

Course Code:

TBC

1. Course Title:

Culture in International Contexts

2. Academic Session:

2011/12

3. Level:

SCQF 11

4. Credits:

15

5. Lead School/Board of Studies:

The Graduate School

6. Course Contact:

Ranjana Thapalyal

7. Course Aims:

This course aims to:

- Engender a grasp of internationally significant issues
- Facilitate the application of such understanding to students' own individual contexts
- Highlight the role of education in challenging or supporting the status quo
- Support the development of an individual research portfolio with interdisciplinary and intercultural contents
- Demonstrate targeted use of postcolonial and other appropriate cultural theories.

8. Intended Learning Outcomes of Course:

By the end of the course students should be able to:

- Demonstrate a grasp of internationally significant issues particularly in relation to their own work context
- Demonstrate targeted use of postcolonial and other appropriate cultural theories;
- Engage in theoretical discourse in relation to specific aspects of historical or contemporary international contexts, particularly in relation to education and art/design practice;

- Critique the role of education in framing contemporary international contexts, and for students from or moving towards pedagogic practice;
- Articulate / propose alternative educational paradigms.

9. Indicative Content:

- Lectures and seminars on key themes
- Critical thinking exercises/workshops
- Interaction with local cultural and social groups and/or individuals
- Attendance at relevant concerts and exhibitions

10. Description of Summative Assessment:

There will be three possible modes of submission:

- A written essay, circa 2,500 words, responding to one of the questions which will be distributed in lectures;
- A studio piece, responding to the above questions with an accompanying shorter essay/literature review of 500 words;
- Research and planning for a hypothetical curatorial commission, incorporating some of the principles discussed in the course, employing virtual technology.

10.1 Please describe the Summative Assessment arrangements:

Students on this course will be assessed on their ability to:

- Develop a creative research methodology appropriate to multidisciplinary and inter cultural projects;
- Demonstrate the application of critical thinking to contemporary and historical international contexts;
- Apply the theoretical material from the course to the analysis of individual professional practice.

11. Formative Assessment:

None

11.1 Please describe the Formative Assessment arrangements:

[Click here to enter text.](#)

12. Collaborative:

Yes

No

12.1 Teaching Institutions:

[Click here to enter text.](#)

13. Requirements of Entry:

None

14. Co-requisites:

None

15. Associated Programmes:

This is a cross-GSA elective, open to all PGT students.

16. When Taught:

Stage 2

17. Timetable:

Fridays, 10am-12pm

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	16	16
Tutorial	1	1
Workshop		
Laboratory work		
Project work		
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	133
Other (please specify below)		
TOTAL	15	150

22. Description of "Other" Teaching and Learning Methods:

[Click here to enter text.](#)

23. Additional Relevant Information:

This course sets out to examine historical and current interaction between different cultures through

the arts, and the fundamental influence of socially endorsed ideas on the artist's output. Taking the need to arrive at a personal and theoretically informed definition of 'culture', 'society' and 'self' as a starting point, it will introduce key themes which impact on our sense of self and community, and responses to these through time. The re-examination of one's own personal context will be the catalyst for developing an informed response to ideas of internationalism and global equality. Themes will include civil rights and disobedience campaigns; Intercultural education; class and cultural politics in education history; art as resistance; art as philosophy (ancient and contemporary); sustainability and globality. Central to the course is the importance of research for practitioners in art, design and education, and the availability of the 'action research' paradigm.

24. Indicative Bibliography:

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