

ITP Core 2: Interactive Technology and the University: Theory, Design, and Practice

ITCP 70020, Spring 2016

Class: Mondays 4:15-6:15pm, Rm 3207 at the Grad Center

Labs: Mondays 6:30-8:30pm, Rm C196.01 at the Grad Center

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Course Description

This second core course will introduce students to IT in the classroom, focusing on cognition and design. Interest areas include research in digital media; hypertext and narrative structure; visualization and design; modes of learning within and outside the classroom; and conceptualization and production of educational media products. The course also provides a hands-on introduction to key educational uses of new-media applications, including online writing tools, electronic archives, and experimentation in virtual spaces. The class will meet frequently in GC computer classrooms. The course employs an interdisciplinary approach to the application of digital media to classroom teaching and scholarly research and presentations. Students will learn skills and concepts and then will design and prepare a proposal for a multimedia-based project in their discipline, for their final grade. The second core course serves as the “content course” for the certificate. This course makes it possible for participating doctoral students to build on the theoretical insights gleaned in the first core course to begin to conceive and develop an IT project in their own disciplines.

This course as it is being taught this semester will emphasize [collaboration](#) and [minimal viable product](#) as a means to avoid the [scope creep](#) endemic to first-time-makers’ projects. We will engage in weekly technical workshops outside of class, and students will be expected to gain enough competency in an area of technical expertise such that they can deliver a proof of concept in their term project, a proposal for a multimedia-based project.

Course Requirements

[Overview of assignments](#)

All students should register for accounts on the following sites: CUNY Academic Commons, [Twitter](#), and [Zotero](#). Remember that when you register for social networking accounts, you do not have to use your full name or even your real name. One benefit of writing publicly under your real name is that you can begin to establish a public academic identity and to network with others in your field. However, keep in mind that search engines have extended the life of online work; if you are not sure that you want your work for this course to be part of your permanently searchable identity trail on the web, you should strongly consider creating an alias. Whether you engage social media under your real name or whether you construct a new online identity, please consider the ways in which social media can affect your career in both positive and negative ways.

Non-digital texts for the course:

[Citizenfour](#), a film by Laura Poitras, available on Netflix (DVD), iTunes, and Amazon

Syllabus

This syllabus is a living document, expect it to evolve over the course of the semester.

Week 1: Feb 1 – Introduction to the course, faculty, students

- Intro/bios: faculty and students
- Review of syllabus/requirements
- Week-by-week breakdown
- Wikipedia assignment
- Proposal abstracts
- Final project
- Blog posting
- Weekly commenting
- Signing up as class motivators
- Discussing use of online tools (Academic Commons)
- Public, private, anonymous
- Digital teaching and learning
- New media methods
- Collaboration
- Want vs need
- Scope Creep and Minimally Viable Product
- Incorporating Failure into your process
- Learning how to learn
- Labs, and the need to go (to avoid the bad kind of failure)
- Wikipedia intro (user accounts, edit tab, basic code)

Assigned: Write a blog post with your introductory project ideas (use category Discussion); add your short blog post introducing yourself (use category Students); email Maura (at least) 2 dates you'd like to sign up as class motivator by Fri 2/5; sign up for Course Group (if you haven't already)

Lab: Wikipedia training with Michael Mandiberg

Saturday February 6th – Black Life Matters Wikipedia Edit-a-thon

This Black WikiHistory Month event takes place at the New York Public Library's Schomburg Center for Research in Black Culture in Harlem, from 12:00-5:00pm. Find more information and sign up on the [NYC Wikipedia Meetup page](#).

Week 2: Feb 8 – Contexts and Practicalities

Assigned: Project abstracts

In this class we will explore ways of thinking through and analyzing a project before it begins. and look into issues that can arise depending on the way in which the project realized.

Context: Thinking about the What, Where, When, Why and How before you begin a project. The four little B's (build, buy, borrow, beg). Which one is the right fit for your software project? When starting any software project this often the first consideration. Do you build it yourself, buy it off the shelf, use free and open source software (borrow) or use some of the free web services out there (beg)?

Reading: Chris Stein, [Contexts and Practicalities](#)

This post is a reading in itself and provides links to the other readings for the week. There are a lot of links and you won't need to read through and analyze every article thoroughly. They are there to help give context, support and detail to the arguments made in the post.

Guest: Jen Stoops, [Social Paper](#)

February 15 – NO CLASS – Presidents' Day

Tuesday February 16th – Art+Feminism Wikipedia Edit-a-thon Train the Trainer Event

This event in preparation for next month's Art+Feminism editathon is from 5:30-8:30pm at the Sackler Center Media Lab, Solomon R. Guggenheim Museum, 1071 Fifth Ave. [RSVP and more info here](#), plan to bring a laptop.

Week 3: Feb 22 – What does what OR How to get things done

Less is more is both an aesthetic principle of modernism and a functional spec of agile development. Agile development has a [long history](#). It takes its most recent, and quite popular form in Ruby on Rails, 37Signals, and their Getting Real PDF. We will look at what it means to make less.

Every tool has a specific use. You can use a tea kettle to hammer in a nail, *but you really shouldn't*. We will discuss some of the basic tools, and languages, and what each is used for.

Readings:

- 37 Signals, [Getting Real](#) (2009). Pages 2-74 of the PDF are required, but you will find it to be a fast read and may want to read the whole thing. *PDF posted in our course group under Files.*
- [This announcement](#), made February 5th, 2014.
- Miriam Posner, [How did they make that?](#)
- [Bamboo DiRT](#), a registry of digital research tools for scholarly use. Note that this is also available as a plugin here on the Academic Commons — you can access the directory from our [course group](#) in the left navbar.

Guests: Past ITP students to talk about their Independent study projects: Sarah Litvin, Christina Shane-Simpson, and Pamela Thielman

Week 4: Feb 29 – Teaching, Learning, Technology

Assigned: Collaborative Wikipedia assignment plan

Readings:

- [\(My\) Three Principles of Effective Online Pedagogy](#), Bill Pelz, *JALN* Volume 8, Issue 3, 2004, pp. 33-46
- Browse the [No Significant Difference](#) site
- [Two Roads Diverged in a Wood: Productive Digression in Asynchronous Discussion](#) – Joseph Ugoretz *Innovate* 1:3 (2005)
- Maura Smale and Mariana Regalado, [Commuter Students Using Technology](#), *Educause Review*, Sept 15, 2014.
- [A Bill of Rights and Principles for Learning in the Digital Age](#), *Hybrid Pedagogy*, 2013.
- Maura Smale and Jody Rosen, [Open Digital Pedagogy=Critical Pedagogy](#), *Hybrid Pedagogy*, 2015.
- Audrey Watters, [A Hippocratic Oath for Ed-Tech](#), January 2015.

Guests: Andrea Vasquez and Joe Kirchof, [New Media Lab](#), CUNY Graduate Center

Saturday, March 5 – Art+Feminism Wikipedia Editathon @ MOMA

Michael is co-organizing a series of [Art+Feminism Wikipedia Editathons](#), with multiple locations worldwide. There will be several events in NYC. The main location will be MoMA from 11:00am-5:00pm, [find more details and sign up on the meetup page](#).

Sunday, March 6 – Art+Feminism Wikipedia Editathon @ Interference Archive

There will also be an Art+Feminism Editathon at Interference Archive in Gowanus, Brooklyn, from 2:00-6:00pm. [Find more details and sign up on the meetup page](#).

Week 5: Mar 7 – Acculturated Digital Identities

Most conversations about technology and education concern how to use computers in the classroom. And while software and connectivity may enhance many courses when used appropriately, their deeper value may be in the example they provide of how different technologies influence labor, learning, interaction, and thought. What are the biases of the technologies we are using, and how can we interrogate those biases from within the environment they have created?

Some examples:

- [Online Open Course](#), introduction at Just Publics @365 to [Reassessing Inequality & Reimagining the 21st Century](#), a POOC
- [FemTechNet](#), a DOCC

Readings:

- [Hashtag Feminism, #Solidarity is for White Women, and the Other #FemFuture](#), Susana Loza, *Ada: A Journal of Gender and New Media Technology*, Issue 5.
- [Quantify Everything: A Dream of Feminist Data Future](#), Amelia Abreau, *Model View Culture* 2014.

- [Responding to No name Life Science Blog Editor who called me out of my name](#) DN Lee, Scientific American, 2013. (See also [Scientific American's Troubling Response to Its Blogger Being Called an Urban Whore](#), Amanda Hess, Slate, 2013)
- [All the Digital Humanists are White, All the Nerds are Men, But Some of Us are Brave](#), Moya Z. Bailey, Journal of Digital Humanities, 2011.
- [Geek Feminism Timeline of Sexist Events](#)
- [The Writing On the Wall](#) Reply All Podcast Episode 9. Jan 15, 2014.
- Amanda Fillipachi, [Wikipedia's Sexism Toward Female Novelists](#), The New York Times, April 24, 2013
- Ayush Khanna, [Nine out of ten Wikipedians continue to be men: Editor Survey](#), Wikimedia Blog, April 27th, 2012.
- [Gender Gap](#), on Meta.Wikimedia.org. *This is a resource and policy page that applies to all WMF projects.*
- [Art+Feminism](#), on Wikipedia. *This is a Meetup page where folks are organized to meet up in person and edit Wikipedia.*
- Suggested: Adrienne Wadewitz [Wikipedia's gender gap and the complicated reality of systemic gender bias](#), Hastac, July 26, 2013
- Optional Background: Peruse *Debates in the Digital Humanities* [Critiquing the Digital Humanities](#)

Guest: Jade Davis, Associate Director of Digital Learning Projects and Assessment, [Center for Teaching & Learning](#), LaGuardia CC

Week 6: Mar 14 – Wikipedia: a Collaboration and a Society

Readings:

- Review Benkler on Wikipedia, pages 70-74.
- Review first section of [Collaborative Futures](#)
- Joseph Reagle, *Good Faith Collaboration*, [Chapter 1](#), MIT, 2010.
- Jim Giles, [Special Report Internet encyclopaedias go head to head](#), Nature, December 15, 2005.
- Dan Nosowitz, [Meet The Climate Change Denier Who Became The Voice Of Hurricane Sandy On Wikipedia](#), Popular Science, November 2, 2012
- [Categories for Deletion](#) (CfD) discussion on wiki about American Women Novelists. *You don't need to read the whole thing, but try to get a sense of the process, and who the characters are and what their positions are, and how that leads to an outcome.*
- [WikiProject Countering systemic bias/Gender gap task force](#). *This is a WikiProject on Wikipedia.*
- [GamerGates latest Wikipedia War shows how GG crowdsources harassment](#), Reddit thread on GamerGate, ARBCOM, and 8Chan.
- Mark Bernstein, [Infamous](#), MarkBernstein.org, January 20, 2015. *An insider's blog analysis of the Gamergate Controversy ARBCOM decision*
- Michael Mandiberg, [The Affective Labor of Wikipedia: GamerGate, Harassment, and Peer Production](#), Social Text, Feb 1, 2015.

- Alex Hern, [Wikipedia bans five editors from gender-related articles](#), The Guardian, January 23, 2015
- [Wikipedia:Arbitration/Requests/Case/Interactions at GGTF](#). *This is an Arbitration Committee (ARBCOM) case that arose from inside the Gender Gap Task Force. We don't expect you to read all of this, but see if you can start to see the accusations, the process, and the outcomes.*
- Joe Mullin, [Wikimedia Foundation employee ousted over paid editing](#), Ars Technica, January 9, 2014.
- [Article for Deletion \(AfD\) discussion](#) for David Horvitz's attempt to have his Wikipedia page deleted *as art*.
- ThatPeskyCommoner, et al. [Wikipedia:High-functioning autism and Asperger's editors](#). *This is an essay on Wikipedia, not an article, policy or discussion.*
- Suggested: Lam et al., [WP:clubhouse?: an exploration of Wikipedia's gender imbalance](#)
- Suggested: Benjamin Mako Hill, [The Wikipedia Gender Gap Revisited](#), July 21, 2013; A summary of a paper he wrote with Aaron Shaw. Feel free to read the actual paper, if you like, but the summary is sufficient for our purposes.
- Suggested: Joseph Reagle's [Wikipedia and Gendered Categories](#), blog post on American Women Novelists.
- Suggested: Fernando Rodrigues, [Mass Collaboration or Mass Amateurism](#), PhD Dissertation. *Updates and expands on the Nature article.*
- Suggested: Stephen Lurie, [The 36 People Who Run Wikipedia](#), Medium.com, November 5, 2014.
- Suggested: Michael Sebastian, [Top PR Firms Promise They Won't Edit Clients Wikipedia Entries on the Sly](#), Advertising Age, June 10, 2014
- Suggested: Robert Sorokanich, [A Tweetbot Caught the Russian Govt Editing Flight MH17 Wikipedia Info](#), Gizmodo, July 18, 2014.

Guest: Siân Evans, co-founder of [Art+Feminism](#)

Week 7: Mar 21 – Mid-semester project conversation

Assigned: Final project proposal

Due: Project abstracts

Workshop of your abstracts

Suggested Reading: Nathaniel Rich, [Silicon Valley's Start-Up Machine](#), *New York Times*, 2013.

Week 8: Mar 28 – Creating Successful Assignments

Assigned: Begin peer review for Wikipedia assignment plans

Readings:

- Student Project Examples
 - [Macaulay Seminar 2 Encyclopedia](#)

- [Year of the Flood Project](#) and [planning mural](#)
- [Macaulay Springboard](#)
- [Students Receive Unique Learning Experience by Creating Online Journal](#) Texas A&M Entomology Dept, 2014.
- Jade E Davis, [Creating a \(almost\) Failproof Final Project or Paper](#), HASTAC, Dec 12, 2014.
- Browse [Assignments](#) section of JITP.
- Alex Halavais, [Blogging Course Texts: Enhancing Our Traditional Use of Textual Materials](#) in Learning Through Digital Media Experiments in Technology and Pedagogy (ed. Scholz)
- Piotr Konieczny [Wikis and Wikipedia as a Teaching Tool: Five Years later](#) First Monday, September 3, 2012.
- Ulises A. Mejias, [How I Used Wikis to Get My Students to Do Their Readings](#) in Learning Through Digital Media Experiments in Technology and Pedagogy (ed. Scholz)
- Suggested: Mushon Zer-Aviv, [When Teaching Becomes an Interaction Design Task: Networking the classroom with collaborative blogs](#), in Learning Through Digital Media Experiments in Technology and Pedagogy (ed. Scholz)
- Suggested: Matt Barton [Is There a Wiki in This Class? Wikibooks and the Future of Higher Education](#) in [Wiki Writing: Collaborative Learning in the College Classroom](#) (ed. Cummings and Barton)

Guests: Lisa Brundage, Macaulay Honors College; [Adrienne Brundage](#), Texas A&M (via Skype)

Week 9: Apr 4 – Open Access, Open Educational Resources (future of the textbook), and Images

Readings:

- Ashley Dawson, “DIY Academy? Cognitive Capitalism, Humanist Scholarship, and the Digital Transformation,” in [The Social Media Reader](#) (ed. Michael Mandiberg)
- <http://www.socialtextjournal.org/>
- <http://firstmonday.org/>
- [Open Access to Scholarly Literature: Which Side Are You On?](#) by Jill Cirasella, CUNY GC, 2013.
- [Open Access: Six Myths Put To Rest](#), by Peter Suber, The Guardian, October, 2013
- Browse posts on the [Open Access @ CUNY](#) site
- [Creating an OER? How Should You License It?](#), by Jill Cirasella, CUNY GC, 2014
- [Creating an OER? How to Use Stuff You Don’t Own](#), by Stephanie Margolin, Hunter College, 2014

Week 10: Apr 11 – Digital Labor

Due: Wikipedia assignment plans

Readings:

- The Lost Museum: <http://ashp.cuny.edu/the-lost-museum/>
- Mission US: <http://ashp.cuny.edu/mission-us/>
- CUNY Digital History Archive: <http://ashp.cuny.edu/cuny-digital-history-archive/>

Please choose one Mission US game to play, try to solve the Lost Museum mystery, and explore at least one CUNY Digital History Archive collection.

- Please read the new comments at the beginning of Richard Barbrook, [The High-Tech Gift Economy](#), first written in 1998, republished in First Monday [Special Issue #3: Internet banking, e-money, and Internet gift economies](#), December 2005. (and the entire article as suggested reading)
- Tiziana Terranova, [Free Labor: Producing Culture for the Digital Economy](#), Social Text, 63 (Volume 18, Number 2), Summer 2000, pp. 33-58.
- E. Alex Jung, [Wages for Facebook](#), Dissent, Spring 2014. *Essay about the manifesto.*
- Dorothy Howard, [Thoughts on Wikipedia editing and Digital Labor](#), Essay on Wikipedia.
- Suggested: Maurizio Lazzarato, [Immaterial Labor](#), in Paolo Virno and Michael Hardy, eds. *Radical Thought In Italy: A Potential Politics*, Minnesota, 2006. (Original text from 1996).
- Suggested: Trebor Scholz, [Introduction: Why Does Digital Labor Matter Now?](#) in *Digital Labor: The Internet as Playground and Factory*, (Ed. Trebor Scholz), Routledge, 2012.

Guests: Pennee Bender, Josh Brown, and Andrea Vasquez, [American Social History Project](#), CUNY

Week 11: Apr 18 – Failure

Readings:

- Guggenheim Museum, [The Aesthetics of Failure](#), Website for Maurizio Cattelan retrospective.
- Richard Gabriel, [The Rise of Worse is Better](#)
- Scott Berkun, [The Myth of Innovation](#), lecture based on book.
- Alison Carr, [In Support of Failure](#), Composition Forum, 2013.
- Sean Michael Morris, [The Failure of an Online Program](#), Hybrid Pedagogy, 2013.
- Bonnie Stewart, [How NOT To Teach Online: A Story in Two Parts](#), Hybrid Pedagogy, 2013.
- [Failure](#), curated by Brian Croxall and Quinn Warnick, in [Digital Pedagogy in the Humanities: Concepts, Models, and Experiments](#), currently under open peer review on the Modern Language Association's MLA Commons.
- Journal of Interactive Technology and Pedagogy's [Teaching Fails](#) columns, choose and read two.

Apr 22-30 – SPRING BREAK

Week 12: May 2 – Class attends Edge Tools at NYPL

[Edge Tools in a Digital Age: New Tools, Methods and Questions for a Networked Age](#)

May 2nd 2016, 5:00pm – 7:00pm

New York Public Library, Stephen A. Schwarzman Building, Fifth Avenue and 42nd Street

Please join the Social Science Research Council and the New York Public Library for a panel in the series that probes tools for an increasingly complex and connected world. Original thinkers

Ann Pendleton-Jullian and John Seely Brown moderate the discussion. This conversation features game designer Elan Lee, Chris McNaboe of the Carter Center, Terry Young of Sparks and Honey, and former Navy SEAL Officer Coleman Ruiz.

RSVP to Kate Grantz at grantz@ssrc.org.

Week 13: May 9 – Public, Private, Open, Owned

Reading:

- Watch [Citizenfour](#), by Laura Poitras
- Jonathan Zittrain, [The Future of the Internet \(and How We Can Stop it\)](#), Section II pp. 63-148; suggested: Conclusion, pp. 235-246.
- James Grimmelman, [The Google Dilemma](#). New York Law School Law Review, 53, 939-950, 2008/2009.
- Tim Wu, [Why Monopolies Make Government Spying Easier](#), New Yorker, 2013
- Nick Bilton, [Internet's Sad Legacy: No More Secrets](#), New York Times, 2013
- Gregory Donovan, [Dataveillance and Everyday Consciousness in the 'Smart' City](#), recorded lecture, May 19, 2014.
- [Deep Lab](#) (watch short film; browse around other materials)
- Suggested: [Edward Snowden: The Untold Story](#), WIRED Magazine, August 2014 (thanks to Sara for sending this)
- Suggested: [Snowden's Chronicler Reveals Her Own Life Under Surveillance](#), WIRED Magazine, February 2016

Week 14: May 16 – Presentations

Week 15: May 23 – Presentations

Due: Final project proposal