Research and Writing II

Faculty of Arts and Social Sciences
Research and Writing II

Full course description

In this second Research and Writing course, students will conclude their basic studies with the writing of an academic paper, in which they will examine an Arts and Culture theme of their choice and in which they will have achieved a basic level of academic competence. During period 1 and 2, students select and delineate their topic and conduct a systematic search for sources and material. They then compose a Literature Review on the basis of key sources. This review will be the starting point for the academic paper in period 3. The emphasis in this course is on the independent selection and definition of the topic of the paper, on the formulation of the research problem it addresses and the research question it sets out to answer and on building a solid and convincing argumentation that is supported by the productive use of relevant secondary sources.

Course objectives

Independently writing an academic paper on a self-chosen subject within the field of Arts and Culture.

Recommended reading

❯ Booth, W., Colomb, G., & Williams, J. (1995). The craft of research.
❯ Jackson, H. (2005). Good grammar for students.
❯ Rawlins, J. (2002). The writer's way (5th ed.).
❯ Seale, C. (Ed.). (2004). Researching society and culture.

ACU2900

Period 1
5 Sep 2022   **28 Oct 2022**

Print course description 🖶

ECTS credits: **9.0**

Instruction language: **English**

Coordinator:
M. Reithler

Teaching methods:
Lecture(s), Assignment(s), PBL

Assessment methods:
Assignment, Final paper

Keywords:
research skills, Research design, Writing skills, formatting, language and rhetorical skills, structuring, Argumentation

Technological Society

Technological Society

Full course description

In this course you will explore and analyse what it means to live in a technological society. In particular, you will study how technology and society have been intertwined since World War Two. While technology has always been an intricate part of any society, in the second half of the 20th century technological change became a defining characteristic of the way societal structures, media and art are constituted and organized. In this course, you will investigate and unravel this distinctive condition.

The central idea of this course is that many current societal issues build on, resonate and reflect issues in the past. You will study five different areas in which questions about technology's role in society are central: security, mass media, environment, health and work. Taking its starting point in current challenges related to these five areas, you will seek to contextualize them in relation to parallel developments in the period 1950-2000. This course is foremost about social and cultural questions. In this course you will learn that technological development is not just about technology.

Course objectives

❯ You will learn to recognize and articulate contemporary challenges of technology in society, in particular in the areas of security, mass media, environmental pressures, health and work & consumption
❯ You will learn how to productively draw parallels between the current societal issues and developments and imaginations in the past
❯ You will learn to recognize and apply analytical perspectives to analyse the entanglement of technology, media, and politics in our contemporary society.
❯ You will be able to make a reasoned contribution to academic and societal debates on the role of technology in society

Recommended reading

See course book.

ACU2015

Period 1
5 Sep 2022   **28 Oct 2022**

Print course description 🖨

ECTS credits: **9.0**

Instruction language: **English**

Coordinator:
A. Supper

Teaching methods: **PBL**

Assessment methods: **Written exam**

Keywords:
Science, Technology and Society studies; Media; Security; Environment; Health; Work; Social Shaping of Technology; technological determinism

Doing Ethnography

Full course description

In this skills course, students are introduced to the qualitative research method of ethnography. Following an introduction to ethnographic research, the students of each tutorial group work together on collaboratively developing a research problem and design (related to the role of technology in contemporary society, which relates to the Technological Society course), which can be tackled through a series of individual methodological exercises. Students practice different methods in the ethnographic toolkit, such as conducting participant observation research, online ethnography and qualitative interviews. In bringing together the different exercises in a research report (written individually by each student), we discuss how ethnographic materials can be generated; how the results can be interpreted and analysed; and how ethnographic research can be made robust, valid and reliable.

Course objectives

Upon completion of this skills course, you will be able to:

❯ understand and explain the main characteristics of ethnographic research
❯ (collaboratively) define a research problem which is suitable to an ethnographic approach
❯ apply different ethnographic methods (participant observation, online ethnography, qualitative interviews) to the research problem
❯ communicate with research participants in a professional and ethically sound manner
❯ use different ways of recording and documenting research data
❯ account for and reflect upon methodological choices
❯ analyse ethnographic materials in relation to the research problem

Recommended reading

The core texts for this skills training are:

❯ Seale, C. (Ed.). (2018), Researching Society and Culture (4th edition) London: Sage.
❯ Taylor, S. J., R. Bogdan, & DeVault, M. L. (2016). Introduction to Qualitative Research Methods (4th edition). Hoboken: Wiley.

Both texts are methodological reference works, which provide useful background information for the research that you will conduct during this skills training.

ACU2506

Period 1
5 Sep 2022   **28 Oct 2022**

Print course description 🖨

ECTS credits: **4.0**

Instruction language: **English**

Coordinator:
A. Supper

Teaching methods:
Assignment(s), Lecture(s), Paper(s), PBL, Skills, Research

Assessment methods: **Final paper**

Keywords:
Ethnography, participant observation, online ethnography, interviewing, technology

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Introduction Academic Skills

Full course description

In this introduction to academic skills, you will be informed about what the library has to offer. The skills training consists of a virtual tour and an online tutorial to train the research skill 'systematic (literature) search'. This includes, amongst others, how to do research in online library databases such as Web of Science. In addition to the virtual library tour and online tutorial, you will need to conduct a series of exercises in preparation of the final workshop. During this final workshop, there will be ample time for asking questions to an Information Specialist from the library.

Course objectives

The skills training will support pre-master students in conducting systematic literature research.

PMG1000

Period 1
5 Sep 2022   **28 Oct 2022**

Print course description 🖨

ECTS credits: **0.0**

Instruction language: **English**

Teaching methods:
Lecture(s), Work in subgroups

Keywords:
literature research, library training

Maker Cultures

Faculty of Arts and Social Sciences
Maker Cultures

Full course description

This course takes a critical making perspective to connect thinking and making, two modalities of engaging with the world that are typically considered separately, creating an artificial distinction between conceptual and material exploration. You will learn how making in different forms, from physical (un)making to gaming, can enhance your thinking, help you formulate arguments, and answer research questions. You will also be able to problematise and analyse the ethics of technological designs. By taking a project-based approach in which you will be actively involved in the process of making, this course will delve into theoretical and methodological aspects of maker culture, emphasizing the shared act of making as a process of critical inquiry, decision-making, and reflection. The course will also provide you with skills and competencies that will enable you to work in teams, follow robust approaches to carry out projects from start to finish, and reflect on the products of your work.

Course objectives

At the end of this course, you will be able to:

❯ Develop a critical understanding of maker culture, its current cultural and social context and its role in the 21st century knowledge production.
❯ Apply the concept of critical making to reflect on and analyze the value of technology designs as well as your own practice.
❯ Use design thinking as a method to respond to problems and create (digital) solutions.
❯ Conceptualize and make (digital) objects collaboratively and reflect critically on your own digital objects and the making process.

Prerequisites

None

Recommended reading

❯ Bogers, L. & Chiappini, L. (2019). Introduction. In Bogers, L. & L. Chiappini (eds.), *The critical makers reader: (un)learning technology.* Amsterdam: Institute of Network Cultures, pp. 8-12.
❯ Jenkins, T. & Bogost, I. (2015). Escaping the Sandbox: Making and its Future. TEI '15, January 16 – 19, 2015, Stanford, CA, USA https://dl.acm.org/doi/10.1145/2677199.2680558
❯ Ratto, M. & Hertz, G. (2019). Critical Making and Interdisciplinary Learning: Making as a Bridge Between Art, Science, Engineering, and Social Interventions. In Bogers, L. & Chiappini, L. (eds), *The Critical Makers Reader: (Un) learning Technology.* Amsterdam: Amsterdam University of Applied Sciences, pp. 18-28. https://www.researchgate.net/publication/220175067_Critical_Making_Conceptual_and_Material_Studies_in_Technology_and_Social_Life.
❯ Richterich, A., & Wenz, K. (2017). Making and Hacking: Introduction. Digital Culture & Society, 3(1), 5-21. DOI: https://doi.org/10.14361/dcs-2017-0102

Introduction to Digital Technologies I

Full course description

In this course, you will learn about key concepts related to digital technologies, and about the historical development of the technologies underpinning digitalisation. The focus of the course is on computing and the main purpose is to provide you with sufficient knowledge to understand technical issues you may encounter in other courses, and current trends in digital technologies. The course will start with an overview of key vocabulary related to computing, and the history and key characteristics of computer systems. We will also discuss algorithms in depth, and learn, how to create, visualize and program them. Finally, we will develop a perspective on digital literacy and explore the way current debates are governed by these technologies.

Course objectives

At the end of this course, you will be able to:

- Describe how computer systems work;
- Identify and convert everyday problems into input a computer system can use in its work;
- Illustrate how algorithms guide the way we understand and address everyday problems;
- Break down and diagram digitisation processes in terms of their various components.
- Understand the role of computing in forming digital identities and literacy.

Prerequisites

Note that it is very important that you complete this course successfully before you start DSO1506 Introduction to Digital Technologies 2.

Recommended reading

Englander, I. (2014). *The architecture of computer hardware, system software, and networking*. John Wiley & Sons.

Academic Writing for Premasters

Full course description

This support course will help students to write an academic research paper, to understand the role of the core elements of a research paper, and be able to implement these in their own writing. Specifically, they will understand the basic principles of argumentation, and how to present a coherent argument that contains identifiable claims backed up with appropriate academic support. To this end they will also learn how to use secondary sources and attribute these correctly using APA style, both in text and in the reference list.

Course objectives

The tutorials will support students in formulating a research question, structuring their paper and writing about their insights.

Recommended reading

- Booth, W., Colomb, G., & Williams, J. (1995). *The craft of research*. Chicago: The University of Chicago Press.
- Jackson, H. (2005). *Good grammar for students*. London: Sage.
- Seale, C. (Ed.). (2004). *Researching society and culture*. London: Sage.
- Rawlins, J. & Metzger, S. (2012). *The writer's way* (8th ed.). Boston: Wadsworth.

Living in a Digital Age

Living in a Digital Age

Full course description

This course provides an overview of the historical and philosophical contexts through which digital technologies and the social worlds that they mediate were imagined and constructed. It allows students to explore how these developments are being realized in contemporary designs, policies, and debates about our sociotechnical world. Students will learn about important contemporary debates regarding the automation of labor, (lack of) diversity among designers of digital technologies, ubiquitous surveillance by states, businesses, fellow citizens, and ourselves. Students will relate these current debates to long-standing philosophical and societal controversies. They will study current technological controversies not as inevitable outcomes of a technical logic, but as products of culture. They will position themselves relative to these debates and craft reasoned arguments – accessible to a wider audience – to back their positions.

Course objectives

This course takes as its starting point the many debates, opportunities, and challenges that early 21st century digital culture poses. The course will prepare students to engage critically with this culture by understanding, first, the historical and philosophical contexts that stand behind the promises and realities of new digital technologies; and second, a comprehensive overview of the contested trajectories that characterize contemporary digital culture. Upon completion of this course, students will be able to:

- describe the potentials and dangers of contemporary technological society through reference to concrete objects and practices
- position themselves within those debates, and provide reasoned, accessible arguments for their positions.

Prerequisites

None

ACU2018

Period 4
6 Feb 2023   **6 Apr 2023**

Print course description 🖶

ECTS credits:	**9.0**
Instruction language:	**English**

Coordinators:
- **J.W.A.P. Ward**
- **A.R. Wojcik**

Teaching methods:	**PBL**
Assessment methods:	**Final paper**

Keywords:
digitalization, digital technologies, digital culture

Research Methods: Interviewing

Faculty of Arts and Social Sciences
Research Methods: Interviewing

Full course description

In this skills-training, you are trained in the craft of qualitative, semi-structured interviewing. You will learn through a hands-on approach, by arranging, preparing, conducting, recording, transcribing and analysing a research interview on a topic of your choice in small groups. Lectures and readings address the methodological premises, techniques for designing topic lists and formulate good questions, and approaches to coding qualitative data. Practical sessions serve to practice these skills, discuss your experiences, and offer opportunities for extensive feedback by tutors and peers. The assessment is a portfolio of your interview materials, analysis and reflections. Please note that this is an elective skills training and available places may be limited; in period 4 students choose two out of the four offered skills of 3ECTS each.

Course objectives

At the end of this course, students will have gained:

• An insight into methodological advantages and disadvantages of interviewing;

• First hand experience in conducting and analysing interviews, based on data gathered by the students themselves;

• An understanding of how to use qualitative interviewing as a social science research method.

Recommended reading

Rubin, H. J. & Rubin, I.S. (2012). Qualitative Interviewing. The Art of Hearing Data. (3rd edition). London: Sage.

EUS3500

Period 4
6 Feb 2023   **6 Apr 2023**

Print course description 🖶

ECTS credits: **3.0**

Instruction language: **English**

Coordinator:
J.L.M. Bruyninckx

Teaching methods:
PBL, Presentation(s), Skills, Work in subgroups

Assessment methods:
Assignment, Portfolio

Keywords:
Qualitative methodology, semi-structured interviewing, qualitative data analysis, coding

Digital Cultures

Faculty of Arts and Social Sciences
Digital Cultures

Full course description

In this course, you explore how digital technologies interact with culture and how culture shapes digital technologies. Digital technologies draw on established ways of experiencing and acting in the world, but they also challenge these ways, and open up new ones. Drawing on concepts and methods from philosophy, anthropology, and cultural and media studies, you will investigate topics such as AI and robots, digitally mediated identity and intimate relations, arts and remix culture, and the blurring of the distinction between the cultural and the natural.

Course objectives

At the end of this course, you will be able to:

- ❯ Understand why people can feel threatened or excited by the cultural changes provoked by digital technologies;

- ❯ Critically reflect upon the different facets of digital culture such as the narratives about technological innovation, robots and AI, authenticity and intimacy, nature and culture;

- ❯ Apply your understanding of digital culture and cultural changes to your own examples;

- ❯ Identify and distinguish how different actors attach different meanings to digital technologies and their expected impacts;

- ❯ Analyse the consequences of technological developments for digital cultures and critically investigate the narratives related to them;

- ❯ Answer a research question on the topic of digitalisation of culture and develop a coherent argumentation.

Prerequisites

none/not applicable

Introduction to Digital Technologies II

Faculty of Arts and Social Sciences
Introduction to Digital Technologies II

Full course description

This course builds on 'Introduction to Digital Technologies I' (DSO1503), and extends its perspective to include the basics of computer-networking. In this course, we will explore the fundamentals and historical development of computer networking. The main aim of this course is to provide you with perspectives on how networking works and the inter-relationships between technological and economic changes on the one hand, and social changes and changes in society on the other. We will start by reflecting on key computer networking oncepts, move to reviewing the development of the internet and World Wide Web. You will learn about the different Web generations, social media and social networking, crowdsourcing, cyber security and cyber-attacks.

Course objectives

By the end of this course you will be able to:

- ❯ Demonstrate understanding of computer networks and the different components within them;
- ❯ Break down and illustrate the seven OSI model layers and the four TCP/IP model layers;
- ❯ Summarize the historical development and usage of computer networking and the World Wide Web;
- ❯ Classify different generations of the Web, social media and crowdsourcing, and the different types of user-generated content;
- ❯ Describe the main concepts and issues in network security, the risks and different types of cyberattacks.

Prerequisites

We strongly recommend that you have successfully completed DSO1503 Introduction to Digital Technologies 1 before starting this course. We will be building on material covered in DSO1503.

Recommended reading

Ryan, J. (2010). *A history of the internet and the digital future*. London, UK: Reaktion Books.

DSO1506

Period 5
11 Apr 2023   **9 Jun 2023**

Print course description 🖨

ECTS credits: **4.0**

Instruction language: **English**

Coordinator:
E.V. Sapir

Teaching methods: **PBL, Lecture(s)**

Assessment methods: **Written exam**

Keywords:
Networking, OSI and TCP/IP models, open system interconnection, ARPANET, the internet, the World Wide Web and its different generations, the social web, crowdsourcing, Social media, network security

Doing Discourse Analysis II

Doing Discourse Analysis II

ACU2510

Full course description

Doing Discourse Analysis II aims to help you to attain sufficient methodological competency to use discourse analysis in your final thesis. Thematically this elective skill invites you to analyse discourses in relation to themes from the elective courses you have followed in period 4 or are following in period 5. In this skills training, you will work on an individual research project on a topic of your choice from one of these courses. Like in Doing Discourse Analysis I, the focus will be on Foucauldian inspired discourse analysis. In Doing Discourse Analysis II, the knowledge of discourse analysis will be deepened and widened. You are introduced to recent additions to discourse analysis - such as the idea of performativity by gender theorist Judith Butler and the conception of discourse coalitions by political scientist Maarten Hajer - and criticisms of the method, making you aware of possible shortcomings and alternatives. You are for instance invited to think critically about the relationship between subject positions that are produced by discourses and everyday lived identities, and whether and how we can create room for thinking about agency.

Course objectives

The course will help you to:

❯ thoroughly understand discourse analysis, performativity, and discourse coalitions.
❯ evaluate when discourse analysis, performativity, and the discourse coalitions approach can be useful methods for analysis.
❯ set up a research project that is geared towards unravelling discourses with attention for performativity or discourse coalitions, to perform discourse analysis and to be able to handle a large amount of data in the process of doing so.
❯ understand the strengths, limitations and drawbacks of discourse analysis, performativity, and discourse coalitions and to be able to deal with these critically and reflectively.
❯ write a research paper about discourse analysis with attention for performativity or discourse coalitions.

Recommended reading

The secondary readings in this course are available as E-readers on the EleUM