

Module Handbook Research in Practice ADAD5004

Contextual Practices
Level 5
Semester 2
KEYWORDS



Module and Seminar Lecturer: Alexander Duncan
Contact: a.duncan@uwtsd.ac.uk

⌘ Maker: Thinker ⌘

Module Overview:

This semester you will receive a carousel of 'Practice in Context' lectures that use keywords as a mode of orientation addressing how practitioners look, think, consider, reshape, redesign and understand the cultural practices that surround them. These will be personal visions from which you will draw out your own frameworks for assessing the area of interest for your Independent Inquiry ADAD6001 at level 6. This series will be led by Alexander Duncan, but will be delivered by practicing artists, from both guest lecturers and staff from Swansea College of Art.

These one hour lectures will be followed by a one hour participatory seminar which will focus on developing your thinking and writing practice.

Audience: This strand is suitable for Fine Art Students and will, when suitable, collaborate with Illustration and Performance based students from UWTSD.

When and Where?

You will be in **Dynevor Conference Room** (as before) for a lecture, followed by a seminar discussion, from 9.30 to 11.30am.

*****There will be a prompt 9.30 start.** If you arrive late, after 9:40am, please wait for an appropriate time to enter to respect the guest speaker.

Hand-in Deadline: Thursday 7th May 2019 (by 12pm) (N.B. this allows for any issues with *moodle* to be dealt with on the day. In the event of issues, students should send the final copy of their writing to their seminar leader and upload to *moodle* before 5pm or at the point *moodle* is again available).

Feedback available on *moodle* from Thursday 4th June 2020 (by 5pm)

Feedback accessible by 6th June, 2019 (5pm).

Practices in Context

Lecture Programme

The 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 framework: -

- SHORT Biographical (background) Context
- Cultural Context
- 3 keywords

All talks usually begin with a short 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.

This will help you to make links between the diverse range of lectures presented through the carousel and will also link to your assignment brief to explore your dissertation proposal. **You will work with three keywords for your dissertation proposal, so this will act as an underlying framework for the structure of the dissertations.**

Indicative lecture series:

Week 1 - **Introduction 30th Jan - Alexander Duncan** introduces the module + feedback on Research in Context ADAD5003 submissions.

*Week 2 - 6th Feb - **Tim Davies** - conference room

*Week 3 - 13th Feb - **Fern Thomas** - conference room

*Week 4 - 20th Feb - **Sue Williams** - Lecture Theatre 1

*Week 5 - 27th Feb - **Kathryn Ashill** - conference room

*Week 6 - 5th March - **Derek Bainton** - Lecture theatre 1

*Week 7 - 12th March - ? Cath / Craig. - conference room

*Week 8 - 19th March - **Tracy Thompson** - Lecture Theatre 1

*Week 9 - 26th March - **Overview from Alex** with advice on fulfilment of the module assessment + Student presentations (tutorials).

Easter vacation used for research and development of your keywords

Week 10 - 23rd April - Show and tell seminar groups

Week 11 - 30th April- Show and tell seminar groups

Week 12 - 7th May (hand in) Alex will be available for last minute advice.

***Please note:** although you will receive a lecture on these days, the date order of the lecturers listed above may change.

Week 1 - Introduction 30th Jan - Alexander Duncan introduces the module.

Week 2 - 6th Feb -Tim Davies

3 Keywords: **Material | Site | Context**

Inspiration: De Certeau, Barthes, Kristeva, Krauss, Berger, Atwood, Murakami, Orwell, PJ Harvey, M. Richter, Bowie, Radiohead, Reich, Adams, Glass, T. Tallis, Bellini, Marley and Britten.

Orwell, G, *essays. 2000* Collected essays (Penguin)

Berger, J. *Portraits 2017* (Verso)

Week 3 - 13th Feb Fern Thomas

3 Keywords: **Ecological | Belief | Citizenship**

Bennet, Jane, *Vibrant Matter: A political ecology of things. 2010.* (NC)Durham

Demos, T.J. *Decolonising Nature: Contemporary Art and the politics of Ecology, 2016* (New York)

Davies, Heather, *Art in the Anthropocene: Encounters Among Aesthetics, Politics, Environments and Epistemologies. 2015*(Open humanities press)

Week 4 - 21st Feb = Sue Williams

3 Keywords: **Multi-ethnography | Conversation| Censorship.**

(GRIME AND BALLET - RAP, MOVES/ Physical performance/ballet/dance)

Key Thinkers: Helen Gorrill, Moondog, Lisa Gerrard

Barnes, Julian, *death 2007.* (Vintage Classics, London)

Bataile, Georges, *Story of the eye. 1928* (Penguin classics)

Week 5 - 27th Feb =Kathryn Ashill

3 Keywords:**Humour | Autobiography | chorus**

Goldberg, Roselee, *Performance Art, 1988.* (Thames and Hudson).

Jackson, Shannon, *Performing Art, Supporting Publics. 2011*

Tutti, Cozey Fanni, *Art Sex Music. 2017* (Autobiography)

Week 6 - 5th March = Derek Bainton

3 keywords: **Psychogeography | Edgelands | Drift**

Psychology, geography, ritual, *flaneur*, *flaneuse*, insurgency, traumascapes, obscenery, memory, Guy Debord, Virginia Woolf, Sophie Calle.

Solnit, rebecca. *Wanderlust. (Granta, 2014)*

Ford, Laura Grace. *Savage Messiah. 2019* (Verso, London)

Sinclair, Iain. *London Orbital, 2003* (Penguin, London)

Sinclair, Iain. *Black apples of Gower, 2016.* (Little Toller Books, London)

Elkin, Laura. *Flaneuse: women walk the city in Paris, New York, Tokyo, Venice and London* (Vintage, 2017).

I had to walk around London's orbital motorway; not on it, but within what the Highways Agency calls the 'acoustic footprints'. The soundstream. Road has

*replaced river. The M25 does the job of the weary Thames, shifting contraband,
legal and illegal cargoes, offering a picturesque backdrop to piracy of every
stamp.*
Iain Sinclair.

Week 7 - 12th March = Craig & daughter?

Ask the group what they want?

Week 8 - 19th March = Tracey Thompson

Keyword: Sustainability

Roy, Ahrandati, *Capitalism, a ghost story*. 2015 (Verso Books)

Brown, Andrew. *Art and ecology now*, 2014. (Thames and Hudson)

Week 9 - 26th March = Overview from Alex + Level 6 Student Presentations

Assignment

Assignment Brief: Write a proposal of 2,500 words which explores the surrounding research context for your emergent area or field of interest. The lectures given in your research strand will give you the opportunity to explore your knowledge of a distinct field or area of study by demonstrating how to use keywords as a mode of orientation. This will help you to develop discipline specific language to direct your research and writing skills.

To complete this assignment, you will develop your own conceptual framework by:

- choosing three keywords
- three key images (or sound related variation of these),

in a synthesis with

- up to 3 artists and thinkers (or some variation of these)
- leading to a clear and focussed *dissertation* question.

You will be required to

- Study independently and use credible sources to develop your research question;
- Choose a suitable structure, writing style and employ relevant referencing conventions around an exploration of your chosen keywords and images;
- Where possible, show how the directions you have chosen in this text could link to your practice or the practices of others;
- Carry out research which enables you to evaluate and discuss material;
- Conclude by creating an informed dissertation question, which leads to a distinct area for further research, providing you with a focus that you can explore in more detail during your final year.

Whatever the topic, your enquiry must be grounded in **research**. Books, journal articles, image banks, films, radio, podcasts, exhibitions/catalogues etc. are the most usual source of information and ideas. What we are looking for is a personal and critical evaluation of the relevant source material. Academic communication is always supported by evidence.

Keep a research-writing diary and document everything! Use your diary to keep lecture notes and direct your tutorials. After the tutorials use the diary to reflect on key moments of learning and tasks you need to complete. Remember to note down the **full Harvard references** of all books and other

resources you use as it doubles your workload to find them at the end of the process when the deadline is approaching.

Remember you will be marked on your ability to engage with academic research, images and keywords. You must provide in-text references and a reference list.

Use the UWTSD Harvard Referencing Handbook to check your referencing:
<https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/Harvard-eng.PDF>

Word count: 2,500 words (allowance is made for 10% either side of the final word count).

Submit on Thursday 7th May by 12pm (N.B. This allows for any issues with moodle. In the event of issues, students should send the final copy of their writing to their seminar leader and upload to moodle before 5pm or at the point moodle is again available).

Feedback will be found on grademark - you can assess this via their original submission portal. All feedback will be received within 20 working days after the assignment deadline and not before.

You will receive your feedback on 4th June 2019 by 5pm.

If you are late submitting your work, you will have 7 days to hand in your late submission and this will be capped at 40%. If you hand in later than 7 days you will receive 0%.

Reading List

Essential:

Williams, R (2014) *Keywords A Vocabulary of Culture and Society* (Fourth Estate.)

Background reading:

Barthes, R. (1997) *Death of the Author in Image, Music, Text*. London: Fontana Press.

Accessed from https://grrrr.org/data/edu/20110509-cascone/Barthes-image_music_text.pdf [Accessed on 12.09.17]

Berger J (1972) *Ways of Seeing* (London: Penguin)

Ingold, T. (2013), *Making*, London, Routledge.

Bennet, Jane, *Vibrant Matter: A political ecology of things*. 2010.(NC)Durham
Demos, TJ. *Decolonising Nature: Contemporary Art and the politics of Ecology*,
2016 (New York)

Brown, Andrew. *Art and ecology now*, 2014. (Thames and Hudson)

Davies, Heather, *Art in the Anthropocene: Encounters Among Aesthetics, Politics, Environments and Epistemologies*. 2015(Open humanities press)

Bishop, Claire, *Artificial Hells: Participatory Art and the politics of Spectatorship*. 2012
(verso books)

Davies, Angela, Y. *Women, race and class*, 2019. (Penguin modern classics)

Barnes, Julian, *death* 2007. (Vintage Classics, London)

Recommended

Barry, P (2017) *Beginning Theory: An Introduction to Literary and Cultural Theory*, Sections on Postmodernism

Tonfini, G. (2000), *Writing as a Visual Art*. Abridged by James Richardson. Exeter: The Scarecrow Press.

Journals (all accessible in the library)

The Journal of Writing in Creative Practice (JWCP)

Photography & Culture

Frieze

ArtForum

Radio

Only artists, BBC Radio 4 Iplayer

Art of Now, BBC Radio 4 Iplayer <https://www.bbc.co.uk/programmes/m000dpjh#play>

Television/video/film

Websites

<https://www.ted.com/talks>

Library and Learning Resources

The Library and Learning Resources (LLR) aims to support all members of the University by providing access to high quality resources, sources of support and a variety of learning spaces to suit the needs of all its students, staff and researchers.

The LLR provides on and off campus access to thousands of online journals, ebooks, and subscribes to online databases relevant to each subject area; in addition to an extensive collection of printed resources, books and journals. The Institute has a designated Academic Liaison Librarian who will provide general induction tours of the Library, as well as more specialised sessions to help students to access the online resources, and to develop the skills required to find, use and evaluate information sources. This support can be provided face-to-face or remotely; by email, over the phone or via Skype. The LLR runs an InfoSkills programme which includes sessions on referencing, copyright, plagiarism and managing your online identity. The library offers access to a wide range of information sources in varied and accessible formats and has a designated member of staff who can help and advise students with disabilities or specific learning requirements, ensuring equality of provision and access to learning materials.

The LLR has a *Need More?* service which aims to provide a one stop shop for all learning resource needs, for example, if a book, journal or thesis is needed which is not in the library stock then it may be purchased or borrowed from another library or as an e-book rental. Further information can be found here: <http://www.uwtsd.ac.uk/library/library-guide/need-more/>.

For recent service developments, updates and contact information please visit the University Library website at <http://www.uwtsd.ac.uk/library/> or follow the LLR on Facebook and Twitter.

The two main databases for Art and Design are 'Art and Architecture Source' and 'Proquest Central' for arts, humanities and social science based references.