



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1BP201 Samtidskonst ur ett relationellt pedagogiskt perspektiv genom konstnärliga processer, 7,5 högskolepoäng

Contemporary Art in a Relational Pedagogical Perspective through Artistic Processes, 7.5 credits

Main field of study

Art Education

Subject Group

Educational Sciences/Practical Subjects

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2021-01-13

The course syllabus is valid from autumn semester 2021

Prerequisites

General entry requirements for university studies.

Objectives

After completing the course, the student should be able to:

- account for important concepts in contemporary art, artistic creation and relational theory formation in art;
- account for different prominent ideas, art works and central representatives of contemporary art from relational and social perspectives;
- interpret and use relational artistic processes from a didactic perspective;
- problematise, represent and design practical pedagogical activities on the basis of contemporary art, and from a relational theoretical point of view, using artistic processes and current policy documents and operational objectives;
- describe and critically reflect upon their own and others' work from a didactic, scientific and artistic point of view, in speech, in writing and in their creative work;
- explore a relational perspective on art and pedagogy.

Content

This course deals with contemporary art from relational, artistic and didactic perspectives. Artistic processes are explored in relation to teaching in culture and art education. Artistic exploration, from a relational perspective, is related to the pedagogical environment. The significance of artistic processes in creative work in educational institutions is examined from the point of view of theoretical assumptions in contemporary art, regarding relational theory formation in art.

Type of Instruction

Teaching is entirely online, and consists of individual as well as group exercises, lectures, laboratory work, seminars and literature studies. Students may get the opportunity to visit campus Växjö on one occasion; participation in this is optional.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. Criteria for the grade of Pass with Distinction are specified in the course study guide. The course is examined through oral and written assignments and artwork.

Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Other

Any additional costs in connection with tasks or the like are paid by the student. The student needs to have access to tools for digitally based teaching. That is, a stable broadband connection and a computer with a webcam, a microphone and a headset.

Required Reading and Additional Study Material

Aspelin, Jonas och Sven Persson. *Om relationell pedagogik*. Malmö: Gleerup. 70 p. The latest edition.

Biesta, Gert. *Bortom lärandet: Demokratisk utbildning för en mänsklig framtid*. Lund: Studentlitteratur. 70 p. The latest edition.

Miller, Jason. 2016. "Activism vs. Antagonism: Soxically Engaged Art from Bourriaud to Bishop and Beyond." *Field A Journal of Socially-Engaged Art Criticism* (3): <http://field-journal.com/wp-content/uploads/2017/01/FIELD-03-Miller-ActivismVsAntagonism.pdf>. 18 p.

O'Sullivan, Simon. *Art Encounters Deleuze and Guattari: Thought Beyond Representation*. Basingstoke: Palgrave MacMillan. 40 p. The latest edition.

Denzeuze, Anna. 2006. "Everyday Life: 'Relational Aesthetics' and the 'Transfiguration of the Commonplace.'" *Journal of Visual Practice*. 5 (3): 143-152. 10 p.

Flam, Jack, red. *Robert Smithson – The collected Writings*. London: University of California Press. 15 p. The latest edition.

Karlholm, Dan. *Kontemporalism: Om samtidskonstens historia och framtid*. Stockholm: Axl Books. 15 p. The latest edition.

Ursprung, Philip. 2013. *Allan Kaprow, Roberts Smithson and the Limits to Art*. London: University of California Press. 15 p.

Ryen, Erik. (2020) "Klafki's critical-constructive Didaktik and the epistemology of critical thinking." *Journal of Curriculum Studies*, 52:2, 214-229, DOI: 10.1080/00220272.2019.1657959 [link to article:](https://doi.org/10.1080/00220272.2019.1657959) <https://doi.org/10.1080/00220272.2019.1657959>. 17 p.

Sand, Monica. "Metod – om att gå till väga". In *Årsbok konstnärlig forskning 2009*. Vetenskapsrådet. https://www.academia.edu/10958307/Metod_om_att_g%C3%A5_tillv%C3%A4ga. 11 p.

Smithson, Robert. "A Sediment of the Mind: Earth Project." In *Robert Smithson: Collected Writings*, ed. Jack Flam, 100-113 London: University of California Press. 15. p. The latest edition.

Springgay, Stephanie och Truman, Sarah E. *Walking methodologies in a more-than-human world: WalkingLab*. Abingdon, Oxon: Routledg. 164 p. The latest edition.

Articles will be added, equal to about 100 pages. Provided on the course learning platform.