ENGL 101-02; Spring 2013
Instr: L. Briggette
Essay #3 Assignment Sheet
Essay due: Friday, May 3rd, 2013 (by hard copy)

Interpreting Our Worlds: Reading Images Through Berger & Foucault
(You will write your own title for this essay…)

So far in our course you’ve written two major essays. For the first two, the subject was you. We thoroughly explored: looking back and thinking again about your life and educational experiences as they relate to Paulo Freire’s banking and problem-posing, to Richard Rodriquez’s scholarship boy, and to Walker Percy’s definition of sovereignty. And you also did some thinking about the type of student/person you’re becoming.

For Essay #3, we will start moving away from you as the subject of our learning and toward a world that is outside of yourself. We will start to use our knowledge of the interpretive tools from John Berger and Michel Foucault to transition into thinking about the greater world that exists around us. As you know we’ve been focusing on the lenses we bring to seeing and interpretation. We’ve also discussed acts of seeing and being seen, of looking and being looked at, and of interpretation and they’re established. We’ve discussed how those acts affect the way images (art, photography, advertisements) are created and then how we see and interpret them, and we’ll continue to discuss the way power affects a hierarchy of seeing, of being seen and of human behavior.

We will now start to consider images—paintings, photographs, and those from the media—in terms of seeing, being seen, and how we come to our interpretations. We will now start to use the following concepts to look at images:

- In looking and seeing there is always an individual interpretation
- An image always takes place in a context; we may or may not share the context with the painter or photographer who created the image
- Images contain a history, an argument (most of the time), and a power exchange between reader and creator, and the subject within the image

ASSIGNMENT:
History and power relations are “lenses” we’ve extracted from our readings (Berger & Foucault) and applied to our understanding of seeing. For this essay, you will apply those lenses to an image of your choice—Your chosen image MUST have a human figure in it. In your work with these “lenses” as they are applied to the image you choose, you will address and work with the following questions:

- How does Berger help viewers/seers understand the history in this image?
- How does Foucault help you understand the power of visibility, of being seen or bring observed within the context of the image?

In answering the primary questions, please work through the following sub-questions. (Try not to answer them as though you’re going through a check-list; you will need to organize an essay around your answers and conclusions.):
- How do you interpret the image? What do you see as you “read” the image?
- What is your context for interpreting that image, and how may it correspond (or not correspond) to the image of the painter or photographer who made the image?
- What power relations and status do you find in the image?
- What other questions might you ask/ponder in order to bring in Berger and Foucault?
Your carefully organized essay MUST have the following structural components:

- This entire essay will be written in the “third person perspective” (this means that your pronouns will be “he,” “she,” “it”), and you may not refer to yourself as “I” [we will discuss how to manage this style in class].
- An introductory paragraph (or two) that explains what you’re attempting to do with/in the essay.
- A thesis statement/s that reveals the ideas you're working with throughout the essay. (I might suggest you compose this part after you’ve explored other parts of the essay.)
- Several body paragraphs that address the major questions you need to consider/explore/answer/write about (see details above).
- At least 5-6 direct references/quotations from our readings dispersed throughout your essay; you can use both full sentences and partial phrases that are in context with your argument.
- A concluding paragraph (or two) that attempts to summarize what you’ve said in your essay (again: more personalized to your image & ideas, and less general – avoid generic and cliché statements like, “Everyone interprets images differently”).
- Each paragraph should address ONE (and only one) discussion point or moment of analysis.

Nuts and Bolts (these must be present in your essay.):

- Typed, double-spaced, Times New Roman, 12pt. font.
- 1.0” margins (the default is 1.25’, you will have to change it!)
- Use MLA formatting when you site specific quotes from the texts.
- A Work Cited page with the two essays from Ways of Reading
- A title for the work you’ve done in your paper
- Length: However long you need to address all components of the assignment
- Brainstorms – We will brainstorm these approaches in class leading up to the due date.
- Workshop – We may have a workshop on Wednesday, May 1st, TBA
- Final Draft Due: Friday, May 3rd in class by HARD COPY (not by email)
- May 3rd is an ABSOLUTE HARD DEADLINE: You will loose 1pt off the top of 20 available points (and your final grade) for every day this paper is late. You will receive a preliminary score and comments by Friday, May 10th.
- This essay is worth 20 points toward your final grade, and will be revised at least once.
- Revision: Due in class Wednesday, May 15th (you MUST bring your revision to class on our last day of classes)
- **Please include your mailing address SOMEWHERE on your paper so I can mail it back to you. Or we can arrange to meet during finals.

As always: please feel free to contact me anytime with comments, questions, or concerns about this. I can meet in person, talk on the phone, email, skype, do Morse Code, answer smoke signals, etc.
- Phone: 207-671-1033
- Email: lindy.briggette001@umb.edu
- To meet me on campus, please text or email me about when might work for you. I’m typically on campus Mondays until 2pm, Wednesdays until 11am, and Fridays after class by appt.