

## *Course Syllabus*

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### **Course Information**

Semester: Fall 2018

ATCM6395-002: Phenomenological methods

Wednesdays 1pm-3:45 pm. ATC3.502

### **Professor Contact Information**

Frank Dufour

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

*None*

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### **Course Description**

#### *Back to the Studies Themselves!*

This class has been designed to present students with a different perspective on research and graduate education. It is also meant to be a safe place for students to connect or reconnect with the pleasure of studying, away from all the worries that too often could over their horizon during graduate school.

Its four main goals will be attained through the application of phenomenological method of research and formation of knowledge during class time and throughout collective and individual assignments.

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### **Student Learning Objectives/Outcomes**

#### **Goals of the class:**

There are four sets of goals for this class:

1: acquiring the understanding of history of phenomenology as a school of ideas emerging in the end of the 19<sup>th</sup> century. This historical perspective will cover 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries to show the consistency of phenomenology as a general approach to production of knowledge and scientific investigation. In particular, we will explore some key moments related to the connections of phenomenology with Psychology of Perception, Design, Sciences and philosophy of science, Pragmatism, Technology, and Art (particularly, post-modern art)

2: acquiring the discipline and skills necessary to conduct phenomenological research. The class will use case studies to show how phenomenology brings forth new ways of engaging with research, especially as it regards the relationship between human consciousness, experience, and knowledge.

The class will progressively lead students to the ability to design their own research projects.

Each student already engaged in a research project will be able to consider the consequences of the adoption of phenomenological approach and to compare this approach to other ones.

3: enjoying the state and correlated activities of being a researcher and a scholar. It is absolutely necessary for students to feel confident and competent in their domain and field of research. The class should allow all of them to deepen and further their acquaintance with their studies. It is my intention to create with this class a pole of attraction contribution to the emergence of meanings from all the disciplines that students are studying: I will consider in detail all the other courses and research in which students are engage and make sure that the class provides positive resonance for these activities.

4: becoming a multidisciplinary researcher.

Phenomenology is at the core of a multidisciplinary theoretical framework encompassing theories of perception anchored in psychology, ecology, theories of social organization, and methods of scientific and poetic inquiries. Students will experience and identify these connections and allow perspectives drawn from these disciplines to foster their research.

In order to fully seize the nature of findings produced by phenomenological methodology, it is very important to understand how other disciplines work, and what is the nature of their findings. The class will us case studies to identify the diversity of methods of research in relationship to their findings.

#### **Methods of the class:**

The class relies on trust and confidence, and on the adoption of strict principles of liberty, equality, and mutual understanding.

One of the pre-requisites of the class is absolute freedom of speech, and behaviour within the constraints of the respect of the core principles of liberty, equality, and mutual understanding.

Within these constraints, the class will generally use out loud public readings of seminal texts, and explanations and comments of these texts.

Depending on the students' track and degree program (MA, MFA, or PhD) assignments will be specially designed for the students to experiment and practice the various sets of activities specific to academic and scientific domains: debate, review of literature, exposés, research method design...

While the class will use a fairly limited amount of required readings, students will be encouraged to further their theoretical backgrounds with additional readings specifically recommended with respect to their needs and interests.

This class is meant to be a foundation allowing them to use phenomenology as a general support for their studies, practices, research, and life.

Active listening will also be one of the main methods used in the class: students will be encouraged to listen to each other, to the instructor and his guests, and to their environment. A fair amount of class time will be used to listen to music, poetry, and

voices of philosophers, political and intellectual thinkers, artists, and activists. This emphasis on hearing and voices will be further explained during the semester, using selected passages of Don Ihde's *Listening and Voice. Phenomenology of Sound*.

Because the content of the class, its assignments and projects are strongly related to students' previous knowledge and experience, a detailed syllabus including an agenda for each session will not be posted before the first meeting of the class. Such agenda will be determined during the first meeting of the class.

Please feel free to email me with any questions regarding this class.  
[Frank.dufour@utdallas.edu](mailto:Frank.dufour@utdallas.edu)

### **Suggested Course Materials**

Besides the texts made available to the students, the class will use the resources provided by the journal *Phenomenology and Mind*  
<http://www.fupress.net/index.php/pam/index>

### **Assignments & Academic Calendar**

*(Topics, Reading Assignments, Due Dates, Exam Dates)*

List of words to understand and to put in practice. These words will be explained, discussed, and presented in various contexts.

Noema/Noesis

Reduction

Intentionality

Intuition

Object/subject

Transcendent

Immanent

Adequate

Essence

Universal

Ideating abstraction

Knowledge

Experience

Authenticity

List of the topics explored throughout the semester:

While this order of topics seems the most natural, depending on students' priorities and needs, this order can be altered.

Phenomenology, science, and knowledge (epistemology)

Phenomenology and pragmatism (historical perspective and Dewey and Husserl)

Phenomenology and Gestalt (the question of perception in historical perspective)

Phenomenology and perception

Phenomenology, aesthetics, and design (historical perspective)

Phenomenology and contemporary philosophy

Phenomenology and contemporary neuro-psychology

Phenomenology and current research in social/human sciences 1  
Phenomenology and current research in social/human sciences 2  
Phenomenology as research methodology 1  
Phenomenology as research methodology 2

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### **Grading Policy**

Attendance and participation will be graded as follow

Presence	Activity (0-4)S.E	Relevance (0-4)S.E	Activity (0- 4)I.E	Relevance (0-4)I.E	Average activity	Average Relevance
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0 is no activity, no relevance  
1 is mostly no activity, no relevance  
2 is some activity, sometimes relevant  
3 mainly active, mostly relevant  
4 always active, always relevant

S.E is student's evaluation  
I.E is instructor's evaluation

All assignments given in the course of the semester will be individually discussed with the students to define its scope, goals, and means of assessment. A specific grading strategy will be designed and applied.  
The final grade for the class will be an average between Attendance and participation and other assignments.

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### **Course & Instructor Policies**

The class will use a phenomenological approach to all of the activities and practices conducted in the course of the seminar, thus requiring:

- Absolute respect of subjectivity and personal views on any subjects studied in class.
- Considerateness to individuals, ideas, groups, sensitivities...
- Constant and consistent collective search of synthesis and accord.
- Constant and consistent collective search of variations of approaches, methods, and perceptions.

Constant and consistent collective search of empathetic solutions, methods and ways of being

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### **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.”

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### **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 go to <http://go.utdallas.edu/syllabus-policies> for these policies.

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