



Do You See What I See?

FLIGHT 028

Fall 2018 Syllabus

Instructor: Ted Lyddon Hatten
 Class Meetings: Tuesday, Thursday, 12:30-1:45pm, Science Connector 101
 Office and Hours: Mars Café & the Wesley House by appointment
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Note: Items within the syllabus are subject to change.

As a First Year Seminar (FYS), this course will be writing-intensive. The “S” in FYS is a clue about the course structure; seminar – meaning, discussion will be the primary mode of engagement. You will be expected to participate in our discussions, and you will be required to lead the discussion at least once during the semester.

Course Requirements:

- 1) Attendance of every class. More than two absences will adversely affect your grade. Absence from more than four class sessions will lead to an “F” in the course, regardless of the quality of other work. There are no “excused” absences except for documented university-related activities, family emergency, or severe illness. Exceptions may be granted to the above policy if the Office of Academic Affairs informs me of extraordinary circumstances.
- 2) Careful and close reading of all assigned texts.
- 3) Completion and submission of all writing assignments on time. Except in the case of serious illness or family emergency, each day an assignment is late will result in the drop of one full grade
- 4) Active and high-quality participation in discussions.
- 5) Check your Drake email account.
- 6) Consult with the Writing Workshop at least **once** during the semester.
- 7) Paper format: When in doubt, use APA or MLA, and a staple, always.

Required Texts

“The Object Stares Back” – Intro, Chapters 1,2, 6

by James Elkins

See E-reserve – password: flight028

“On Photography”

by Susan Sontag

ISBN-10: 0312420099

ISBN-13: 978-0312420093

Course Description

In this course we will take a long, careful look at seeing. It appears, writes James Elkins, that nothing could be easier than seeing. Nothing could be less in need of explanation. But, as we shall see, things are seldom as they appear. Seeing is irrational, inconsistent, and undependable. And yet we depend on it daily to make sense of the world.

What is the difference between vision and seeing?

Do you see what I see? Do *they* see what *we* see?

These questions will shape our discussions as we explore belief (ours and theirs), blindness (ours and theirs), and the importance of being seen. We will lean heavily on writing and the practice of street photography in our exploration of the city of Des Moines through public transportation.

We will examine the process of seeing through at least four lenses: belief, the city bus, a camera, and the body.

In addition to keeping an electronic photo journal, and written reflections, and papers, our course will culminate with an exhibition of our photography at the Wesley House Gallery, opening Nov. 27

Course Schedule

Date	Topic	Reading Due (on the date to the left)
Week 1		
8/28	Introductions	None
8/30	Introductions & CultureALL	
Week 2		
9/4	Discussion	Elkins, Introduction, chapter 1
9/6		Elkins, chapter 2
Week 3		
9/11	Guest: Ryan Morrison - Ethics of photography	Sontag Ch. 1, "In Plato's Cave"
9/13	Discussion: belief	
Week 4		
9/18	Journal #1 due – belief on the bus: image spark	
9/20	• Discussion	Elkins chapter 3
Week 5		
9/25	Blindness – WH	Elkins chapter 6
9/27	Journal #2 due – blind bus ride – image spark	
Week 6		
10/2	TBA	
10/4	No class -	4 hour bus ride
Week7		
10/9		

10/11	Journal #3 due – image spark Guest: CultureALL	
Week 8		
10/16	No Class Fall Break	
10/18	“Believe It or Not” paper due Peer review workshop in class	
Week 9		
10/23	Re-Vision of “Believe” due , discussion	Sontag TBA
10/25	Journal #4 – “Blindspotting” – image spark	
Week 10		
10/30	Shortened Class – McBride lecture required	
11/1	Guest: DART	
Week 11		
11/6	Discussion	Sontag TBA
11/8	Final Project due – image spark	
Week 12		
11/13	Discussion	Sontag TBA
11/15	Journal #5 due TBA image spark	
Week 13		
11/20	No Class Thanksgiving	
11/22	No Class Thanksgiving	
Week 14		
11/27	Opening – “What I See”	5-7 at WH
11/29	Presentations	
Week 15		
12/4	Presentations	
12/6	Final Writing Project due	

Assignments

Bus Ride/Journal

You will use the Des Moines Area Transit (Dart) Bus system to conduct to complete a photoethnography project. Throughout the semester, you will ride the DART bus and record pictures and your thoughts while doing so for a total of five rides by the end of the semester. You will use best practices as discussed regarding the ethics of photography. You will write a 400 word journal entry within 48 hours of each time you ride the bus that reflects on 1) your experience, 2) things you noticed, 3) themes from our course that you see in real life, 4) conclusions you have made, 5) photos you have taken (at least 6, no more than 12).

#1 Belief on the bus. notes and materials, pictures and journal submissions are due by: **Sep. 18**

#2 Blind bus ride. notes and materials, pictures and journal submissions are due by: **Sept. 27**

#3 Four-hour bus ride. notes and materials, pictures and journal submissions are due by: **Oct. 9**

#4 “Blindspotting.” notes and materials, pictures and journal submissions are due by: **Oct. 25**

#5 TBA. notes and materials, pictures and journal submissions are due by: **Nov. 15**

Paper: Believe It or Not

Due: 10/18

Conducting research in a “post-truth world” can be challenging. Public discourse is peppered with facts, “alternative facts,” and bold-font lies. Fake news is a real thing, as is fake research. All of this can make it difficult to know whom to trust. Navigating these swift waters requires critical thinking and a really good librarian.

This 5-page paper will require the assistance of librarian at Cowles as you write a manual for incoming first-year college students on discerning the veracity of an academic source. What are the criteria by which one should judge a source? Are some sources irreproachable? In this paper, you will be asked to guide someone new to higher education and the rigors of sound research that is acceptable to the academic community. Your paper will teach would-be scholars how to know that the truth upon which they have built their argument is, in fact true. Your paper must include five reputable sources and subscribe to MLA or APA guidelines. This paper accounts for 1/4 of your final grade. Due 10/18

Final project: image, paper, micro-essay

You will write a five-page paper reflecting on a single image from your photo journal, plus a 100-word micro-essay that will accompany your photograph in the exhibit. In this paper you are asked to engage with the readings, themes and issues we have covered this semester. Image and micro-essay are due 11/8, Paper is due by 12/6.

Grading

Bus Ride/Journals (Five total)	25 points
“Believe It or Not” paper	25 points
Participation	25 points
Final project	25 points

Student Resources

Cowles Library

Librarians like to help. In fact, it's their job. Talk to them, call, text, email, or schedule a time to visit here:

<http://libraryhelp.drake.edu/>

General Cowles Library website: <https://library.drake.edu/>

Cowles Library website for research guides: <http://researchguides.drake.edu/>

The University Counseling Center (UCC)

The Counseling Center offers to all currently enrolled Drake students a variety of counseling services. If you are feeling overwhelmed, please ask for help. You can find it here:

<http://www.drake.edu/counselingcenter/>

Drake University Counseling Center

3116 Carpenter Avenue

Des Moines, Iowa 50311

(515) 271-3864

Hours: Monday - Friday from 8:00am to 5:00pm

Office of Student Disability Services

Learning Disabilities. Every effort will be made to accommodate students with specific learning needs. If you have a disability and require academic accommodation, I will be happy to discuss your needs. Accommodations are coordinated through Student Disability Services:

www.drake.edu/sds/. Please contact Michelle Laughlin, SDS coordinator at

michelle.laughlin@drake.edu.

Title IX and Sexual Assault Response and Prevention

The University has resources available for students who have experienced sexual or interpersonal misconduct, which can include sexual harassment, sexual assault, dating violence, and stalking, for example. Some resources are legally confidential, which means personal information will not be shared with anyone else. Other non-confidential (yet still private) resources can explain how to locate support resources, file a complaint within the university, or file criminal charges – these non-confidential resources need to share incidents of sexual and interpersonal misconduct with the Title IX Coordinator. Professors, and most Drake employees are non-confidential, meaning they are obligated to report incidents of misconduct. This does not mean the victim must participate in a formal university or criminal process; an individual could request confidentiality through the University, for example. Other services the university can provide include safety planning, counseling, disability or immigration services and assistance in academic and housing accommodations as needed.

University contacts:

- Resources and reporting options can be found on the Title IX webpage at www.drake.edu/titleix.
- Violence Intervention Partner (V.I.P.) provides peer-based 24/7 confidential support and advocacy services. To access a V.I.P. advocate call or text 515-512-2972.
- Katie Overberg, Title IX Coordinator: 271-2982 or titleix@drake.edu

(free) Silence

Scott Chapel (near Medbury Hall), Wednesdays, 12-12:30pm. (free) Silence is a contemplative gathering for students, faculty, staff, and community members seeking to share deep silence with others.