

Course title:	VISUAL REPRESENTATION IN ART & DESIGN
Course code:	AAVC225
Type of course:	Art Elective
Level of course:	Bachelor
Year of study:	
Semester when the course is delivered:	
Prerequisites:	None
Number of ECTS:	6
Hours:	3
Name of lecturer(s):	Mrs Vicky Pericleous
Learning outcomes of the course:	<p>Upon completion of the course, students should be able:</p> <ol style="list-style-type: none"> 1. to explore notions within big thematic Units, through a series of presentations and lecture; 2. to engage in analyzing, interpreting and conceptualizing the Image through diverse viewpoints, creative areas and theories; 3. to develop critical thinking and contextual awareness through research and class presentation of cultural production works and their different readings; 4. to be in a position to relate works from different and diverse geopolitical, cultural and theoretical backgrounds to the unit's context and to make interesting critical association; 5. to develop skills in analysing and presenting a thematic unit of their own, researching into related to their subject, works from diverse backgrounds and be in a position to group them together and present them in a visually and theoretical intelligent way.
Course Content:	<p>The course will look into the following thematic units:</p> <p>'Figure through the ages: Representing the Body'. This unit will be looking into the different and diverse ways of representing the Human Body, through different periods, sources, media and areas. It will touch upon notions related both to the Body's visual representation as well as seeing it as a critical field/'Body' to discuss its socio-political parameters (touching issues to do with gender, power, religion and nature.)</p> <p>'Aphrodite: 'One Myth, Different Faces'. This unit will depart from the representation of Aphrodite from the prehistoric centuries (Aphrodite of Willendorf to that of Aphrodite of Soli, moving on to Botticelli's Venus, to Marilyn Monroe movies and images, to late 20th century and early 00s American and European movies, up to facebook 's profile photographs of contemporary Venus(es). Through variable sources and media the unit will examine the Myth of Aphrodite and how it shifts or/and becomes personified in each society and period, according to sociopolitical parameters. This unit will be touching notions related to gender, hierarchy, power struggle and sexuality.</p> <p>'Religion: Looking into systems of beliefs and contemns'. This unit will light upon the different ways of representing the Sacred, through a wide span of time and different geopolitical areas. Using variable sources and media, it will reflect upon how images that represent the sacred are 'constructed', thus spinning up a critical dialogue related to systems of 'beliefs and contemns' and how these affect or move the social crowd.</p> <p>'Fiction: Truths and Lies'. A Fiction story or fictional images always reflect upon the expectations, fears, system of beliefs, inspiration and aspiration of the era's that was conceived into and the socio-political parameters of its time. This unit will be examining the way filmography, visual and applied arts as well as the internet have reflected on the Science Fiction field and Futuristic ideas and how they have reflected and affected the way we perceive their period.</p>

	<p>From George Orwell's 1984 and Ballard, to Galactika and Star Trek and from Matrix to Big Brother, the core of the unit will be examining aspects of the past and the future, and how this shape our present.</p>
<p>Recommended and/or required reading:</p>	<ul style="list-style-type: none"> - Campbell, J. (2008) <i>The Hero with a Thousand Faces</i>, New World Library - Cotton, C. (2009) <i>The Photograph as Contemporary Art</i>, Thames & Hudson - Gibson, C, P. (2008) <i>More Dirty Looks: Gender, Pornography and Power (Television, Media & Cultural Studies)</i>, British Film Institute - Gournelos, T. (2009) <i>Popular Culture and the Future of Politics: Cultural Studies and the Tao of South Park (Critical Studies in Television)</i>, Lexington Books - Hughes, R. (1992) <i>Nothing If Not Critical: Selected Essays on Art and Artists</i>, Penguin - Hughes, R. (2004) <i>The Shock of the New: Art and the Century of Change</i>, Thames and Hudson. -Voytilla, S, (1999) <i>Myth and the Movies: Discovering the Mythic Structure of Over 50 Unforgettable Films</i>, Michael Wiese Productions.
<p>References:</p>	<p>Magazines & journals Frieze Magazine, Art Forum Magazine, Bon Magazine Eye Magazine, Creative Review, TEXTE ZUR KUNST, e-flux journal, X -TRA Contemporary Quarterly Art Journal, Wallpaper magazine, Domus.</p> <p>Websites: MOMA Exhibition and The Collection http://www.moma.org/explore/collection/index, TATE http://www.tate.org.uk/ Saatchi Gallery http://www.saatchi-gallery.co.uk/ Barbican Centre http://www.barbican.org.uk/ ICA http://www.ica.org.uk/ http://www.luerzersarchive.net/ British Film Institute http://www.bfi.org.uk/archive-collections http://www.e-flux.com/journal/shadow-libraries/ http://x-traonline.org/issues/ http://www.textezurkunst.de/editionen/ UCLA Film and Television Archive http://www.cinema.ucla.edu/ http://www.wallpaper.com/ http://www.domusweb.it/</p>
<p>Planned learning activities and teaching methods:</p>	<p>The students analyse and critically question how the image is being constructed and informed by its cultural, sociopolitical and theoretical context. The students examine how different methods of representation in relation to a thematic unit are being analysed and reviewed through an interdisciplinary scope, undertaking a series of lectures, presentations and group critiques. The students will work individually and in small study groups to understand how different and diverse media and materials from variable disciplines (film, video art, photography, the visual arts, theatre, sound) are used to construct the Image and its critical discourse in relation to the given thematic units. The students come in contact with creative practitioners and theorists from different areas that are invited to give them important feedback in both practical and critical issues. The students undertake projects and assignments to learn how to form their own thematic units and develop through them research and methodological skills, creative intelligence and critical input.</p>
<p>Assessment techniques and Assessments criteria:</p>	<p>Project 1 50% Project 2 50%</p> <p>Assessment Criteria for each one of the projects are:</p> <p>knowledge and understanding - 40% Demonstrating understanding of major ideas of subject area under study and</p>

	<p>debating around critical arguments, generating ideas and showing capacity to develop new relations and critical thinking in group discussions and critiques, with the use of appropriate theoretical feedback.</p> <p>Research and Analytical Skills - 40% Development and demonstration of research and analytical skills, use of multiple and diverse sources, identification and analysis of appropriate and related ideas and notions, ability of interpreting sources and relating interesting ideas and critical theories to project's context.</p> <p>Presentation and Communication - 20% Oral, written and visual presentation considering an interesting structure of presentation, appropriate terminology and well-articulated critical approach that reflect on major ideas and critical theories.</p>
Language of instruction:	English
Work placement(s):	None