

Course Code:

PCRS108

Session

2017/18

1. Course Title:

Core Research Skills in Philosophy and Creative Practice

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 Ben Greenman

7. Course Aims:

The Course '**Philosophy and Creative Practice**' looks at some of the significant themes in 20th and 21st century philosophy, with the aim of understanding and using philosophical concepts and modes of inquiry as a research tool and as an impetus to creative practice. The course will consist of a series of seminars in which the writing of major philosophers will be discussed. Each seminar will consider a theme, and introduce a set of questions and ideas that will be continued in subsequent sessions; these themes include questions about the notion of knowledge and truth, language, gender and the perception of space and time and their possible ramifications for art and design practices.

This course does not assume any previous knowledge of philosophy and will offer an introduction to key concepts and ideas. It will, however, require reading of set texts some of which are straightforward, accessible arguments and others that are more challenging and demand more patience. Nevertheless, through this study you will gain an ability to discuss and use philosophical concepts with confidence.

This course aims to:

- 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 outcomes

10. Description of Summative Assessment:

Attendance at lectures, seminars and group discussions will be mandatory. In addition to this, students will be required to submit an assignment that presents an analysis of an idea or concept, artwork, practitioner or debate they consider to be at the cutting edge of their field of enquiry. This submission may take one of two forms:

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

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Practical Submission*	A piece of practical work that uses, critically and creatively, philosophical ideas or methods as inspiration. This must include a 500 word contextualizing 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: 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 (portfolio): A piece of work that uses, critically and creatively, philosophical ideas or methods as inspiration. Students intending to produce a piece of practice should have the form of the work approved in advance. The creative submission must be accompanied by a 500 word contextualising statement.

[*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.

11. Formative Assessment:

Formative Assessment takes place in week 5/6.

11.1 Please describe the Formative Assessment arrangements:

Please refer to 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		
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:

This course will be delivered through a series of seminars on philosophical themes in which set reading will be considered.

- Seminar sessions based on set reading
- Individual tutorial, with guidance on individual's submission
- Lecture component in seminars, providing context to learning
- VLE with supporting documents and online material

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 1 may 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:

Allen, Jeffner and Young, Iris Marion (ed.) (1989), *The Thinking Muse: Feminism and Modern French Philosophy*, Bloomington: Indiana University Press

Badiou, Alain (2007), *Being and Event*, London: Continuum

Balibar, Etienne and Rajchman, John (2010), *French Philosophy Since 1945*, London: The New Press

Critchley, Simon and Schroeder, Werner (1998), *A Companion to Continental Philosophy*, Oxford: Wiley-Blackwell
Critchley.

Simon (2001), *Continental Philosophy: A Very Short Introduction*, Oxford: Oxford University Press.

Critchley, Simon (2008), *Infinitely Demanding: Ethics of Commitment, Politics of Resistance*, London and New York:

Verso
~~Difference and Repetition~~ (2004), London: Continuum

Dreyfus, Hubert (1991), *Being in the World: Division 1: Commentary on Heidegger's "Being and Time"*, Cambridge, MA: The MIT Press

Gadamer, Hans-Georg (1995), *Truth and Method*, New York: Continuum
Heidegger, Martin (1993), *Basic Writings*, trans. by David Farrell Krell, San Francisco: Harper Collins

Heidegger, Martin (1985), *History of the Concept of Time: Prolegomena*, Bloomington: Indiana University Press.