

Course Thematics

Subjective Encyclopedia

Tutors of the course, contact :

Ábris Gryllus (gryllus.abris@mome.hu) (12 alkalom)

Máté Bartha (barthamate@gmail.com) (12 alkalom)

Lecturers:

Dóra Balla

Gábor Gerhes

Forgách Péter

Rádler Luca

Kód: M-SZ-301-FS-252601-09 M-SZ-E-301-FS-252601-09 B-SZ-401-FS-252601-06	Curriculum place: MA1, MA2	Recommended semester: Credit: 5	Tanóraszám: 48 Egyéni hallgatói munkaóra: 102
Related codes: —	Type: practice	Can I add as elective? Yes	in case of free choice, special prerequisites: none

Course number/shift distribution: min. 6, max. 12 person

Course date: Friday, 10:00-12:50

Classroom: Graphic design Otthontér

Aims and principles of the course:

is a cross-disciplinary course where BA and MA students in photography, media design, and graphic design collectively embark on a playful, research-based exploration of their environment. Acting as a fictive scientific committee, the group works toward the creation of a pop-up exhibition that presents a subjective reclassification of their urban surroundings. The starting point is Jorge Luis Borges' Chinese Encyclopedia, a fictional work that humorously reveals the arbitrary and imaginative nature of categorization — inspiring students to invent their own systems for mapping and interpreting the world.

At the outset, students will engage with theoretical and artistic references that examine the classification of knowledge and the organization of visual material — drawing inspiration from philosophy, urban theory, and contemporary artistic practices. Alongside these discussions, the course introduces diverse approaches to working with photography, moving image, sound, graphics, installation, and the creative use of text as part of their projects. While the broader field of observation is the immediate environment — the metropolis, Budapest — students will be guided by a particular thematic focus designed to narrow their research and catalyze inventive responses.

Through city walks, quick experimental tasks, collaborative workshops, and ongoing consultations, students will gradually develop their individual contributions to the group's unified but heterogeneous encyclopedia. The course emphasizes a process-driven, playful, and interdisciplinary approach, encouraging participants to shift toward a more immediate attitude in their creative practices. By thinking together across disciplines, mediums, and theoretical frameworks, students will not only

create a multimedia installation but also experience firsthand how subjective knowledge systems and collective artistic work can offer new ways of engaging with the world.

Knowledge & Ability

- Students can engage with theoretical and artistic references that examine the classification of knowledge and the organization of visual material
- Students can draw inspiration from philosophy, urban theory, and contemporary artistic practices.
- Students can work in an interdisciplinary environment.

Attitude:

- Autonomy and responsibility:
- a sense of responsibility for the design work and the social issues
- the ability to assess in partnership with the community in the design process
- to assess social issues related to disability
- ability to assess own design responsibility in disability-related design
- put design work in a wider context and understand the impact of design on other people's lives
- reflective practices, reflective self- and peer-assessment

Applied research and design methods:

- field research
- team workshops - practice-based exercises
- process-driven approach
- interdisciplinary research
- discursive exercises - lectures and round table discussions
- participative peer consultation, design and testing processes

Topics to be covered within the framework of the course:

- Students will be guided by a particular thematic focus (environment, urban environment, Budapest) designed to narrow their research and catalyze inventive responses.

Tasks and responsibilities of the students:

- Active participation in seminars and consultations
- Documentation and presentation of the topic research, the concept, and the creative process in presentation format
- Technical preparation of the plans

Learning environment:

- classroom

Grading criteria:

- Process (the entire research and design process, as well as the quality of the documentation content) – 50%
- Product (the finalized concept and the resulting solution, as well as the content and aesthetic quality of the documentation) – 50%

Literature:

- Erdély Miklós - Kreativitási Gyakorlatok, FAFEJ, INDIGO
- Walter Benjamin – The Arcades Project

- Henri Lefebvre – The Production of Space
- Julian Barnes: The History of the World in 10 Chapters,
- Umberto Eco – The Infinity of Lists
- Italo Calvino – Invisible Cities
- Jorge Luis Borges – The Library of Babel
- Paul Auster – City of Glass
- Michel Foucault - The Order Of Things

Movies & Videos:

- Everything is Everything (Koki Tanaka)
- Cameraperson (Kirsten Johnson)
- Vernon, Florida (Errol Morris)
- Can't Get You Out of My Head (Adam Curtis)
- Life in a Day 2010, 2020 (Kevin Macdonald, Loressa Clisby, Tegan Bukowski)
- Koyaanisqatsi (Godfrey Reggio)
- Leviathan (Lucien Castaing-Taylor, Verena Paravel)
- Taste Of Cement (Ziad Kalthoum)

Fine art and artists' books:

- August Sander: People of the 20th Century
- Bernd & Hilla Becher: Water Towers
- Aby Warburg: Mnemosyne Atlas
- Gerhard Richter: Atlas
- Batia Suter: Parallel Encyclopedia
- Terrestrial Tales - 100 Takes On Earth
- Look Around. Sense Around, Touch Around, Hear Around
- The Potography Playbook (Aperture)
- Atlas of Remote Islands