

**COURSE DATA****DATA SUBJECT****Code:** 36933**Name:** Análisis e interpretación de la imagen**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1014 - Grado en Arqueología	Facultat de Geografia i Història	1	Second quarter
1939 - Doble Grado en Arqueología e Historia	Facultat de Geografia i Història	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1014 - Grado en Arqueología	Análisis e interpretación de la imagen	BASIC
1939 - Doble Grado en Arqueología e Historia	Asignaturas priemr curso	BASIC

COORDINATION

MONTESINOS CASTAÑEDA MARIA

SUMMARY

An introduction to the basics of iconography and other methods of image analysis. Images from classical and Christian traditions, as well as other visual cultures, from their codification to the present day. The image as a document of cultural history. Gender and visibility in a diachronic perspective. Cultural diversity will be emphasized from a holistic and sustainable viewpoint.

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PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

- A general understanding of art history.
- Standard reading and writing skills.



- Basic IT skills, focusing on the use of word processing software, digital images and online research.

COMPETENCES / LEARNING OUTCOMES

1014 - Grado en Arqueología

Acquire basic foundations for the documentation, conservation and dissemination of archaeological heritage.

Acquire basic knowledge of iconography and other methods of image analysis.

Acquire basic theoretical and methodological knowledge to reconstruct the past through the tools of recovery, documentation and analysis of the archaeological record.

Analyse social processes over time from perspectives that affect gender equality.

Be able to transmit information, ideas, problems and solutions to both specialised and non-specialised audiences.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Contribute to designing, developing and implementing solutions that address social demands, taking the Sustainable Development Goals as a reference.

Demonstrate critical and self-critical thinking within the field of study, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Demonstrate knowledge and understanding of social inequalities based on sex and gender within this specific field of study; integrate the different needs and preferences based on sex and gender into the design of solutions and problem solving.

Develop critical thinking and reflective skills for understanding information sources, developing hypotheses and interpreting them.

Develop skills for independent learning that enable the expansion of acquired knowledge.

Identify the periods and materiality related to historical evolution from prehistory to the contemporary era.

Incorporate documentation tools and methods for conducting archaeological fieldwork.

Interpret materiality through a process combining information from different disciplines (archaeology, history, history of art).

Know the fundamentals of current legislation regarding the protection, conservation and dissemination of



archaeological heritage.

Know the sciences that investigate the evolution of humanity, particularly history, as a pillar for understanding and reconstructing the past.

Learn autonomously, making informed decisions in different contexts, issuing judgements based on experimentation and analysis and transferring knowledge to new situations.

Maintain an attitude of commitment and active participation as a basis for teamwork.

Maintain the scientific rigour appropriate to the basic information provided by a historian.

Possess the ability to gather and interpret relevant historical data.

Promote teamwork as a basis for achieving collaborative work.

Promote technological, social or cultural progress, in academic and professional contexts, within a society based on knowledge and respect for: a) fundamental rights and equal opportunities for women and men, b) the principles of equal opportunities and u

Propose creative and innovative solutions to complex situations or problems within the field of knowledge to respond to diverse professional and social needs.

Recognise main elements of material culture considering a broad diachronic perspective from prehistory to the contemporary era.

Recognise the importance of collaboration between the sciences dedicated to heritage studies in order to generate synergies for the enhancement of cultural heritage.

Recognise the importance of continuing education in order to update analytical techniques and advance knowledge in the field of humanities.

Understand the importance of developing critical thinking when addressing social interpretations, committed to the major challenges of today's societies and with emphasis on equality, ecology and sustainable development.

DESCRIPTION OF CONTENTS

1. **I.- The historic discourse of art**
2. **II.- Introduction to the basics of iconography and other methods of image analysis**
3. **III.- Image as document in Cultural History**

Conceptual and narrative images
Images from classical tradition
Images from Christian tradition



Visual rhetoric and their cultural function
Visuality in contemporary culture

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Other activities	15,00
Classroom practices	15,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	45,00
Preparation of lessons	0,00
Preparation for assessment activities	45,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

FACE-TO-FACE CLASSES:

Attendance at theoretical and practical classes.

SELF-STUDY AND INDEPENDENT WORK:

Using the relevant bibliography, students will work independently on the analysis and interpretation of images. Independent work may be assessed through a test, the submission of exercises and/or presentations.

COMPLEMENTARY ACTIVITIES:

Training sessions in the form of lectures.

TUTORIALS:

Students may attend tutorials for guidance and to review the practical and theoretical content of the module.

EVALUATION

The following will be assessed:



1. Independent work analysing and interpreting the images provided. This independent work may be assessed through a test, the submission of exercises and/or presentations.
2. The recommended reading for preparation for face-to-face classes. Attendance at seminars or supplementary activities will also be assessed.
- 3.- The final exam, in which both the demonstration of the theoretical knowledge acquired and its practical application will be assessed. To be included in the overall mark, the exam must be marked at a minimum of 5 out of 10.

The percentage contribution of each of these assessment components to the final mark may fall within the following ranges:

Independent work: 30–20%
Reading: 20–10%
Supplementary activities: 20–10%
Exam: 50–60%
TOTAL 100%

The second sitting covers the exam, independent study and reading, with the percentages as set out above. The mark for the supplementary activities will be the one each student obtained in the first sitting. Due to its nature and design, the supplementary activity cannot be retaken in the second sitting.

Errors in spelling, syntax and/or written expression will result in marks being deducted from the mark for all written assessments, and the accumulation of such errors may lead to a fail in the module.

Regarding the student's obligations if they use AI in assessable activities and for the declaration of responsibility for the use of AI, see the "Guia d'actuació per a l'ús responsable de la intel·ligència artificial (IA) en les activitats docents i d'avaluació a la Universitat de València" at the following link: <https://www.uv.es/graus/normatives/Guia_actuacio_IA_UV.pdf>

REFERENCES

General

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- GARCÍA MAHÍQUES, Rafael, *Iconografía e Iconología (vol. 1). La Historia del arte como Historia cultural*, Madrid, Ed. Encuentro, 2008 (2010).
- García Mahíques, Rafael, *Iconografía e Iconología (vol. 2). Cuestiones de método*, Madrid, Ed. Encuentro, 2009.
- GOMBRICH, Ernst Hans Josef, *Arte e ilusión. Estudio sobre la psicología de la representación pictórica*, Madrid, Debate, 1998.
- PANOFSKY, Erwin, *Estudios sobre iconología*, Alianza Ed., Madrid, 1979.
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- WARBURG, Aby, *El renacimiento del paganismo. Aportaciones a la historia cultural del Renacimiento*



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Supplementary Bibliography

CENTANNI, Mónica (ed.), *Aby Warburg y el pensamiento vivo*, Siruela, 2023.

ELVIRA BARBA, M.A., *Manual de iconografía clásica*, Madrid, Sílex, 2008

FREEDBERG, David, *Iconoclasia. Historia y psicología de la violencia contra las imágenes*, Sans Soleil, 2017.

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KOLOSKEY-OSTROW, Ann Olga y LYONS, Claire L. (eds.), *Naked truths: Women, sexuality and gender in classical art and archaeology*, Routledge, 1997.

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MARTÍ BONAFÉ, María Angeles, (coord), *Marías. Entre la adoración y el estigma*, València, Tirant humanidades, 2022.

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ZANKER, Paul, *Augusto y el poder de las imágenes*, Alianza: Madrid, 1992.