

Glasgow School of Art Course Specification

Course Title: FACS 3: Critical Discourses and Research Methods

Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.

Course Code:	HECOS Code:	Academic Session:
UFACS3		2023-24

1. Course Title:
FACS 3: Critical Discourses and Research Methods

2. Date of Approval:	3. Lead School:	4. Other Schools:
PACAAG April 2023	School of Fine Art	N/A

5. Credits:	6. SCQF Level:	7. Course Leader:
20	9	Dr Neil Clements

8. Associated Programmes:
BA (Hons) Fine Art

9. When Taught:
Year 3, Semester 1 and 2

10. Course Aims:
<p>This course aims to develop and support students' knowledge, understanding and facility in the use of central critical discourses, concepts and methods relevant to the study of contemporary and historical Fine Art and cultural practices. It is designed to enable and support a period of research into individually-chosen areas of interest within the framework of these recognised discourses and methods. In Semester 1, students elect one of a selection of lecture-series, each considering specific critical discourses, concepts and debates in the contemporary research field. The chosen focus is further supported and enhanced by critical reading sessions in the subject area and underpinned by a grounding in relevant research methods that prepares students for their assessment at the end of Semester 2 and for their Honours Year submission. In Semesters 1 and 2 the student's research and writing is supported and developed by a combination of formative assessment and individual feedback tutorials.</p>

11. Intended Learning Outcomes of Course:
<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Identify, use and evaluate relevant key discourses which contextualise the understanding of contemporary and historical art or other cultural practices. • Demonstrate an understanding of basic core academic research skills in critical, art historical or cultural studies.

- Apply appropriate research methods according to individual research interests, with an understanding of different discourses, perspectives and methods.
- Demonstrate effective skills of critical evaluation in academic writing, recognising that different critical viewpoints can be reached concerning visual and culture practices depending on the method selected for criticism

12. Indicative Content:

- Critical discourses, methods and histories in the study of art and visual culture, including discourses such as gender studies, post-colonialism, and aesthetic philosophy.
- Explanation, discussion and critical evaluation of key terms, vocabularies, debates and methods pertaining to the study of historical and contemporary art practices.
- Explanation and discussion of academic research skills in relation to the development of an individual research project.
- Consideration of the geographical and historical specificity of discourses and practices in relation to the international and global dimension of contemporary art.

13. Description of Summative Assessment Methods:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Written summative assessment	Source Review (3,500 words)	100%	Semester 2, Week 8

13.1 Please describe the Summative Assessment arrangements:

Students are required to submit their essay directly to Canvas. Written feedback and indicative grade are made available via Canvas and in an individual tutorial.

14. Description of Formative Assessment Methods:

Written formative assessment
Source Review draft (1,000 words)
Submission: Semester 1, Week 12

14.1 Please describe the Formative Assessment arrangements:

Students are required to submit their essay draft directly to Canvas. Individual feedback will be issued to students via Canvas and in an individual tutorial.

15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
13.5	200

15.1 Description of Teaching and Learning Methods:

This course is taught by specialist staff from Fine Art Critical Studies, and may in some cases also include lectures or seminars by guest lecturers. Learning methods may include:

- Lectures
- Guest lectures
- Directed study
- Seminars /Reading Groups
- Small group discussions

- Enquiry-led learning
- Field visits and external research trips
- Reading lists and reading

Timetable: Course taught on Thursdays in Semester 1 and 2.

16. Pre-requisites:

Successful completion of SCQF Level 8 or equivalent

17. Can this course be taken by Exchange/Study Abroad students?	Yes
18. Are all the students on the course taught wholly by distance learning?	No
19. Does this course represent a work placement or a year of study abroad?	No
20. Is this course collaborative with any other institutions?	No
20.1 If yes, then please enter the names of the other teaching institutions:	
N/A	

21. Additional Relevant Information:

N/A

22. Indicative Bibliography:

Semester 1

Individual Electives include their own bibliographies.

Semester 2

Aikens, Nick; Lange, Thomas; Seijdel, Jorinde; ten Thije, Steven; *What's The Use? Constellations of Art, History and Knowledge* (Amsterdam: Valiz, 2016)

Collins, Patricia Hill, and Sirma Bilge, *Intersectionality* (Cambridge: Polity Press, 2016)

Fournier, Lauren, *Autotheory as Feminist Practice in Art, Writing and Criticism* (Cambridge MA: MIT Press, 2022)

Holly, Michael Ann and Smith, Marquard (eds.), *What Is Research in the Visual Arts? Obsession, Archive, Encounter* (New Haven and London: Yale University Press, 2009).

Jones, Amelia and Silver, Erin, *Otherwise: Imagining Queer Feminist Art Histories* (Rethinking Art's Histories) (Manchester: Manchester University Press, 2015)

Meskimmon, Marsha and Rowe, Dorothy (eds.), *Women, the Arts and Globalization* (Rethinking Art's Histories) (Manchester: Manchester University Press, 2015)

Orlando, Sophie, *British Black Art: Debates on the Western Art History* (Paris: Dis Voir, 2016)

Sontgen, Beate, Voss, Julia (eds.), *Why Art Criticism?: A Reader* (Berlin: Hatje Cantz, 2022)

In addition, students develop their own bibliographies in relation to the Source Review

assessment which supports research on a subject of their choice.