

Contextual Studies - Research Practices

ADAD5001

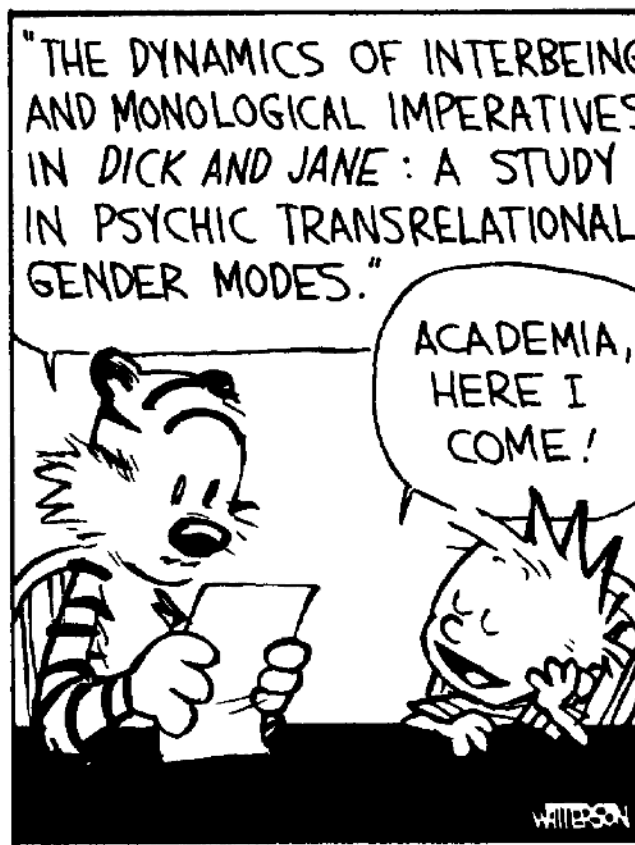
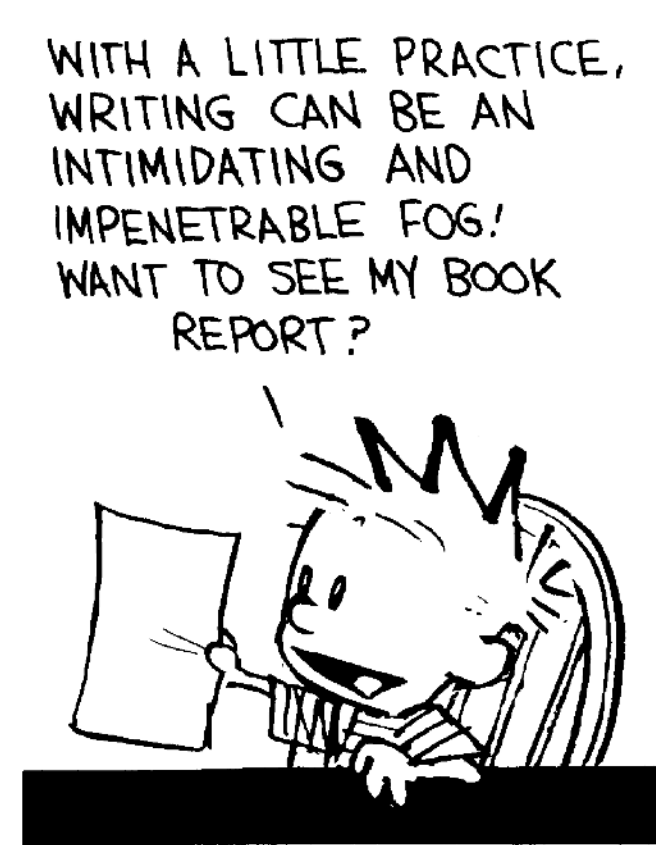
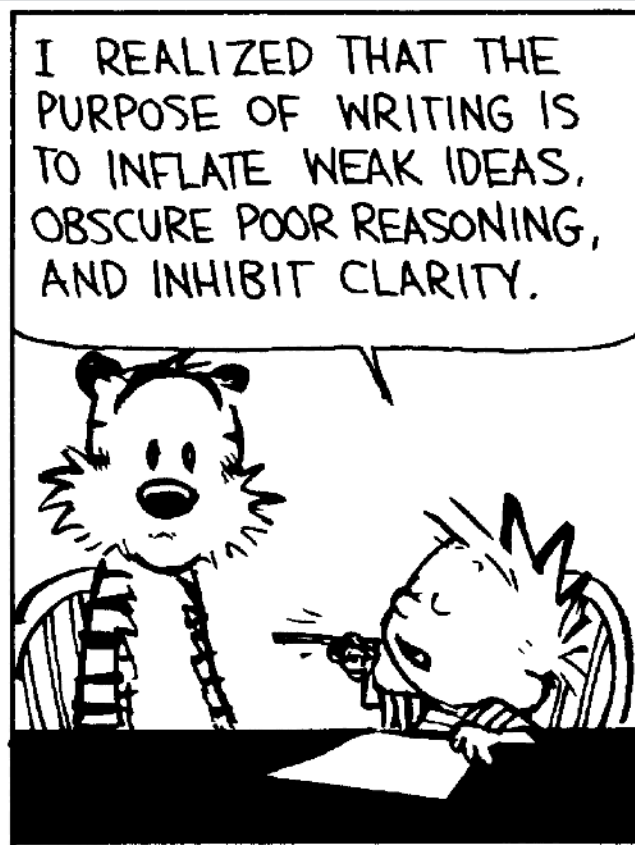
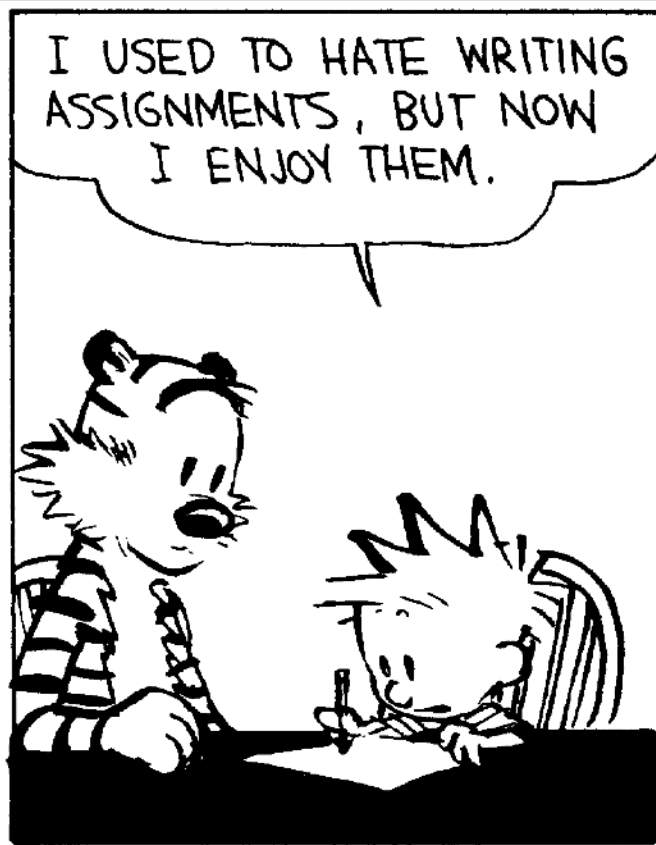
Lens-Based Image Making

Handbook

Lecturer: Paul Duerinckx

Welcome to the Lens-based Image Making strand of the Research Practices Module. A series of lectures and seminars are provided to inspire your engagement with your chosen subject area and to promote the appreciation of its siting within a wider cultural context with an aim that the sessions will form the basis of your Individual Inquiry Proposal.

This handbook provides dates, comments, book lists and other useful information





After Heironymus Bosch, *The Extraction of the Stone of Madness* (c.1494)

Artworks do not exist in isolation, they are nodal: connected to the world at multiple points. It can be simple and complex, subject to both poetic contemplation and the far reaches of arcane theoretical discourse.

Some works, artists, themes or movements invite complex critical enquiry but they can usually be seen, picked up and discussed at a variety of levels. For Example, it is quite possible to write a very good essay about Nan Goldin's work from a viewpoint that considers the work in relation to documentary and the snapshot aesthetic, or to discuss it in terms of feminism and psychoanalysis. But also difficult to complete a good essay on Goldin without understanding and discussing the principles of representation.



SUMMARY

This semester you will receive a carousel of **'Practice in Context'** talks given by your lecturing staff who are studio practitioners along with your regular Contextual Practices Lecturers. The purpose of these talks is to model for you how to work with keywords. This is aimed at preparing you for your dissertation research.

These staff talks will explore the notion of making and doing practice within a social and historical context. The common underlying structure which will link all of these talks will be the following conceptual framework:

1. Biographical (background) Context
2. Cultural Context
3. 3 keywords

These talks will usually begin with a biographical and cultural context, and then show and discuss practices and images in relation to three key words or themes. The words or themes can be broken down deciphered and decoded. The derivation and construction of the word or theme can form part of how the images and practices can be approached or seen. These words will be used to position the work in a theoretical context.

What you need to do:

The approaches used in the staff talks will feed into how you approach your dissertation proposal. You will apply a similar framework to the structure of your proposals:

- **three key words,**
- **three key images (minimum),**

in a synthesis with

- **up to 3 artists and thinkers (or some variation of these)**
- **leading to a question that you will develop for your dissertation.**

Word count 2500 words (allowance is made for 10% either side of the word count).

For an overview of the writing you will ...

- write a short context for your writing (not a formal introduction) (100 words approx.)
- explore your first keyword (6-700 words approx.) with references to texts you hope to use in your dissertation.
- **explore your second keyword (6-700 words approx.) with references to texts you hope to use in your dissertation.**
- **explore your second keyword (6-700 words approx.) with references to texts you hope to use in your dissertation.**
- contextualise how these have led you to a question you wish to research and write about next year (3-400 words approx.).
- with consultation with your Contextual Practices seminar lecturer you will write a fully formed research question with subquestions that might be useful in your chapters (25-50 words approx.).

Submit on Thursday 6th May by 12pm (noon) - this midday time setting allows for any issues with moodle. In the event of issues with Moodle, students should send a PDF of their writing to their seminar leader and upload to moodle before 5pm or at the point moodle is again available.

Your grades and feedback will be available on Moodle next to your Turnitin submission on Friday 4th June (20 working days).

Here is the Semester 2 Module 2 Level 5 weighting =

1. Engagement with Literature skills 20%
2. Knowledge and Understanding Skills 30%
3. Cognitive and Intellectual Skills 30%
4. Practical Application Skills 10%
5. Transferrable Skills for Life and Professional Practice 10%



“Okay, Dave, Denzil, listen up: three keywords; three artists; three theorists or ideas. Use these triads as the basis, or at least the starting point, of your proposal and you won’t go wrong, yeah. Sweet.”

Indicative lecture series:

Week 1 -	28 th Jan	Paul Duerinckx introduces the module
Week 2 -	4 th Feb	Proposal Structure Overview - Using example
Week 3 -	11 th Feb	Ryan Moule - <i>Sensation, Affect and the Postmodern Condition</i> Seminar - Keyword Task
Week 4 -	18 th Feb	Peter Finnemore (Delivered in the Welsh medium) - on Zoom (link tbc.)
Week 5 -	25 th Feb	Seminar - Lecture: Nate Kitch
Week 6 -	4 th March	Joanna Piotrowska Lecture - Seminar
Week 7 -	11 th March	Hamish Gane - <i>In Light of the Past</i> - Seminar
Week 8 -	18 th March	Lecture: Sue Williams - Seminar - Keyword Search
Week 9 -	25 th March	Siân Addicott - <i>Cultural Activism</i> - Seminar

E a s t e r V a c a t i o n

Week 10 -	22 nd April	Group Seminar/Tutorials TBC
Week 11 -	29 th April	Paul Duerinckx - Tutorials
Week 12 -	6 th May	(Hand-in) Paul Duerinckx will be available for last minute advice - 12 noon deadline .

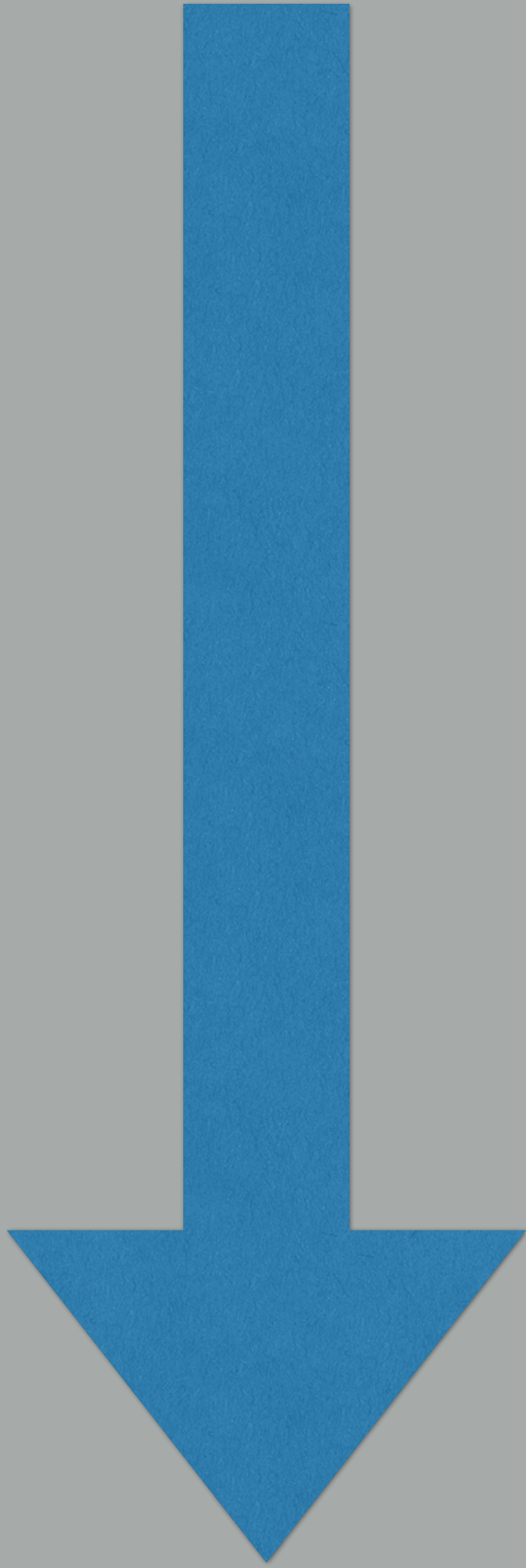
Though you will receive a lecture on the days indicated, please be aware that lecturer/lecture content may change.



Leave.EU Brexit Poster (2016) with stills from Nazi propaganda film

“If your pictures are not good
enough...”





you're not reading enough.”

Tod Papageorge

Useful Texts

Although you should be finding texts that fit your chosen subject, I have listed some useful books that provide some generic and more specific source references appropriate to this level. Further reading advice on the next page.

Essential

Lister, Martin (Ed.) (2013)	<i>The Photographic Image in Digital Culture</i> (2nd edition) Oxford: Routledge
Rancière, Jacques (2011)	<i>The Emancipated Spectator</i> London: Verso
Ritchin, Fred (2013)	<i>Bending the Frame</i> New York: Aperture
Tagg, John (1993)	<i>The Burden of Representation</i> Minneapolis: University of Minnesota Press

Recommended

Campany, David (2018)	<i>So Present, So Invisible</i> Rome: Contrasto
Fontcuberta, Joan (2014)	<i>Pandora's Camera</i> London: Mack
Linfield, Susie (2012)	<i>The Cruel Radiance</i> Chicago: The University of Chicago Press
Mirzoeff, Nicholas (2015)	<i>How to See the World</i> London: Pelican
Solnit, Rebecca (2007)	<i>Storming the Gates of Paradise</i> Berkeley: University of California Press
Strauss, David Levi (2003)	<i>Between the Eyes</i> New York: Aperture
Well, Liz (Ed.) (2018)	<i>The Photography Reader</i> (2nd Edition) London: Routledge

Mustafa Hassona - A'ed Abu Amro, Gaza, October 22, 2018



Eugene Delacroix - *Liberty Leading the people* (1830)

Further Reading Advice

Where do you start? I think that general overviews of the subject area are the best entry. In addition to providing an overview, books like Liz Wells's *Critical Introduction*, Stephen Bull's *Photography* or Charlotte Cotton's *Art Photography* will often have good references and bibliographies listing the key texts for further and deeper reading.

In my introductory talk, I list a number of crucial texts, a kind of (hopefully) un-canonical canon, in specific subject areas.

Under recommended books I mention Nicholas Mirzoeff's *How to See the World* (see previous page). I would highly recommend this to both read cover-to-cover and as a book to dip into. It's like a more wide-ranging update to John Berger's *Ways of Seeing* and provides an excellent overview of visual culture in the modern era.

I would also recommend the Penguin Reference, *Dictionary of Critical Theory*, to help with the understanding of terms and writers you might come across.

I'd also recommend a good language book to assist your writing such as Penguin's *Writer's Manual*.

Curtis, S & Manser M (2002)	<i>Writer's Manual</i> London: Penguin
Macey, David (2001)	<i>Dictionary of Critical Theory</i> London: Penguin
Mirzoeff, Nicholas (2015)	<i>How to See the World</i> London: Pelican



Jeff Wall - *The Storyteller* (1986)



Edouard Manet - *Déjeuner Sur L'Herbe* (1863)



Eugène Delacroix - *The Death of Sardanapalus* (1827)



Jeff Wall - *The Destroyed Room* (1978)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

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 your engagement with relevant and credible literature.*
- *Use discussion, critique and referencing to demonstrate your awareness of suitable theories and concepts.*
- *Apply your referencing skills clearly and consistently.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

- *Manage and organise your research information into the given framework.*
- *Show your knowledge and understanding of the principles and theories of your topic.*
- *Use analysis, discussion, and bibliographic referencing to show your knowledge of relevant research and scholarship.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

- *create links and relationships to theories and practices that apply to your chosen keywords;*
- *critically evaluate and analyse the relevant theoretical and practice-based discourses;*
- *conclude by outlining and justifying the research question (or questions) that have come from your exploration.*

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

- *Assimilate and apply the required rules and criteria of the given format to your text;*
- *Organise information into a coherent framework which identifies a range of concepts and theories and discusses their merits and limitations;*
- *Consistently apply referencing conventions to suit the required format.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

- *Present your text professionally, applying attention to the conventions of English language and grammar.*
- *Communicate your ideas in a coherent and consistent style with due consideration to the reader/audience.*
- *Apply your writing knowledge showing a command of writing structures, such as sentence structure, paragraphing, and appropriate and explicit use of visuals to enhance communication.*



Ansel-fie-Adams

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.

Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and	Communication medium is	Communication medium is poorly designed and/or	Can communicate in a suitable	Can communicate effectively in a	Can communicate well, confidently	Can communicate professionally	Can communicate with an
professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.



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Further Information Plagiarism

Plagiarism (L. plagiarius - a kidnapper)

In the course of your studies, you will read the work of others, and incorporate their ideas into your assignments. You will agree with some and you should say why you do; you will disagree with others and you should say why. What you must never do is to attempt to pass it off as your own either by copying out their phrases and sentences and not acknowledging this, or by appropriating their arguments and ideas as if it were your own. That is a form of kidnapping – you are stealing the ideas and thoughts of another’s mind and pretending that they are your own. It is cheating.

Plagiarism is an Unfair Practice and is subject to a number of procedures, for details of which you may consult the University of Wales Trinity St David (UWTSD) Quality Handbook, which is held in the library. You really don’t want to risk being on the receiving end of those procedures! To stay safe: if you use the exact same words, put them in quotes and reference them. If you use an idea, but put this into your own words, it must still carry a reference to its source. If you borrow a phrase (it might just be two words) that is the invention of someone else, this needs to be in quotes and referenced too.

Links for Extenuating Circumstances, guidance on compensatory measures can be found on the Moodle page for this module.



