THE GLASGOW SCHOOL: OF ART	**Course Specification**

Course Code:	**Session**
PCRS103	2017/18

1. Course Title:
Core Research Skills in Archives and Historical Resources

2. Date of Production/Revision:
3 February 2015

3. Level:
SCQF 11

4. Credits:
15

5. Lead School/Board of Studies:
Graduate School

6. Course Contact:
Dr Madeleine Sclater

7. Course Aims:
What is an archive for, and why are things archived? Who authorises what is archived, and who can access their content? How can creative practitioners work with archives and historical resources as a source of inspiration and value?   This course introduces students to a range of different ways of thinking about and using archives and historical resources. It will explore some of the following topics: • The building of personal archives, from practices of collecting to online photo albums   • Selection processes: what does not get archived, and why?   • 'Hard' archives versus 'digital' archives   • Archiving the ephemeral   • Documenting everyday experience   • Decay, disintegration, and loss: processes of rescue and restoration   • The 'aura' of the archive and its contents   This course aims to:

Date of production / revision	**03 February 2015**

- Provide students with a variety of core research tools that are equally useful across a range of fields of postgraduate study;
- Facilitate cross-disciplinary thought and practical connections, by bringing together students on different programmes of study;
- Enable students to conduct and manage their own self-contained research projects;
- Interrogate the relationships between forms of research and modes of practice.

8. Intended Learning Outcomes of Course:

By the end of the course students should be able to:
- Use appropriate research resources and methods effectively;
- Understand the principles underpinning research at postgraduate level;
- Demonstrate understanding of the relationships between research and practice;
- Organise and conduct research projects effectively and efficiently.

9. Indicative Content:

- Introducing research skills for postgraduate students
- Conceptualising a research question
- Understanding research resources
- Finding and managing information
- Mapping the context
- Developing and managing a project of research
- Practice as research
- Disseminating research outcome

10. Description of Summative Assessment:

Full attendance at lectures, seminars and group discussions is expected. In addition to this, students will be required to submit an assignment and/or presentation that presents an analysis of an idea or concept, artwork, practitioner, or debate which they consider to be at the cutting edge of their field of enquiry. This final assessment submission consists of the following:

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Essay	2500 word written essay (this should include examples of visual work, where appropriate, and a bibliography)	100%	End of Stage 1

OR

Date of production / revision	03 February 2015

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Practical Submission*	A piece of work that uses, critically and creatively, archival sources and materials as inspiration, including a 500 word contextualising statement.	100%	End of Stage 1

10.1 Please describe the Summative Assessment arrangements:

For this course, students will be required to produce and submit **one** assignment. This may take either of the following forms:

- Written submission (Essay): an essay of 2500 words, correctly presented and referenced, relating to a topic pertinent to the course. Students intending to write an essay should have the topic approved in advance by the course tutor.

OR

- Practical submission (Creative Submission) a piece of work that uses, critically and creatively, archival sources and materials as inspiration. This creative submission must be accompanied by a 500 word positioning statement. Students intending to produce a piece of practice should have the form of the work approved in advance.

[*If a student wishes to make use of equipment and technical support from Technical Services, including the use of GSA's media studio, they must first consult with their tutor who will in turn liaise with Technical Services to consider what level of support and technical provision might be available - due to restricted capacity.]

Assessment Criteria
Students on this course will be assessed on their ability to:
- conceptualise and present a research problem;
- utilize appropriate methods and tools when conducting a research project;
- situate their projects of research within a research context;
- critically reflect on the success and effectiveness of their own projects of practice and research;
- demonstrate a level of depth in the analysis of works, practitioners, ideas and/or debates appropriate to postgraduate level

Please also refer to the course handbook for further specific guidance about the assessment criteria.

Date of production / revision	03 February 2015

11. Formative Assessment:
Formative Assessment takes place in week 5/6.
11.1 Please describe the Formative Assessment arrangements:
Please refer to the handbook for details about the formative assessment arrangements.

12. Collaborative:	
Yes ☐	**No** ☒
12.1 Teaching Institutions:	

13. Requirements of Entry:
None

14. Co-requisites:
None

15. Associated Programmes:
All Postgraduate Taught Programmes
16. When Taught:
Stage 1

17. Timetable:
2 hours, Wednesday mornings between 9 – 1 pm.

18. Available to Visiting Students:	
Yes ☒	**No** ☐

19. Distance Learning:	
Yes ☐	**No** ☒

20. Placement:	
Yes ☐	**No** ☒

21. Learning and Teaching Methods:		
Method	**Formal Contact Hours**	**Notional Learning Hours** (Including formal contact hours)
Lecture		
Studio		
Seminar/Presentation	20	20
Tutorial		
Workshop		

Date of production / revision	**03 February 2015**

Laboratory work		
Project work		
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	130
Other (please specify below)		
TOTAL	**20**	**150**

22. Description of "Other" Teaching and Learning Methods:
In addition to several seminars centred around a set of readings and discussion topics, the course will also feature input from a number of guest speakers. Staff from GSA's archives and special collections will introduce the class to the school's holdings, allowing some hands-on experience of working with actual materials. Contemporary practitioners and theorists will talk about working with particular archives and historical resources. Throughout the course, emphasis will be placed on exploring the philosophical ramifications of working with historical sources.

23. Additional Relevant Information:
This course introduces students taking taught postgraduate programmes at the Glasgow School of Art to a range of core research skills, from formulating research questions to methods of utilizing visual and written sources. The ways in which postgraduate study differs from undergraduate – and the significance of research to this distinction – will be explored. Central to the course is the importance of research for practitioners, and the notion of practice as a form of research.   The Core Research Skills courses taught in Stage 1may include the following: • **Academic Skills for Masters Research**   • **Archives and Historical Resources**   • **Business Skills and Creative Entrepreneurship**   • **Writing in Art, Design and Architecture**   • **Drawing as Research**   • **The Sociological Imagination**   • **Popular Culture and Creative Practice**   • **Philosophy and Creative Practice**   • **Analysis and Self Analysis**   • **Design Ethnography in Practice: applying the ethnographic perspective**   • **Visual Mapping: Analysis and Presentation through Graphics**

24. Indicative Bibliography:
Belk, Russell (1995), *Collecting in a Consumer Society*, London: Routledge.   Bennett, Tony (1995), *The Birth of the Museum: History, Theory, Politics*, London:

Date of production / revision	**03 February 2015**

Routledge.

Clanchy, Michael T. (1992), *From Memory to Written Record: England, 1066-1307*, London: Wiley-Blackwell, 2nd edition.

Connarty, Jane and Josephine Lanyon (eds) (2006), *Ghosting: The Role of the Archive within Contemporary Artists' Film and Video*, Bristol: Picture This Moving Image.

Cvetkovitch, Ann (2003), *An Archive of Feelings: Trauma, Sexuality and Lesbian Public Cultures*, Durham, NC: Duke University Press.

Daniels, Maygene F. and Timothy Walch (eds) (1984), *A Modern Archives Reader: Basic Reading on Archival Theory and Practice* (Washington, D.C.: National Archives Trust Fund Board).

Derrida, Jacques (1998), *Archive Fever: A Freudian Impression*, Chicago: University of Chicago Press.

Elsner, John and Roger Cardinal (eds) (1994), *The Cultures of Collecting*, London: Reaktion.

Enwezor, Okwui (2008), *Archive Fever: Uses of the Document in Contemporary Art*, New York: International Centre of Photography/Göttingen: Steidl.

Foucault, Michel (2002), *Archaeology of Knowledge*, London and New York: Routledge, 2nd edition.

| Date of production / revision | 03 February 2015 |