

## Syllabus

Course name: Creative Photography 3.

Course instructors and contact details:

Photography project course instructors:

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*The aim and principles of the course:*

*To familiarize students with and master the various methods and genres of photographic representation of objects and people, and to gradually deepen and practice the student's awareness of the subject-centered, project-based image-making process and the methods of gathering and processing information required for it. To be able to apply the different genres and technical possibilities of photography in a creative and experimental way. To be able to produce images in which the representation of the subject and the human figure play a prominent role.*

*To know and understand the meaning of story in photography. What the structure of a story is, what narrative means and how it appears in photography, what genres are and how they can be applied in practice - image analysis, analysis of the images of Cartier Bresson and Koudelka, Mariann Reismann, André Kertész from a story point of view, writing a story sketch based on them*

*Character types and their structure, how characters appear in photographs, what is point of view, what does it mean to look at an event from different points of view, what interpretative issues are raised by changes of point of view.*

*The essence of scene editing and, in this context, the photograph as a dialogue.*

*The course also aims to effectively enhance students' writing skills, to enable them to write their own story.*

### Photography Project

Topics and themes to be covered in the course:

**Title: "Eppur si muove" ("and yet it moves ")**

Theme:

Galileo Galilei is said to have muttered this to himself in 1633 during the famous trial in which he was ultimately forced to recant his discovery that the Earth revolves around the Sun. If he had not done so, he would likely have been sentenced to death by the Inquisition. This case is a very good example of how people are sometimes forced to lie and contradict their own truth in order to survive, but it is also a good example of how even the authorities,

the court that put him on trial, cannot change the facts of nature by force. The truth will prevail; in the long run, it cannot be silenced or falsified.

There are countless everyday situations in our lives when, for some reason or another, we deny, conceal, or distort the obvious truth. What would you do in a situation where everyone in a group except you claims something that is obviously false? In Asch's length judgment experiment, where test subjects had to estimate the length of four lines, the majority of the test persons were willing to change their own (obviously true) opinion under the influence of lies that were accepted by the majority. Although lines X and B were obviously the same length, the planted persons (i.e., the other members of the group) claimed, as a lie, that X and A were the same. Many tested persons were willing to "believe" the false statement and give a false answer that agreed with the group's opinion. (Asch, S.: Studies of Independence and Conformity) [i] The most interesting question in the experiment is how sincere the publicly formed opinion was and to what extent the participants complied with group pressure, for example, how they would have responded in a secret ballot.

During the semester, we will explore why it is important to pursue and tell the truth.

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[i] Asch S (1956) Studies of Independence and Conformity, szerk.: Pataki Ferenc,(1969) A csoportlélektan hatása az ítéletek módosulására és eltorzulására, Gondolat

## **Tasks:**

### **1: Literature**

*1.1 Take photographs, pairs of pictures, sequences of pictures related to the following literary works (the text is chosen in the group). Interpret the text according to the criteria given. Drawing and/or collecting pictures.*

*F. Kafka: The Trial*  
<https://mek.oszk.hu/07100/07123/07123.htm>

*H. C. Andersen: The Emperor's New Clothes*  
<https://mek.oszk.hu/17400/17465/pdf/17465.pdf>

*Aeschylus: Prometheus in chains*  
<https://mek.oszk.hu/00300/00308/00308.pdf>

*Krisztina Tóth: The monkey's eye*  
*W. Shakespeare: Hamlet*

*Analysis of the chosen text, interpretation of the text, analysis of its deep structure (what does the choice of text mean, how the choice of text and genre is related to specific individual problems and the times)*

*On the basis of their own ideas, identify who will photograph what, why and how.*

*to be submitted: presentation with collection, designs, texts in pdf or word doc*  
*place of delivery: classroom*

### **1.2 Create a series or a pair of photographs based on your plans.**

*Photographs may be illustrative of specific events or scenes described in the chosen text, or loosely related to problems, ideas or feelings expressed in the text. In this case, the text can act as a source of inspiration.*

*Timing: new images should be brought in for each lesson from the 2nd lesson of the semester. The images should be presented in Jpeg at the end of one third of the semester. Final printed images must be presented at the end of term exhibition.*

*Quantity: minimum 4 image series or individual images and/or 2 image pairs*

*Submission interface: Classroom*

*Submission deadline: date indicated in classroom*

## **2: Interview (Moment of Truth)**

### **2.1 Recording**

*Record a powerful emotional moment with the chosen partner. The recording should be about 5 minutes long and should be edited into a composite material of max. 3 minutes.*

*Technique: clearly audible, not echoed*

*no talking together - wait for what the other person has to say. The end goal is: to cut out your voice, it should be a monologue. So we only hear the speaker.*

*The interlocutor must be made to recall a powerful moment for him or her. And to understand why that moment was so important to them, **in regards of 'Moment of Truth'**.*

*Think about the editing when you record: are there points in it where you can cut the text*

*The monologue is in three parts: 1. background, 2. description of the moment, 3. understanding*

## **2.2 Make a series of photographs based on the interview.**

*Quantity: minimum one series of 4 pictures*

*Timing: new images must be brought in for each class from one third of the semester. Jpegs must be submitted at the end of two thirds of the semester. Final printed images must be presented at the end of semester exhibition.*

*Submission platform: Classroom*

*Submission deadline: date indicated in classroom*

## **3: "Eppur si muove"**

**3.1 Writing your own text.** *Write your own opinion on the topic given in the title. The aim should be to approach the subject from a new, original, individual point of view, which will form the basis of the pictures produced. The text is informal in terms of genre.*

*Submission format: shared google doc with editing*

*Deadline: date indicated in classroom*

*Submission address: mate@g.mome.hu laszlo.kolozsi@gmail.com geiblkata@gmail.com*

**3.2 Create a photo series based on your own text.** *You must produce a series of independent images, pairs of images or a series of images that explore the theme of the title in an individual, creative and innovative way.*

*Quantity requirements: minimum one series of 4 images*

*Deadline: new images must be submitted for every class from two-thirds of the semester. Images must be submitted in Jpeg by the last class of the semester. Final printed images must be presented at the end-of-semester exhibition.*

Course schedule:

1st session

Presentation and discussion of all semester assignments

2nd session

Individual consultation

3rd session

Group consultation on the images created for the first assignment

4th session

Group consultation and evaluation of the images created for the first assignment

5th session

Presentation and discussion of the second assignment

Division of the group into two. **One half of the group interviews students at the JMC school in Jerusalem.**

Session 6

Individual consultation

Session 7

Group consultation on the images created for the first assignment

Session 8

Group consultation and evaluation of the images created for the second assignment

Session 9

Presentation, discussion, lecture on the third topic

Division of the group into two groups

Session 10

Individual consultation

Session 11

Group consultation on the images created for the first assignment

Session 12

Group consultation and evaluation of the images created for the third assignment