

Goldsmiths, University of London
SUPERVISION RECORD (MPhil/PhD)

This form is to be completed after each supervision

Student Name:	Katarina Rankovic	Student Reference:	33300528
Department:	Art	Date of Birth:	13/03/1994
Date of Initial Registration:	23/09/19	Expected Submission Deadline:	2022
Supervisor 1:	Michael Archer	Supervisor 2:	Grace Schwindt
Funding Status: (Self-Funded/ ESRC/AHRC/Other)	Self-Funded	Full time/ Part time:	Full time
Thesis Title:	Scripting for Agency		

Date of supervision	19/05/20
Date form completed (Form to be completed within two days of meeting)	19/05/20

Written work submitted or other purpose of supervision

- First chapter of Novel (*Anomaline*)
- Video (*Self-Estrangement as a Method for Brainstorming Part 2: Intelligence*)

Brief comments on written work

- That the metafictional aspects of the novel present opportunities for highlighting some of the properties of fiction and how these also organise our own conceptions of self - but that the conceptual aspect of the work doesn't entirely take over and isn't purely self-referential.
- The register of the writing seems to shift; is at once somehow clean and mechanical (as a controlled experiment), but also flamboyant and decorative (in the literary references the writing imports)
- The gendering of the character turns out to be a condition of her literary heritage, and while this is frustrating (because of its cliches) to begin with, later these familiar codes are broken and undone, signalling the character's agency, as she doesn't quite fit the mould.
- A number of useful references came to mind in relation to this work: Chris Krauss, Sally O' Reilly (*Crude*), Marianne Wex, the Political Animal conference at CCA Glasgow
- Grace highlighted the role of disruption, or refusal to collaborate, in a relationship (e.g., between myself and my protagonist); in particular how this can be a gentle and productive gesture. This disruption is also central to the character's ability to realise her own agency.
- The pace of the first chapter is very quick, and almost seems like it passes over important scenes too quickly. To me, this is to give the effect that the character's manifestation is happening faster than she can formulate a response to it.
- In relation to both the written work and the video, Grace raised the question of the role of the reader/viewer, and how they can be activated in the work by not always specifying in advance what the viewer/reader's role should be.
- A number of references came to mind in response to the video, too; particularly in relation to the idea of blending academic/artistic genres of public address: Chiara Fumi & Walid Raad.
- We discussed the theme of 'channeling' something external in performance, which was also the topic of the thesis chapter I recently wrote.

Topics discussed in supervision:

- We discussed the two works I submitted (see above), and how these might develop in the near future. I said that the novel is now my main focus.

Research Progress (*issues relating to the thesis*)

- I recently wrote my first chapter on the subject of the artist as a 'medium'.

Research Training and Professional Development: (review of training needs, relevant conferences, funding, presentations and publication)

- I am taking an online course in machine learning to gain an intuition about neural networks and how basic forms of artificial intelligence might bear resemblance to fictional characters or people, through the medium of text.

Action agreed for next supervision

- I am going to explore the references mentioned above
- My main focus over the next few months will be to continue working on the novel, with the aim of finishing the first complete draft by the beginning of my second year.

Date of next supervision (if more than two months from now, briefly explain)

We will meet next during the Annual Review Panel, and then probably in the Autumn term after the summer holidays after that.

Declaration of confirmation: By ticking this box it is confirmed that the information above is correct and accurate according to both the student and the supervisor at the time of the meeting. All Supervision Record Forms should be stored and subsequently attached to the Annual Progress Report Form. ☒