

ATCM 6300: Interdisciplinary Approaches to ATEC

Fall 2020

A syllabus is nothing more than a plan. And, as 2020 has made abundantly clear, even the most well-developed plans change. Be sure to work from the version on Box for the most up-to-date information.

Course Information

Credit Hours: 3

Co-requisite: ATCM 6000 Dean's Colloquium

Degree Plan: Core Requirement on all ATEC graduate degree plans. You must earn a 3.0 (B) average in your pathway's core courses in order to graduate.

INSTRUCTIONAL MODE	Online. For more information about course modalities, visit https://www.utdallas.edu/fall-2020/fall-2020-registration-information/
COURSE PLATFORM	MS Teams and Box. Both are named "20F ATCM 6300 Interdisciplinary Approaches to ATEC." I will add you to each.
EXPECTATIONS	Engagement with readings and viewings occurs weekly. Optional discussion meetings occur weekly. Other assignments will be due at various dates throughout the semester.
ASYNCHRONOUS LEARNING GUIDELINES	Link to the asynchronous learning guidelines for the University. https://www.utdallas.edu/fall-2020/asynchronous-access-for-fall-2020/

Instructor Information

I am Dr. Kim Brillante Knight and my pronouns are she/her or they/them. I ask that students address me as Dr. Knight or Professor Knight in our interactions. In addition to serving as the instructor of this course I am also the Associate Dean of Graduate Studies and the Area Head of Critical Media Studies.

Ways to reach me

- Email: kim.knight@utdallas.edu
- MS Teams (text chat, voice, video)
-

Office Hours

- Consultations:
 - Drop in Tuesdays, 4pm – 5pm, in the ATEC Grad Students Team, advising drop in channel
 - Quick questions or check-ins on the drop-in channel or one-on-one video/text chats.
 - By appointment Thursdays, 4pm – 5pm, on MS Teams in one-on-one chat/video
 - Individual meetings to discuss your progress in the class, the program, and so forth.
 - Book a 30-minute appointment at <http://purplekimchi.youcanbook.me>
 - If those times do not work for you, please email me with a request for an appointment and a list of days and times you are available. This option generally requires a few weeks' notice.
- Discussion Sessions: Tuesdays, 5:30pm – 7:00pm in 20F ATCM 6300 Team Discussion Session channel
 - Optional group meetings in which we will discuss readings/viewings as one way to demonstrate course engagement.

Contact policies:

- I generally respond to email and other messages during “business” hours, Monday through Friday.
 - If I do not respond after 2-3 weekdays, check my email address and re-send it. If it was on Teams, make sure you sent me a direct chat, or if it was in a group chat or a channel, be sure to “@” me.
- Use official UTD email or MS Teams only.

Course Description

Welcome to ATCM 6300, Interdisciplinary Approaches to Arts, Technology, and Emerging Communication. Your peers in this class include MA students in the Emerging Media Studies pathway, MFA students in pathways in Animation or Creative Practice, and PhD students, who have no defined pathway. You come from a variety of institutions and disciplinary backgrounds. This course will start you on the multi-year journey of interdisciplinary inquiry that connects your various backgrounds, methods, and interests under the expansive umbrella of ATEC. We will use theory, close reading of media/art/technology, and interpretative analysis to help us develop these zones of engagement. This course also includes assignments that help you become acquainted with ATEC, transition into ATEC graduate study, and move into your next steps in the program.

It's impossible to cover every topic that is foundational to ATEC in one semester-long class. So instead, we'll aim to engage in exploration and collaboration that will give you the tools to engage with, and collaborate on, any topic in ATEC in your time here. To give the semester some through-line, I've chosen a theme for the readings. From internet data caps to the census to COVID-19 to police violence, "data" has been at the center-stage for much of 2020. On the surface, data is seemingly straightforward – facts that we use for reasoning or calculations. However, once we consider data as culturally produced and mediated, it opens up a lot of questions. We will spend much of this semester exploring those questions and practicing habits of inquiry that will help you succeed in graduate study in ATEC.

Course Goals

In this course, students will

- Explore theories of arts, technology, and emerging communication;
- Apply theory to developing "big questions" that bridge the areas of ATEC;
- Incorporate theory into scholarly work and creative projects;
- Develop strategies for analyzing art, media, and technology;
- Participate in scholarly and creative professional communities using the appropriate discursive tools and professional genres.

Required Texts and Materials

(listed in the order in which we will use them in the semester)

- Booth, et al. *The Craft of Research*. Fourth edition, University of Chicago Press, 2016. ISBN: 978-0226239736 (Aug 23; available as an e-book at UTD Library)
- Klein, Lauren and Catherine D'Ignazio. *Data Feminism*. MIT Press, 2020. ISBN: 978-0262044004 (Oct 4)
- Noble, Safiya Umoja. *Algorithms of Oppression: How Search Engines Reinforce Racism*. NYU Press, 2018. ISBN: 978-2021200632 (Oct 11)
- Battle-Baptiste, Whitney and Britt Rusert, eds., *W.E.B. DuBois's Data Portraits: Visualizing Black America*. Princeton Architectural Press, 2018. ISBN: 978-1616897062 (Oct 18)
- Kappo and Kappo, dirs. *Liyanna*. 2018. (Nov 1)
 - Available to rent through iTunes, Amazon, GooglePlay, and Fandango. Available to purchase on Blu-ray or DVD <https://www.liyanathemovie.com/shop>
- Additional readings found online or on UTD Course Reserves
 - Course Reserves Password:

You will also need the following:

- a bound notebook, size 5x8.25 or larger, or an organized digital notekeeping system
- an email account that you check daily (either your utdallas account, or an account to which you have forwarded your utdallas email)
- MS Teams on a desktop/laptop or a mobile device
- a Box account (<http://utdallas.app.box.com>)

Recommended Texts and Materials

- Haggerty, Kevin, and Aaron Doyle. *57 Ways to Screw Up in Graduate School: Perverse Professional Lessons for Graduate Students*. U of Chicago Press, 2015. 978-0226280905
- Shaw, Debra Benita. *TechnoCulture: The Key Concepts*. Berg Publishers, 2008. 978-1845202989
- A professional domain name and server space
 - see Reclaim Hosting's shared hosting for affordable plans for domain names and hosting (\$30 / year, including domain name). [Http://reclaimhosting.com](http://reclaimhosting.com)

Course Policies

Attendance

There are no required class meetings for this course. Instead one of the course grades stems from “engagement,” including how you engage with course materials and class media, assignments, me, and one another. For more information, see the Engagement assignment sheet.

Accommodation

If you have a disability that requires accommodations under the Americans with Disabilities Act Amendment Act -2008(ADAAA), please present your letter of accommodations from the Office of Student AccessAbility and meet with me as soon as possible so that I can support your success in an informed manner. If you would like to know more about the University of Texas at Dallas, Office of Student AccessAbility, please contact the office at 972-883-6104 or email: studentaccessability@utdallas.edu. Their office is located in the Student Service Building (SSB), suite 3.200. All discussions with them are confidential.

If you learn a bit differently but do not qualify for, or have the resources to seek, an accommodation, there are still ways I can support your success. Be sure to let me know so we can creatively approach your experience in this class.

Online Due Dates

All graded work in the class is turned in online. These should be turned in no later than 11:59pm on the date listed, unless otherwise noted. My preference is that you convert documents to .pdf before turning them in.

Late work

Due dates have been set both to help scaffold your coursework in a manageable way, and so that I can plan time to give you feedback. You should make a concerted effort to turn in all work on-time, in the format outlined on the assignment sheets. Individual assignment sheets will outline the late policy for each respective assignment. You get two “late” days for the semester to bank for eligible assignments. You can use both days at once, or split into 1 day for two different assignments.

Academic Honesty

Academic dishonesty, i.e. plagiarism and other forms of cheating, will be reported to the Dean of Students. The Dean of Students office will investigate the claim, interview any students involved, and determine an outcome. Possible disciplinary action by the university may include failing the assignment, failing the course, expulsion, etc. If you have any questions regarding the proper use of outside sources or the distinction between plagiarism and sampling/remix/adaptation, I encourage you to meet with me.

Names and Pronouns

Many people might go by a name in daily life that is different from their legal name. In this class, we seek to refer to people by the names that they go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

Online Identity

This class may ask students to participate in various forms of public writing. Writing in public has several advantages for student learning. It creates a closer analogue to offline environments and allows for the creation of writing that is designed to be shared with an external audience, instead of only an instructor. It also allows students to learn from each other. However, some students may have legitimate privacy concerns about participating in publicly accessible assignments. These students may choose to participate in public assignments under a pseudonym, or assumed name. If you wish to request this accommodation for any reason, please contact me immediately.

The Classroom Community and Your Well-being

Our many discussions and online assignments will require vigilance to ensure that we are always preserving an atmosphere of mutual respect in which everyone is welcome to learn. Disagreements may arise and consensus may not be possible. We can, however, respect each person's right to express an opinion and right to have the opportunity to learn. However, one's "right to an opinion" does not include language or behavior that is harmful to others. Name calling, harassment, or menacing behavior will not be tolerated.

Conduct Related to COVID-19

Though this is an asynchronous course, you may find that you need to visit campus at some point this semester. Please familiarize yourself with the Return to Campus Guidelines found here: <https://www.utdallas.edu/fall-2020/>

Students who have tested positive for COVID-19 or may have been exposed should follow required disclosure notifications as posted on the university's website (see "[What should I do if I become sick?](#)" webpage)

Course Recordings

I may record meetings, or partial meetings, of this course, typically when we are going over assignment instructions and the like. The optional Discussion Session meetings to discuss readings or viewings will not be recorded as there exists a comparable asynchronous option for student engagement. I will typically give warning before I begin recording to allow you to turn

off your webcam if you wish. It may be helpful for you to know that the text chat is not captured as part of the video recording.

Any recordings will be captioned and made available to all students registered for this class as they are intended to supplement the classroom experience. You are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved a student to record the instruction, you 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. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

University Policies

Please visit <http://go.utdallas.edu/syllabus-policies> for the University's policies regarding all courses.

Course Requirements and Grading

Grading Scale

See the Assignments folder on Box for assignment-specific grading criteria.

EVALUATION	LETTER GRADE	DESCRIPTION
Excellent	A, A-	Work that is thought-provoking, novel, and well-crafted. The work extends our thinking into new territory. The form and content enhance one another.
Good	B+, B, B-	Work that is thought-provoking or novel, and well-crafted. The work extends our thinking, or wades into new territory. The form enhances the content.
Fair	C+, C	Work that is well-crafted. The form connects to the content.
Failing	F	Work that is never turned in, off-topic, or out of alignment with the minimal requirements for the assignment or course.

Assignments

See the Assignments folder on Box for more details.

Engagement - 20%

Preparation; focus; asking questions; specificity, asynchronous presence, (optional) synchronous presence.

First Year Journal – 10%

Weekly prompts to help you acclimate to graduate study in ATEC. Reviewed at the middle and end of the semester.

Do What You Do Best – TBD

Respond to an idea in one of our theoretical readings with an academic paper or creative project. Use the medium in which you feel the most comfortable expressing ideas. This assignment asks you to raise questions in a medium in which you are predisposed to show me your best work.

Do Something New – TBD

In the last assignment, you worked in your comfort zone. Now I am asking you to step outside of it. If you are research-oriented student, I am now asking you to make something. If you are a creative practice-oriented student, I am now asking you try supporting an academic argument. If you typically move between both, work in a medium that is new to you. Once again you will use this assignment to respond to one our theoretical readings.

Final Paper – TBD

A paper analyzing one or more cultural objects. Includes some research tasks, which vary according to your degree program.

As you can see, only 30% of your course grade is currently fixed. For the remaining 70% you will assign the grading weights, with the caveat that no assignment can be worth less than 10% and none can be more than 30%.

You can expect a middle-of-the-term progress report that includes preliminary grades in Engagement and the First Year Journal. Other assignments will be graded as soon as I can after they are initially turned in. Please note that my administrative responsibilities sometimes mean it can be several weeks before you receive feedback. Thank you in advance for your patience.

Schedule Outline

Unit 1: Introduction and Methods: August 17 – 29

Unit 2: Big Data, Big Questions: August 30 – October 24

Unit 3: Mediating Data: October 25 – November 25

Thanksgiving Holidays: Nov 26 - 29

Course Wrap Up: November 30 – December 8

Course Schedule

Subject to revision at the discretion of the Instructor. Work from the file on Box for the most up-to-date version. Readings marked with an asterisk (*) indicate authors, artists, texts, or cultural objects that also appear on the ATEC Common Exam (ACE) PhD qualifying list.

Unit 1: Introduction and Methods

Week 1: August 17 - 22 Introduction

- Preparation
 - Download MS Teams
 - Sign up for Box
 - Pre-semester Survey
- Tuesday, August 18
 - 5:30pm Optional Discussion Session – Overview Box (will be recorded)
 - Syllabus, Engagement, First Year Journal, Assignment weighting, Teams, and Box
- Saturday, August 22
 - Post a video introduction at [flipgrid]
 - Tell us your name, pronouns (optional), the degree program and any pathway you are beginning, the University and field of your last degree, your research or creative interests, and something you are excited about for Fall 2020. I may share these with other ATEC faculty.
 - If you did not attend Tuesday's Discussion Session, watch the recording. Post any questions to the "Course questions and answers" channel on Teams.
 - First Year Journal
 - Prompts
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Write a brief description of your interests and your goals for your graduate program. What are you excited about? What concerns you? How are your thoughts about grad school informed by your previous academic experiences? What questions do you have?
 - Explore the ATEC website and identify 3-4 labs or studios in which you would like to be involved.
 - Upload to the appropriate folder on Box: 20F ATCM 6300... / First Year Journal / YourLastName

Week 2: August 23 - 29 Reading Responsively

- Preparation
 - Make arrangements to join a lab or studio in which you will participate in September.
 - Read
 - DiYanni, Robert, and Anton Borst. "Reading Responsively, Reading Responsibly: An Approach to Critical Reading." *Critical Reading Across the Curriculum: Humanities Volume 1*. Wiley Blackwell, 2017, pp. 3 - 23. (Course reserves)
 - Practice responsive reading on:
 - *Winner, Langdon. "Do Artifacts Have Politics?" from *The Whale and the Reactor* (course reserves)
 - Review "Do What You Do Best" assignment sheet.
- Tuesday, August 25
 - Choose one:
 - 5:30pm Attend Discussion Session – "Do Artifacts Have Politics?" OR
 - Primary discussion post on the Week 2 Discussion Wiki
- Saturday, August 29
 - Due: Responses on the Weekly Discussion Wiki Page and Questions on the Questions Page
 - Read
 - Booth, et al. *Craft of Research*. Section 1 Prologue and Ch 6
 - Assignment Weighting Survey
 - First Year Journal (upload to Box)
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Haggerty and Doyle, "Appendix: A Sketch of Grad School." *57 Ways to Screw Up Grad School*. U of Chicago P, 2015, pp. 175 - 187. (Course reserves)
 - Reflect on the Haggerty reading in relation to your goals for your degree program.

Unit Two: Big Data, Big Questions

Week 3: Aug 30 – Sept 5 Data, Design, and Culture

- Preparation
 - Read
 - *Balsamo, *Designing Culture*, Introduction (Course Reserves)
 - Explore

- AIDS Quilt Touch Online Installation
<https://www.aidsmemorial.org/interactive-aids-quilt>
- Tuesday, Sept 1
 - Choose one:
 - 5:30pm Attend Discussion Session – Data, Design, and Culture
 - Primary discussion post to the Week 3 Discussion Wiki
- Saturday, Sept 5
 - Due: Responses on the Weekly Discussion Wiki Page and Questions on the Questions Page
 - Read
 - Booth, et al. *Craft of Research*. Ch 1
 - First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Browse around *The Chronicle of Higher Education* (access available through the library website) and/or the HASTAC website (hastac.org) and/or The College Art Association (CAA) website (collegeart.org). Search for keywords related to grad school, job placement, and/or your fields of interest. Choose a few articles to read.
 - Reflect on the Chronicle/HASTAC/CAA articles in relation to your goals for your degree program.

Week Four: Sept 6 – 12 Objectivity and Rationality

- Prepare
 - Read
 - *Haraway, Donna. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective" *Feminist Studies* Vol. 14, no. 3 (Autumn, 1988), pp. 575-599 (course reserves)
 - Explore
 - LaPensée, Elizabeth. *Along the River of Spacetime*. Immersive Reality for Oculus Go. 2020. <https://www.spacetimeriver.com/>
 - <https://vimeo.com/417385931>
- Tuesday, Sept 8
 - Choose one:
 - 5:30pm Attend Discussion Session – Situated Knowledges
 - Primary discussion post to the Week 4 Discussion Wiki
- Saturday, Sept 12
 - Due: Responses on the Weekly Discussion Wiki Page and Questions on the Questions Page
 - Read
 - Booth, et al. *Craft of Research*. Ch 2.
 - First Year Journal

- Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
- Spend some time browsing around the ATEC Graduate Handbook, reviewing policies, course plans, and milestones. What will you concentrate on this semester to ensure your first year is a success?

Explore Further

- Duarte, Marisa Elena, Morgan Vigil-Hayes, Sandra Littletree, Miranda and Belarde-Lewis. "Of course, data can never fully represent reality': Assessing the Relationship between Indigenous Data and IK, TEK, and TK." In *Human Biology*, 2020. Open Access Pre-Prints. 163. https://digitalcommons.wayne.edu/humbiol_preprints/163

Week Five: Sept 13 – 19 Biometrics

- Prepare
 - Read
 - *Browne, Simone. "Branding Blackness: Biometric Technology and the Surveillance of Blackness." *Dark Matters: On the Surveillance of Blackness*. Duke University Press, 2015, pp. 89 – 131.
 - Explore
 - Lozano-Hemmer, Rafael. *Remote Pulse*. Installation. 2019. http://www.lozano-hemmer.com/remote_pulse.php
- Tuesday, Sept 15
 - Choose one:
 - 5:30pm Attend Discussion Session – Biometrics
 - Primary discussion post to the Week 5 Discussion Wiki
- Saturday, Sept 19
 - Due: Responses on the Weekly Discussion Wiki Page and Questions on the Questions Page
 - Read
 - Booth, et al. *Craft of Research*. Section II Prologue and Ch 3.
 - First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Consult the ATEC Graduate Handbook and identify two members of the ATEC graduate faculty (ideally in two different areas) whose work uses a methodology or addresses a topic that you find interesting. Review their CVs (CVs can be found on UTD's coursebook or on faculty professional websites).
 - Beyond their research, be sure to also pay attention to which conferences they attend regularly, which professional organizations they belong to, their service commitments, what kinds of classes they teach, and so forth

- What did you learn from their CVs that you might not have otherwise known?
- Email them to make an appointment or ask about coming to their office hours. Make plans to meet with them over the next two weeks.

Explore Further

- Han, Yoon Chung. *Digiti Sonus*. 2012.
<http://yoonchunghan.com/portfolio/DigitiSonus.html>

Week Six: Sept 20 – 26 Lives and Data

- Prepare
 - Make arrangements to join a lab or studio in which you will participate in October.
 - Read
 - Johnson, Jessica Marie. “Markup Bodies: Black [Life] Studies and Slavery [Death] Studies at the Digital Crossroads.” In *Social Text*, vol. 36, no. 4, 2018, pp. 57–79 (access through UTD library)
 - Explore
 - Knight, Kim, Jessica Murphy, and Dale MacDonald. *Black Ribbon for Mourning*. Installation. 2017.
http://fashioningcircuits.com/?page_id=3413
 - Password protected:
 - Optional: make arrangements to see in person
- Tuesday, Sept 22
 - Choose one:
 - 5:30pm Attend Discussion Session – Data, Life, and Death
 - Primary discussion post to the Week 6 Discussion Wiki
- Saturday, Sept 26
 - Read
 - Booth, et al. *Craft of Research*. Ch 4
 - **Do What You Do Best** assignment due. Upload to Box.
 - First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?

Explore Further

- Wernimont, Jacqueline. *Numbered Lives*.
- Farrell, Molly. *Counting Bodies*.

Week Seven: Sept 27 – Oct 3 Data and the Planet

- Prepare
 - Catch up on Responses & Questions from last week in the wiki

- Read
 - Lennon, Myles. “Decolonizing energy: Black Lives Matter and technoscientific expertise amid solar transitions.” In *Energy Research & Social Science*, vol. 30, 2017, pp. 18-27. (access through UTD library)
 - (Suggested) Shore, Zachary. “How to Read, Part 1: Dissecting a Text.” *Grad School Essentials: A Crash Course in Scholarly Skills*. U of California P, 2016, pp. 8 - 39. (course reserves)
- Explore
 - Biala, Alicja and Borkowicz, Iwo. *Totemy*. Installation. 2019. <https://www.totemy.org/en/totems>
 -
- Tuesday, Sept 29
 - Choose one:
 - 5:30pm Attend Discussion Session – Materializing Data
 - Primary discussion post to the Week 7 Discussion Wiki
- Saturday, Oct 3
 - Due: Responses on the Weekly Discussion Wiki Page and Questions on the Questions Page
 - Read
 - Booth, et al. *Craft of Research*. Ch 5.
 - First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Visit one of the professors whom you identified two weeks ago.
 - Questions you might ask them:
 - “What do you wish you knew in graduate school?”
 - “What is one thing you can recommend I focus on at this stage?”
 - Look ahead to subsequent weeks of scholar’s assignments and ask them for suggestions for professional organizations, conferences, journals, email lists, and so forth.
 - Reflect on their answers. What did you learn about graduate study or your field?
 - Reflect on your September participation in a lab or studio

Explore Further

- Pasek, Anne. “Managing Carbon and Data Flows: Fungible Forms of Mediation in the Cloud.” *Culture Machine*, vol. 18, April 2019. <http://culturemachine.net/vol-18-the-nature-of-data-centers/managing-carbon-and-data-flows/>.
- Polli, Andrea. *Sonic Antarctica*. <https://www.terrain.org/arterrain/26/>

Week Eight: Oct 4 – 10 Pluralism and Context

- Of Note:

- Oct 5 is the last day to register to vote in TX <https://www.votetexas.gov/register-to-vote/you-must-register-by.html>; Unsure if you are registered? Check <https://teamrv-mvp.sos.texas.gov/MVP/mvp.do>
-
- Prepare
 - Read
 - Klein and D'Ignazio. *Data Feminism*. Introduction, Ch 3 – 6.
 - Explore
 - Climbing PoeTree. *Stitched*. Workshops and Installation. Ongoing. <http://www.climbingpoetree.com/experience/projects/stitched/>
- Tuesday, Oct 6
 - Choose one:
 - 5:30pm Attend Discussion Session – TOPIC
 - Primary discussion post to the Week 8 Discussion Wiki
- Saturday, Oct 10
 - Due:
 - Responses on the Weekly Discussion Wiki Page and Questions on the Questions Page
 - **All First Year Journal entries for the first half of the semester are due.**
 - Read
 - Booth, et al. *Craft of Research*. Section III Prologue; Ch 7; Ethics of Research (in section 5).
 - First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Find a professional organization in your field and explore their website.
 - What can you learn from the field by how the website curates and organizes information?
 - Catch up on any journal entries you missed before this week.

Explore Further

- Knight, Kim Brillante. ““Danger, Jane Roe!’ Wearable Data Visualization as Feminist Praxis.” In *Bodies of Information: Intersectional Feminist Digital Humanities*, edited by Jacqueline Wernimont and Elizabeth Losh, University of Minnesota Press, 2018.
- Data 4 Black Lives. <https://d4bl.org/>
- Johnson, Jessica Marie. “4DH + 1 Black Code / Black Femme Forms of Knowledge and Practice,” *American Quarterly* vol. 70 (September 2018)

Week Nine: Oct 11 – 17 Algorithms

- Of Note
 - Early Voting Begins Oct 13. Check for locations: <https://teamrv-mvp.sos.texas.gov/MVP/mvp.do>

- Prepare
 - Read
 - Noble, *Algorithms of Oppression*
- Tuesday, Oct 13
 - Choose one:
 - 5:30pm Attend Discussion Session – Algorithms
 - Primary discussion post to the Week 9 Discussion Wiki
- Saturday, Oct 17
 - Due: Responses on the Weekly Discussion Wiki Page and Questions on the Questions Page
 - Read
 - Booth, et al. *Craft of Research*. Ch 8 & 9.
 - First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Review last year’s program from a national academic conference in your field. Identify 1 panel of interest.
 - What can you learn about your field from looking at the types of topics, kinds of presentations, events directed at grad students or mentoring?

Explore Further

- Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*. Polity Press, 2019.

Week Ten: Oct 18 – 24 Data Visualization

- Prepare
 - Make arrangements to join a lab or studio in which you will participate in November/December.
 - Read
 - Battle-Baptiste and Rusert, eds., *W.E.B. DuBois’s Data Portraits: Visualizing Black America*: Intro, Ch 1, Ch 2
 - Explore
 - DuBois, the color plates reprinted in the above book
- Tuesday, Oct 20
 - Choose one:
 - 5:30pm Attend Discussion Session – Materializing Data
 - Primary discussion post to the Week 10 Discussion Wiki
- Saturday, Oct 24
 - Due
 - **Do Something New** assignment due. Upload to Box.
 - Read
 - Booth, et al. *Craft of Research*. Review Ch 6. Ch 14.

Unit Three: Mediating Data

Week Eleven: Oct 25 – 31 Where has all the data gone?

- Of Note
 - Oct 30 is the last day for early voting in TX. Find locations <https://teamrv-mvp.sos.texas.gov/MVP/mvp.do>
- Prepare
 - Catch up on last week's Responses on the Weekly Discussion Wiki Page and Questions on the Questions Page
 - Explore
 - Onuoha, Mimi. *Library of Missing Datasets 2.0* Installation. 2018.
 - <http://mimionuoha.com/the-library-of-missing-datasets-v-20>
 - <https://github.com/MimiOnuoha/missing-datasets>
- Tuesday, Oct 27
 - Choose one:
 - 5:30pm Attend Discussion Session – Missing Data
 - Primary discussion post to the Week 11 Discussion Wiki
- Saturday, Oct 31
 - Due: Responses on the Weekly Discussion Wiki Page and Questions on the Questions Page
 - First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Find and review CVs or resumé of panel presenters from the conference panels you chose a few weeks back
 - Reflect on the CV or resumé as a genre of communication
 - Reflect on the October lab/studio meetings you attended

Explore Further

- *Eglash, Ron. "Anti-Racist Technoscience: A Generative Tradition." In *Captivating Technology*

Week Twelve: Nov 1 – 7 Narrative as situated data

- Of Note
 - Nov 3 is election day. If you live in Collin or Dallas county, you can vote at any polling location in that county, including on campus.
 - For Dallas County locations, visit <https://www.dallascountyvotes.org/election-day-voting/>
 - For Collin County locations, visit https://www.collincountytx.gov/elections/election_information/Pages/election_day.aspx
- Prepare

- Read
 - “How to ‘read’ a film”
<http://www.english.upenn.edu/~mulready/Handouts/How%20to%20Read%20a%20Film.pdf>
- Watch
 - Kappo and Kappo, dirs. *Liyanna*. 2018.
 - Available to rent through iTunes, Amazon, GooglePlay, and Fandango. Available to purchase on Blu-ray or DVD
<https://www.liyanathemovie.com/shop>
- Tuesday, Nov 3
 - Choose one:
 - 5:30pm Attend Discussion Session – Narrative and Data
 - Primary discussion post to the Week 12 Discussion Wiki
- Saturday, Nov 7
 - Due: Responses on the Weekly Discussion Wiki Page and Questions on the Questions Page
 - Read
 - Booth, et al. *Craft of Research*. Section IV Prologue. Ch 12 & 13.
 - First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Find a peer reviewed academic journal in your field. Skim the entire most recent issue.
 - Reflect on the academic journal as a mode of discourse.

Week Thirteen: Nov 8 – 14 Rewriting Data

- Prepare
 - Read
 - Gandhiworks, “The Process of Analyzing and Reviewing Games in a Critical Way” <https://medium.com/wetheplayers/how-to-critically-analyze-and-review-games-fb1956522900>
 - Play
 - LaPensée, *When Rivers Were Trails*
 - <https://indianlandtenure.itch.io/when-rivers-were-trails>
- Tuesday, Nov 10
 - Choose one:
 - 5:30pm Attend Discussion Session – When Rivers were Trails
 - Primary discussion post to the Week 13 Discussion Wiki
- Saturday, Nov 14
 - Due
 - **Final Project – Close Reading Draft 1 Due**
 - First Year Journal

- Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
- Find and join a listserv (email list) in your field. Observe for one week.

Explore Further

- LaPensée, “Video Games Encourage Indigenous Cultural Expression.” *The Conversation*. March 21, 2017. <https://theconversation.com/video-games-encourage-indigenous-cultural-expression-74138>
- If you aren’t familiar with land tenure issues, take a look at <https://iltf.org/land-issues/issues/>

Week Fourteen Nov 15 – 21 Peer Review

- Prepare
 - Catch up on last week’s responses on the Weekly Discussion Wiki Page and Questions on the Questions Page
 - Read
 - Assigned Close Reading Peer Drafts
- Tuesday, Nov 17
 - Choose one:
 - 5:30pm Attend Discussion Session – Peer Review
 - Post Peer Review Feedback to Box
- Saturday, Nov 21
 - First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Reflect on listserv (you joined last week, remember?) as mode of academic discourse

Week Fifteen: Nov 22 – 28 Final Project

- Prepare
 - Read
 - Booth, et al. Craft of Research. Ch 17.
- Tuesday, Nov 24
 - **Final Project – Close Reading Draft 2 Due**
 - No synchronous session this week
- Saturday, Nov 28
 - First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Find and join a social network in your field - Facebook, Twitter, Tumblr, a forum, etc. Spend the next week observing.

Nov 29 – Dec 7 Final Project

- Prepare
 - Continue work on final project.
- Saturday, Dec 5
 - First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Reflect on the social network as a mode of academic discourse

December 8 Course Wrap Up

- Due
 - **Final Project Due**
 - **First Year Journal complete**
- First Year Journal
 - Optional check-in: how was your week? Did anything good happen that you want to share? Anything confusing or frustrating?
 - Re-read all of your First Year Journal entries. Reflect on what you have learned about your field(s). What do you still need to know?
 - Catch up on journal entries from the second half of the semester.