

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

ITCP 70010

Fall 2010

Thursday 6:30-8:30 p.m.

Class meets in Room 6496

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Course Description:

This is the initial 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 teaching and learning—how people and ideas have shaped these (largely) classroom interactions in the past, and how we are now reshaping them in the present. By examining the use and design of technologies inside and outside of the classroom, we are, of course, also reflecting on what it means to be human in a world increasingly dominated and controlled by interactive 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 possibilities that new, nonlinear, digital tools have opened up for teaching and research.

Students will write two papers: an interim essay focused on the readings in the early part of the course (due 10/14) and a more complete research paper linking selected readings with aspects of teaching and learning in one's area of academic interest (due 12/16). We 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 post additional materials.

We will also be asking each student to lead at least one in-class discussion and/or online discussion focused on the readings and online materials during the course of the semester.

NOTE: We ask that you watch the film "Blade Runner" (preferably the 25th Anniversary "Final Cut" edition on DVD from 2007), 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 it (*Do Androids Dream of Electric Sheep?*) prior to our first class meeting on August 27.

Books to Purchase:

All books are available in paperback. You are encouraged to purchase books via the link to Amazon on the GC Main webpage (<http://www.gc.cuny.edu>), which nets a 5 percent contribution to the Mina

Rees Library for book and electronic resource purchases for the benefit of all GC students.

- * Yochai Benkler, *The Wealth of Networks*, Yale
- * John Dewey, *Experience and Education*, Free Press
- * Philip K. Dick, *Do Androids Dream of Electric Sheep?* Del Rey
- * James Gee, *What Video Games Have to Teach Us About Learning and Literacy*, Palgrave Macmillan
- * Katherine Hayles, *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature & Informatics*, Univ. of Chicago Press
- * Lawrence Lessig, *Free Culture*, Penguin Books

Writing Assignments and Paper Topics:

Handouts will be provided for:

- * Weekly Blogging Assignment
- * First Paper Topics
- * Final Paper Topic

Course Schedule:

Prologue: Dystopias/Utopias: Technology and Science Fiction

8/26 Dystopian Visions of Technology

- * Screen Ridley Scott's film, *Blade Runner* (1982) [Please view the 25th Anniversary "Final Cut" version of the film (2007)]
- * Phillip K. Dick, "Do Androids Dream of Electric Sheep?" (1968)

9/2 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 online: <http://www.stanford.edu/dept/HPS/Haraway/CyborgManifesto.html>
- * N. Katherine Hayles, *How We Became Posthuman* (1999) [Prologue, Chapter 1, Chapter 4. Chapter 7 (optional)]
- * Jean Baudrillard, "The Ecstasy of Communication," in *The Anti-Aesthetic*, ed. Hal Foster (1983). Ereserve
- * (suggested) Lisa Nakamura, *Race In/For Cyberspace: Identity Tourism and Racial Passing on the Internet* (2000) Available online: <http://www.hnet.uci.edu/mposter/syllabi/readings/nakamura.html>
- * (suggested) Julian Dibbell, *A Rape in Cyberspace* (1993) Available online: <http://www.juliandibbell.com/articles/a-rape-in-cyberspace/>

Unit One: Historical Perspectives

9/9 No class

9/16 Notions of Technological Change and Transformation

- * Karl Marx, "Capital" (1867) [Vol. 1, Chapter 12 "The Concept of Relative Surplus Value; Chapter 13, "Cooperations;" Chapter 15, "Machinery and Modern Industry," Sections 1-6, & 8]. Available online: <http://www.marxists.org/archive/marx/works/1867-c1/>
- * E.P. Thompson, "Time Work-Discipline and Industrial Capitalism" "Past and Present" 38 (1967), 56-97. Available online at: <http://www.jstor.org/stable/649749>
- * Wolfgang Schivelbusch, "The Railway Journey" (1977) [selections to be posted on eReserve]
- * (suggested) Merritt Roe Smith and Leo Marx, "Does Technology Drive History? The Dilemma of Technological Determinism" (1994) [Introduction, Ch. 1 & Ch. 2] - EReserve

9/23 The History of the Internet

- * Roy Rosenzweig, "Wizards, Bureaucrats, Warriors and Hackers: Writing the History of the Internet" "American Historical Review" (December 1998) Available online: <http://www-personal.si.umich.edu/~pne/PDF/ahrcwreview.pdf>.
- * Vannevar Bush, "As We May Think." "The Atlantic Monthly" (July 1945). Available online: <http://www.theatlantic.com/doc/194507/bush>
- * Tim Berners-Lee, "Information Management: A Proposal." CERN (1989). Available online: <http://www.w3.org/History/1989/proposal.html>

9/30 Peer Production

- * Yochai Benkler, *The Wealth of Networks*, (2006), Selections

10/7 The Mechanics and Ethics of Sharing

- * Yochai Benkler, *The Wealth of Networks*, (2006), Selections (continued)
- * Tim O'Reilly, *What is Web 2.0?*, 2005, Available online: <http://oreilly.com/web2/archive/what-is-web-2.0.html>
- * Felix Stalder, *Between democracy and spectacle. Limitations of the web2.0 discourse*, [Manuscript, to be provided]
- * (suggested) danah boyd, *"White Flight in Networked Publics -- How Race and Class Shaped American Teen Engagement with MySpace and Facebook," forthcoming in Digital Race Anthology* (eds. Nakamura and Chow-White) Available online: <http://www.danah.org/papers/2009/WhiteFlightDraft3.pdf>
- * (suggested) Joshua Green and Henry Jenkins, *The Moral Economy of Web 2.0: Audience Research and Convergence Culture*, [Manuscript, to be provided.]

Unit Two: Teaching and Learning

10/14 How People Learn

- * NRC Report: "How People Learn: Brain, Mind, Experience, and School: Expanded Edition" (2000). (selections) Available online: http://www.nap.edu/openbook.php?record_id9853&pageR1

Sign Up For How People Learn Chapters

First Paper Due

10/21 Teaching and Pedagogy: Experiential Learning (Guest: David Jaffee)

* John Dewey, "Experience and Education" (1938) [Read entire book, but concentrate on Chapters 1, 5-8]

* Randy Bass, "Engines of Inquiry". Available online:

<http://crossroads.georgetown.edu/about/publications/engines1.cfm.html>

* Michael Coventry, Peter Felten, David Jaffee, Cecilia O'Leary, and Tracey Weis, with Susannah McGowan. "Ways of Seeing: Evidence and Learning in the History Classroom," *Journal of American History* (2006) Available online:

<http://www.journalofamericanhistory.org/textbooks/2006/introduction.html>

* Selections from "The Visible Knowledge Project" Available online: <http://crossroads.georgetown.edu/vkp/>
Please look at the VKP projects and find one of interest to present to the class

Unit Three: Contemporary Spaces and Mediations

10/28 The Future of the Book

* 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

* Clifford Lynch, "The Battle to Define the Future of the Book in the Digital World" *First Monday* Volume 6, number 6 (June 2001). Available online: http://www.firstmonday.org/issues/issue6_6/lynch/

* 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)

* FLOSSmanuals, Collaborative Futures, "How this book is written" Available Online:

<http://www.booki.cc/collaborativefutures/about-this-book/>

* (suggested) Ashley Dawson, "D. I. Y. Academy? Cognitive Capitalism, Humanist Scholarship, and the Digital Transformation" [manuscript, to be provided]

11/4 New Media and Art

* George Landow, *Hypertext 3.0* (2006) (Preface, Ch. 1, 3). On EReserve

* Rachel Greene, "A History of Internet Art," *Art Forum* (2000), Available online: [digital copy will be provided — the version in Internet search results is missing first page.]

* Steve Dietz, "Why Have There Been No Great Net Artists" (2000) Available online:

<http://www.neme.org/main/82/why-have-there-been-no-great-net-artists>

* Link list to be provided for primary research

11/11 Languages of Cyberculture

* Richard Dawkins, *The Selfish Gene* (1976) Chapter 11 [handout provided]

* Patrick Davison, *The Language of Internet Memes*, [Manuscript, to be provided]

* David Crystal, *Language and the Internet* (2001) [Chapter 2: "The Medium of Netspeak"]. EReserve

* (suggested) Jerome McGann, "The Rationale of Hypertext" (1995) Available online:

<http://www2.iath.virginia.edu/public/jjm2f/rationale.html>

11/18 Intellectual Properties, Copyrights, and Distributions (Guest: George Otte)

* 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 paper copy.

11/25 *No class*

12/2 **Gaming**

* 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

* Ian Bogost, Persuasive Games (2007) [selections]. EReserve

* 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

* (suggested) Stephen Totilo, "Playing Games" (Rev. of Peter Ludlow and Mark Wallace, The Second Life Herald: The Virtual Tabloid That Witnessed the Dawn of the Metaverse). *The Nation*: June 2, 2008. Available online: <http://www.thenation.com/article/playing-games>

12/9 *Student Presentations*

12/16 *Final Paper Due*