
What is Artsmethods?

Artsmethods is a bespoke programme of lectures, seminars, workshops, and resources designed for PGRs in SALC, to help support your studies and professional development as a postgraduate researcher in the arts and humanities. Many of our events are one-off sessions, designed to help you develop new or existing knowledge in a specific area, including key theories, methods, and practices to support your research. Some of our events are run as a longer series of events, for example over the course of a semester, to provide you with opportunities to work on a particular task or aspect of your professional development over a sustained period. Artsmethods also supports PGR-led events, and has a range of resources and advice available for you.

What kind of training topics does Artsmethods cover?

The Artsmethods programme offers a wide range of training events throughout the year, including:

- World literature • Refugee studies Theory • Postcolonial Theory • Marxist Theory • Late capitalism
 - World-systems Theory • Theoretical Frameworks • Textual analysis • Time management for PhDs
 - Mindfulness for academic writing • Impostor Syndrome • Working with cultural partners & non-HEIs
 - Applying for Post-Docs • Writing a Journal Article • Narrative methods • Researching human rights
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How long is Artsmethods available?

Events are offered throughout the full academic year and are repeated in subsequent years. As such, if you miss an event, it will likely be repeated later in the next academic year. For competitive or limited series, opportunities run each academic year.

Relevant upcoming sessions in Semester I:

2 October	11.00-14.00	Planning and Goal Setting for New PhDs	Online
6 October	11.00-13.00	Theoretical Frameworks	C.1.18, Ellen Wilkinson
9 October	11.00-14.00	Time Management for New PhDs	Online
13 October	11.00-13.00	Textual Analysis	C.1.18, Ellen Wilkinson
20 October	11.00-13.00	Introduction to Post-colonial Theory	A4, Sam Alex
3 November	11.00-13.00	Narrative as Research Method	C.1.18, Ellen Wilkinson
10 November	11.00-13.00	Using World Literature	C.1.18, Ellen Wilkinson
17 November	11.00-13.00	Thematic Analysis	C.1.18, Ellen Wilkinson
24 November	11.00-13.00	Researching Human Rights	C.1.18, Ellen Wilkinson
1 December	11.00-13.00	Discourse Analysis	A4, Sam Alex
4 December	11.00-13.00	Working Effectively with Supervisors	Online
8 December	11.00-13.00	Discourse Analysis and Language	C.1.18, Ellen Wilkinson
15 December	11.00-13.00	Discourse Analysis – Terminology and Methods	A4, Sam Alex
18 December	11.00-14.00	Feedback Methods	Online
14 January	13.00-16.00	Impostor Syndrome for PhDs	Online
21 January	13.00-16.00	Mindfulness for PhD Writing	Online

Key Contacts

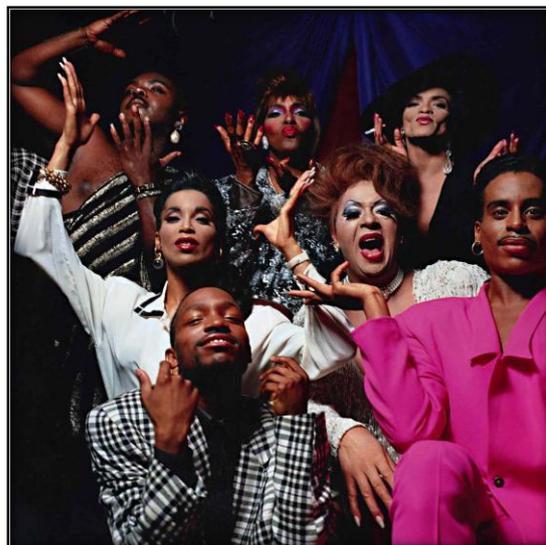
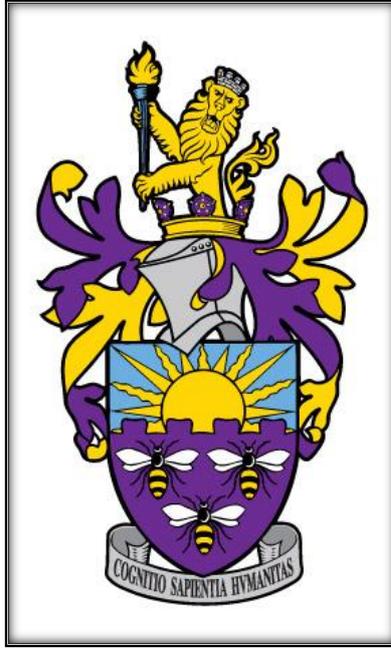
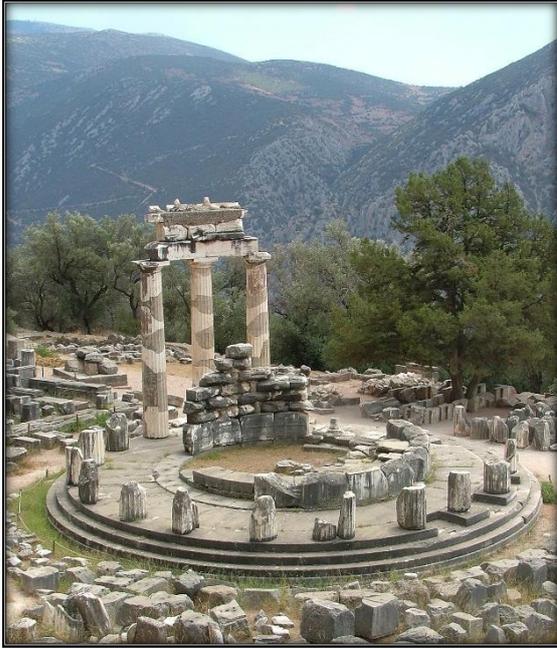
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Induction Activity

1. Have a look at the items below and consider the following.
2. What meanings can you identify in the items? What questions can you ask of them?
3. What methods would you use to further interrogate these items and their meanings?



I have always asked of the most radically objectifying instruments of knowledge that I could use that they also serve as instruments of self-knowledge, and not least knowledge of myself as a 'knowing subject'.

Pierre Bourdieu, *Pascalian meditations* (Cambridge: Polity Press, 2000 [1997]). p. 7.

'[I]t is clear that, to secure some chance of really knowing what one is doing, one has to unfold what is inscribed in the various relations of implication in which the thinker and his thought are caught up, that is, the pre-suppositions he engages and the inclusions or exclusions he unwittingly performs.'

Pierre Bourdieu, *Pascalian meditations* (Cambridge: Polity Press, 2000 [1997]). p. 99.

The articulation "I feel like a woman" by a female or "I feel like a man" by a male presupposes that in neither case is the claim meaninglessly redundant. Although it might appear unproblematic to be a given anatomy (although we shall later consider the way in which that project is also fraught with difficulty), the experience of a gendered psychic disposition or cultural identity is considered an achievement. Thus, "I feel like a woman" is true to the extent that Aretha Franklin's invocation of the defining Other is assumed: "You make me feel like a natural woman." This achievement requires a differentiation from the opposite gender. Hence, one is one's gender to the extent that one is not the other gender, a formulation that presupposes and enforces the restriction of gender within that binary pair.

Judith Butler, *Gender Trouble* (London: Routledge, 2007 [1990]), pp. 29-30.

[T]he biggest weapon wielded and actually daily unleashed by imperialism [...] is the cultural bomb. The effect of a cultural bomb is to annihilate a people's belief in their names, in their languages, in their environment, in their heritage of struggle, in their unity, in their capacities and ultimately in themselves. [...] It even plants serious doubts about the moral rightness of struggle.

Ngũgĩ wa Thiong'o, *Decolonising the Mind* (Harare: ZPH, 1987 [1986]), p. 3.

Neither imperialism nor colonialism is a simple act of accumulation and acquisition. Both are supported and perhaps even impelled by impressive ideological formations that include notions that certain territories and people require and beseech domination, as well as forms of knowledge affiliated with domination: the vocabulary of classic nineteenth-century imperial culture is plentiful with words and concepts like "inferior" or "subject races," "subordinate peoples," "dependency," "expansion," and "authority." Out of the imperial experiences, notions about culture were clarified, reinforced, criticized, or rejected.

Edward Said, *Culture and Imperialism* (London: Vintage, 1994 [1993]), pp. 8-9.

'Invented tradition' is taken to mean a set of practices, normally governed by overtly or tacitly accepted rules and of a ritual or symbolic nature, which seek to inculcate certain values and norms of behaviour by repetition, which automatically implies continuity with the past. In fact, where possible, they normally attempt to establish continuity with a suitable historic past. [...] However, insofar as there is such reference to a historic past, the peculiarity of 'invented' traditions is that the continuity with it is largely factitious.

Eric Hobsbawm, 'Inventing Traditions', in Eric Hobsbawm and Terence Ranger, eds., *The Invention of Tradition* (Cambridge: Cambridge University Press, 2013 [1983]), pp. 1-2.

SALC PGR Academic Development Questionnaire

Artsmethods

This questionnaire is designed to help you review your research methods and academic development priorities at the start of your PhD with us in SALC. The questions are designed to give you a starting point to consider your next steps, and can be used as a tool to discuss your methods and training needs with your supervisor/s.

Q1 What are your motivations for undertaking and pursuing your PhD programme?

- To study a subject I am passionate about
- To develop specialist expertise in my subject area
- To make an original contribution to knowledge in my field
- To pursue a career in academic or academic-related professions (e.g., research, policy, publishing)
- To engage with social, cultural, or political issues that matter to me
- To gain personal fulfilment and intellectual challenge
- To enhance my skills in research, analysis, and communication
- To reach a personal milestone and/or complete a large passion project
- To make a career change / To keep doors open while I consider my career options
- To spend more time in an academic environment I enjoy
- Other (please specify)

Q2 What are the main research themes and questions you wish to explore?

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Q3 Which methodological approaches are you considering for your chapters?

- Qualitative Quantitative Mixed Methods Practice-based Archival
- Ethnographic Textual analysis / close reading Critical theory application
- Comparative analysis Hermeneutics Discourse analysis Historiography
- Oral history Thematic / conceptual analysis

Q4 Are there particular theories, frameworks, or key thinkers you anticipate engaging with?

.....

Q5 What key concepts do you expect will shape your research?

.....

Q6 Can you explain why you have opted for these approaches and how to justify your methodological choices?

.....

Q7 Consider the list of skill areas below and rate yourself based on your perceived level of expertise and whether you consider each one to be a priority for your development:

(1: No experience; 2: Limited experience; 3: Working knowledge; 4: Proficient; 5: Expert)

Project management and goal-setting

1 2 3 4 5 Priority area

Time management and organisational skills

1 2 3 4 5 Priority area

Chapter planning

1 2 3 4 5 Priority area

Literature review

1 2 3 4 5 Priority area

Critical engagement with theoretical sources

1 2 3 4 5 Priority area

Argumentation in academic writing

1 2 3 4 5 Priority area

Knowledge of different theoretical approaches

1 2 3 4 5 Priority area

Presentation skills

1 2 3 4 5 Priority area

Confidence and resilience

1 2 3 4 5 Priority area

Digital skills (e.g. referencing software, NVivo, SPSS)

1 2 3 4 5 Priority area

Managing feedback effectively

1 2 3 4 5 Priority area

Q8 Which aspects of being a researcher do you want to grow in? (tick any that apply)

- Publishing Networking Presenting at conferences Widening participation
- Collaboration with peers Conference management Impact/Public engagement
- Teaching Mentoring Reading groups Involvement with professional bodies
- Working with external organisations Policy engagement Community partnerships
- Interdisciplinary research Research ethics Editorial experience Outreach
- Research communication (e.g., blogs, social media, radio, podcasts) Knowledge exchange

Other

Q9 How do you see your PhD contributing to your long-term personal or career goals?

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Q10 What support do you think would help you most to prepare the first chapter of your PhD?

.....

Q11 Do you have any specific training, mentoring, or resources in mind that could support your development?

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Make a note here of any other skills or experience you would like to build as you start your PhD studies. Feel free to get in touch with any other academic development needs you may want support with.

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