

# MA Art and Politics

## Programme Specification

### Key

**RED TEXT** = back end only

BLACK TEXT = included in the profile and downloadable programme specification

Shaded boxes denote a drop down box with pre-determined options. Where the boxes are not shaded this denotes free text.

**Awarding Institution:** University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Final Award:** MA Art and Politics

**Programme Name:** MA Art and Politics

**Total credit value for programme:** 180cr

**Name of Interim Exit Award(s):** PGDip Art and Politics (120cr)

**Duration of Programme:** 1 Year FT / 2 Years PT

**UCAS Code(s):** N/A

**HECoS Code(s):** (100491) Politics

**QAA Benchmark Group:**

**FHEQ Level of Award:** 7

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** 03/04/2020

**Home Department:** Politics and International Relations

**Department(s) which will also be involved in teaching part of the programme:** N/A

## Programme overview

At the heart of the relationship between art and politics are a huge range of complex issues: global war, conflict and pandemics; food, energy, digital and health (in)security; big data, AI and influential social media environments; mass civil disobedience and persistent anxieties around identity, nationalism, authoritarianism, immigration, terrorism or human rights; concerns about the ‘slow violence’ of, or rapid increase in environmental degradation.

In such a world, the encounter between art and politics becomes ever more urgent and compelling. Contemporary arts practices increasingly claim political origins and motivations, while political actors interfere or seek active involvement with cultural agents of all kinds. An increasing desire to preserve, consolidate or memorialise identity (national or otherwise) has led to the formation of new alliances across cultural and political divides, but also to the embedding of deep and difficult rivalries. Meanwhile the creative industries and the heritage sector are seen as influential agents in the formation, maintenance and destruction of political alliances, or as assets in driving economic or cultural change. Everywhere, the security or destruction of cultural property has led to heated debates around the ownership and display of ‘artefacts’ or public memorials, or to increasing calls for decolonisation, reparation, or acknowledgement of historical injustice.

In such a context, as we will see, contemporary practices are emerging in ways that interrupt or re-invent the languages of both politics and art and the MA in Art and Politics provides you with an opportunity to explore these in a genuinely interdisciplinary (anti-disciplinary) setting. Using a range of critical and practice-based methodologies, we stage an exciting and productive encounter between the insights of critical theory, activist methodologies and aesthetic practices. We ask if, how and for whom is it possible to create change? What does change look, feel or sound like? Is it a good or a bad thing? How can we ‘do politics’ differently, artfully, curiously?

With these questions, this MA programme cultivates curiosity about the strange, intense and often tumultuous relationship between art and politics. It opens up space for acknowledgment of the myriad of ways in which both of these affect all our lives. In so doing, it reflects on our own potential for creative struggle and transformation. Throughout the programme, we work together to develop independent critical creative skills and resources by mobilising or inflecting the knowledges of both ‘Art’ and ‘Political Science’. We look for opportunities to listen to and learn from one another through engagement with both theoretical concepts and the wide variety of tools of practice that you bring with you or develop over the course of the programme.

The MA Art and Politics is unique in that it brings together scholars, activists and practitioners of all stripes into a single space of encounter. This does more than establish a dialogue between Art and Politics – it creates opportunities to re-think existing sets of knowledge and normative practices. Through core and elective modules, we combine a

range of theoretical and practiced-based approaches, building on existing strengths whilst following or developing our own agendas and experimenting with collaborative, reflective or interventionist methodologies.

In addition to the core module 'Art and Politics 1: Theory Event Context', Art and Politics students take at least one practiced-based module from existing options in the Politics and International Relations Department. All students undertake and develop an independent Dissertation project, either in written form or uniquely, via a practice-based piece of work.

## Programme entry requirements

Students should normally have successfully completed an undergraduate programme in a relevant subject and obtained a good grade in their final papers (usually an Upper Second Class Honours). However, the Politics and International Relations Department is committed to widening participation in its degree programmes, including taught postgraduate modules, and welcomes applications from those who have a substantial amount of relevant work experience, but who lack formal qualifications. In such cases entrance is by interview/ portfolio or equivalent evidence of research interests as well as the submission of an essay on a topic determined by the department.

Applicants who do not have the relevant first degree are encouraged to approach the department informally before applying. Non-native speakers of English will be expected to possess an IELTS score of 6.5, or equivalent.

## Programme learning outcomes

Students who successfully complete the **Postgraduate Diploma in Art and Politics** will have demonstrated achievement of the following outcomes.

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Fundamental understanding of the interconnectedness of culture, politics and society in the 20th and 21st-centuries.	Art & Politics 1: Theory History Event Dissertation; option modules.
A2	Developed understanding of a range of creative and political practices which test the boundaries of both 'Art' and 'Politics'.	Art & Politics 1: Theory History Event.
A3	Ability to deploy a range of major works in art theory, international politics, cultural politics, political theory, aesthetics and visual culture.	Art & Politics 1: Theory History Event.

Code	Learning outcome	Taught by the following module(s)
A4	Critical understanding of the relationship between theory and practice as it relates to the study of art and politics. An understanding of 'context' and how this bears on the reading, understanding and outcome of practical project work.	Art & Politics 1: Theory History Event; Compulsory practice-based module.
A5	Through material outcomes and evidence, a broad reflexive and critical approach to research and in relation to the project element, an ability to take responsibility for this in the context of its public presentation.	Art & Politics 1: Theory History Event; Compulsory practice-based module.
A6	The techniques and strategies employed in the making, curating and exhibition of 'work' and how these can be thought about in a variety of public contexts.	Art & Politics 1: Theory History Event; Compulsory practice-based module.

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Demonstrate a high-level understanding of the core theoretical tools in the emerging subfield of Art and Politics.	Art & Politics 1: Theory History Event.
B2	Critically examine and apply a range of ideas, theories and practices, found in artistic, non-academic and academic sources, to contemporary international aesthetic-political events, practices and processes.	Art & Politics 1: Theory History Event; Compulsory practice-based module.
B3	Produce written work of a standard that fully meets the expectations of assessors and examiners and satisfies the requirement that written work is presented, organised and referenced in ways that accord with established academic criteria and standards in the discipline of politics.	Art & Politics 1: Theory History Event; Dissertation; Option Modules.
B4	Systematically and creatively engage in debates relating to art and politics and relate these to contemporary issues in original and imaginative ways.	Art & Politics 1: Theory History Event.
B5	Critically engage theories and methodologies relevant to art and politics and generate intellectual engagement with these through a choice of options.	Art & Politics 1: Theory History Event; Compulsory practice-based module.

Code	Learning outcome	Taught by the following module(s)
B6	Critically and creatively present project work to public audiences.	Compulsory practice-based module.
B7	Offer reasoned and informed introductions to their projects, in terms of concept, strategy, imagined outcome(s) and audience(s).	Art & Politics 1: Theory History Event; Compulsory practice-based module.
B8	Make good use of a wide range of academic, artistic and other agents and expertise in presenting, developing and implementing projects.	Art & Politics 1: Theory History Event; Compulsory practice-based module.
B9	Produce project-work that satisfies the requirement that work is constructed, organised, or curated in ways that accord with criteria, standards and limits set out within the choice, development and context of students' own research projects and that this is of a standard that meets the expectations of assessors and examiners.	Art & Politics 1: Theory History Event; Compulsory practice-based module.

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Conceptualise and articulate contemporary theoretical and empirical debates and practices that occur in relation to notions of culture and politics.	Art & Politics 1: Theory History Event; Compulsory practice-based module.
C2	Creatively apply critical skills to the theory and practice of art and politics.	Art & Politics 1: Theory History Event; Compulsory practice-based module.
C3	Through material outcomes and evidence, develop a broad reflexive and critical approach to research and in relation to the project element, an ability to take responsibility for this in the context of its public presentation.	Art & Politics 1: Theory History Event; Compulsory practice-based module.
C4	Demonstrate an understanding of 'context' and how this bears on the reading, understanding and outcome of activist and project work.	Art & Politics 1: Theory History Event; Compulsory practice-based module.

### Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Effectively communicate, explain and debate in a wide range of contexts and with a broad range of interlocutors (from both the fields of art and politics),	Art & Politics 1: Theory History Event; Elective options; Compulsory practice-based module.

Code	Learning outcome	Taught by the following module(s)
	including designing and producing clear and well-structured written work on specific themes/topics or events.	
D2	Exercise initiative and personal responsibility in effective independent work with the attendant skills of work organisation, time planning, independent decision making and keeping to deadlines under often complex and unpredictable circumstances.	Art & Politics 1: Theory History Event; Elective options; Compulsory practice-based module.
D3	Work productively in a group, organising and allocating responsibilities and providing mutual support.	Art & Politics 1: Theory History Event; Compulsory practice-based module; Elective options.
D4	The ability to communicate ideas and information through a variety of non-discursive means and with a variety of audiences.	Art & Politics 1: Theory History Event; Compulsory practice-based module.
D5	The skills to access and utilise required materials, expertise and contexts for dedicated project-work.	Art & Politics 1: Theory and History; Compulsory practice-based module.

\* Where 'Compulsory Practice-Based Module' is stated, students select at least one of the two practiced-based modules offered by PIR:

1. Designing Politics.
2. Counter-Mapping: The Politics of Space.

In addition to the above learning outcomes, students who successfully complete the **MA in Art and Politics** will also have demonstrated the achievement of the following learning outcomes:

## Knowledge and Understanding

Code	Learning outcome	Taught by the following modules
A1	Methods, concepts and terminologies employed in the study of Art Theory, Visual Culture, Cultural Studies, International Politics and the interpretation of political art / actions in the contemporary world.	Dissertation.
A2	Ideologies and theories that have most powerfully shaped and influenced contemporary international political art theory, practices and debates.	Dissertation.

## Cognitive and Thinking Skills

Code	Learning outcome	Taught by the following modules
B1	An ability to make sophisticated and discriminating use of the language and concepts found in contemporary international politics and in contemporary art, critical theory and visual culture.	Dissertation.
B2	An ability to formulate and present views, in a coherent and persuasive fashion, about the relationship between art, politics and broader cultural events.	Dissertation.
B3	An ability to accurately present and critically evaluate rival views of the 'proper' relationship between art and politics.	Dissertation.
B4	An ability to undertake substantial independent research – using electronic and conventional library resources as well as materials from primary and secondary sources – into the relationship between art, politics, issues and processes.	Dissertation.

## Subject Specific Skills and Professional Behaviours and Attitudes

Code	Learning outcome	Taught by the following modules
C1	The techniques and strategies employed in the making, curating and exhibition of 'work' and how these can be thought about in a variety of public contexts.	Dissertation.

## Transferable Skills

Code	Learning outcome	Taught by the following modules
D1	The experience of using research strategies to a level appropriate to progression to doctoral level or in research management.	Dissertation.
D2	The ability to appraise critically existing studies, evaluate their usefulness, and be able to apply this learning both in critical and practical research projects.	Dissertation.
D3	The ability to undertake independent research projects through dissertations and project work.	Dissertation.

D4	The capacity to utilize their experience of using research and practical strategies to a level appropriate to progression to doctoral level.	Dissertation.
D5	Effectively communicate, explain and debate in a wide range of contexts and with a broad range of interlocutors (from both the fields of art and politics), including designing and producing clear and well- structured written or project work on specific themes/topics or events.	Dissertation.

## Grading Criteria (postgraduate)

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Represents the overall achievement of the learning outcomes and the skills below to an exceptional level
70-79%	Distinction	Represents the overall achievement of the learning outcomes and the skills below to an excellent level: <ul style="list-style-type: none"> <li>• Clear and logical argument with appropriate linkages.</li> <li>• Analytical use of key concepts in exposition.</li> <li>• Appropriate location in relevant literature.</li> <li>• Relation of theoretical and empirical material.</li> <li>• Location of subject within a wider framework of debate.</li> <li>• Good use of theory in structuring hypotheses.</li> <li>• Skilled application of selected research techniques.</li> <li>• Thorough organisation and planning.</li> <li>• Location and use of source materials.</li> <li>• Implementation of strategies for collecting information.</li> <li>• Clarity of expression and appropriate use of language.</li> <li>• Accuracy in spelling, grammar and punctuation.</li> <li>• Consistency and thoroughness in referencing and bibliography.</li> </ul>
60-69%	Merit	Represents the overall achievement of the appropriate learning outcomes to a good level. There will be very good use of many or most of features outlined above. However, some aspects will be less fully realised. The work will not be as strongly original, distinctive or individual as a 70%+ grade answer. <ul style="list-style-type: none"> <li>• Overall structure of the argument is clear and coherent.</li> <li>• Evaluative use of key concepts.</li> <li>• Location of argument within relevant literature.</li> </ul>

		<ul style="list-style-type: none"> <li>• Awareness of relation between theory and empirical data.</li> <li>• Knowledge of position of subject matter in wider debates.</li> <li>• Use of theoretical material in structuring hypotheses.</li> <li>• Application of selected research techniques.</li> <li>• Effective organisation and planning.</li> <li>• Accessing relevant sources.</li> <li>• Competent implementation of strategies for collecting information.</li> <li>• Clarity of expression.</li> <li>• Appropriate spelling, grammar and punctuation.</li> <li>• Consistent use of referencing and bibliography.</li> </ul>
50-59%	Pass	<p>Represents the overall achievement of the appropriate learning outcomes to a threshold level. There will be good use of some of the features of a 70%+ grade answer. However, some elements will be only partially realised. The work will not contain any serious omissions or irrelevancies.</p> <ul style="list-style-type: none"> <li>• Most of the argument will be clearly structured.</li> <li>• Understanding and recognition of key concepts.</li> <li>• Recognition of most of the relevant literature.</li> <li>• Limited, though fairly sound, use of theory and empirical data.</li> <li>• Some understanding of wider debates surrounding the subject.</li> <li>• Limited use of theory in structuring hypotheses.</li> <li>• Satisfactory use of chosen research methods.</li> <li>• Reasonable organisation and planning.</li> <li>• Accessing some relevant sources.</li> <li>• Limited use of strategies for collecting information.</li> <li>• Reasonably clear expression.</li> <li>• Mostly correct spelling, grammar and punctuation.</li> <li>• Referencing and bibliography broadly in line with guidelines.</li> </ul>
30-49%	Fail	<p>Represents an overall failure to achieve the appropriate learning outcomes. There may be errors, omissions or irrelevancies and significant elements of the learning outcomes and skills will be unmet.</p> <ul style="list-style-type: none"> <li>• Unclear structure and logical progression.</li> <li>• Limited understanding of key concepts.</li> <li>• Limited recognition of relevant literature.</li> <li>• Uneven use of theoretical and empirical materials.</li> <li>• Little understanding of wider debates surrounding the area.</li> </ul>

		<ul style="list-style-type: none"> <li>• Uneven application of theory in structuring hypotheses.</li> <li>• Uneven application of selected methods.</li> <li>• Limited organisation and planning.</li> <li>• Limited accessing of relevant sources.</li> <li>• Lack of clarity in expression.</li> <li>• Mistakes in spelling, grammar and punctuation which impede clarity.</li> <li>• Referencing and bibliography only partially accurate.</li> </ul>
10-29%	Bad fail	<p>Represents a significant overall failure to achieve the appropriate learning outcomes. Students will show minimal or no evidence of knowledge or understanding of key themes and issues. The work will suffer from one or more of the following:</p> <ul style="list-style-type: none"> <li>• Structure and logic are weak and muddled.</li> <li>• Very limited understanding of key concepts.</li> <li>• Little recognition of relevant literature.</li> <li>• Little use of theoretical and empirical material.</li> <li>• Very little understanding of the subject in the context of wider debates.</li> <li>• Very limited application of theory in structuring hypotheses.</li> <li>• Poor application of selected research methods.</li> <li>• Disorganised research and lack of planning.</li> <li>• Little accessing of relevant sources.</li> <li>• Unclear expression which distorts argument.</li> <li>• Many mistakes in spelling, grammar and punctuation.</li> <li>• Little accuracy in referencing and bibliography.</li> </ul>
1-9%	Very bad fail	<p>A submission that does not address the specified learning outcomes (shall be deemed a non-valid attempt and the unit must be re-sat). The work will suffer in some degree from most or all of the characteristics below:</p> <ul style="list-style-type: none"> <li>• Structure and logic are very unclear.</li> <li>• Little or no understanding of key concepts.</li> <li>• Very poor or no recognition of relevant literature.</li> <li>• Very poor or no use of theoretical and empirical material.</li> <li>• No recognition of subject in the light of wider debates.</li> <li>• Poor application of theory in structuring hypotheses.</li> <li>• Very poor application of selected research methods.</li> <li>• Very poor organisation and planning.</li> <li>• Very poor or no accessing of relevant literature.</li> <li>• Very unclear expression which distorts argument.</li> <li>• Very poor spelling, grammar and punctuation.</li> </ul>

		<ul style="list-style-type: none"> <li>• No referencing or bibliography.</li> </ul>
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

## Mode of study

MAAP is strongly committed to the use of a range of pedagogies to deliver its curriculum at post-graduate level and engage students in the learning process. All modules provide students with an opportunity to participate in discussions designed to explore and reinforce the knowledge gained through reading writing or making work. A range of methods are used, including seminars, lectures, workshops, student presentations, collaborative work and debate. These provide different kinds of critical reflexive environments for different kinds of modules or working environments.

Individual feedback tutorials are provided where necessary to discuss and critique individual and where relevant, group development. These supplement and consolidate the knowledge and understanding listed in the Learning Outcomes.

In recognition of the trans-disciplinary nature of this programme, MAAP students are expected to make regular visits to relevant cultural and other events across London. This ensures that you keep abreast of emerging practices and strategies and take advantage of a wide range of scholars, practitioners and academic expertise. This also creates new opportunities for reflection and critical evaluation in related, but different intellectual and critical settings.

Through elective modules, MAAP students are able to access classes that develop critical, creative, practical and reflexive skills in a manner that compliments core elements of the MAAP programme: this includes for example, optional courses that allow students to test ideas, proposals and propositions in relation to different environments, outcomes and publics.

### Practice-based study

The compulsory project-based element of the MAAP programme sets it apart from many other MA programmes and is designed to develop your critical, creative, practical and reflexive skills in a manner that complements and critiques the other elements of the MAAP programme. Project work allows you to develop and test ideas in relation to particular aims, outcomes and audiences. It consolidates commitment to and development of a particular project and necessitates a 'practical' or 'pragmatic' context in which a particular public or audience can encounter your work.

This commitment to project-based work ensures that students enrol in at least one of PIR's practice-based modules, including: (Revised code TBC) *Designing Politics*, and *PO71047B Counter-Mapping: the Politics of Space*.

Students are also (subject to approval) able to undertake practice-based work within the core compulsory module *PO71816C/B Art and Politics 1: Theory History Event* (practice-based assignment) and *P071063A Art, War Terror* (intervention-essay).

Projects undertaken in these modules allow students to elaborate methodologies, contexts and outcomes that are most suitable to their processes of enquiry, combining 'traditional' scholarly research with 'emergent' methodologies and practical knowledge. This allows you to combine ideas from disparate areas of knowledge and practice; to raise awareness of particular issues and draw attention to their position in the public arena. Submissions may be written, broadcast, performed, curated, made, or involve any other kind of appropriately documented submission. Project work is monitored and co-ordinated by staff who oversee students' individual needs while ensuring that there is continuity of support and opportunities to build on both individual and collective strengths and weaknesses. It may be supplemented, where necessary, with input from specialist visiting tutors.

Often regarded as the pinnacle of any MA programme is the research dissertation. Those undertaking the MA Art & Politics have the choice of submitting either a 10,000-word dissertation OR a Dissertation by Practice on a topic or project of their choice, which is conducted under the supervision of a member of staff. The criteria for assessing written work are set out clearly in the programme handbook and underline the importance attached by staff to clear expression, informed argument and a rigorous, analytical approach or practice-based methodology suitable to the study of art and politics.

The Dissertation by Practice Option is a 'multi-modal' project, based on a research topic of choice (subject to approval). It provides MAAP students with an opportunity to undertake an independent piece of research by means other than a 10,000-word written assignment. The Dissertation by Practice option facilitates students who may already have considerable skills in the Art and Politics subject domain, to undertake a practice-based dissertation project, and to do so on an equal footing with those conducting a written dissertation. In particular, it allows students to take advantage of 'doing-thinking' approaches that are otherwise actively encouraged in the MA Art and Politics core modules or in students' own practices. It enables those invested in practice-based methodologies to undertake an independent research project in ways that combine theory and practice and that incorporate a much larger variety of research-based methodologies.

Work for the Dissertation by Practice will be supervised by a member of staff with particular expertise or interest in practice-based research and in the research field chosen for study. The particular form or mode of inquiry is not prescribed in advance but is negotiated in consultation with an appropriate Dissertation by Practice Supervisor, as befits a multi-dimensional research project, and its submission along with accompanying documentation

and contextualizing statement are submitted along with standard discursive dissertations in August. The Dissertation-by-Practice option is subject to approval and suitable staff availability.

### Assessment and Feedback

In addition to summative forms of assessment, students benefit from formative assessment. This takes the form of feedback and discussion designed to improve subject specific skills related to written work, seminar discussions; project-based work or oral presentations. Your powers of self-expression, along with your willingness and ability to participate in open discussions, are developed throughout the degree programme. Members of academic staff offer specific guidance designed to assist and encourage you to develop a range of skills. Tutors are available to support you and provide individual guidance about such matters as time management, information management, use of bibliographical resources and the development of analytical, communication or practice-based skills.

Specifically, knowledge and understanding and subject specific skills are assessed in coursework essays, presentations, project statements. Cognitive skills are also assessed in a variety of ways, including that of the dissertation, module essays or project work. Transferable skills are assessed through all forms of assessment on the programme. Oral communication skills are assessed formatively via presentations and discussions.

### Staff and Resources

Students have high levels of interaction with staff - not only during regular office hours, lectures, seminars and workshops but also in addition to timetabled teaching, MAAP students are able to obtain additional support from academic staff (live, by MS Teams and on email), through additional project-specific workshops. In some practice-based modules, additional expertise is made available where necessary through Visiting Tutors. Some modules employ workshops to help inculcate knowledge and understanding using video and film or to provide an environment in which students can demonstrate subject-specific learning outcomes. Workshops provide an environment conducive to the learning and teaching of transferable skills, in relation to both assessed, summative and unassessed, formative work.

Each full-time member of the academic staff offers at least two guaranteed office hours per week during term time. Support for independent study is constantly being developed and improved, and students now benefit from the wide range of facilities available in the Rutherford Information Services Building (RISB). The RISB provides access to and advice on the use of a wide range of library and electronic resources. Students have access to the British Library's Social Science holdings, and the libraries at the London School of Economics and Senate House which together hold an extensive collection of books and journals in the field of Politics and International Relations. In addition, a wide range of audio-visual materials are available to all postgraduate students within the RISB collection as well as Media training and editing facilities are available as and when students need them during

their project-based work. Students can work by appointment with studio staff at the Media Research Laboratories.

## Programme structure

### Full-time mode

Module Name	Module Code	Credits	Level	Module Type	Term
Art & Politics 1: Theory History Event	PO71016C/B	30	7	Compulsory	1
At least one of the following two practice-based modules (1) Designing Politics (30cr); or Counter-Mapping: The Politics of Space* (30cr)	PO71019F (Revised code TBC) or PO71047B	30	7	Compulsory	1-2
Dissertation	P071020B	60	7	Compulsory	2-3
Optional modules to a value 180 credits in total. You may choose either from a list provided annually by the Department of Politics and International Relations and/or from any suitable and available MA level modules provided by other schools within Goldsmiths.	Varies	60	7	Optional	1-2

\* As the Counter-Mapping module offers students a choice to submit either a written or a practice-based assignment, MAAP students are required to undertake the practice-based assignment if Counter-Mapping is their only 'compulsory practice-based module'.

### Part-time mode

#### Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Art & Politics 1: Theory History Event	PO71016C/B	30	7	Compulsory	1
Optional modules or Compulsory practice-based modules to a value of 30 credits from a list provided annually by the Department	Varies	30	7	Optional or Compulsory	2

Module Name	Module Code	Credits	Level	Module Type	Term
of Politics and International Relations and/or from any suitable and available MA level modules provided by other schools within Goldsmiths.					

## Academic year of study 2

**Progression Requirements** – Part-time candidates will be required to have passed the compulsory module before proceeding to the second year.

Module Name	Module Code	Credits	Level	Module Type	Term
Optional modules or Compulsory practice-based modules to a value of 60 credits from a list provided annually by the Department of Politics and International Relations and/or from any suitable and available MA level modules provided by other schools within Goldsmiths.	Varies	60	7	Optional	1-2
Dissertation	P071020B	60	7	Compulsory	2-3

## Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Every student is assigned a personal tutor who will meet with their student at least twice a year either face-to-face, as part of a group and/or electronically, the first of which normally

takes place within the first few weeks of the first term. Personal tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed, and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars, so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms on the VLE and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only in the form of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching can be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion and Learning Support and Wellbeing Teams maintain caseloads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at [gold.ac.uk/asc/](http://gold.ac.uk/asc/).

## Employability and potential career opportunities

This programme is especially attractive to those who have a passionate interest in both art and politics. Arts and Politics alumni have found employment in museum and gallery curating, project management, journalism, law, non-governmental organisations, biennials, higher education, media (broadcast, digital and traditional) public relations, as well as disparate positions in a range of other institutions, associations and outlets. MAAP graduates have had disproportionate success in procuring doctoral funding and fellowships.

In addition to this, project work offered by MAAP optional modules affords many valuable opportunities for liaison with a wide range of professionals: for example, projects have involved collaboration with organisations and institutions such as London Eye, Museum of London, Palace of Westminster, Millwall FC, Wormwood Scrubs and a variety of synagogues, restaurants, NGOs and art-collectives (amongst others). Students also benefit from direct engagement with artists, activists, architects, curators, dramaturges and performing arts professionals brought in as guest lecturers or tutors on some of the practice-based modules.

## Programme-specific requirements

### Tuition fee costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](http://gold.ac.uk/programme-costs).

### Specific programme costs

In addition to these standard costs, you will also be expected to meet some costs which are specifically related to your programme, which are set out below:

In some modules there are occasional local field trips to support your studies and the cost of these are no more than the price of a Zone 1-4 London travel card. These modules are *Counter-Mapping: the Politics of Space* and *Designing Politics*. If you choose to study *Designing Politics*, you will be supported with a small budget for your project. This budget will be decided based on an assessment of the project's needs, and if you decide to go beyond this budget you will need to fund this yourself.