

ITP Core 1: History, Theory, and Practice of Interactive Media
Professors Steve Brier and Luke Waltzer

ITCP 70010: Fall 2014
Tuesdays, 4:15-6:15 p.m.
Class meets in 5417

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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 change over time, as well as technology and digital media design and use. Our primary focus is on the mutual shaping of technology and academic pedagogy and academic research—how people and technologies have shaped academic classroom and research interactions in the past, and how they are reshaping the university in the present. By examining the uses and design of technologies inside and outside of the academy, 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, teaching, 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 Digital Humanities.

Course Requirements:

Students will write two papers: an interim essay focused on the readings in the Prologue and the first two parts of the course (due no later than Midnight, 11/4) and a larger research paper linking selected readings with aspects of teaching and learning and/or research in one's area of academic interest (due on or before 12/27). We will provide more complete information about these papers during the semester.

We will be using the CUNY Academic Commons extensively, particularly a course group site (<http://commons.gc.cuny.edu/groups/fall-2014-itp-core-1-course/>) for routine communications (and where course readings in .pdf format will be posted in the "Files" section); and a course blog (<http://core1fall2014.commonsgc.cuny.edu/>) on which we will extend our class discussions about the readings and where we will all participate in posting additional readings and other materials relevant to the course and its content. Each student will be expected during the course of the semester to motivate

several blog discussions focused on the readings and online materials. 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.

We plan to invite a number of ITP faculty members and other scholars and practitioners to join us as guests for particular class sessions this semester. As such, the assigned readings listed in the Preliminary Syllabus may be tweaked/changed prior to class sessions in response to specific requests from guest presenters.

NOTE: Prior to our first class meeting on September 2nd, everyone should 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 streamed on Netflix, as well as read the short Phillip K. Dick sci-fi novel that inspired it (*Do Androids Dream of Electric Sheep?*).

Books to Purchase:

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

- * Yochai Benkler, *The Wealth of Networks*, Yale Univ. Press, 2006.
- * 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.
- * Michael Mandiberg, ed., *The Social Media Reader*, NYU Press, 2012. (selections will be made available as a .pdf on the Group site)
- * Franco Moretti, *Graphs, Maps, Trees: Abstract Models for Literary History*, Verso, 2007.
- * Siva Vaidhyanathan, *The Anarchist in the Library*. New York: Basic Books, 2004.

Book to Acquire for Free Online:

- * Cory Doctorow, *Little Brother*. Available in a variety of formats under a Creative Commons license from Gutenberg.org — <http://www.gutenberg.org/ebooks/30142>
- * Matthew Gold, ed., *Debates in the Digital Humanities*, Univ. of Minnesota Press, 2012. (available in an e-version at <http://dhdebates.gc.cuny.edu/>)

Fall 2014 Core 1 Preliminary Syllabus (This will change!)

Prologue: Dystopias/Utopias: Technology and Science Fiction

September 2: 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 9: Bodies 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 as a .pdf on course Group site.]

N. Katherine Hayles, *How We Became Posthuman* (1999), Prologue and Chapter 1 [Available as a .pdf on course Group site.]

Nicholas Gane, "When We Have Never Been Human, What Is to Be Done?: Interview with Donna Haraway," *Theory, Culture & Society* (December 2006), 135-58. [Available as a .pdf on course Group site]

N. Katherine Hayles, "Unfinished Work: From Cyborg to Cognisphere." *Theory, Culture & Society* 23.7-8 (2006), 159-66. [Available as a .pdf on course Group site]

Unit One: Historical Perspectives on Technology

September 16: Historical Materialist Theories of Technological Change and Transformation

Karl Marx, *Capital* (1867) [Vol. 1, Chapter 15, "Machinery and Modern Industry," Sections 1-6, 8 & 10]. Available online: <http://www.marxists.org/archive/marx/works/1867-c1/> or any print editions (there are many)

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), Chs. 1 – 4 [Available as a pdf on course Group site]

Walter Benjamin "The Work of Art in the Age of Mechanical Reproduction" (1935) [available at <http://www.marxists.org/reference/subject/philosophy/works/ge/benjamin.htm>]

Supplementary 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/>.

September 23: NO CLASS (Tuesday follows Friday schedule)

September 30: The History of the Internet

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>

Cory Doctorow, *Little Brother*, Ch. 1-12.

Steve Jones, *The Emergence of the Digital Humanities*, (Routledge, 2013). "Introduction," pp. 1-17. [Available as a pdf on course Group site]

Unit Two: Teaching, Learning, and the University

October 7: The Uses, Present and Future, of the University

Clark Kerr, *The Uses of the University*, 2001 edition. Ch. 1, 3. (chapters in .pdf format available on Group site);

Steve Brier, "The Historical Expansion of Public Higher Education, 1943-1976," in Michael Fabricant and Stephen Brier's *Austerity Blues: The Crisis in Public Higher Education* (forthcoming) (chapter in .pdf format available on Group site).

Clayton Christensen, *The Innovative University*, 2011. Ch. 1, 13-14, 20, 23 (chapters in .pdf format available on Group site).

Jill Lepore, "The Disruption Machine," in *The New Yorker* (<http://www.newyorker.com/magazine/2014/06/23/the-disruption-machine>)

Marc Bousquet, *How the University Works*, 2008. Ch. 1 (chapter in .pdf format available on Group site)

October 14: Teaching and Pedagogy: Experiential Learning & Digital Technologies

John Dewey, *Experience and Education* (1938), Chapters 1, 5-8 [Available as a .pdf on course Group site]

Randy Bass, “Engines of Inquiry: Teaching, Technology, and Learner-Centered Approaches to Culture and History.” [Available as a .pdf on the course Group site]

The Visible Knowledge Project” Available at:

<https://blogs.commons.georgetown.edu/vkp/library/> [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 Group site]

Claire Potter, “Because it is Gone Now: Teaching the September 11 Digital Archive” *OAH Magazine of History* (2011), pp. 31-34. [Available as a pdf on the course Group site]

October 21: WAC/WID, Digital Pedagogy, and the CUNY Context

Readings drawn from:

Mina Shaughnessy, *Errors and Expectations*. [Available as a pdf on the course Group site]

Paolo Freire, *Pedagogy of the Oppressed*. [Available as a pdf on the course Group site]

Stephen Brier, [“Where’s the Pedagogy? The Role of Teaching and Learning in the Digital Humanities”](#)
and Luke Waltzer, [“Digital Humanities and the ‘Ugly Stepchildren’ of American Higher Education”](#) in
Debates in the Digital Humanities, “Teaching the Digital Humanities” section

International Network of WAC Programs (INWAC), [“Statement of WAC Principles,”](#) February 2014.

Peter Elbow, “High Stakes and Low Stakes in Assigning and Responding to Writing,” *New Directions for Teaching and Learning*, , no. 69, Spring 1997. [Available as a pdf on the course Group site]

October 28: Gaming and Pedagogy

NRC Report: *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* (2000), Chs. 1 & 2, 1-50; Ch. 7, 155-89; Ch. 10, 231-47. Available
online: http://www.nap.edu/openbook.php?record_id=9853&page=1

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 at: http://currents.dwrl.utexas.edu/2010/keramidas_what-games-have-to-teach-us-about-teaching-and-learning)

Ian Bogost, "Persuasive Games: Exploitationware," *Gamasutra*, May 3, 2011
http://www.gamasutra.com/view/feature/6366/persuasive_games_exploitationware.php.

First Paper Due, November 4

Unit Three: Contemporary Spaces and Mediations

November 4: Textuality, Databases, and Data Mining

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, available as a .pdf on the Group site)

Lev Manovich, "The Database," in *The Language of New Media*, 212-43. [On course Group site].

Ed Folsom, "Database as Genre: The Epic Transformation of Archives" *PMLA* 122, no. 5 (10), 2007, 1571-79. 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, 1580-1612. doi:[10.1632/pmla.2007.122.5.1580](https://doi.org/10.1632/pmla.2007.122.5.1580).

Daniel J. Cohen, "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 11: Visualization (Guest: Lev Manovich)

Maureen 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/viewings to be selected and assigned by L.M.

November 18: Intellectual Properties, Copyrights, and Distributions

Siva Vaidhyanatan, *The Anarchist in the Library: How the Clash Between Freedom and Control Is Hacking the Real World and Crashing the System* (2004): "Introduction," "Public Noises," "The Ideology of Peer to Peer," "Culture as Anarchy," "The Perfect Library," "The Nation-State Versus Networks," "The Empire Strikes Back."

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. [Available as a .pdf on course Group site]

November 25: Open Source, Peer Production and the Mechanics and Ethics of Sharing (Guest: Michael Mandiberg)

Yochai Benkler, *The Wealth of Networks* (2006), Chapter 1. Introduction 1-28; Part One. The Networked Information Economy, 29-90; Chapter 8, “Cultural Freedom: A Culture Both Plastic and Critical,” 273-300; Chapter 10, “Social Ties: Networking Together,” 356-77.

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

Siva Vaidhyanathan and Tim O’Reilly selections from Part I: Mechanisms in Mandiberg, ed., *The Social Media Reader*, 24-52. [Available on course Group site]

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

Adam Hyde, et. al., “What Is Collaboration Anyway?” in Mandiberg, ed., *The Social Media Reader*, 53-67. [Available as a .pdf on course Group site]

Unit Four: The Digital Humanities

December 2: What is the Digital Humanities and What Does It Mean for Academic Scholarship and Academic Labor?

Debates in the Digital Humanities, M.K. Gold, ed., Part 1 “Defining the Digital Humanities” (all); Part IV: “Practicing the Digital Humanities” (all); Part VI: Kirschenbaum, “As/Is”

Steve Jones, *The Emergence of the Digital Humanities*, Intro. & Ch. 1. [Available on course Group site]

Stephen Ramsay, “Who’s In, Who’s Out” (<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>)

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*, 292-308.

December 9: 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), 40-62. [Available on course Group site]

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

December 16: The Digital Humanities and the Future of Academic Inquiry and Academic Publishing (Guest: Kathleen Fitzpatrick?)

Kathleen Fitzpatrick, *Planned Obsolescence*, Ch. 1 ("Peer Review"), Ch. 2 ("Authorship"), Ch. 3 ("Texts"), Ch. 5 ("The University"), & Conclusion.

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

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.html]

December 27: Final Paper Due