

2022 6S Sketch Group Program

Curriculum



As of April 12, 2022

...[A]nalysis-as-craft is not invention out of thin air, nor is it flat reproduction of the already known. It cannot be reduced to developing better observational skills, precise data collection techniques, or more accurate abstractions. Nor is it enough to write evocative texts. It is not about choosing a theorist in advance or claiming to have no theoretical preferences. Analysis transpires at the intersection of many of these and according to the specific problems and questions at hand.

([Ballester and Winthereik 2021: 7](#))

The sketches you will encounter in this program are an invitation to experiment and practice the craft of research design and analysis. Some of the sketches are designed to help bring forth articulations of possible career trajectories you might imagine and can begin to explore.

We will be utilizing one curriculum below that faculty mentors (one per group of five students) may then adapt and tailor as they desire.

The point of sketching is that it is meant to be revised. We hope groups will use the structure of the sketch to produce articulations without worry that they are perfect or final.

Sketch Submission Instructions

For Workshop #1:

Submit sketches and collaboration bio via form [here](#) by April 22, 2022

For Workshop #2, #3, and #4:

Submit sketches directly to the relevant sketch on STS Infrastructures one week prior to the respective meeting. Instructions for uploading and creating a new PECE artifact can be found [here](#). Feel free to email aokune@uci.edu for any troubleshooting.

In the one week prior to the workshop, peers and faculty mentors are asked to provide elaborative (generative, helpful) reviews of sketches submitted by at least one of their peers. Identify one or two responses that resonate with you. To submit your review, click ANNOTATE on the PDF artifact of the response you wish to reply to and select the question set for "[6S Elaborative Peer Review](#)." Here is an [annotation video tutorial](#) as well as additional [annotation instructions](#).

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Workshop 1 - April 26, 2022

This first workshop will focus on getting to know each other and our interests. We will become familiarized with the practice of sketching, STS Infrastructures, and the plan for the rest of the year.

Homework Assignment #1: Collaboration Bio

We invite participants to share a collaboration bio of approximately 1 paragraph coupled with a photograph or avatar image so that we can get familiar with each other ahead of the workshop. A collaboration bio differs slightly from a regular bio in that the focus is more internal, sharing your experiences/skills/interests to help connect you with other collaborators. Please note, these will be visible to all participants in the 6S Sketch Group. See examples from the 2021 6S workshop [here](#).

Homework Assignment #2: Wishlist 2072

Wishlist 2072

In this sketch, make a long list of topics, issues, questions and places that you hope to research over the next 50 years. Taking care of this list over the course of your career will help you make decisions about projects you should join, or not, and about how to elaborate or delimit any project you are involved in.

Homework Assignment #3: [Staccato Project Design](#) (2021 link [here](#)).

During 60 minute live workshop - Featured Speakers: 6S Reps and Kim Fortun

- 20 minutes with full group - opening by 6S Reps welcoming and introducing faculty mentors and the structure of the program
- 10 minutes group work in 2 groups of 10 to discuss wishlist 2072 insights
- 10 minutes full group - discussion by Kim about how to think about staccato project design and value of practicing it.
- 20 minutes group work in 4 groups of 5 each (1 faculty each) to discuss staccato project design and what the group wants to do between now and next workshop (some might want to do co-working sessions; others, nothing, it is fine).

Workshop 2 - June 2022 - Sharing STS data

This workshop will prompt your thinking about data possibilities for your research – what you can borrow, need to collect, and can share with others. "Data" is material you could draw on to build an argument/narrative about your topic: participant-observation at x place; interviews with y and z; policy docs about t; archival materials available at c; etc. We will work towards identifying datasets you can build that would power your own research but also that you can give back to an STS research commons to nourish collaborative labor. This exercise also prompts thinking about the multifaceted politics of such a data sharing exercise.

As you work on this sketch, begin to imagine what STS can become as data sharing becomes more common and supported. Consider, for example, the initiative *Engaging Science, Technology and Society* (ESTS) journal is taking to encourage authors to link out from their journal articles to publicly accessible source and supplemental data [links forthcoming].

Homework Assignment #1: Complete the following table, describing the kinds of data you anticipate producing and how you will preserve and access them.

Indexing Data Types				
method activities	data type [pdfs? mp4s?, jpegs? tabular?]	preservation [Where will this data live?]	access & security concerns [Who should and shouldn't see?]	discoverability [How should and could this data be made discoverable?]

Homework Assignment #2: Data Availability Statement

Choose one of the data you identified above and draft a hypothetical data availability statement using the instructions (taken from ESTS site) [here](#).

Homework Assignment #3: Curating Borrowed Data

Curating Borrowed Data
In this sketch, identify and describe already-existing data collections that you can draw into your research. Search for topical archives/collections (like this Labor History Archives) and in more general archives (like the US Library of Congress' Digital Collections , the Online Archive of California and the University of California's Calisphere . Also search less centrally curated collections like the Omeka Showcase and Sites of Conscience .
BORROWED DATA 1
BORROWED DATA 2
BORROWED DATA 3

During 90 minute live workshop - Featured speaker: ESTS collective

- 30 mins presentation by ESTS group
- Bibliodiversity at the level of data - how can data be a new format/genre that might allow for new entrants to STS publishing. Allows for non-English languages, etc.

- Creative about what you can access, what might be useful to other people. Learning to see that as a form of creativity and form of productivity in its own right.
- 1 hour- breakout groups of 10 to discuss. Will not come back as a full group. Disburse when the groups have finished their discussion and exercise.

Workshop 3 - August 2022 - STS career trajectories and academic life in different places

This workshop will focus on thinking about STS career trajectories rhizomatically, acknowledging the many constraints, politics, new directions and great urgency of scholarly work today.

Homework Assignment #1:

Biosketch 2040

In this sketch, provide 5-10 key words and write a 200-400 narrative biosketch describing one way you can imagine yourself in the year 2040.

The biosketch should articulate your cumulative expertise, built through a series of projects. There can be a number of streams of work, creatively linked together. If you are also interested in developing alt-ac expertise, this is the place to ruminate and align your alt-ac activities with your research interests. The biosketch should indicate how STS provided critical background and a vantage point that distinguishes you from people from other educational backgrounds.

Homework Assignment #2:

QUERYING JOB MARKETS, TRANSNATIONALLY

Identify a job posting you find exciting in your country of education/origin/a new geography altogether;

Answer the following three questions in 50-100 words each, concerning the posting and provide two questions that

spring to your mind about the posting.

Questions:

- What aspects of the posting most attracted you?
- How do you relate with the geographic location of the posting on the level of familiarity? Talk about its political, social, institutional, material and cultural contexts that you are and are not familiar with.
- How does the location of the posting enable your research contexts or career trajectories?

During 90 minute live workshop: Panel discussion on STS career pathways - transnational. Non-academic jobs (this will be recorded and also create a mini archive that will help us learn academic life in different places) - **Featured speaker: TBC - activist scholar; scholar working with policy makers; alt ac scholar**

- 10 minute opening and introduction of speakers
- 3 prepared talks (10 mins each person?); 20 minutes Q&A
- Breakout groups with speakers and people can go to the room they want to to ask targeted questions. (10 mins)
- 20 mins discussion with your mentors on North America Academe, debrief with your sketch group and any planning between now and next meeting. (2 groups of 10)

Workshop 4 - October 2022

Homework: Return to the [Staccato Project Design](#), re-casting with your many possible future directions in mind. You might want to change your project design after our discussion about the alt-ac job market, for example, or after our conversation about data sharing and data ethics. Your Staccato Project Design here goes beyond your current project and draws out directions for your current project to help you venture into topics, fields and areas of studies adjacent to and beyond your first formulation.

During Live Workshop: Present each other's project designs

- 60 minutes- Presenting the Staccato Project within groups of 5 (7 minutes for each presentation and 4 minutes for discussion).
- All participants meet for closing ceremony
 - 10 mins by Kim
 - TBC - 10 minutes by Emma (4S President)
- 10 mins notes by 6S reps

Featured speaker: Kim closing remarks; 4S President

In-Person Dinner Social - December 2022

- Sticky note interactive activity where we can have them give feedback about the program and learnings.