COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences
ACADEMIC UNIT	Department of Sociology
LEVEL OF STUDIES	Undergraduate
COURSE CODE	ΙΔΕΚ 300

COURSE CODE	ΙΔΕΚ 300	**SEMESTER**	7th
COURSE TITLE	The ideology of images		

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Seminar	3	6

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge, skills development seminar
PREREQUISITE COURSES:	It is advised to have completed the module **ΠΟΣΚ 200: Introduction to Cultural Studies**
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (English if offered as Erasmus course)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	Please check out the module in the course catalogue of the division (https://elearn.uoc.gr/course/view.php?id=5243)

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A
- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*

- *Guidelines for writing Learning Outcomes*

A.1. Knowledge and theoretical understanding

After the completion of the module students are expected to:

A.1.1. Possess some basic knowledgeς of semiotics and discourse analysis.
A.1.2. Be able to autonomously apply the methodologies discussed in the seminar for the analysis of visual texts.
A.1.3. Analyse a variety of texts so as to determine what ideologies are being reproduced, and to illustrate their political function.

A.2. Cognitive competencies

After the completion of the module students are expected to:

A.2.1. Have gained a grasp of various theoretical concepts (such as representation, ideology, discourse etc.) and to be able to employ them analytically.
A.2.2. Comprehend the relationship between representation and ideology.
A.2.3. Understand how images are linked to the representation of dominant discourses and power relations.

General Competences

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others...*
	......

B.1. Practical and professional competencies

After the completion of the module students are expected to:

B.1.1. Work autonomously towards the completion of an academic essay.
B.1.2. Work in groups to achieve the learning objectives of the course.
B.1.3. Critically employ the literature for the για production of original ideas within an interdisciplinary context.

B.2. Trasnferable skills

After the completion of the module students are expected to:

B.2.1. Participate in the production of independent, creative and inductive thinking.
B.2.2. Demonstrate social, professional and moral responsibility regarding gender, sexuality, race, culture and diversity in general.
B.2.3. Come up with their own research ideas.

(3) INDICATIVE CONTENT

It is often stated that we are living in a world where many forms of knowledge and entertainment are constructed visually. We watch films and series, we often prefer the film adaptation to the book, we expect PPTs and illustrative videos in university lectures, we choose our romantic partners by swiping right, we scroll on Instagram, we watch advertisements, and we follow influencers… What are the consequences of the central role of visuality on the ways in which we perceive the world? Can images be perceived as a form of language? What is their effect? And how can visual literacy be employed as a tool in social research? The seminar builds upon this framework, and provides an introduction to visual research methodologies **(Please find the detailed syllabus in the course webpage)**.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	*To successfully participate in the course, students are expected to possess adequate competencies in the use of media technologies in order to:* - Communicate with the instructor - Systematically interact with the course webpage - Produce academic work in various electronic formats (text formatting according to specific guidelines, multi-media presentations etc.)

TEACHING METHODS
The manner and methods of teaching are described in detail.
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.

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

Activity	Semester workload	
Lectures	16	24
Applications and group work	8	
Homework besides final assessments (readings, applications)	12	
Presentation preparation (homework)	12	
Presentations in class	12	
Final paper	40	
Course total		100

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

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

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Students will be evaluated on the basis of:

- Class participation
- Preparation for class (assigned readings and applications)
- Presentation (content and presenting in class)*
- Final paper (content, structure, bibliography, form, and proper academic register).

* The presentation in class in mandatory. Not presenting on a student's own responsibility will result in a reduction of the grade.

(5) ATTACHED BIBLIOGRAPHY

COURSE BOOK
Hall, S., Evans, J., & Nixon, S. (2013). *Representation: Cultural representation and signifying practices*. London: The Open University/SAGE. **(Course book)**
Suggested bibliography:

Barthes, R., & Heath, S. (1977). *Image, Music, Text.* London: Fontana.

Chandler, Daniel (1994)). *Semiotics for Beginners*. http://visual-memory.co.uk/daniel/Documents/S4B/

Kioupkiolis A., Kosma, Y., Pechtelidis, Y. (eds.) (2015), *Theoria tou Logou: Dimiourgikes Efarmoges* [Discourse theory: reative applications] Athens: Dardanos-Gutenberg. (In Greek)

Related academic journals:

• *Cultural Studies*

• *Discourse*

• *Media, Culture & Society*

• *Social Media & Society*

• *Social Semiotics*