

Hungarian Culture – Narratives of Childhood through the lens of Visuality

Aim of the course

Learning outcome, competences

The aim of the course is to give an overview of diverse aspects of the contemporary Hungarian art and culture, through the lens of Visuality, with the special focus of Conceptions of Childhood. Art and culture have a pivotal role in shaping social discourses and social transformation. Visual art has a capacity to convey information what cannot be coded in any other way. In this course students get the opportunity to get acquainted with socially relevant and reflexive to social constructions with a critical perspective.

The course will enable students to analyze and evaluate art works and cultural activities and programs from a diversity-conscious perspective with a special focus of Children and Childhood Studies.

knowledge:

Students will

- Have a critical, analytical approach to information
- Able to analyze cultural and educational initiatives and their context in a theoretical framework
- Know the connection between art, culture, and social constructions
- The changes of Construction of Childhood over time, space, gender and ethnicity

attitude:

Students will

- Consider cultural diversity a positive opportunity, that can serve social inclusion and development
- Have a social sensitivity, able to apply global values in their work

skills:

Students will be able to

- Channel their theoretical knowledge on connections between arts and culture into their practice, and initiate activities, programs for social justice and social transformation
- Deliver their professional activities in a sensitive, tolerant manner
- Recognize, understand and critically approach to Hungarian social and cultural scenarios
- Create a working environment that is culturally conscious and culturally responsive
- Able to initiate and bring decisions autonomously
- Deliberately represents the values of social diversity

Content of the course

Topics of the course

- Social environment of arts and culture, with a reflection of social inequalities
- Creating chances for using arts and culture for an inclusive society and practices
- Analyzing art and cultural initiatives from a multicultural perspective
- Pedagogical goals and values in Hungarian art and cultural initiatives
- Designing multiculturally conscious initiatives and projects in art and cultural institutions
- Art, childhood and culture as social constructions

- Introduction to Childhood Studies
- Historical Perspectives in Childhood Studies

Learning activities, learning methods

Groupwork, pair-work, lecture, presentation, analyzing artifacts and cultural products, analyzing media-content, planning initiatives and projects

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

Requirements:

During the course students complete a one of the following tasks, that consist of the following parts

- A) Creating a review of the literature on an issue relevant for the sociology of education
- B) Analysis
 - Description and analysis of a Hungarian artifact, film, book, cultural event, piece music or an institution, etc. (choose one!) To be discussed with the lecturer of the actual course.
- C) Project plan
 - Developing and describing a multiculturally conscious project plan (need, goals, necessities, expected results, evaluation)

mode of evaluation:

complex, based on participation and the portfolio

criteria of evaluation:

- Active participation - 50%
- Assignement – 50%

Reading list

Compulsory reading list.

Buckingham, David (2000): After the death of childhood. Growing up in the age of electronic media. Polity Press

Endrődy-Nagy, Orsolya: Images and Iconography – in Cross-Cultural Context In: Benedek András; Veszelszki Ágnes (eds.) Virtual Reality – Real Visuality Virtual, Visual, Veridical Frankfurt am Main: Peter Lang GmbH, Internationaler Verlag der Wissenschaften, 2017. pp. 67-81.

Endrődy-Nagy, Orsolya: Paintings and Illuminated Manuscripts as Sources of the History of Childhood: Conceptions of Childhood in the Renaissance In: Benedek András; Veszelszki Ágnes (eds.) In the Beginning was the Image: The Omnipresence of Pictures: Time, Truth, Tradition. 190 p. Frankfurt am Main: Peter Lang GmbH, Internationaler Verlag der Wissenschaften, 2016. pp. 91-100.

Heywood, Colin (2001): A History of Childhood. London, Polity Press

James, Allison and Prout, Alan (1997) "Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood" Routledge

Hungarian Cultural Studies Journal <https://ahea.pitt.edu/ojs/index.php/ahea/index>

Further readings

Margitházi, Beja. 2020. "Embodying Sense Memory: Archive Image and Traumatic Experience in *Son of Saul*, *Warsaw Uprising* and *Regina*." *Studies in East European Cinema* 11.1: 82-100. DOI: [10.1080/2040350X.2018.1536019](https://doi.org/10.1080/2040350X.2018.1536019)

Sansum, Judit Molnár and Balázs Dobos. 2020. "Cultural Autonomy in Hungary: Inward or Outward Looking?" *Nationalities Papers* 48.2: 251-266. DOI:10.1017/nps.2019.80

Steven Tötösy de Zepetnek & Louise O. Vasvári (2011). *Comparative Hungarian Cultural Studies*. Perdue University Press. DOI: [10.2307/j.ctt6wq7fz](https://doi.org/10.2307/j.ctt6wq7fz)

Varga, Zsuzsanna. "Selected English-Language Bibliography of Interest for Hungarian Cultural Studies: 2019- 2020." *Hungarian Cultural Studies*. e-Journal of the American Hungarian Educators Association, Volume 13 (2020) DOI: 10.5195/ahca.2020.396