

Periodisk evaluering av emner for KUN 1003, Høst 2018/Periodic Course Evaluation for KUN 1003, Autumn 2018

Introduksjon til visuelle studier /Introduction to Visual Studies

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Emnetbeskrivelse

Dette emnet gir en introduksjon til visuelle studier som er en nyere disiplin innenfor kunsthistoriefaget, men som ikke begrenser seg til kunstverk som studieobjekt. Visuelle studier ser på et mangfold av visuelle artefakter, fra for eksempel populære bildefremstillinger og vitenskapelige visualiseringer til alle former for kulturelt konstruerte sosiale rom. Emnet gir ikke en historisk oversikt, men tar for seg sentrale aspekter og spørsmål knyttet til visuell kultur, både i fortiden og i nåtiden. Emnet vil derfor være relevant for en rekke fagområder, blant annet teknologihistorie, mediestudier, antropologi og litteratur.

Course Description

The course aims to introduce students to a new area of study called Visual Studies. Whilst stemming from the discipline of art history, it is not confined within the realm of art only. It takes a more comprehensive look at visual artefacts of all sorts, from popular imagery and scientific visualizations to the built environment, among other things. This course is not a historical overview but rather explores key moments and issues in visual culture both past and present

Undervisning

Undervisningen består av forelesning og seminarer. Det gis 12 dobbelttimer forelesning og to dobbelttimer seminar i løpet av semesteret. Det er forventet at du møter forberedt og deltar aktivt i undervisningen.

Teaching

The course is primarily conducted as lectures and seminars. There will be a two-hour lecture once per week over 12 weeks. In addition, two of the weeks will consist of smaller seminars.

Eksamen

Eksamen på KUN1003 er en tre dagers digital hjemmeeksamen

Exam

The exam consists of a three day take at home exam.

Summary and Evaluation/Sammendrag og Evaluering

The course aims to introduce students to the field of Visual Studies, and to develop students' awareness of and criticality in this field of studies. It is also the foundation course for more advanced courses in Visual Studies offered by faculty in Art History and Visual Studies. The class is divided into four broad topics with three classes devoted to each topic: Animation,

Horizon, Framing and Identity. Each of the three faculty members teaching the course offered one lecture in each section in order to provide different perspectives on each topic. All three of the instructors participated in the two seminars, which is meant to consolidate the students learning and to help them think critically by extending their learning by applying their knowledge to new examples not covered in lecture classes. Assigned readings for each lecture are posted on Canvas and visual materials are discussed in lectures and seminars.

From the student evaluations of the course, I am confident that the learning outcomes provided in the course descriptions provide a good description of what the students should be able to derive from the course after its completion:

- vise kjennskap til skjæringspunkter mellom visualitet og bilder og deres komplekse historie
- arbeide tverrfaglig på konkrete og kreative måter
- identifisere og presentere de viktigste teoretiske og kritiske standpunkter innenfor fagområdet visuelle studier
- definere nøkkelbegrep fra emnets pensumlitteratur
- analysere visuelle former ved bruk av begreper fra emnets pensumlitteratur
- presentere dine idéer på en klar og overbevisende måte

This is the first time we have taught this course, and it was developed by us to be the “core” course in Visual Studies for our section that was recently renamed “Art History and Visual Studies.” Thus, KUN 1003 reflects the new component of Visual Studies in our curriculum. We believe the class was very successful, as is indicated by the positive Student Evaluations and conversations with students in seminars and after lectures. On this basis, we believe the course description for this course works very well. Almost all of the student evaluations for the course indicated that they were either “very satisfied” or “satisfied” with the course overall. Four students indicated they were “neither satisfied nor disappointed.” There were no evaluations below that level. We think this is an excellent result for a team-taught course taught to a large body of students. 78 students registered for the class before 1 September, and 59 students actually started the course, and 52 completed it with no registered complaints. Thus, 52 students completed all the requirements for the final grade, with most distributed within the B-C range.

We learned a lot from teaching the course and from the feedback. Going forward we would like to change the following aspects of the course. 1) We think it is important to have four seminars instead of two, so we can devote one seminar to each section. Students really benefited from these seminars, and it consolidated their learning for each section, and helped them prepare for the final exam. 2) We would post fewer and/or shorter articles on Canvas 3) We might adjust the level of difficulty of the readings as this is an introductory course 4) We would require the citation of a minimum number of articles from the Pensum in each required essay for the final exam 5) We need to think about whether or not we want to continue to post webcasts of our lectures.

