

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

Professors Ximena Gallardo and Carlos Hernandez

ITCP 70010: Fall 2018

Seminar: Mondays, 4:15-6:15 p.m.

Seminar room 3309

Lab: Mondays, 6:30-8:30 p.m.

Lab meets in GC Library Basement, room C196.01

Carlos Hernandez (chernandez@bmcc.cuny.edu)

Office Hours: By appointment. Often will be able to meet after class.

Ximena Gallardo (xgallardo@lagcc.cuny.edu)

Office Hours: By appointment. Often available to meet in the hour before class.

Books to Purchase:

All books are available in paperback and most for e-readers (Kindle, iPad, etc.). If you do use Amazon, 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.

- Yochai Benkler, *The Wealth of Networks*, Yale Univ. Press, 2006.
- Michael Fabricant & Stephen Brier, *Austerity Blues: Fighting for the Soul of Public Higher Education*, Johns Hopkins Univ. Press, 2016.
- 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.
- Jane McGonigal. *Reality Is Broken: Why Games Make Us Better and How They Can Change the World*. Penguin (Reprint edition) 2011.
- Franco Moretti, *Graphs, Maps, Trees: Abstract Models for Literary History*, Verso, 2007.

Books available by purchase or freely available online:

- *Digital Pedagogy in the Humanities: Concepts, Models, and Experiments*, Rebecca Frost David, Matthew K Gold, Katherine D.

Harris, and Jentery Sayers, eds
<https://digitalpedagogy.commons.mla.org/>

- Matthew Gold, ed., *Debates in the Digital Humanities*, Univ. of Minnesota Press. Both the 2012 and the 2016 versions will be used in class. (available in an e-version at <http://dhdebates.gc.cuny.edu/>)
- Michael Mandiberg, ed., *The Social Media Reader*, NYU Press, 2012. (available on archive.org)
- Cory Doctorow, *Homeland*. (Available for free on Cory Doctorow web page. Important! Please use the free version of the text! It contains content relevant to our discussion that the purchasable version does not! <https://craphound.com/homeland/download/>)

Respect for Diversity: The values of inclusion and respect for diversity are central to the work we do as educators. The City University of New York's Policy on Equal Opportunity and Non-Discrimination to

admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.

<http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/policies-and-procedures/CUNYPolicy-Equal-Opportunity-and-Non-Discrimination-010115-procedures.pdf>

In addition, class rosters and University data systems are provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, we are happy to use the name and/or pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during the semester, please let us know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

Prologue: Dystopias/Utopias: Technology and Science Fiction

Aug. 27: Introduction: Pedagogy, Technology, and Science Fiction

Have read *Homeland* and be prepared to discuss:

- * Privacy
- * Technology
- * Marcus as a learner — traditional versus nontraditional learning
- * The metafictional and nonfictional elements of Doctorow's writing aesthetic

Discussion: How your text/artifact reflects a current or future vision of interactive technology and connects to the challenges of teaching.

Homework: Part I of Wikipedia work (ongoing until October 15):

1. Create a Wikipedia Account
2. Join our WikiEdu class
at https://dashboard.wikiedu.org/courses/CUNY_Graduate_Center/Interactive_Technology_and_Pedagogy_Core_1_%28Fall_2018%29?enroll=rdismeav
3. Complete the following units of the Wikipedia Student Training
at <https://dashboard.wikiedu.org/training>
 - Wikipedia policies
 - Sandboxes, talk pages, and watchlists
 - How to edit: Wikicode vs Visual Editor
 - Contributing images and media files
 - Translating articles
 - Adding citations
 - Drafting in the sandbox
 - Drafting in the sandbox (as a group)
 - Moving work out of the sandbox
 - Moving work out of the sandbox (as a group)
 - Plagiarism and copyright violation

Monday, September 3: No Class, Labor Day

Wednesday, September 5: Technological Bodies and Identities

Readings

1. 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.]
2. Hayles, *How We Became Posthuman* (1999), Prologue and Chapter 1 [Available as a .pdf on course Group site.]
3. Lisa Nakamura, and Chow-White, eds. *Race After the Internet*. "Introduction-Race and Digital Technology." [Available as a .pdf on course Group site.]
4. Wendy HuiKyong Chun, "Big Data as Drama." *ELH*, 2016, Vol. 83(2), pp. 363-368. [Available as a .pdf on course Group site.]

September 10: No Class

Unit I: Perspectives on Technology

Sept 17: Technological Effects and its Discontents

Readings

1. Schivelbusch, *The Railway Journey* (1977), Chs. 1 – 4 [Available as a .pdf on course Group site.]
2. "Imagining the New Media Encounter." http://www.digitalhumanities.org/companion/view?docId=bl_ackwell/9781405148641/9781405148641.xml&chunk.id=ss1-3-1&toc.depth=1&toc.id=ss1-3-1&brand=9781405148641_brand
3. Postman: "Five Things We Need To Know about Technological Change" <http://web.cs.ucdavis.edu/~rogaway/classes/188/materials/postman.pdf>
4. Turkle, *Alone together: why we expect more from technology and less from each other*, Introduction and Conclusion [Available as a .pdf on course Group site.]
5. Watch:
 - A. *2001: A Space Odyssey* – Ape and Bones https://youtu.be/toNuups_j4A
 - B. *2001: A Space Odyssey* – From Bone to Satellite (1968) HD <https://youtu.be/qtbOmpTnyOc>

Homework: Research definitions of Deep Web, Dark Web, Web 2.0, Web 3.0, and Internet of Things, so we can discuss implications for next class

Sept 24: History and Evolution of the Internet and World Wide Web

Readings

1. 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>
2. Vannevar Bush, "As We May Think." *The Atlantic Monthly* (July 1945). Available online: <http://www.theatlantic.com/doc/194507/bush>
3. Tim Berners-Lee, "Information Management: A Proposal." CERN (1989). Available online: <http://www.w3.org/History/1989/proposal.html>
4. "Race, Gender, and Information Technology Use: The New Digital Divide." Linda Jackson et. al. <http://academics.hamilton.edu/ebs/pdf/NDD.pdf>

Discussion: "Free" Web, Deep Web, Dark Web, Web 2.0, Web 3.0, and Internet of Things

Unit II: Teaching and Learning

October 1: Experiential Learning and Behaviorism

Readings

1. Dewey, *Experience and Education*, Chapters 1, 5-8 [Available as a .pdf on course Group site.]
2. Freire, *Pedagogy of the Oppressed* Chapters 1-4 [Available as a .pdf on course Group site.]
3. Watters, "Pigeons, Operant Conditioning, and Social Control" <http://hackededucation.com/2018/06/15/pigeons>
4. Watters, "Teaching Machines and Turing Machines: The History of the Future of Labor and Learning" <http://hackededucation.com/2015/08/10/digpedlab>
5. Watch: *The Matrix*: Learning Jiu Jitsu: <https://www.youtube.com/watch?v=8PVeLqWnaXk>

October 8: Indigenous Peoples' Day/Columbus Day—No Class

October 15: How People Learn and the CUNY Context

Readings

1. Committee on Developments in the Science of Learning, *How People Learn: Brain, Mind, Experience, and School* 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

2. Bass, “Engines of Inquiry: Teaching, Technology, and Learner-Centered Approaches to Culture and History.” [Available as a .pdf on course Group site.]
3. Shaughnessy, *Errors and Expectations* [Available as a .pdf on course Group site.]
4. 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 course Group site.]
5. The two sections of the brand new How People Learn II (sent to us by Steve Brier earlier this week)—the Summary and Chapter 8 (on technology in the classroom) <https://www.nap.edu/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures>
6. 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
7. International Network of WAC Programs (INWAC), “Statement of WAC Principles,” February 2014.

Due today: the following units of the Wikipedia Student Training at <https://dashboard.wikiedu.org/training>

- Wikipedia policies
- Sandboxes, talk pages, and watchlists
- How to edit: Wikicode vs Visual Editor
- Contributing images and media files
- Translating articles
- Adding citations
- Drafting in the sandbox
- Drafting in the sandbox (as a group)
- Moving work out of the sandbox
- Moving work out of the sandbox (as a group)
- Plagiarism and copyright violation

Parts II and III of Wikipedia work begin. Due: November 5 before class

October 22: The Uses, Present and Future, of the University

Guest: Stephen Brier, Senior Academic Technology Officer / Professor, PhD Program in Urban Education / Co-Director, New Media Lab, The Graduate School and University Center, CUNY

Readings

1. Clark Kerr, *The Uses of the University*, 2001 edition. Ch . 1, 3. [Available as a .pdf on course Group site.]
2. Chapters 2 & 3 in Part I: The Political-Economic Context of Public Higher Education, in Michael Fabricant and Stephen Brier, *Austerity Blues: The Crisis in Public Higher Education*, Johns Hopkins Univ. Press, Fall 2016
3. Jill Lepore, “The Disruption Machine,” in *The New Yorker* (<http://www.newyorker.com/magazine/2014/06/23/the-disruption-machine>)
4. Marc Bousquet, *How the University Works*, 2008. Ch. 1 [Available as a .pdf on course Group site.]
5. Kamentz, TEDxAtlanta talk (<https://www.youtube.com/watch?v=i6MLLkmXee0>) and browse *The Edupunks' Guide To a DIY Credential*
6. Jim Groom, EDUPUNK or, on becoming a useful idiot <https://bavatuesdays.com/edupunk-or-on-becoming-a-useful-idiot/>

October 29: Learning and Labor

Readings

1. Karl Marx, *Capital* (1867), Vol. 1, Chapter 15, “Machinery and Modern Industry,” Sections 1-6. Available online: <https://www.marxists.org/archive/marx/works/download/pdf/Capital-Volume-I.pdf>
2. 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>.
3. Watters, “Invisible Labor and Digital Utopias” <http://hackededucation.com/2018/05/04/cuny-labor-open>
4. Watters, “Robots Are Coming For Your Jobs” and <http://2017trends.hackededucation.com/robots-and-work.html> “Robots Are Coming For Your Children” <http://2017trends.hackededucation.com/robots-and-children>
5. Watch *Sleep Dealer*

Unit Three: Contemporary Spaces and Mediations

November 5: The Production of Knowledge

Guest, Ann Matsuuchi (User: Mozucat), Instructional Technology Librarian & Professor, LaGuardia Community College

Readings

1. Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of the Partial Perspective." *Feminist Studies* 14.3 (1998): 575–99.
2. Gallert, Peter, and Maja van der Velden. "Chapter 1: Reliable Sources for Indigenous Knowledge: Dissecting Wikipedia's Catch-22." *Embracing Indigenous Knowledge in a New Technology Design Paradigm*. Eds. N. Bidwell and H. Winschiers-Theophilus. Indigenous Knowledge Technology Conference (IKTC). Preliminary Book Chapter. https://upload.wikimedia.org/wikipedia/commons/5/51/Indigenous_Knowledge_for_Wikipedia.pdf
3. Juhasz, 100 hard Truths: <http://scalar.usc.edu/nehvectors/100hardtruths-fakenews/index> For numerical order, start reading from the bottom. Feel free to read as many truths as you see fit.
4. Juhasz, One Feminist Online Media Mantrafesto* <http://www.feministonline.com/>
5. Gallon, "Making a Case for the Black Digital Humanities." *Debates in the Digital Humanities* (2016), under "Histories and Futures of the Digital Humanities."
6. Watch:
 - A. "What did we edit 2015?" <https://youtu.be/Rm1LKcHD1VE>
 - B. "Wikipedia Zero" <https://youtu.be/ZaZf6h0Pus8>

Discussion: Producing knowledge as part of the Wikipedia platform

Homework: Write reflection (at least 1000 words) on Wikipedia Experience.

Due November 26

November 12: Gaming

Readings

1. 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
2. McGonigal, *Reality is Broken*. Introduction, Chapters 1-5, 8, 11, Conclusion

3. Aaron Chia Yuan Hung, "A Critique and Defense of Gamification." <https://www.ncolr.org/jiol/issues/pdf/15.1.4.pdf>
4. "The power of play: The effects of Portal 2 and Lumosity on cognitive and noncognitive skills." Shute et. al. <http://myweb.fsu.edu/vshute/pdf/portal1.pdf>

November 19: Open/Free Culture, Peer Production and Their Impact on the Intellectual Property and Copyright Regime, Part I

Guest: Megan Wacha, Scholarly Communications Librarian at the City University of New York's Office of Library Services

Readings

1. 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.
2. Adeline Koh, "Imagined Communities, Social Media, and the Faculty," *Academe* May-June 2016. <https://www.aaup.org/article/imagined-communities-social-media-and-faculty#.V0cHOOc5mR4>
3. The Free Software Definition at <http://www.gnu.org/philosophy/free-sw.html>
4. Lewis Hyde, *Common As Air: Revolution, Art and Ownership* (Farrar, Straus, Giroux, 2010), 23-38. [Available as a .pdf on course Group site.]
5. Swartz, Aaron. *Guerilla Open Access Manifesto*. 2008. https://archive.org/stream/GuerillaOpenAccessManifesto/Goamjuly2008_djvu.txt

Due today: PROJECT 2 (Discipline-Specific Literature Review)

November 26: Distant Reading and Data Visualization

Guest : Hannah Aizenman

Possible Readings

1. Moretti, *Graphs, Maps, and Trees*, all
2. Manovich, "What is Visualization" <http://manovich.net/index.php/projects/what-is-visualization>

3. Klein, "The Image of Absence: Archival Silence, Data Visualization, and James Hemings" *American Literature* 84 vol 4, 661-688
4. Few, "Data Visualization for Human Perception." <https://www.interaction-design.org/literature/book/the-encyclopedia-of-human-computer-interaction-2nd-ed/data-visualization-for-human-perception>
5. Parlapiano, Alicia. "There Are Many Ways to Map The Election. We've Tried Most of Them." <https://www.nytimes.com/interactive/2016/11/01/upshot/many-ways-to-map-election-results.html>
6. Byrne, Angus, and Wiles. "Acquired Codes of Meaning in Data Visualization and Infographics: Beyond Perceptual Primitives."
7. Heer, Bostock, Ogievetsky. "A Tour through the Visualization Zoo."

Due today: Reflections on Wikipedia work.

December 3: Open/Free Culture, Peer Production and Their Impact on the Intellectual Property and Copyright Regime, Part II

Guest: Michael Mandiberg, Coordinator, Interactive Technology and Pedagogy Certificate Program

Readings

From Mandiberg, *The Social Media Reader*

1. Vaidhyathan, "Open Source as Culture/Culture as Open Source"
2. O'Reilly, "What Is Web 2.0? Design Patterns and Business Models for the Next Generation of Software"
3. Hyde, et. al., "What Is Collaboration Anyway?"
4. Lawrence Lessig, "REMIX: How Creativity is Being Strangled by the Law"
5. Fred Benenson, "On the Fungibility and Necessity of Cultural Freedom"
6. Michael Mandiberg, "Giving Things Away is Hard Work: Three Creative Commons Case Studies".

Unit Four: The Digital Humanities

December 10: What Is the Digital Humanities? Part I

Guest: Matt Gold

Readings

1. Gold, ed., Part I “Defining the Digital Humanities” (all); Part IV: “Practicing the Digital Humanities” (all); Part VI: Kirschenbaum, “As/Is” *Debates in the Digital Humanities* (2012)
2. Klein and Gold, “Digital Humanities: The Expanded Field,” *Debates in the Digital Humanities* (2016)
3. Jeffrey Schnapp, Peter Lunenfeld, and Todd Pressier, “The Digital Humanities Manifesto 2.0,” 22 June 2009, with comments: <http://manifesto.humanities.ucla.edu/2009/05/29/the-digital-humanities-manifesto-20/>

December 17: What Is the Digital Humanities? Part II

Guest: TBD

1. Hayles, “How We Think: Transforming Power and Digital Technologies, in *Understanding Digital Humanities*, ed. David M. Berry (New York: Palgrave Macmillan, 2012). Revised into “The Digital Humanities: Engaging the Issues,” Chapter 2 of *How We Think: Digital Media and Contemporary Technogenesis* <https://dms484.files.wordpress.com/2017/01/hayles-how-we-think.pdf>
2. “Pedagogies of Race: Digital Humanities in the Age of Ferguson.” Amy E. Earhart and Toniesha L. Taylor. <http://dhdebates.gc.cuny.edu/debates/text/72>
3. Risam, “Digital Humanities in Other Contexts.” <http://roopikarisam.com/uncategorized/digital-humanities-in-other-contexts/>
4. Wendy Hui Kyong Chun, Richard Grusin, Patrick Jagoda, and Rita Raley, “The Dark Side of the Digital Humanities,” 2013 MLA Conference, *Debates in the Digital Humanities* (2016): <http://dhdebates.gc.cuny.edu/debates/text/89>
5. Elizabeth Losh, “What Can the Digital Humanities Learn from Feminist Game Studies?,” *Digital Humanities Quarterly* 9, 2 (2015)
6. Daniel Allington, Sarah Brouillette, David Golumbia, “Neoliberal Tools (and Archives): A Political History of Digital Humanities,” *Los Angeles Review of Books*, 1 May 2016
7. Juliana Spahr, Richard So, Andrew Piper, “Beyond Resistance: Towards a Future History of Digital Humanities,” *Los Angeles Review of Books*, 11 May 2016
8. “Toward a Cultural Critique of Digital Humanities.” Domenico Fiormonte. <http://dhdebates.gc.cuny.edu/debates/text/86>

9. Burke, "The Humane Digital." <http://dhdebates.gc.cuny.edu/debates/text/91>

Due today: PROJECT 3 (Student-designed assignment)