc.), and you must notify me as soon as you are aware of the problem. Your workload -- either in this class or in combination with others -- is not an extenuating circumstance.

GRADE SCALE

A = 95-100%

A- = 90-94.9%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C+ = 77-79%

C = 73-76%

C- = 70-72%

D+ = 67-69%

D = 60-66%

F = less than 60%

EQUIPMENT AND SUPPLIES

To check out equipment please visit <https://equipmentroom.mj.unc.edu/>

Here you will find instruction manuals for the gear we lend:

<https://guides.lib.unc.edu/equipment-room/instruction-manuals>

You will need to purchase your own **SD cards**. They are NOT available from the library.

You will also need a **hard drive** for your archive. If you do not already have an archiving system for your work, I would recommend getting started with a 1 TB portable hard drive. The brand doesn't really matter as long as it can connect with your computer. Be sure to have a backup of all of your work. Hard drives fail, eventually.

ATTENDANCE

University Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities

2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Class Policy:

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments.

The field of journalism requires that we give it everything we can. The rewards are great, but the demands are high. It is critical that you attend every class. You CANNOT miss a class in order to photograph/film an assignment. You must be in class to present your work for critique. You will be allowed 1 unexcused absences; after that 2 percentage points will be deducted from your FINAL GRADE. If your semester average is 91% and you miss 2 classes, your final average would be 89%. Please communicate with me if circumstances arise that require you to miss class.

Please communicate with me early about potential absences. Please be aware that you are bound by the Honor Code when making a request for a University-approved absence.

INCLUSIVE AND ACCEPTING SPACE

Everyone is welcome here. Bigotry and sexism are not welcome here. We may have difficult discussions in this class, and as that happens I want everyone to be mindful of the power of words and how they can impact others. Simply, be thoughtful of others and be aware of your own privilege.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Both instructors prefer the pronouns he/him/his.

ARS

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

SPECIAL ACCOMODATIONS

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Accessibility Services website at <https://accessibility.unc.edu/>

COUNSELING & PSYCHOLOGICAL SERVICES

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICY ON NON-DISCRIMINATION

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

DIVERSITY

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

AEMJC ACCREDITATION

The Hussman School of Journalism and Media accrediting body outlines several values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program.

Learn more about them here: <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on the "Professional values and competencies" listed below.

- Understand concepts and apply theories in the use and presentation of images and information.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently.
- Apply tools and technologies appropriate for the communications professions in which they work.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

SYLLABUS CHANGES

We reserve the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

SCHEDULE - FALL 2023

CLASS #	DATE	TOPICS ASSIGNMENTS ACTIVITIES	PLATFORM
01	20230821	Review syllabus Picture Hunt ASSIGN: Single - Self	In-Person

		Portrait	
02	20230823	DUE: Self Portrait Finding Ideas ASSIGN: Story 1	In-Person
03	20230828	What is a Picture Story? Intro Final Project	In-Person
04	20230830	DUE: Story 1 Edit and Review in class	In-Person
05	20230904	Labor Day	No Class
06	20230906	DUE: Story 1 ASSIGN: STORY 2	In-Person
07	20230911	Photographic Essay ASSIGN: Team Essay	In-Person
08	20230913	DUE: Story 2 Edit and Review in class	In-Person
09	20230918	DUE: Final Project Ideas Team Essay Check-in More on Photo Stories	In-Person
10	20230920	DUE: Story 2 ASSIGN: STORY 3	In-Person
11	20230925	Well Being Day	No Class
12	20230927	GUEST SPEAKER: ALEX KORMANN	Zoom
13	20231002	DUE: Story 3 Edit and Review in class	In-Person
14	20231004	DUE: Story 3 GUEST CRITIQUE: ALEX KORMANN	In-Person
15	20231009	Proposal Writing - Work In Class	Canvas
16	20231011	DUE: Final Project Proposal Essay Editing Exercise	In-Person
17	20231016	DUE: Implicit Bias Test + Readings Discussion	In-Person
18	20231018	TBD (Fall Break)	In-Person
19	20231023	ASSIGN: Final Project shoot 1 due in 2 days	In-Person
20	20231025	DUE: Final Project Shoot 1	In-Person
21	20231030	GUEST SPEAKER: TBD	TBD
22	20231101	DUE: Team Essay Rough Edit	In-Person
23	20231106	TBD	In-Person
24	20231108	Work In Class on Team Essay	In-Person
25	20231113	DUE: Team Essay	In-Person
26	20231115	Work in Class	In-Person
27	20231120	DUE: Final Project Shoot 2	Canvas
28	20231122	Thanksgiving Break	No Class
29	20231127	Work in Class	In-Person

30	20231129	DUE: Final Project Shoot 3 Team editing	In-Person
31	20231204	DUE: Final Project Rough Edit Team editing	In-Person
32	20231206	LDOC	In-Person
FINAL	20231207	PATLUCK Final Projects DUE	In-Person