WAYS OF THINKING. SESSION 7.

REPRESENTING BODIES AND THE REPRESENTATION OF VIOLENCE.

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SESSION OVERVIEW

Today we will quickly go through some areas that I have found out in your drafts that can be improved and take forward for your next writing stage.

Then I would quickly go through some steps that might help you to write the main body of your essay. We will also cover reflective writing, which is a type of writing that you can integrate in your essays and I didn’t have time to include in my previous presentation.

Finally we will see an array of examples within art and photography that represent violence. They range from approaches where they explicitly show violence or they make us aware of it through the traces but not by displaying it directly.

More than anything the aim of this session is to ask questions about the nature of those representations. About producing those images and our role as viewers. Effect of those representations. Expect open discussions about those topics.

RECAP FROM PREVIOUS SESSION

In our previous session we analysed Richard Prince's work *Untitled (Cowboy)* from 1989. We discussed it in the context of *Postmodernism's* strategies such as recycling, appropriation and de-contextualisation.

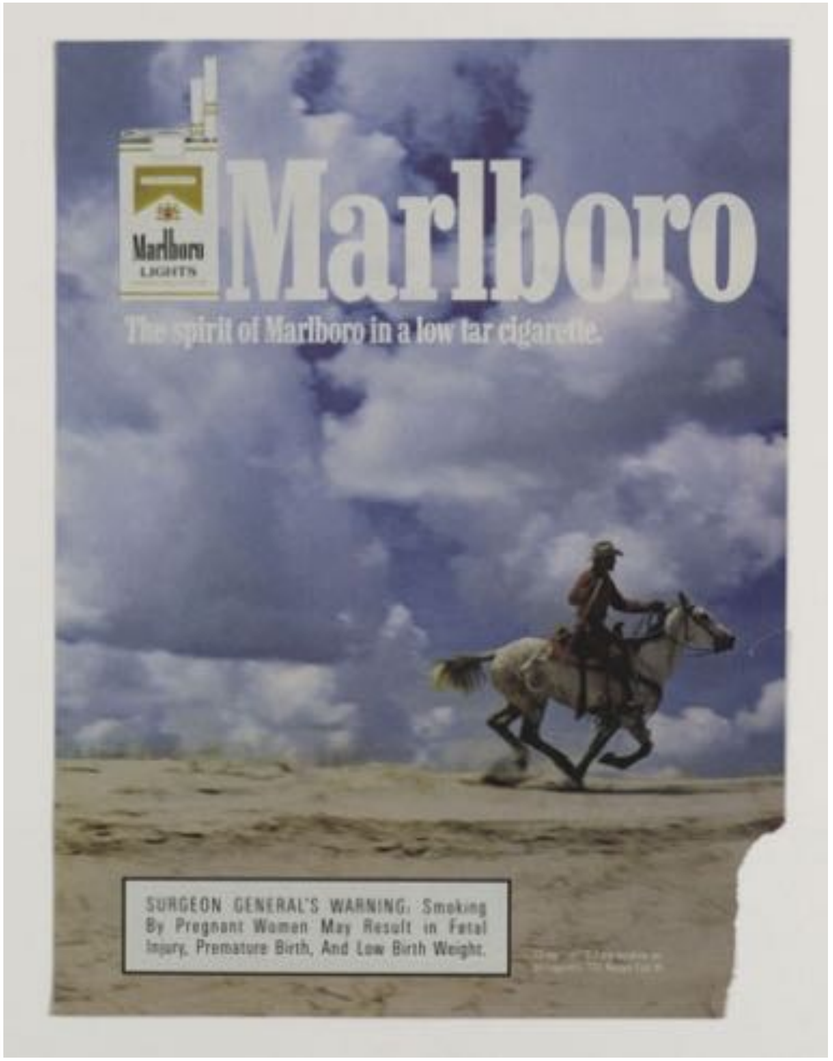
We also touched upon the idea of cowboy as a 'myth' and the mythic American West. Prince is using the cowboy because it is part of a 'shared culture' and it has a series of connoted messages. It becomes an aspiration, a dream. He integrates a magazine 'ad' within a gallery context bringing together high and low culture.

In the second part of the session we focused on essay writing skills and structure. We covered the introduction, body of an essay and conclusion. Essay presentation and formal language.

RICHARD PRINCE



Richard Prince, *Untitled (Cowboy),* (1989).



Magazine Ad.

RICHARD PRINCE



Untitled (Cowboy): Behind Richard Prince's Photographs & Appropriation | 100 Photos | TIME

DRAFTS - GENERAL FEEDBACK

-When sending documents such as drafts, essays, etc. Name the file with your first and last name.

-You need to state which essay question you are addressing in your essay.

-You need to answer the essay question.

-You spent too much time introducing or talking about manifestos but without addressing the specific question.

-If you choose the following essay question: ‘3. Applying a range of critical theories, identify and discuss an artwork of your own choosing’. Then you need to state which critical theories you will be using. It might be that you will be using Postmodernism and Semiotics. For instance if your argument is that photography is plural and part of many histories, and social spaces then you will have to look into Postmodernism theory. Examples we have seen in the sessions include: Douglas Crimp, Abigail Solomon-Godeau and Rosalind Krauss among others.

DRAFTS - GENERAL FEEDBACK

-Provide definitions for the terms. For example use dictionaries. Think about how I have provided definitions for ‘gathering’ and ‘mediation’ in session 2.

-Do not assume that your reader knows what you are writing about. Describe the artwork, be clear and precise.

-Difference between everyday arguments and academic arguments.

-Avoid lengthy sentences. Remember one idea, one sentence.

-Academic English - avoid using contractions.

-Phrasal verbs, you use too many and it gives the impression of informal language.

DRAFTS - GENERAL FEEDBACK

-Personal interpretations. For example if you want to talk about the plurality of meanings that every photograph or visual representation carries then you will have to look into those theories. Who has been talking about signs and photographs as polysemic?

-Academic writing is about expressing ideas, making arguments and making references to a range of sources that have used.

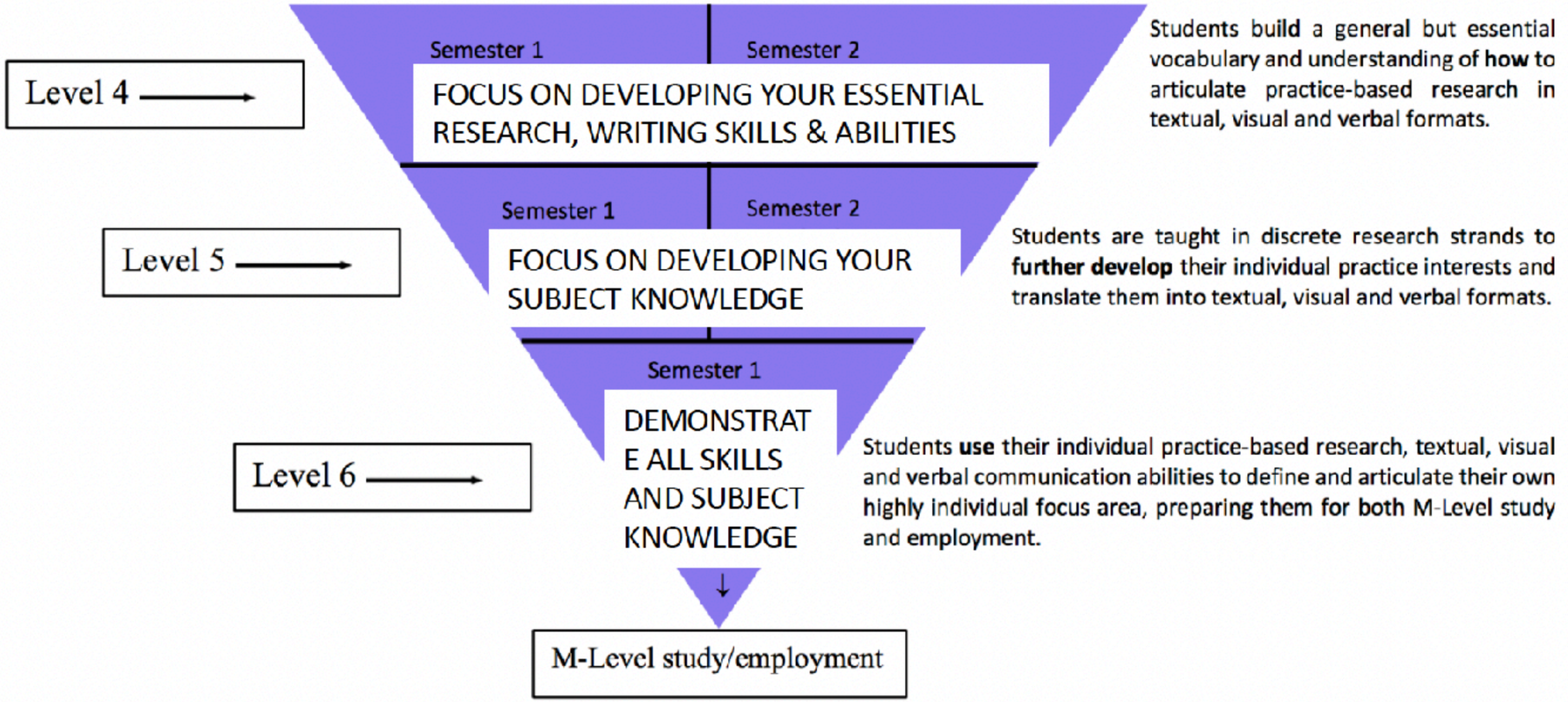
-Validity of sources. Recent sources. Most of you use online sources. However you need to demonstrate that you have used a variety of sources including books, journals, etc. Revise Emily Hywell's presentation about library resources.

-Each of you need to use at least between 3 and 5 sources.

-Sources are not being referenced properly - Harvard Referencing Handbook.

DRAFTS - GENERAL FEEDBACK

-Well done to all of you who submitted the draft but we still have work to do to get you through this module.


Level 4
Semester 1
Semester 2
FOCUS ON DEVELOPING YOUR ESSENTIAL RESEARCH, WRITING SKILLS & ABILITIES
Students build a general but essential vocabulary and understanding of how to articulate practice-based research in textual, visual and verbal formats.
Level 5
Semester 1
Semester 2
FOCUS ON DEVELOPING YOUR SUBJECT KNOWLEDGE
Students are taught in discrete research strands to further develop their individual practice interests and translate them into textual, visual and verbal formats.
Level 6
Semester 1
DEMONSTRAT E ALL SKILLS AND SUBJECT KNOWLEDGE
Students use their individual practice-based research, textual, visual and verbal communication abilities to define and articulate their own highly individual focus area, preparing them for both M-Level study and employment.
M-Level study/employment

1. ENGAGEMENT WITH LITERATURE SKILLS 40%

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

- *Show you can engage with a range of relevant literature.*
- *Use discussion, critique and referencing to demonstrate your awareness of key theories and concepts.*
- *Apply your referencing skills clearly and consistently.*

INSTEAD OF OPINIONS - MAKE ARGUMENTS - EXAMPLE

Before going into detail of how the grid functions in Darboven's practice, I will analyse Rosalind Krauss's influential essay 'Grids' (1979).[13] In which she explores the relationship between grids and modernism. Krauss explains how this structure appears in the realm of art at the beginning of the twentieth century and it 'has remained emblematic of the modernist ambition within the visual arts ever since'.[14] One way in which the grid functions to proclaim the modernity of modern art is spatial, it is 'antinatural, antimimetic, antireal', she writes:

> In the overall regularity of its organization, it is the result not of imitation, but of aesthetic decree. Insofar as its order is that of pure relationship, the grid is a way of abrogating the claims of natural objects to have an order particular to themselves [...].[15]

For Krauss one of the main characteristics for its prominence in Modern Art is its connection to matter and/or spirit. She explains:

> The grid's mythic power is that it makes us able to think we are dealing with materialism (or sometimes science, or logic) while at the same time it provides us with a release into belief (or illusion, or fiction).[16]

Therefore, the mythic power of the grid resides precisely in its ambivalence, in the fact of maintaining values from both science and spirituality.

[13] Krauss, Rosalind (1979), 'Grids', *October*, 9 (Summer, 1979), pp. 50-64
[14] Ibid., p. 50.
[15] Ibid
[16] Ibid., p. 54

DRAFTS - SELF ASSESSMENT

-How are you finding writing the essay?

-Any difficulties or areas that you will like me to cover in the following sessions?

-Do you see how through writing an essay you develop some of the following skills?

*Evaluating, assessing and connecting information in a relevant structure.
*Independent research.
*Autonomy within your own learning.

-These are all skills that we will useful in the following next two years and forward.

VIOLENCE

What do we mean by violence? Definition.
As many other terms each of you will relate to you differently. Depending on your experience and understanding of it.
So our response to images of violence would be based on what we consider as violent/agressive.
Can we have images of violence but without representing it directly?
What is the appeal of violence? Why is so recurrent in media?

ACTIVITY

Activity - 10min.

Susan Sontag in *Regarding the Pain of Others* states that:

> And photographs of the victims of war are themselves a species of **rhetoric**. They **reiterate**. They **simplify**. They **agitate**. They create the illusion of **consensus**. Invoking this hypothetical **shared experience** (‘we are seeing with you the same dead bodies, the same ruined houses’), Woolf professes to believe that the shock of such pictures cannot fail to unite people of good will. (pp.3-4)

-What does she mean by photographs of victims as a rhetoric?

-How do you think images of violence reiterate, simplify, agitate and create the impression of a shared experience, a consensus. Discuss.

-What are your thoughts on the following statement: ‘No ‘we’ should be taken for granted when the subject is looking at other people’s pain’. (p.4)

ACTIVITY

Activity - 10min.

-Do images numb us?
-Photography’s tendency to dislocate and fragment reality.
What does Sontag mean when she states: ‘[…] as Simone Weil affirms in her sublime essay on war, ‘The Iliad, or the Poem of Force’ (1940), violence turns anybody subjected to it into a thing’. (p. 9).

WHY WE WATCH?

Empathy? Does the photographer or painter have empathy for their subjects?
Why are we drawn to images of violence?

REMBRANDT



Rembrandt, *Elsje Christiaens Hanging on a Gibbet,* (1664).

DAVID LYNCH



Blue Velvet official rerelease trailer

David Lynch, *Blue Velvet,* (1986).

DAVID CRONENBERG



David Cronenberg, *Crash,* (1996).

MICHAEL HANEKE



Funny Games (1997) ORIGINAL TRAILER [HD 1080p]

Michael Haneke, *Funny Games,* (1997).

QUENTIN TARANTINO



Reservoir Dogs official trailer HD

Quentin Tarantino, *Reservoir Dogs,* (1992).

CLAIRE DENIS



Claire Denis, *Beau Travail,* (1999).

STEVE MCQUEEN



HUNGER Trailer (2008) - The Criterion Collection

Steve McQueen, *Hunger,* (2008).

TIMOTHY H. O'SULLIVAN



Timothy H. O'Sullivan, *A Harvest of Death, Gettysburg, Pennsylvania,* (1863).

FRANCISCO DE GOYA



Francisco de Goya, *The 3rd of May 1808 in Madrid, or "The Executions",* (1814).

ROBERT CAPA



Robert Capa, *The Falling Soldier* (1936).

Francisco de Goya/ *Desastres de la guerra*/

EXAMPLES



Por qué?, (1810 - 1814).

Francisco de Goya/ *Desastres de la guerra*/

EXAMPLES



Fuerte cosa es!, (1810 - 1814).

Francisco de Goya/ *Desastres de la guerra*/

EXAMPLES



¡Duro es el paso!, (1810 - 1814).

EUGENE SMITH



Eugene Smith, *Spanish Wake,* (1950).

EUGENE SMITH



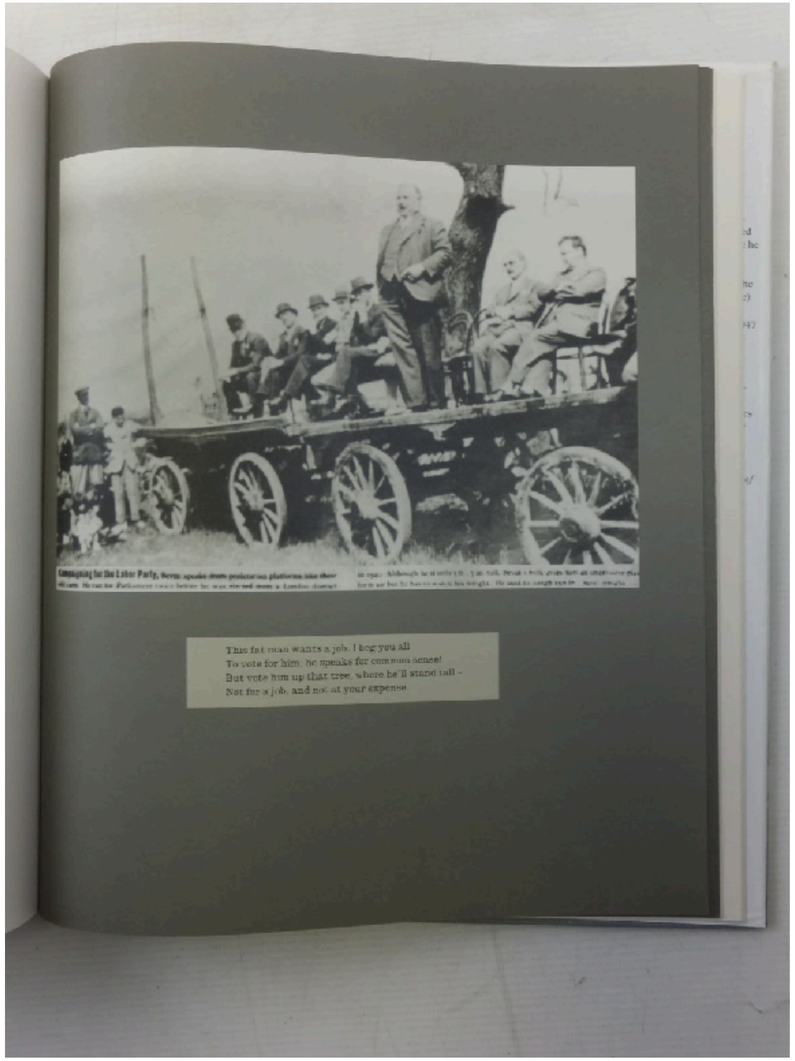
Eugene Smith, *The Civil Guard,* (1950).

PABLO PICASSO

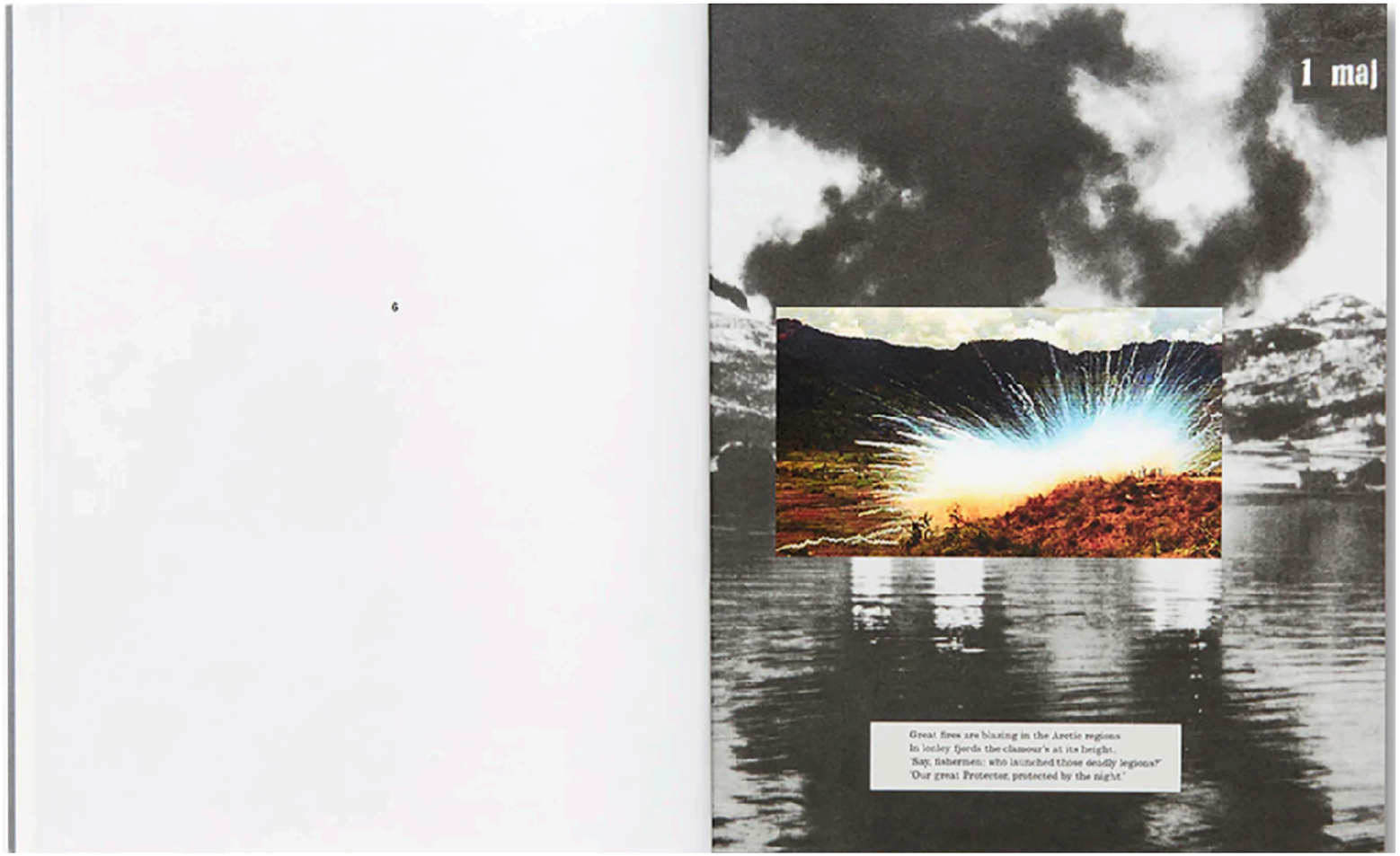


Pablo Picasso, *Guernica,* (1937).

BERTOLT BRECHT/ ADAM BROOMBERG & OLIVER CHANARIN



Bertolt Brecht, *War Primer,* (1955).



Adam Broomberg & Oliver Chanarin, *War Primer 2,* (2011).

FRANCIS BACON



Francis Bacon,*Three Studies for Figures at the Base of a Crucifixion,* (1943-1944).

FRANCIS BACON



Francis Bacon,*Triptych August 1972,* (1972).

FRANCIS BACON

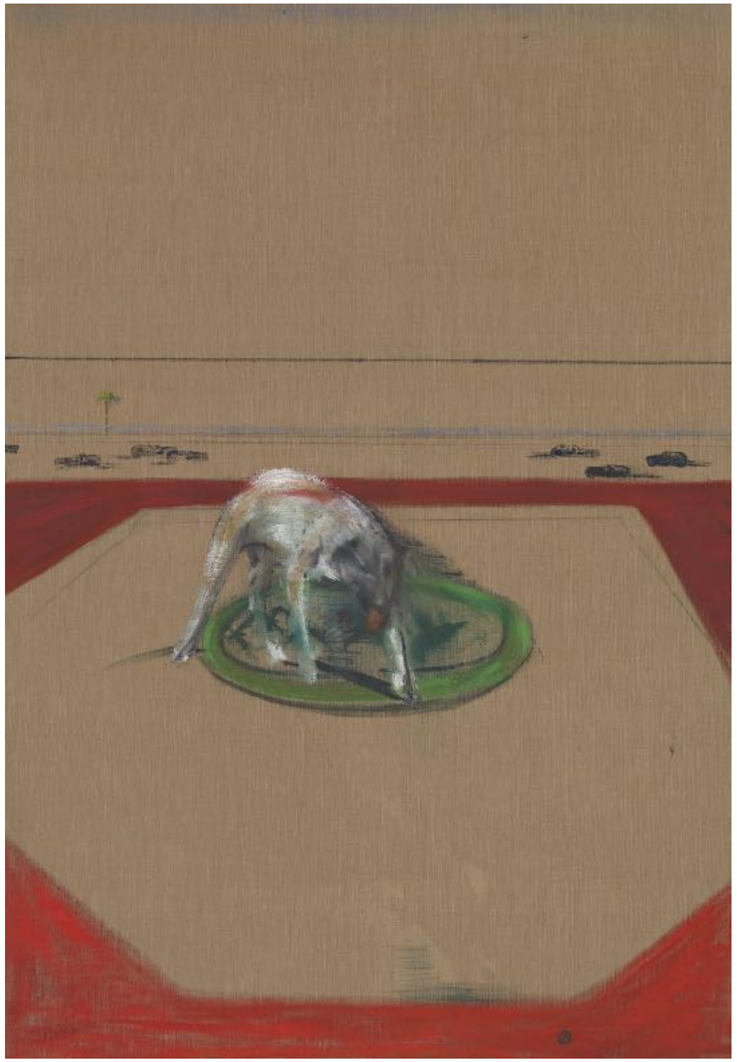


Diego Velázquez, *Portrait of Pope Innocent X,* (1650).



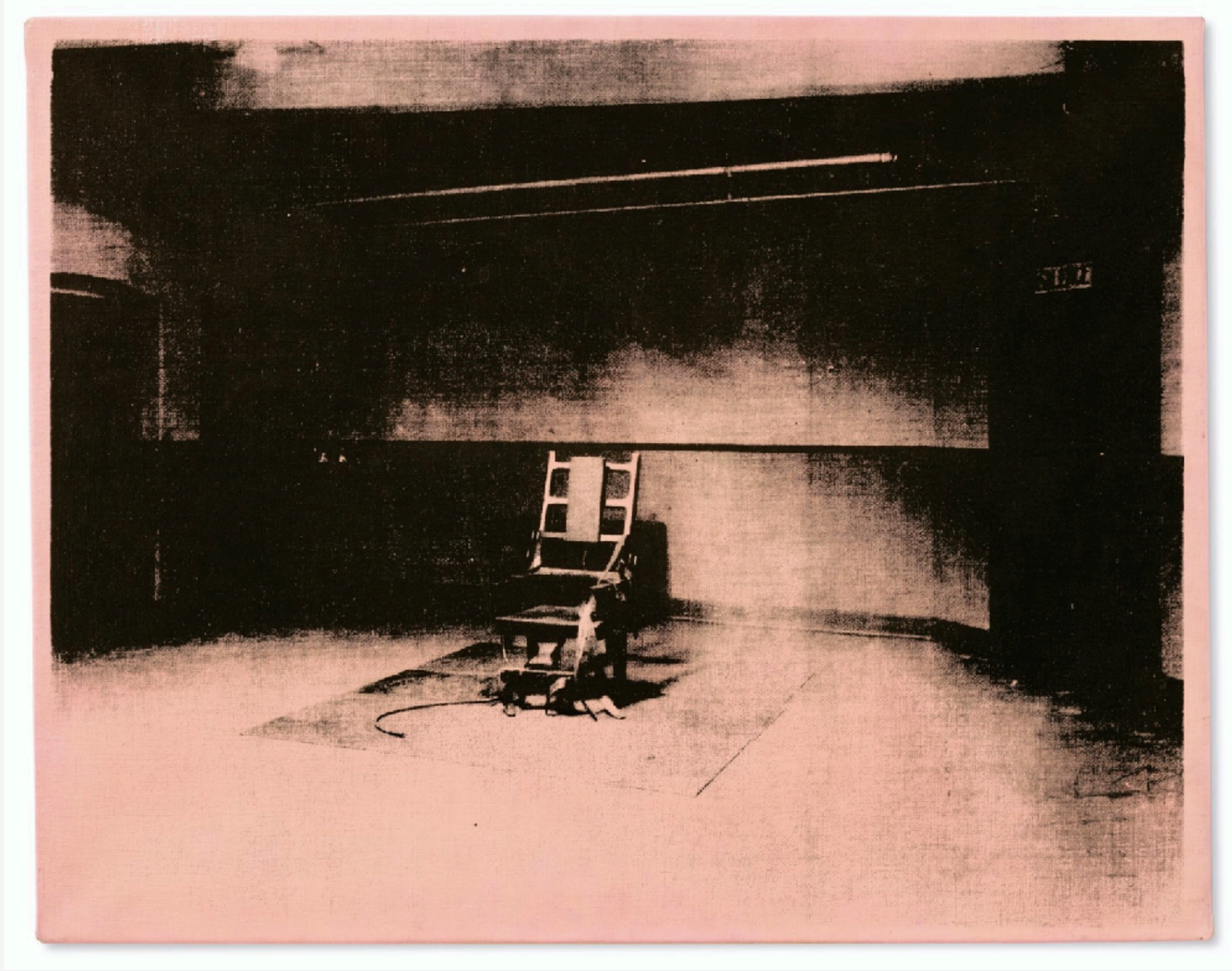
Francis Bacon, *Study after Velázquez's Portrait of Pope Innocent X,* (1953).

FRANCIS BACON



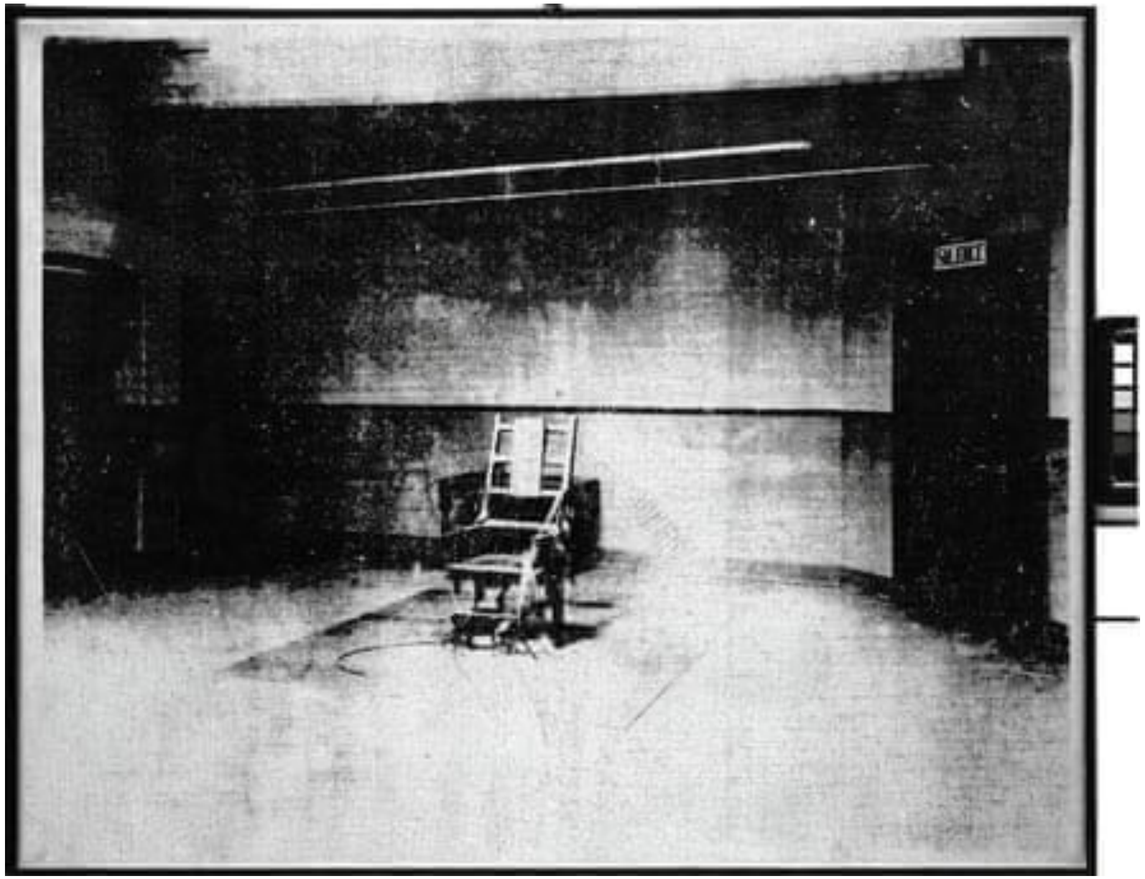
Francis Bacon, *Dog,* (1952).

ANDY WARHOL



Andy Warhol, *Little Electric Chair,* (1964).

ANDY WARHOL



Andy Warhol, *Electric Chair,* (1964).



Andy Warhol, *Big Electric Chair,* (1967).

ANDY WARHOL



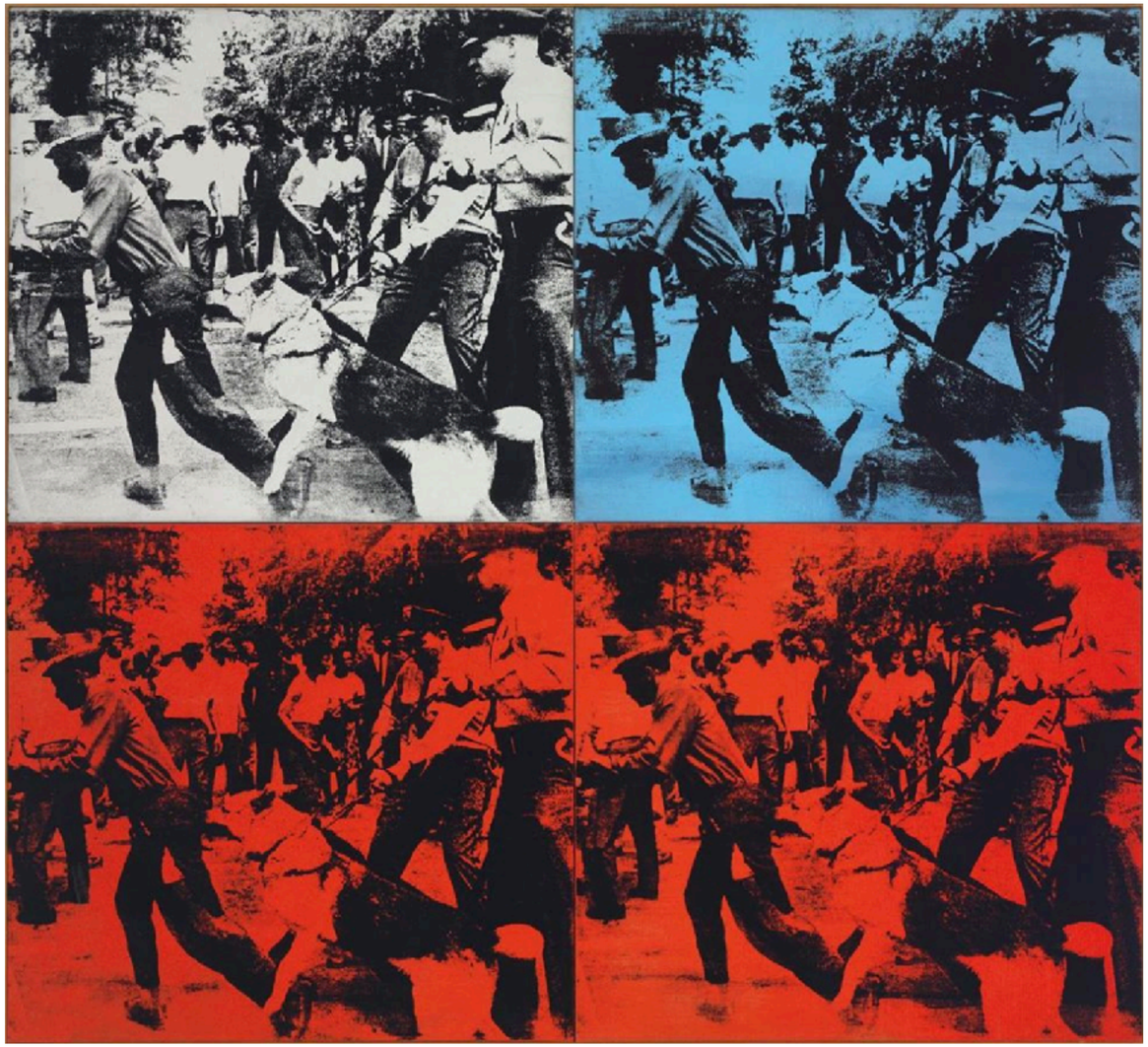
Andy Warhol, *Twelve Electric Chairs,* installation view, Brant Foundation (1964).

ANDY WARHOL



Andy Warhol, *Black and White Disaster #4 (5 Deaths 17 Times in Black and White),* installation view, Kunstmuseum Basel, 2018*,* (1963).

ANDY WARHOL



Andy Warhol, *Race Riot,* (1964).

CHARLES MOORE



Charles Moore, *Dogs used by Birmingham, Alabama Cops to quell Race Riot,* (1964).

ANDY WARHOL



Andy Warhol, Installation view of *ANDY WARHOL/SUPERNOVA: Stars, Deaths, and Disasters*, 1962–1964, with *Race Riot and Pink Race Riot,* (1963).

ANDY WARHOL

Andy Warhol stated that: ‘When you see a gruesome picture over and over again it doesn’t really have any effect’.

Andy Warhol, quoted in “What Is Pop Art? Answers from Eight Painters, Part I,” interviews by Gene R. Swenson, Art News 62, no. 7 (November 1963), pp. 60-61.

Do you think that repetition and constant exposure to violence undermines its capacity to have an effect on the viewer?

ANDY WARHOL



Andy Warhol, *Car Crash,* (1978).

WEEGEE



Weegee, *Car Crash,* (c. 1940 - 1950).

WEEGEE



Weegee, *Car Crash,* (c. 1940 - 1950).

WEEGEE



Weegee, *Car Crash,* (c. 1940 - 1950).

WEEGEE



Weegee, *Car Crash,* (c. 1940 - 1950).

DAN GILROY



Nightcrawler TRAILER 1 (2014) - Jake Gyllenhaal Crime Drama HD

Dan Gilroy, *Nightcrawler,* (2014).

DON MCCULLIN



Don McCullin, *Shell-shocked US Marine,* (1968).



Don McCullin, *A Dead North Vietnamese Soldier, The Battle of Hue,* (1968).

DON MCCULLIN



Don McCullin, *The Bogside, Londonderry, Northern Ireland,* (1971).

DON MCCULLIN



Don McCullin, *Catholic Youths Attacking British Soldiers in the Bogside of Londonderry,* (1971).

DON MCCULLIN



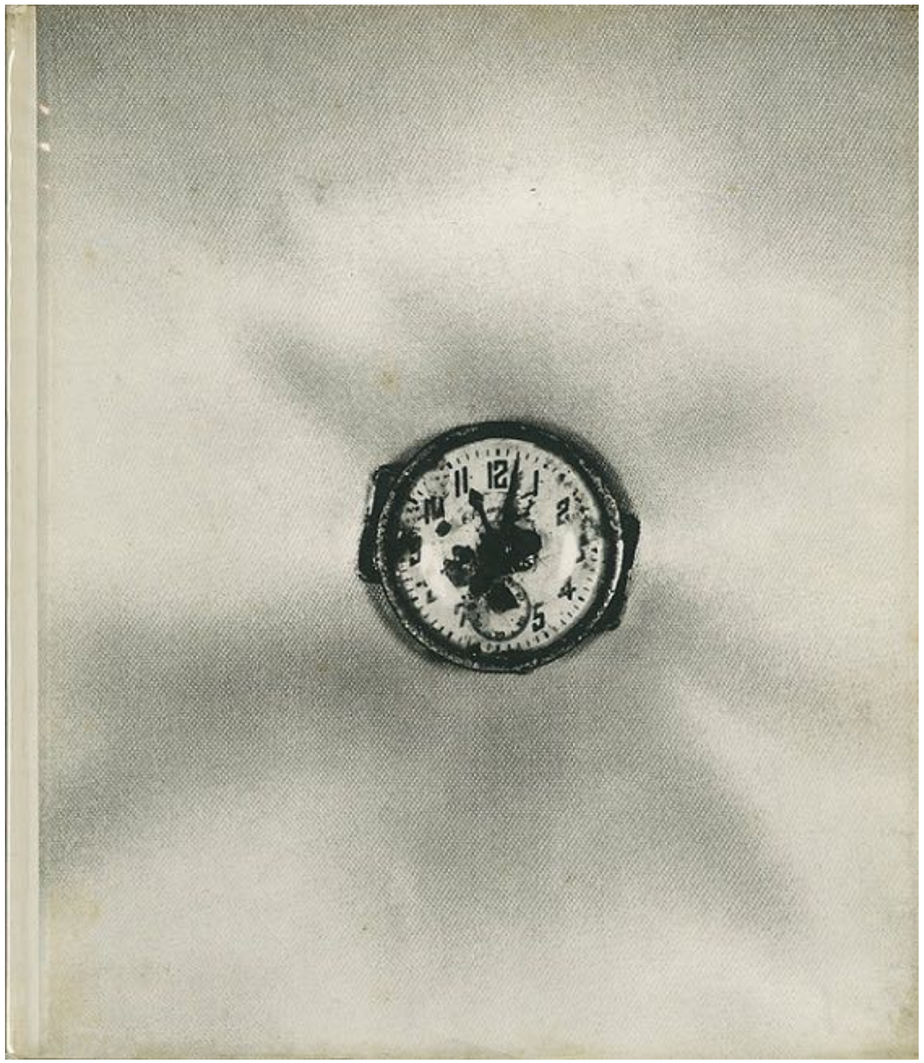
Don McCullin, *Northern Ireland, Londonderry,* (1971).

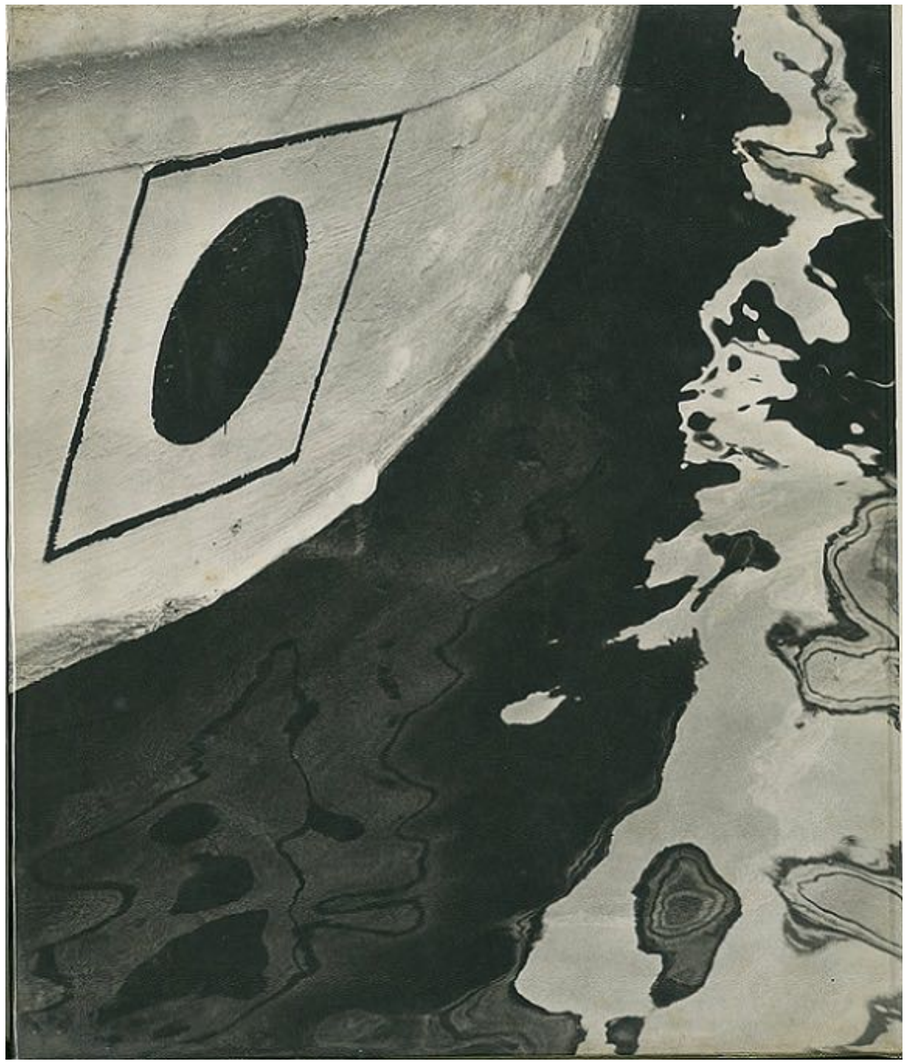
DON MCCULLIN



Don McCullin, *Gangs of Boys Escaping C.S. Gas Fired by British Soldiers, Londonderry, Northern Ireland,* (1971).

SHOMEI TOMATSU

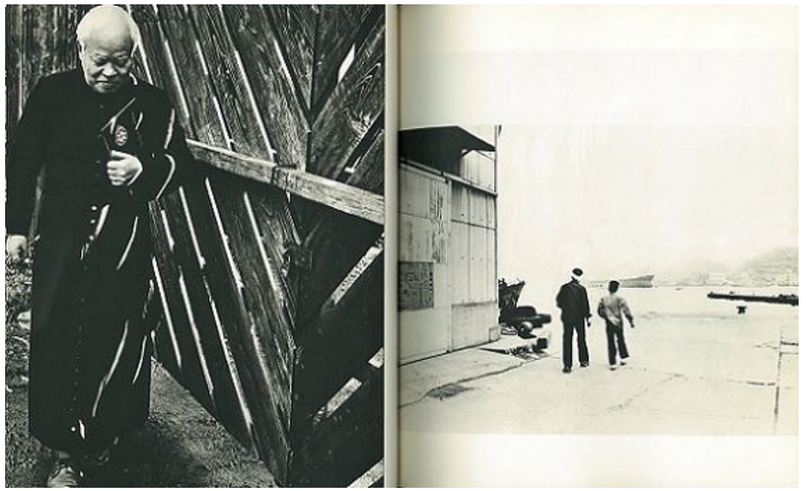


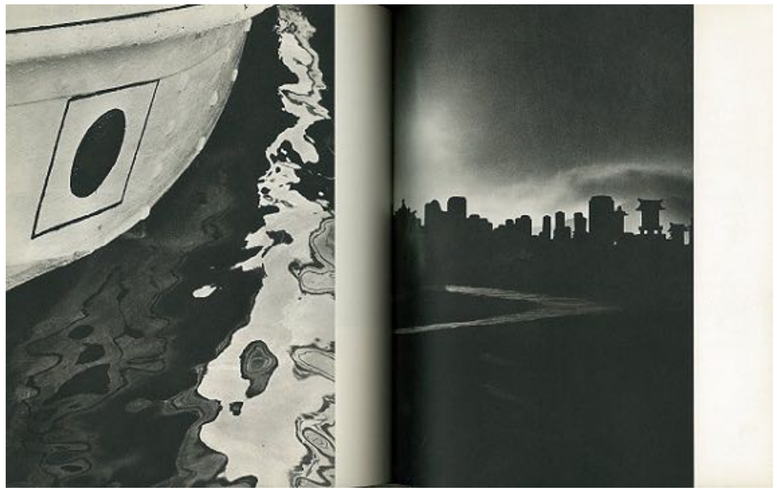


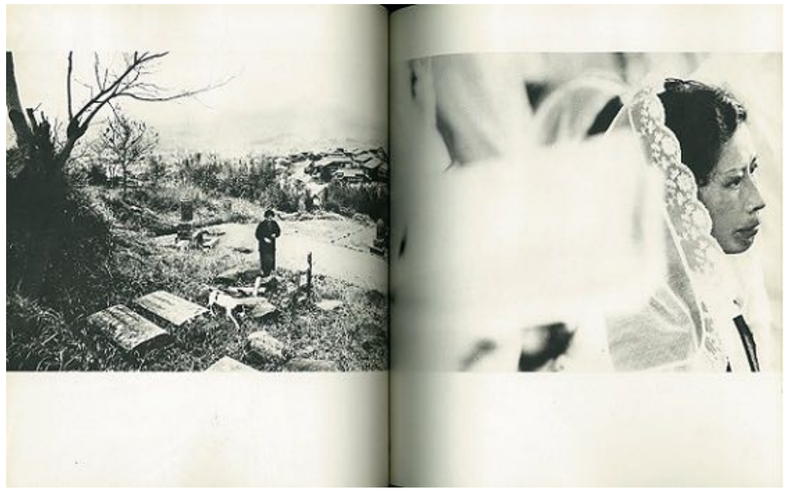
Shomei Tomatsu, *Nagasaki,* (1968).

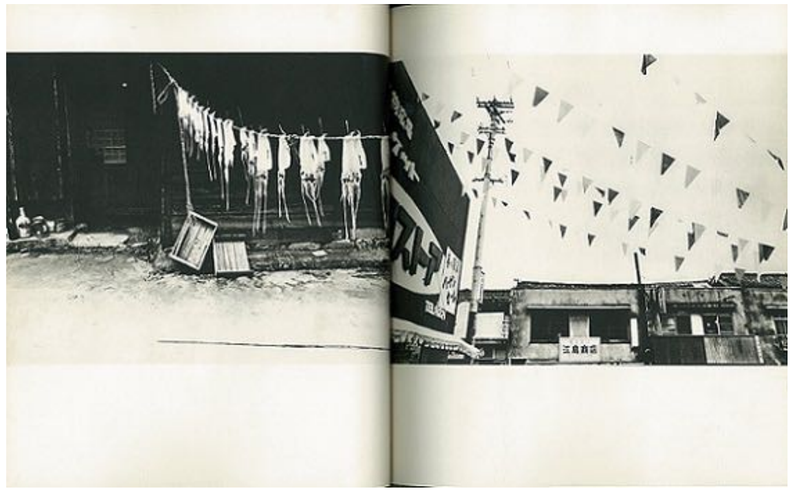
SHOMEI TOMATSU

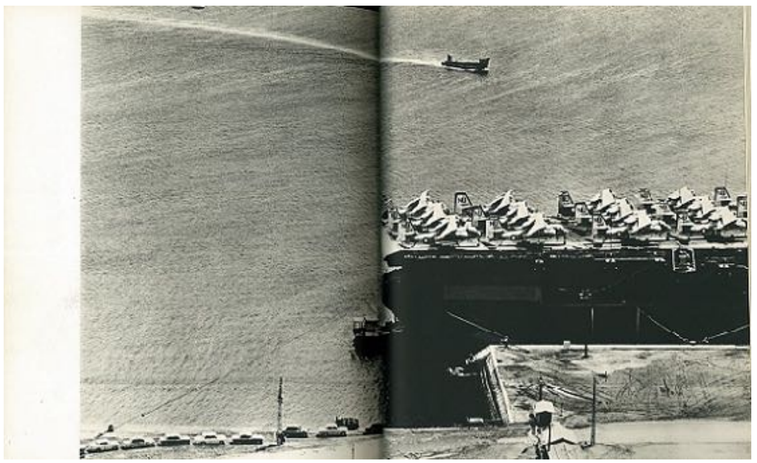












JEFF WALL



Jeff Wall, *Dead Troops Talk (A vision after an ambush of a Red Army patrol, near Moqor, Afghanistan, winter 1986),* (1992).

THÉODORE GÉRICAULT



Théodore Géricault, *The Raft of the Medusa,* (1818-1819).

ACTIVITY

Activity - 10min.

Who are ‘we’ to look at other’s people’s pain?

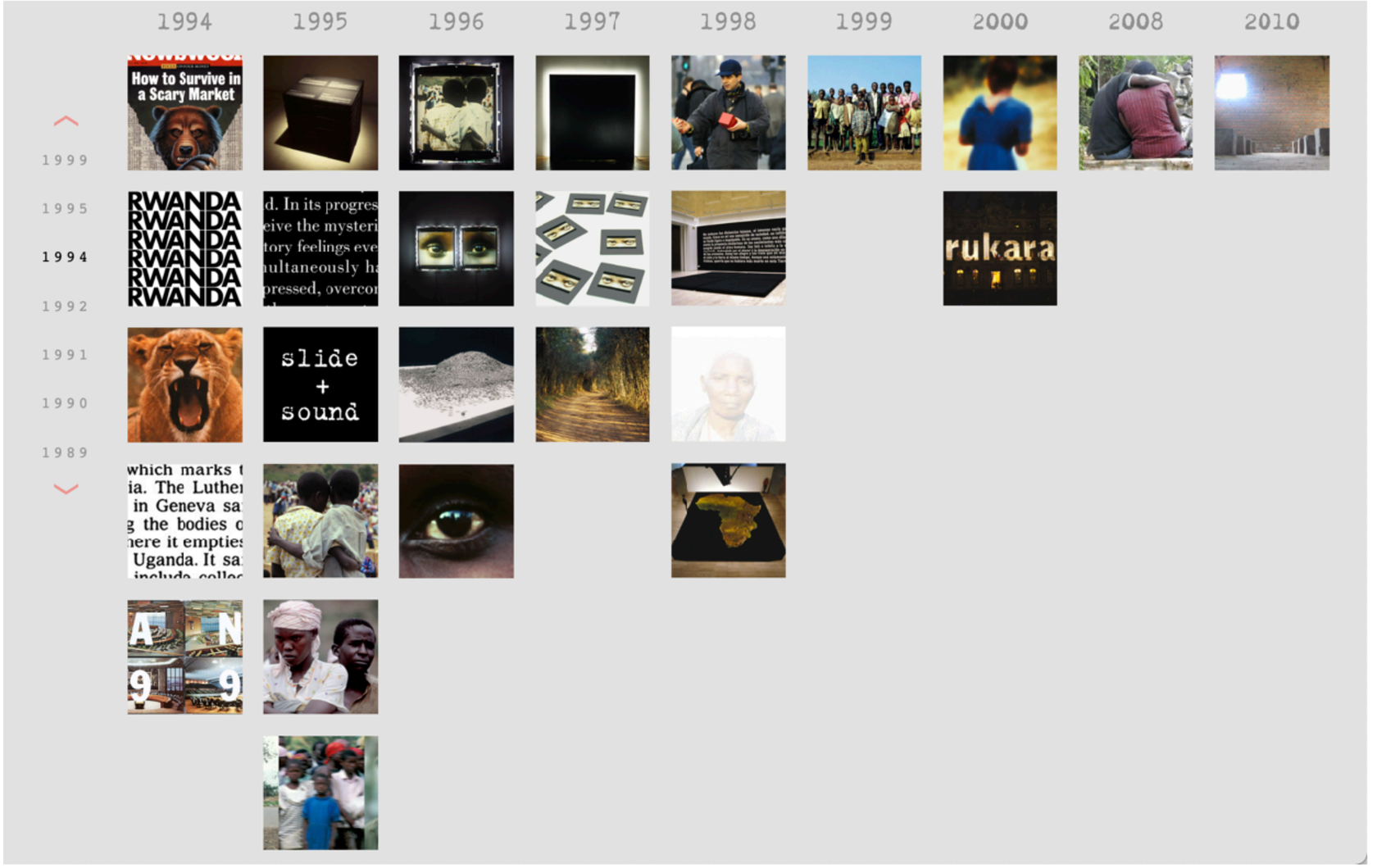
Consider the ethics of you as a viewer looking at those type of images and possible producer of those images.

Why should you have the right to look at those images?

How does it make you feel as a viewer.

Think about specific examples. Consider as we have been discussing in the different sessions the influence of media and how images shape our perceptions of reality.

ALFREDO JAAR



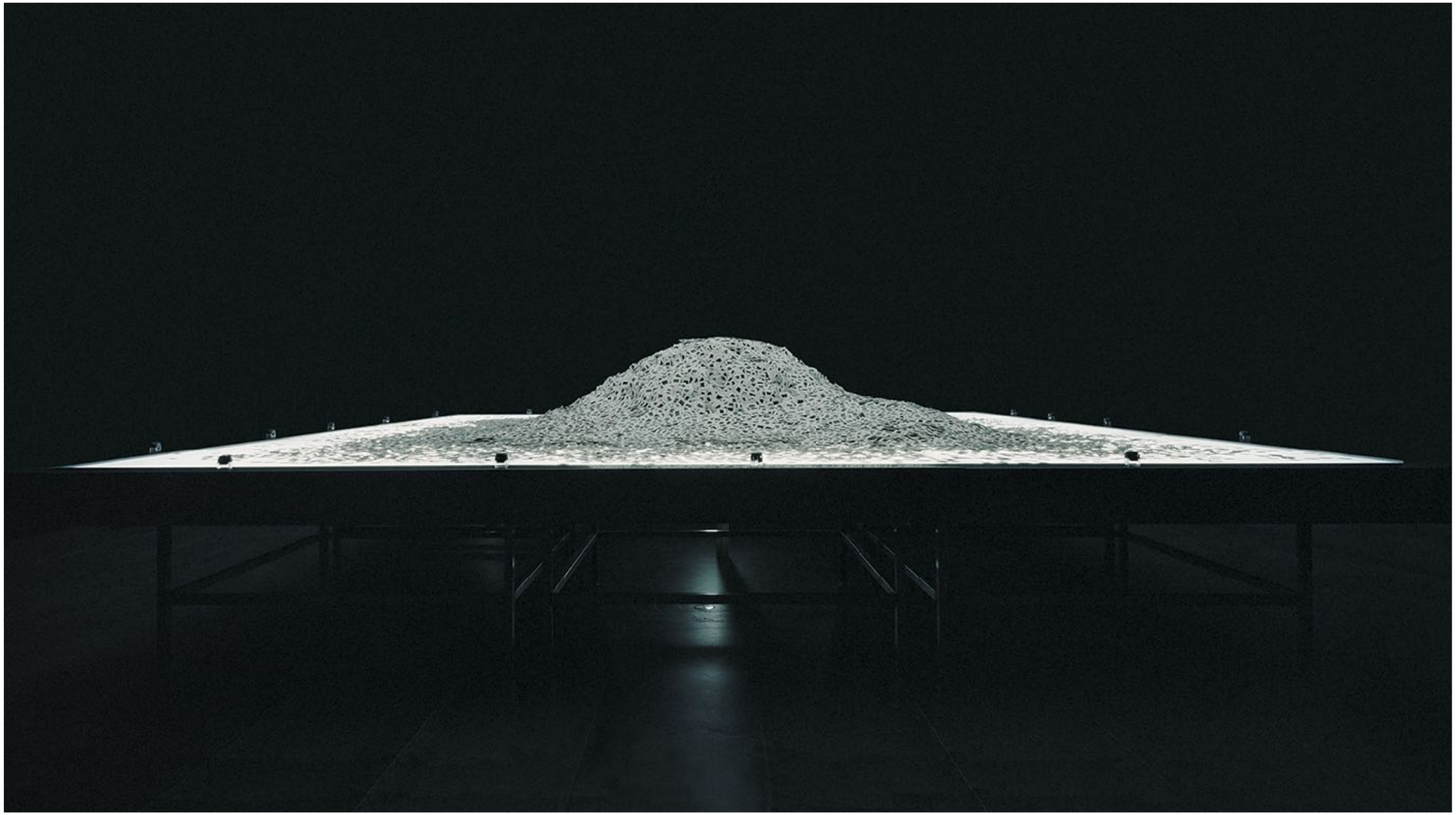
Alfredo Jaar, *The Rwanda Project,* (1994-2010).

ALFREDO JAAR



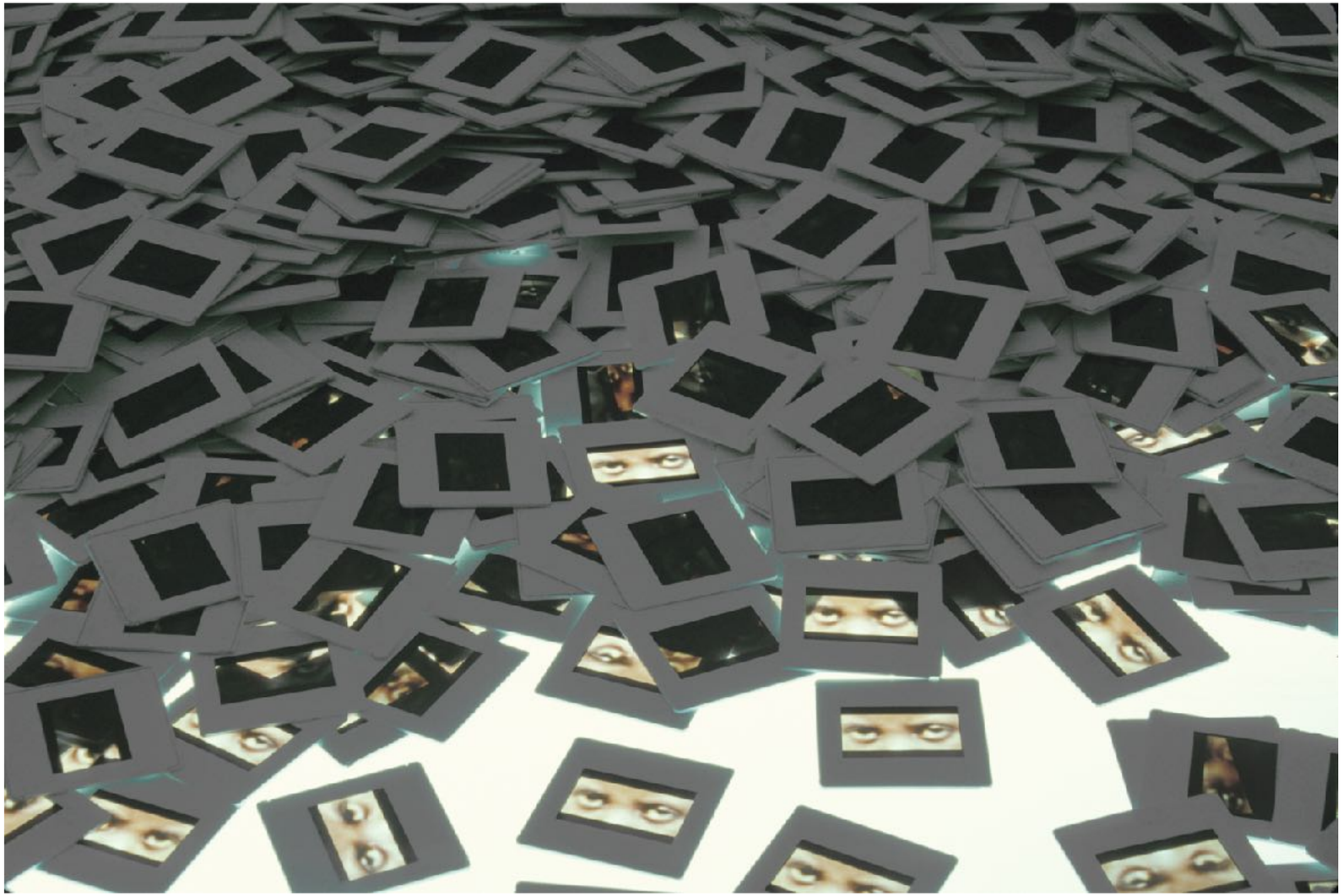
Alfredo Jaar, *The Eyes of Gutete Emerita,* (1996).

ALFREDO JAAR



Alfredo Jaar, *The Silence of Nduwayezu,* (1997).

ALFREDO JAAR



Alfredo Jaar, *The Silence of Nduwayezu,* (1997).

ALFREDO JAAR



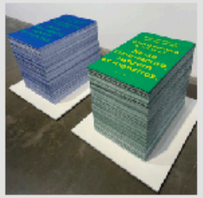
Alfredo Jaar, *The Silence of Nduwayezu,* (1997).

ALFREDO JAAR



Alfredo Jaar, *The Silence of Nduwayezu,* (1997).

ALFREDO JAAR - IMAGES ARE NOT INNOCENT



CHIAROSCURO,
2021



O VELHO MUNDO
ESTA MORRENDO.
O NOVO DEMORA
A NASCER.
NESSE CLARO-
ESCURO, SURGEM
OS MONSTROS.,
2021



YOU AND ME AND
THE OTHERS,
2020



ANTONIO
GRAMSCI,
RITORNA!, 2020



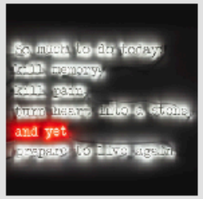
33 WOMEN, 2019



DUE O TRE COSE
CHE SO DEI
MOSTRI, 2019



I CAN'T GO ON.
I'LL GO ON, 2019



AND YET, 2019



THE GARDEN OF
GOOD AND EVIL,
2019



A DAY IN AUGUST
(HIROSHIMA),
2019

JO RACTLIFFE

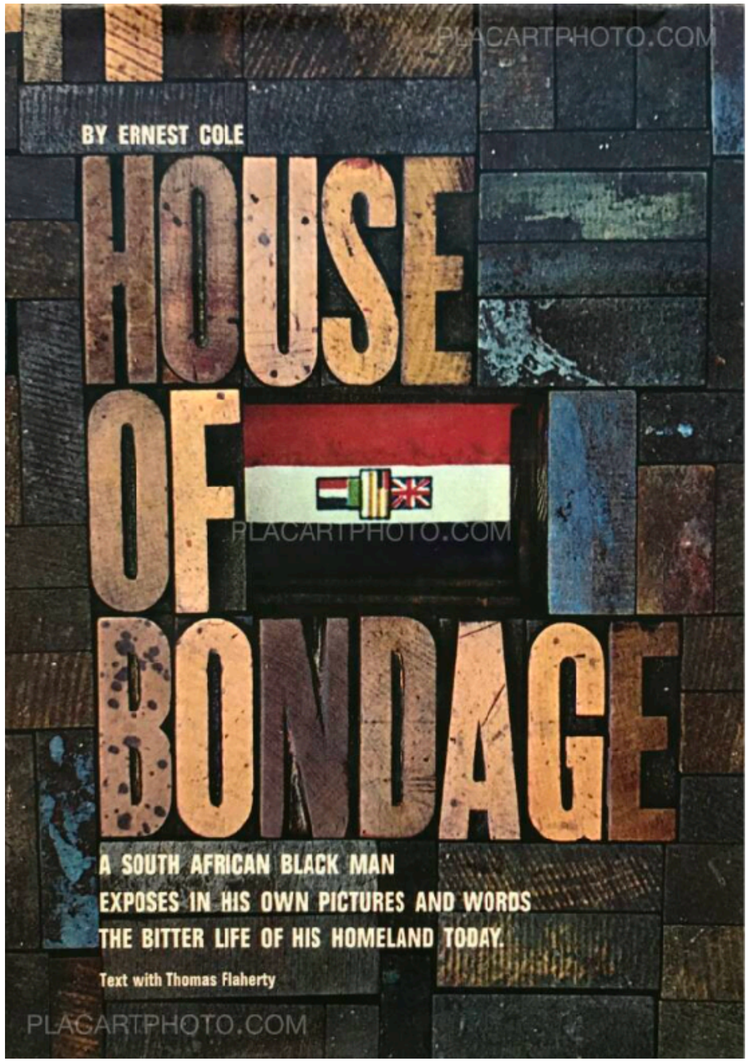


Jo Ratcliffe, *End of Time*, (1996/99).



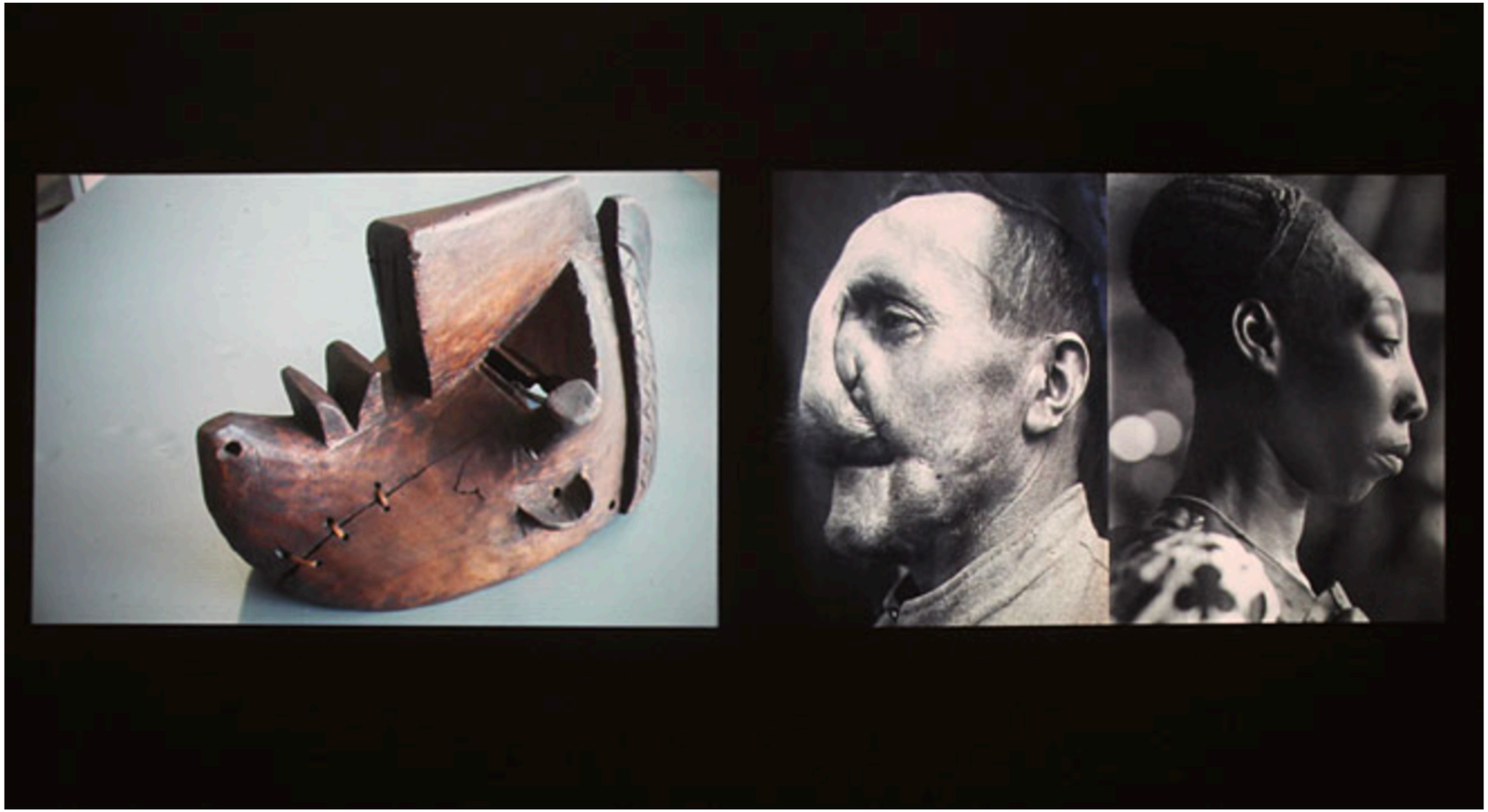
Jo Ratcliffe, *Roadside stall on the way to Viana, 2007, from the series Terreno Ocupado*, (2007).

ERNEST COLE



Ernest Cole, *House of Bondage*, (1967).

KADER ATTIA



Kader Attia, *The Repair from Occident to Extra-Occidental Cultures,* (2012).

KADER ATTIA



Kader Attia, *The Repair, The Debt* (projection), (2012).

ALLAN SEKULA - THE BODY AND THE ARCHIVE, (1986)



Plate 41 from Alphonse Bertillon, Identification anthropométrique, *1893.*

Allan Sekula in 'The Body and the Archive' (1986) argues that projects such as Alphonse Bertillon's police archive of the nineteenth century are at the intersection of a number of discourses from different disciplines that range across statistics, physiognomy, photography and social legal practices of the time. Therefore, he examines the conditions of production of these archives to explain how they produce a specific system of knowledge with its own rules.

This process described by Sekula allows us to see how the instrumental use of photography is constructed. Thus Sekula exposes the archive as an image of control and the violence inflicted to those bodies through a classification system.

TARYN SIMON



Taryn Simon, *Zarah/Farah,* (2008-2011).

TARYN SIMON



Zarah/Farah

Zahra/Farah (2008)

Iraqi actress Zahra Zubaidi playing the role of Farah in Brian De Palma's film "Redacted". Simon created this photograph to serve as the final frame in De Palma's film.

The film is based on the gang rape and murder of a 14-year-old Iraqi girl, Abeer Qasim Hamza, by U.S. soldiers outside Mahmudiya on March 12, 2006. Abeer's mother, father, and 6-year-old sister were murdered while she was being raped. After the soldiers took turns raping Abeer, she was shot in the head and her body was set on fire.

Four American soldiers of the 502nd Infantry Regiment were convicted of crimes including rape, intent to commit rape, and murder.

Zahra/Farah (2009)

Iraqi actress Zahra Zubaidi playing the role of Farah in Brian De Palma's film "Redacted". Simon created this photograph to serve as the final frame in De Palma's film.

Zahra Zubaidi is currently seeking political asylum in the United States. Since appearing in the film, she has received death threats from family members and criticism from friends and neighbors who consider her participation in the film to be pornography.

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Zahra/Farah (2011)

Iraqi actress Zahra Zubaidi playing the role of Farah in Brian De Palma's film "Redacted". Simon created this photograph to serve as the final frame in De Palma's film.
Since appearing in the film, Zahra has received death threats from family members and criticism from friends and neighbors who consider her participation in the film to be pornography.

The film is based on the gang rape and murder of a 14-year-old Iraqi girl, Abeer Qasim Hamza, by U.S. soldiers outside Mahmudiya on March 12, 2006. Abeer's mother, father, and 6-year-old sister were murdered while she was being raped. After the soldiers took turns raping Abeer, she was shot in the head and her body was set on fire. Four American soldiers of the 502nd Infantry Regiment were convicted of crimes including rape, intent to commit rape, and murder.

In 2011, while this work was on view at the Venice Biennale, Zahra Zubaidi was granted political asylum in the United States. Her legal defense cited the international exhibition of this photograph as a contributing factor to her endangerment.

Taryn Simon, Caption that accompanies *Zarah/Farah,* (2008-2011).

TARYN SIMON



Taryn Simon, Installation view of *Zarah/Farah* at Kunstmuseum Luzern in Switzerland (2018).

MICHAEL ARMITAGE



Michael Armitage, *The Fourth Estate*, (2017).

FRANCISCO DE GOYA



Francisco de Goya, *Disparate ridículo*, (1820).

MICHAEL ARMITAGE



Michael Armitage, *The Flaying of Marsyas*, (2017).



Vecellio Di Gregorio Tiziano, *The Flaying of Marsyas*, (1488–1576).

MICHAEL ARMITAGE



Michael Armitage, *The Promised Land*, (2019).

SUMMARY

Some of the ideas that we discussed today are:

- Overall feedback and guidance to take forward for your essays.

- What do we mean by violence?

NEXT SESSION

Session 8 - Tue 22 Nov 2022

Image and Race.

In the second part of the session we will focus on writing skills.

THANK YOU

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