

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Cultural Technology and Communication		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	POL 218	<b>SEMESTER</b>	6th
<b>COURSE TITLE</b>	Contemporary Issues of Cultural Representation		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	3	5	
Lab sessions	0	0	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Elective		
<b>PREREQUISITE COURSES:</b>	N/A		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/courses/131259/">https://eclass.aegean.gr/courses/131259/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>											
<ul style="list-style-type: none"> <li>• Examination of and familiarization with the discourse around basic concepts for cultural theory. Such as: “representation”, “culture”, “semiotics”, “identity and social subjectivity”, “ethnographic representation”, “performance”.</li> <li>• Exercising students’ analytical thought and their ability to comprehend theoretical arguments and concepts</li> <li>• Exercising students’ ability to link social and cultural theory with everyday life, identity, culture</li> <li>• Exercising the students’ ability to think independently and argue around issues of related contemporary theory.</li> <li>• Exercising the students’ ability to research and write academic papers.</li> <li>•</li> </ul>											
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>
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<i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
<ul style="list-style-type: none"> <li>• <i>Adapting to new situations</i></li> <li>• <i>Decision-making</i></li> <li>• <i>Working independently</i></li> <li>• <i>Team work</i></li> <li>• <i>Respect for difference and multiculturalism</i></li> <li>• <i>Respect for the natural environment</i></li> <li>• <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></li> <li>• <i>Criticism and self-criticism</i></li> <li>• <i>Production of free, creative and inductive thinking</i></li> </ul>	

### (3) SYLLABUS

Cultural representation is a basic concept in cultural studies. Cultural representation is central to Stuart Hall's theory of culture, which he sees as a system of representation within which meanings are constantly reproduced, exchanged, transformed and instituted. This course will examine the poetics and politics of representation as well as the critiques and limits thereof. Each year the focus of the course will be different: "historical memory and the representation of pain and trauma", "the limits of cultural representation", "body and representation", "representation, reproduction, simulation", "digital media, mediation, and representation", "the politics of representations and the representation of self" and other topics. This year we will focus on the poetics and politics of representation through anthropological, cultural and performative theory. Initially we will focus on Hall's theory of cultural representation, touching on semiology. Then we will discuss the ethnographic subject and representation through the lens of anthropology. And finally we will talk about the theatrical subject and the representation of self. The course will end with an examination of representation through performance theory.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face supported by Distance learning infrastructure and approaches	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	The e-class platform will be used for the syllabus and all relevant organizational material of the course and for communication with the students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	13 *3 hours =36 hours
	Lecture material preparation	13*5 hours = 65 hours
	Exam preparations	40 hours
	Course total	144
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>		

<p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The basic student assessment method is the final written exam, which includes open answer questions that involve critical thinking and essay development.</p> <p>The evaluation criteria are clearly stated during the first lecture and depicted in the educational material offered in the course's e-class.</p>
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## (5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> <li>• Hollis Martin, ΦΙΛΟΣΟΦΙΑ ΤΩΝ ΚΟΙΝΩΝΙΚΩΝ ΕΠΙΣΤΗΜΩΝ, Εκδόσεις ΚΡΙΤΙΚΗ, 2005, ISBN 978-960-218-427-1.</li> <li>• Παπαδημητρίου, Μυριβήλη, Μπουμπάρης (επιμ.) ΠΟΛΙΤΙΣΤΙΚΗ ΑΝΑΠΑΡΑΣΤΑΣΗ, Εκδόσεις Κριτική 2006, ISBN 978-960-218-493-6</li> <li>• Judith Butler, Ο ΦΕΜΙΝΙΣΜΟΣ ΚΑΙ Η ΑΝΑΤΡΟΠΗ ΤΑΥΤΟΤΗΤΑΣ, Εκδόσεις Αλεξάνδρεια, ISBN 20100 978-960-221-469-5</li> <li>• Richard Schechner, ΘΕΩΡΙΑ ΤΗΣ ΕΠΙΤΕΛΕΣΗΣ, εκδόσεις Τζιόλα, 2010, ISBN: 978-960-418-255-8.</li> </ul> <p>- <i>Συναφή επιστημονικά περιοδικά:</i></p> <ul style="list-style-type: none"> <li>• Culture Theory and Critique: Taylor &amp; Francis (Routledge)</li> <li>• Representations: University of California Press, Elsevier</li> <li>• Cultural Studies: Taylor and Francis</li> <li>• Angelaki: Taylor and Francis</li> <li>• Critical Inquiry: Chicago Journals</li> <li>• Women and Performance: Routledge, Taylor and Francis</li> <li>• International Journal of Human–Computer Interaction, Taylor &amp; Francis</li> <li>• IEEE Transactions on Cybernetics</li> </ul>
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