

ITP Core 1: History, Theory, and Practice of Interactive Media
Professors Steve Brier and Carlos Hernandez

ITCP 70010: Fall 2013
Thursdays, 4:15-6:15 p.m.
Class meets in Room 7314

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

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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 teaching, learning and 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 use 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, 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 the week of 10/23, but no later than Midnight, 10/24) 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 (<https://commons.gc.cuny.edu/groups/fall-2013-itp-core-1-course/>) for routine communications (and where course readings in .pdf format will be posed in the "Files" section); and a course blog (<http://corefall2013.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 August 29th, 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 borrowed from Netflix, as well as read the short Phillip K. Dick novel that inspired the film (*Do Androids Dream of Electric Sheep?*).

Books to Purchase:

All books are available in paperback and most for e-readers (Kindle, 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 library for book and electronic resource purchases for the benefit of 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.

* Michael Mandiberg, ed., *The Social Media Reader*, NYU Press, 2012.

* 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:

Cory Doctorow, *Little Brother*. Available in a variety of formats under a Creative Commons license from Gutenberg.org -- <http://www.gutenberg.org/ebooks/30142>

Fall 2013 Core 1 Preliminary Syllabus

Prologue: Dystopias/Utopias: Technology and Science Fiction

August 29: 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 5: NO CLASS - ROSH HASHANAH HOLIDAY

September 12: 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 19: Historical Materialist Theories of Technological Change and Transformation

- Karl Marx, *Capital* (1867) [Vol. 1, Chapter 15, "Machinery and Modern Industry," Sections 1-6, & 8]. 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 as a .pdf file at <http://design.wishiewashie.com/HT5/WalterBenjaminTheWorkofArt.pdf>]
- 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 26: 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

Unit Two: Teaching and Learning

October 3: Neuroscience and Learning

- 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
- Cathy N. Davidson, *Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn* (2012), Introduction, pp. 1-20; and Part Two, 61-161; Conclusion, 277-92.

October 10: 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.commonsgororgetown.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 17: Gaming and Pedagogy

- 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
- 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 24

Unit Three: Contemporary Spaces and Mediations

October 24: 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)
- 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).
- 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>.

October 31: 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 7: 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.
- **November 14: 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.
- Lewis Hyde, *Common As Air: Revolution, Art and Ownership* (Farrar, Straus, Giroux, 2010), 23-38. [Available on course Group site]
- Adam Hyde, et. al., *Collaborative Futures*, "What Is Collaboration" (First Things First through Non-Human Collaboration) at <http://www.booki.cc/collaborativefutures/>

Unit Four: The Digital Humanities

November 21: What is the Digital Humanities and What Does It Mean for Academic Scholarship and Academic Labor? (Guest: Matt Gold)

- *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"
- 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.
- Elizabeth Losh, "Hacking Aristotle: What Is Digital Rhetoric?" *Virtualpolitick* (2009) 47-96). [Available on course Group site]

November 28: No Class - Thanksgiving holiday

December 5: 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 12: 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