

ITP Core 1: History, Theory, and Practice of Interactive Media

ITCP 70010

Fall 2012

Tuesday, 4:15-6:15 p.m.

Class meets in Room TBA

Steve Brier (sbrier@gc.cuny.edu)

Office: 7301.10

Office Hours: By appointment (contact Leila Walker at x7290 or lwalker1@gc.cuny.edu). I'm usually in my office, rm. 7301.10, in the hour prior to class

Course Description:

This is the first core course in the Interactive Technology and Pedagogy certificate program. We will examine the economic, social, and intellectual history of technological design and use in general, and of interactive media in particular. Our focus is also on the mutual shaping of technology and academic teaching, learning and research—how people and ideas have shaped these (largely) classroom and academic research interactions in the past, and how we are now transforming them in the present. By examining the use and design of technologies inside and outside of the university, we are, of course, also reflecting on what it means to be human in a world increasingly dominated and controlled by various technologies.

The course also explores the history and theory of digital media, including hypertext and multimedia, highlighting the theoretical and practical possibilities for research, reading, writing, presentation, interaction, and play. We are particularly interested in the ITP program in the possibilities that new, nonlinear, digital tools have opened up for teaching and research, including the emergence of the new field of “Digital Humanities.”

Students will write two papers: an interim essay focused on the readings in the Prologue and the first two parts of the course (due 10/23) and a larger research paper linking selected readings with aspects of teaching, learning and/or research in one's area of academic interest (due on or about 12/22). I will provide more complete information about these papers during the semester.

We will be using a course blog on the CUNY Academic Commons where we will extend discussions about the reading and we will all participate in posting additional readings and other materials. Each student will be expected to lead at least one in-class discussion as well as to motivate one online discussion focused on the readings and online materials during the course of the semester. The idea of motivating a reading is to offer a “provocation” (in the form of a critical commentary) about that reading, not merely provide a summary of what the author said.

Because the ITP program lacks sufficient course units to team teach the two core courses (as we have always done in the past) I plan to invite a number of ITP faculty members and others to join us for particular class sessions during the semester. As such, the assigned readings may be tweaked/changed prior to class sessions in response to specific requests from guest faculty members.

NOTE: Prior to our first class meeting on August 28th, everyone should do two things: watch the film *Blade Runner* (the 25th Anniversary "Final Cut" edition on DVD from 2007 is the best version), which can

be purchased on Amazon (<http://www.amazon.com/Blade-Runner-Final-Two-Disc-Special/dp/B000UD0ESA>) or borrowed from Netflix; and read the short Phillip K. Dick 1968 novel that inspired it (*Do Androids Dream of Electric Sheep?*). It doesn't matter which order you do these in, though reading the novel first probably makes the most sense.

Books to Purchase:

All books are available in paperback and many for e-readers (Kindle, etc.). You are encouraged to purchase books via the link to Amazon on the bottom left corner of the GC's Mina Rees Library main webpage (<http://www.library.gc.cuny.edu>), which yields a 5 percent contribution from Amazon to the library for book and electronic resource purchases that benefit all GC students (and faculty, too).

- * Yochai Benkler, *The Wealth of Networks*, Yale Univ. Press, 2006.
- * Cathy N. Davidson, *Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn*, Viking, 2011.
- * Philip K. Dick, *Do Androids Dream of Electric Sheep?* Any edition/version.
- * Kathleen Fitzpatrick, *Planned Obsolescence: Publishing, Technology and the Future of the Academy*, NYU Press, 2011.
- * James Gee, *What Video Games Have to Teach Us About Learning and Literacy*, Palgrave Macmillan, 2007.
- * Matthew Gold, ed., *Debates in the Digital Humanities*, Univ. of Minnesota Press, 2012.
- * Katherine Hayles, *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature & Informatics*, Univ. of Chicago Press, 1999.
- * Michael Mandiberg, ed., *The Social Media Reader*, NYU Press, 2012.
- * Franco Moretti, *Graphs, Maps, Trees: Abstract Models for Literary History*, Verso, 2007.

Writing Assignments and Paper Topics:

Description will be provided on the course blog:

- * Weekly Blogging Assignments
- * First Paper Topics
- * Final Paper Topics

Preliminary Syllabus

Prologue: Dystopias/Utopias: Technology and Science Fiction

August 28: Introductions/Dystopian Visions of Technology

- * Screen Ridley Scott's film, *Blade Runner* (1982) [Please view the 25th Anniversary "Final Cut" DVD version of the film (2007), which you can buy on Amazon or get on Netflix]
- * Phillip K. Dick, *Do Androids Dream of Electric Sheep?* (1968)

September 4: Bodies and Embodiment in Cyberspace

- * Donna Haraway, "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century," in *Simians, Cyborgs and Women: The Reinvention of Nature*, Routledge, 1991, 149-81. Available on course blog.
- * N. Katherine Hayles, *How We Became Posthuman* (1999) [Required: Prologue, Chapter 1, Chapter 4; Optional: Chapter 7]
- * Nicholas Gane, "When We Have Never Been Human, What Is to Be Done?: Interview with Donna Haraway," *Theory, Culture & Society* (December 2006), 135-158.
- * N. Katherine Hayles, "Unfinished Work: From Cyborg to Cognisphere." In *Theory, Culture & Society* 23.7-8 (2006), 159 -166.
- * Nigel Thrift, "Donna Haraway's Dreams," *Theory, Culture & Society* (December 2006), 189-195.

Unit One: Historical Perspectives on Technology

September 11: The History of Technological Change and the Rise of the Internet

- * E.P. Thompson, "Time Work-Discipline and Industrial Capitalism" in *Past and Present* 38 (1967), 56-97. [Available online at: <http://www.jstor.org/stable/649749>]
- * Wolfgang Schivelbusch, *The Railway Journey* (1977) [selections WHICH CHAPTERS? to be posted on course blog]
- * Vannevar Bush, "As We May Think." *The Atlantic Monthly* (July 1945). [Available online: <http://www.theatlantic.com/doc/194507/bush>]
- * Roy Rosenzweig, "Wizards, Bureaucrats, Warriors and Hackers: Writing the History of the Internet" *American Historical Review* (December 1998) [Available online: <http://www.jstor.org/stable/2649970>]
- * Tim Berners-Lee, "Information Management: A Proposal." CERN (1989). [Available online: <http://www.w3.org/History/1989/proposal.html>]

Suggested viewing: David Harvey's two-part online lecture on Ch. 15 in Marx's *Capital*, "Machinery and Large Scale Industry" at: <http://davidharvey.org/2008/08/marxs-capital-class-08/> and <http://davidharvey.org/2008/08/marxs-capital-class-09/> .

Sign Up for *How People Learn* and *Now You See It* Chapters for week of October 2

September 18: NO CLASS

September 25: NO CLASS

Unit Two: Teaching and Learning

October 2: Neuroscience and Learning

- * NRC Report: *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* (2000), Chs. 1 & 2, pp. 1-50; Ch. 7, pp. 155-189; Ch. 10, pp. 231-247. Available online: http://www.nap.edu/openbook.php?record_id=9853&page=1
- * Cathy N. Davidson, *Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn* (2012), Introduction, Part One and Part Two, pp. 1-161; Conclusion, pp. 277-292.

October 9: Teaching and Pedagogy: Experiential Learning & Digital Technologies

- * John Dewey, *Experience and Education* (1938), Chapters 1, 5-8 [Available as a pdf on course blog]
- * Randy Bass, "Engines of Inquiry: Teaching, Technology, and Learner-Centered Approaches to Culture and History." [Available as a pdf on the course blog]
- * "The Visible Knowledge Project" Available online: <http://gallery.carnegiefoundation.org/collections/exhibits/vkp/index.htm> [Look at various VKP projects and find several of interest to present to the class]
- * Sam Weinberg, "Why Historical Thinking Matters" Flash slide show at: <http://historicalthinkingmatters.org/why/>
- * Steve Brier and Joshua Brown, "The September 11 Digital Archive. *Radical History Review*. Issue 111 (Fall 2011). [Available as a pdf on the course blog]
- * Claire Potter, "Because it is Gone Now: Teaching the September 11 Digital Archive" (, Vo. 25, No. 3: 31-34. [Available as a pdf on the course blog]

October 16: Gaming and Pedagogy (Guest: Kimon Keramidas)

- * James Gee, *What Video Games Have to Teach Us About Learning and Literacy* (2003) Ch. 1 (Introduction), Ch. 2 (Is Playing Video Games a "Waste of Time?"), Ch. 3 (What Does It Mean to Be a Half Elf), Ch. 4 (Situated Meaning and Learning), Ch. 7 (The Social Mind), Conclusion
- * Kimon Keramidas "What Games Have to Teach Us About Teaching and Learning: Game Design as a Model for Course and Curricular Development." *Currents in Electronic Literacy*: 2010: Gaming Across the Curriculum. Available online: http://currents.dwrl.utexas.edu/2010/keramidas_what-games-have-to-teach-us-about-teaching-and-learning
- * Jane McGonigal, *Reality Is Broken: Why Games Make Us Better and How They Can Change the World* (New York: Penguin Press, 2011), chap. 7-8, pp. 119-167. On ERes.
- * Ian Bogost, "Persuasive Games: Exploitationware," *Gamasutra*, May 3, 2011, http://www.gamasutra.com/view/feature/6366/persuasive_games_exploitationware.php.
- * Margaret Robertson, "Can't play, won't play," *Hide&Seek - Inventing new kinds of play*, October 6, 2011, <http://www.hideandseek.net/2010/10/06/cant-play-wont-play/>

First Paper Due in class, October 23

Unit Three: Contemporary Spaces and Mediations

October 23: Hypertext and the Future of Reading and the Book

- * Jerome McGann, "The Rationale of Hypertext," 1995. Available online at: <http://www2.iath.virginia.edu/public/jjm2f/rationale.html>, but probably best read in its Sutherland *Electronic Text* version, 1997)

* Bob Stein, "a unified field theory of publishing in the networked era." *if:book*, 9/4/08. [Available online: http://www.futureofthebook.org/blog/archives/2008/09/a_unified_field_theory_of_publ_1.htm]

* Robert Darnton, "Google and the Future of Books," *The New York Review of Books* 56, 2 (February 12, 2009). <http://www.nybooks.com/articles/22281>.

October 30: Databases and Data Mining

* Lev Manovich, "The Database," in *The Language of New Media*, pp. 212-243. [On course blog].

* Ed Folsom, "Database as Genre: The Epic Transformation of Archives" *PMLA* 122, no. 5 (10), 2007, pp. 1571-1579. doi:[10.1632/pmla.2007.122.5.1571](https://doi.org/10.1632/pmla.2007.122.5.1571).

* Jonathan Freedman, N. Katherine Hayles, Jerome McGann, Meredith L. McGill, Peter Stallybrass, and Ed Folsom, "Responses to Ed Folsom's 'Database as Genre: The Epic Transformation of Archives,'" *PMLA* 122, no. 5 (10), 2007, pp. 1580-1612. doi:[10.1632/pmla.2007.122.5.1580](https://doi.org/10.1632/pmla.2007.122.5.1580).

* Cohen, Daniel J. "From Babel to Knowledge: Data Mining Large Digital Collections." *D-Lib Magazine* 12, 3 (March 2006). <http://www.dlib.org/dlib/march06/cohen/03cohen.html>.

November 6: Visualization (Guest: Josh Brown)

* Stone, [Information Visualization: Challenge for the Humanities](#) in *Working Together or Apart: Promoting the Next Generation of Digital Scholarship*, Report of a Workshop Cosponsored by the Council on Library and Information Resources and The National Endowment for the Humanities (March 2009). [Available as a pdf at www.clir.org/pubs/reports/pub145/pub145.pdf]

* other readings to be selected and assigned by Josh

November 13: Intellectual Properties, Copyrights, and Distributions

* Lawrence Lessig, *Free Culture* (2004): Introduction (pp. 1-15); Chapter 1 - "Creators" (pp. 21-31); Chapter 4 - "Pirates" (pp. 53-61); Chapter 5 - "Piracy" (pp. 62-81); Chapter 10 - "Property" (pp. 116-175); Conclusion (pp. 257-272); Afterward (pp. 273-307). [Available online: <http://www.free-culture.cc/>, but you can/should also buy a copy of the paperback.]

* Lawrence Lessig, "REMIX: How Creativity is Being Strangled by the Law;" Fred Benenson, "On the Fungibility and Necessity of Cultural Freedom," and Michael Mandiberg, "Giving Things Away is Hard Work: Three Creative Commons Case Studies," in Mandiberg, *The Social Media Reader*, Part V: Law.

November 20: Open Source, Peer Production and the Mechanics and Ethics of Sharing (Guest: Michael Mandiberg)

* Yochai Benkler, *The Wealth of Networks* (2006), Chapter 1. Introduction pp. 1-28; Part One. The Networked Information Economy, pp. 29-90; Chapter 8, "Cultural Freedom: A Culture Both Plastic and Critical," pp. 273-300; Chapter 10, "Social Ties: Networking Together," pp. 356-377.

* Siva Vaidhyanathan and Tim O'Reilly selections from Part I: Mechanisms in Mandiberg, ed., *The Social Media Reader*, pp. 24-52.

* Lewis Hyde, *Common As Air: Revolution, Art and Ownership* (Farrar, Straus, Giroux, 2010), pp. 23-38. [Available on course blog]

* Lewis Hyde, et. al., *Collaborative Futures*, "What Is Collaboration" (First Things First - Non-Human Collaboration) at <http://www.booki.cc/collaborativefutures/>

* The Free Software Definition at <http://www.gnu.org/philosophy/free-sw.html>

Unit Four: The Digital Humanities

November 27: What is the Digital Humanities? (Guest: Matt Gold)

* *Debates in the Digital Humanities*, Part 1 “Defining the Digital Humanities” (all); Part IV: “Practicing the Digital Humanities” (all); Part VI: Kirschenbaum, “As/Is”

* Ramsay, “[Who’s In, Who’s Out](http://lenz.unl.edu/papers/2011/01/08/whos-in-and-whos-out.html)” (<http://lenz.unl.edu/papers/2011/01/08/whos-in-and-whos-out.html>) & “[On Building](http://lenz.unl.edu/papers/2011/01/11/on-building.html)” (<http://lenz.unl.edu/papers/2011/01/11/on-building.html>)

December 4: Distant Reading

* Franco Moretti, *Graphs, Maps, Trees: Abstract models for a literary history*.

* Christopher Prendergast, "Evolution and Literary Theory: A Reply to Franco Moretti" *New Left Review*, 40 (July-Aug. 2005), pp. 40-62. [Available on course blog]

* Franco Moretti, "The End of the Beginning: A Reply to Christopher Prendergast," *New Left Review*, 41 (Sept.-Oct. 2006), pp. 71-86. [Available on course blog]

December 11: The Digital Humanities and the Future of Academic Inquiry and Academic Labor

(Guest: Kathleen Fitzpatrick)

* Kathleen Fitzpatrick, *Planned Obsolescence*, SELECT Chs.

* Noah Wardrip-Fruin, "Blog-Based Peer Review: *Expressive Processing*" (2008), *Grand Text Auto*. [Available online:

http://www.futureofthebook.org/blog/archives/2008/01/expressive_processing_an_exper.html (intro)

<http://grandtextauto.org/category/expressive-processing/> (archive of EP posts)]

* Tom Schienfeldt – “Toward a Third Way: Rethinking Academic Employment” –

<http://mediacommons.futureofthebook.org/alt-ac/pieces/toward-third-way-rethinking-academic-employment>

* Julia Flanders, “Time, Labor, and ‘Alternate Careers’ in Digital Humanities Knowledge Work,” in *Debates in the Digital Humanities*, pp. 292-308.

December 22: *Final Paper Due*