LEH 300—07W
Pattern Recognition:
Images and Visual Literacy
Saturdays 1 – 3:30 p.m.
Meets in Carman Hall 332

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Office Hours: Saturdays 12-1 p.m., and by appointment

Course Description:
We are surrounded by images and we gather information from visual sources constantly. But how do we know what visual representations are saying to us? What are images and how do they work? What is visual literacy? How do we “read” pictures? How do we compose information in a visual format? Does the visual have persuasive power? Can we make visual arguments? These are some of the central questions we will explore in this interdisciplinary seminar drawing from the academic disciplines of literature, history, philosophy, science, film and the visual arts.

In this course, we will look at the role of images in constructing our understanding of the world. We will also think about images as a means of manipulating the truth. Ranging from children’s picture books to paintings to graphs to advertising, this course will look at visual representation in the disciplines, in the arts, and in our everyday reality. Students will be asked to consider the role of images and visual information in their own fields of study and in the world around them. We will develop and exercise our skills in visual rhetorical analysis by looking at visual images and reading essays about visual images.

Course Requirements:
Informal (ungraded) assignments:
• Students will keep an observations journal throughout the semester and will use this journal to build ideas for assignments.
• 5 short informal assignments will be assigned over the course of the semester. The short informal assignments will be handed in for comment, but will not be graded.

Formal (graded) assignments:
• 2 projects. Students will choose TWO of their short informal assignments, revise and expand them, and then submit them for a grade. The first project will be due around midterm, the second will be turned in at the end of the semester. Instructions for revising informal assignments into formal projects will be distributed before the first revision is due. The 2 projects will be evaluated by both the student and the professor.
• Portfolio. At the end of the semester, students will turn in a portfolio of their work which will include the journal and the short informal assignments. The portfolio will be evaluated by both the student and the professor.

Summary of requirements:
1st formal project – due March 17  25%
2nd formal project – due May 19  25%
Portfolio of student work – due May 12  50 %
Required Texts, available in Lehman College Bookstore:
Molly Bang, *Picture This: How Pictures Work*
Jacob Riis, *How the Other Half Lives*
Art Spiegelman, *Maus I: My Father Bleeds History*
   an article reprinted from his book *Envisioning Information*

Additional readings will be posted on the course Blackboard site or distributed in class. Students should
log into the site right away to make sure they have access and familiarize themselves with the course page.

To access the Blackboard site, go to the CUNY portal (www.cuny.edu) and log in. If you don’t know your login name and password, the IT center on the first floor of Carman hall will be able to help you log in for the first time. We will be using Blackboard extensively in this class, so it is very important that you access the site and get comfortable with using it right away.
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<tr>
<th>WEEK</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Unit One</strong></td>
<td><strong>The Picturebook</strong></td>
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| Feb 3 | Course Introduction  
How DO pictures work?  
Sendak, *Where the Wild Things Are*  
Hutchins, *Rosie’s Walk*  
Tour of Blackboard | Email letter response to 
TanyaRadford@gmail.com  
by Feb 9th |
| Feb 10 | Children’s picture books  
Molly Bang, *Picture This*  
Perry Nodelman, “Picture Books” |  |
| **Unit Two** | **Representing the Visual World** |  |
| Feb 17 | Writing the image: Description | Short informal #1 DUE  
“Scary Birds”  
Field excursion: MOMA or the Met |
| Feb 24 | Description, continued  
Reading TBA  
“Show and Tell” Day | Journals DUE |
| **Unit Three** | **Image, Ideology, Consumption: Advertising** |  |
| March 3 | Klein, from *No Logo*  
Video: *Frontline* on advertising | Short Informal #2 DUE |
| March 10 | Strategies for reading images: Semiotics  
Ads and *Adbusters* |  |
| March 17 | Image/Word/Advertising – wrap-up  
“Show and Tell” Day | Formal #1 DUE |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>March 24</td>
<td>Film: <em>Born into Brothels</em></td>
<td>Short Informal #3 DUE</td>
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<td>March 30</td>
<td><strong>Last day to withdraw w/o academic penalty</strong></td>
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<td>March 31</td>
<td>Riis, <em>How the Other Half Lives</em></td>
<td>Field Excursion: TBA Journals DUE</td>
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<td>April 7</td>
<td>** SPRING BREAK—No Class**</td>
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<td>April 14</td>
<td>Spiegelman, <em>Maus I: My Father Bleeds History</em></td>
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<td>April 21</td>
<td>Class meets online</td>
<td>Short Informal #4 DUE</td>
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<td>April 28</td>
<td>Field trip: American Museum of Natural History</td>
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<td>May 5</td>
<td>Picturing Knowledge</td>
<td>Short Informal #5 DUE</td>
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<td>May 12</td>
<td>Film: <em>An Inconvenient Truth</em></td>
<td>Portfolios DUE</td>
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<td>May 19</td>
<td>NO CLASS – All student work DUE</td>
<td>Second Formal Project DUE</td>
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## Unit Four
The Documentary Image

## Unit Five
Communicating Discovery: the Visual Display of Scientific Knowledge