Course	**ATCM 7331.001**
Course Title	**Research Methodology in Arts, Technology, and Emerging Communication**
Professor	Dr. Josef Nguyen (he/him/his)
Term	Fall 2022
Meetings	Wednesdays, 4:00-6:45PM in ATC 2.901

Professor's Contact Information

Email Address josef.nguyen@utdallas.edu
Please format and address all emails regarding the class professionally, include the course information in the subject line, and allow up to 24 hours for responses

Office Location ATC 3.617

Office Hours By appointment, with in-person and online options

Office Phone 972.883.7552

General Course Information

Description This course guides students through a variety of research methodologies appropriate for advanced interdisciplinary research in arts, technology, and emerging communication. Students will develop and refine their own individual research methodologies and programs in the process, attending to the particular challenges and opportunities that interdisciplinary work brings in relation to established and emerging fields.

Learning Outcomes Students will:

- Understand research as a practice and a product situated within the contemporary landscape of the academic research industry and the creative economy
- Become familiar with how academic fields of research emerge and operate, such as through their historic formations, foundational and evolving debates, and establishing of journals, conferences, and organizations
- Refine articulation of their individual research programs with respect to established and emerging fields of research as well as the conditions of interdisciplinarity
- Advance proficiencies in critical thinking, research, and writing
- Incorporate insights from existing scholarship and media production into their own research and creative practice

Required Texts & Materials All readings and other materials are available online through Box
Assignments are handled on Box.
Course announcements are handled on eLearning and email.

Course Policies

Grading Criteria

Thoughtful Class Engagement	40%
Midterm Portfolio	15%
Case Study Discussion Lead	15%
Research Portfolio (Research Statement, Field Descriptions and Annotated Bibliographies, and Field Journal Reports)	30%

Accommodation

Students with disabilities are encouraged to utilize the on-campus resources at the Office of Student AccessAbility. You can contact the office at 972-883-6104 or by email: studentaccessability@utdallas.edu. Their office is located in the Student Service Building (SSB), suite 3.200. They can provide documentation and details for accommodations to address your individual needs. If you need any special accommodations to complete this course successfully, please provide me with this information as soon as possible, so we can make appropriate arrangements.

Classroom Conduct

It is our responsibility to work together to produce a classroom environment where everyone can share, discuss, and question the materials at hand as well as contribute their own work respectfully and productively. Conflicting perspectives are unavoidable. To ensure that participants feel comfortable contributing a diverse set of thoughts, comments, and views, we will not use oppressive or harmful language, tolerate harassment, personal attacks, and other forms of actions that unduly distract from the educational mission and inflict emotional, physical, or psychological harm on those involved.

Part of the role of encouraging a diverse learning environment is acknowledging that individuals should feel safe and respected to contribute to the classroom in good faith. This involves not only allowing everyone opportunities to contribute their thoughts but to be mindful of how we recognize and address others. Do not assume things about others' identities, backgrounds, or experiences—whether that is age, race, gender, sexuality, ability, class, etc… Address people by their names, pronouns, and other identifiers that they disclose. Avoid insisting on imposing identity markers onto others. Allow people to self-identify as they feel comfortable.

What you share with and create for this class reflects not only you as both a student and a civic subject, but it also reflects on me as your instructor, the class as a learning community, and UT Dallas as an academic institution.

Please discuss with me any concerns you have regarding an unsafe or hostile classroom environment, particularly if something arises that causes distress.

Class Attendance

Attend class regularly and in full. Any absences should include documentation of a valid excuse (family or medical emergency, for example). Unexcused absences may impact course grades. Discuss upcoming potential absences with me to make appropriate arrangements.

Arriving more than 30 minutes late or leaving more than 30 minutes early, without prior clearance, may be grounds for marking that day as an absence. Failure to prepare for class participation (such as not having done the necessary reading) will also be regarded as conditions for an absence.

Technology in the Classroom

Laptops and computers can be used in the classroom solely for purposes directly pertinent to the activities and discussions at-hand. Excessive misuse of technology in the classroom will result in an absence for the day.

Class Materials The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Class Recordings Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Late Work Late work will be penalized 10% (a full letter grade) for each 24-hour period beyond the deadline and will not receive written feedback by default. For written feedback on a late assignment, please send an email request. If you need an extension, let me know in advance so we can make arrangements.

Academic Honesty All work must be original for this class. Plagiarism is using the words and materials of others as if they were your own. It is a serious offense with consequences. Use proper citation to indicate the use of other people's work to strengthen your own. All suspicions of plagiarism will be investigated. Please consult [utdallas.edu/dept/graddean/gsPolDishonesty.htm].

Comet Creed *This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: "As a Comet, I pledge honesty, integrity, and service in all that I do."*

Academic Support Resources *The information contained in the following link lists the University's academic support resources for all students. Please go to* [*go.utdallas.edu/academic-support-resources*].

UT Dallas Syllabus Policies and Procedures *The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the sections regarding the credit/no credit grading option and withdrawal from class. Please go to [go.utdallas.edu/syllabus-policies] for these policies.*

Assignments & Academic Calendar

Week 01: Why Research?

Wednesday, 24 August 2022

BEFORE CLASS:

Roland Barthes, "Research: The Young," *The Rustle of Language*

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, "Thinking in Print: The Uses of Research, Public and Private," *The Craft of Research*

Ilkka Kauppinen, "Different Meanings of 'Knowledge as Commodity' in the Context of Higher Education"

IN CLASS:

Overview of Syllabus

Introduce Research Portfolio

Week 02: Orienting Research

Wednesday, 31 August 2022

BEFORE CLASS:

Sara Ahmed, "Orientations toward Objects," *Queer Phenomenology: Orientations, Objects, Others*

María Puig de la Bellacasa, "Matters of Care in Technoscience: Assembling Neglected Things"

Week 03: Subjects, Experiences, and Theory

Wednesday, 7 September 2022

BEFORE CLASS:

Donna Haraway, "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective"

Tobin Siebers, "Introduction," *Disability Theory*

Kyla Wazana Tompkins, "We Aren't Here to Learn What We Already Know," [avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/]

IN CLASS:

Introduce Case Study Discussion Lead

Week 04: Knowledges and Expertises

Wednesday, 14 September 2022

BEFORE CLASS:

Beatriz da Costa, "Reaching the Limit: When Art Becomes Science," *Tactical Biopolitics: Art, Activism, and Technoscience*

Jason Corburn, "Street Science: Characterizing Local Knowledge," *Street Science: Community Knowledge and Environmental Health*

Matt Hills, "Who's Who? Academics, Fans, Scholar-fans and Fan-scholars," *Fan Cultures*

Week 05: Field Literatures and Citations

Wednesday, 21 September 2022

BEFORE CLASS:

Bruno Latour, "Literature," *Science in Action: How to Follow Scientists and Engineers through Society*

Clare Hemmings, "Citation Tactics," *Why Stories Matter: The Political Grammar of Feminist Theory*

Kishonna Gray, "#CiteHerWork: Marginalizing Women in Academic and Journalistic Writing," [kishonnagray.com/manifestmy-reality/citeherwork-marginalizing-women-in-academic-and-journalistic-writing]

Week 06: Epistemic and Affective Subjects

Wednesday, 28 September 2022

BEFORE CLASS:

Hans-Jörg Rheinberger, "'Discourses of Circumstance': A Note on the Author in Science," *Scientific Authorship: Credit and Intellectual Property in Science* (eds. Mario Biagioli and Peter Galison)

Eve Sedgwick, "Paranoid Reading and Reparative Reading, or, You're so Paranoid, You Probably Think This Essay Is about You," *Touching Feeling: Affect, Pedagogy, Performativity*

Amanda Phillips, "Negg(at)ing the Game Studies Subject: An Affective History of the Field"

IN CLASS:

Introduce Midterm Portfolio

Week 07: MIDTERM

Wednesday, 5 October 2022

NO CLASS MEETING

Midterm Portfolio due by 11:59PM

Week 08: Negotiating Field Positions

Wednesday, 12 October 2022

BEFORE CLASS:

Robyn Wiegman, "Refusing Identification: Americanist Pursuits of Global Noncomplicity," *Object Lessons*

Paul Dourish, "Implications for Design"

Cáel M. Keegan, "Against Queer Theory"

Gerald Graff and Cathy Kirkenstein, "Index of Templates," *They Say/I Say: The Moves that Matter in Academic Writing*

Week 09: Case Study: Queer Surveillance

Wednesday, 19 October 2022

BEFORE CLASS:

Selections from

Surveillance & Society

Special Issue on "Queer Surveillance"

Edited by Gary Kafer and Daniel Grinberg

Volume 17, Issue 5 (2019)

[ojs.library.queensu.ca/index.php/surveillance-and-society/issue/view/804]

Week 10:

Wednesday, 26 October 2022

NO CLASS MEETING

Week 11: **Case Study:** **Computing in/from the South**	**Wednesday, 2 November 2022** BEFORE CLASS: Selections from *Catalyst: Feminism, Theory, Technoscience* Special Issue on "Computing in/from the South" Edited by Sareeta Amrute and Luis Felipe R. Murillo Volume 6, Issue 2 (2020) [catalystjournal.org/index.php/catalyst/issue/view/2343]
Week 12: **Case Study:** **Media and the Environment**	**Wednesday, 9 November 2022** BEFORE CLASS: Selections from *Feminist Media Histories* Special Issue on "Media and the Environment" Edited by Jennifer Peterson Volume 6, Issue 2 (2020) [online.ucpress.edu/fmh/issue/6/2]
Week 13: **Case Study:** **Mapping Design Inequalities**	**Wednesday, 16 November 2022** BEFORE CLASS: Selections from *Design Issues* Special Issue on "Mapping Design Inequalities" Edited by Bruce Brown, Richard Buchanan, Carl DiSalvo, Dennis Doordan, Kipum Lee, Victor Margolin, and Ramia Mazé Volume 35, Issue 4 (2019) [https://direct.mit.edu/desi/issue/35/4]
FALL BREAK	**Wednesday, 23 November 2022** **NO CLASS MEETING**
Week 14:	**Wednesday, 30 November 2022** IN CLASS: Research Portfolio Workshop
Week 15: **Work on Research Portfolio**	**Wednesday, 7 December 2022** **NO CLASS MEETING**
FINALS WEEK	**Research Portfolio due Friday, 16 December 2022 by 11:59PM**

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.