

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF ARCHTECTURE		
ACADEMIC UNIT	DEPARTMENT OF ARCHITECTURE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	APY 403	SEMESTER	4th
COURSE TITLE	HISTORY OF ART AND ARCHITECTURE IV		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND EXERCISES	6	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<ul style="list-style-type: none"> • GENERAL BACKGROUND 		
PREREQUISITE COURSES:	HISTORY OF ARCHITECTURE AND THE ARTS I HISTORY OF ARCHITECTURE AND THE ARTS II HISTORY OF ARCHITECTURE AND THE ARTS III		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (TUTORIALS IN EGNILISH ARE OFFERED)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>This course examines the many changes that occur in Western European and American art since 1945, in view of the new historical, political, social and economic context. The first part of the course analyzes the first two post-war decades. The second part is a comparative analysis between the decades of the 1950s -1960s and the inter-war period, so as to highlight the shifts taking place in Western and Eastern societies. The third part examines the post-1975 globalized art world.</p> <p>Upon successful completion of the course the expected learning outcomes are as follows:</p> <ul style="list-style-type: none"> - students should be familiar with the political, social and economic context of the Cold War period in order to understand how art is produced and style disseminated. - they should be able to critically understand recent developments in art historiography. - they should be able to understand, describe and historically contextualize contemporary art production within a globalized economical frame.
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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...

- Work independently
- Team work
- Ability to research using international sources
- Working in an interdisciplinary environment
- Production of free, creative and critical thinking

(3) SYLLABUS

- Art production after 1945. Europe and the USA as a context of the art world.
- Abstract art before and after World War II. Abstract Expressionism and its role in USA politics towards Western European states.
- Abstract art in Europe.
- Pop art in Europe and the USA.
- 1950s-1960s: Nouveau Réalisme, assemblage, Eat Art, Spazialismo, Gutai.
- Researching the nature of the art work: Fluxus, Wiener Aktiongruppe, environments, installations, happenings, performances.
- Movement in “traditional” sculpture (Kinetic Art, Op Art). Post-war sculpture.
- Changes in art production, art promotion and the art market. New art institutions of the 1970s.
- Minimal and Conceptual art.
- Art at the end of the Millennium: what has changed, what remained intact.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, lecture hall	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	•	
TEACHING METHODS <i>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.</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>	Activity	Semester workload
	Lectures	78
	Study and analysis of bibliography	15
	Exercises	40
	Team work for the processing of information offered during lectures	17
	Course total (25 study hours per ECTS)	150

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <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>Two essays (in Greek or English) on art and architecture (35% + 35%) and final written test (in Greek or English) (30%). The final evaluation can with multiple choice questionnaires or short-answer questions based on theoretical, historical and historiographical issues discussed during classes, and in relevant bibliography.</p>
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(5) ATTACHED BIBLIOGRAPHY

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