

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

ITCP 70010

Fall 2011

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

Class meets in Room 3209

Steve Brier (sbrier@gc.cuny.edu)

Office: 7301.10

Office Hours: By appointment (contact Leila Walker at x7290 or lwalker1@gc.cuny.edu); I'm usually in my office, rm. 7301.10, in the hour prior to class

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 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 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 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 10/20) and a larger research paper linking selected readings with aspects of teaching and learning in one's area of academic interest (due 12/20). I 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 as well as to motivate one online discussion focused on the readings and online materials during the course of the semester. The idea of motivating a reading is to offer a "provocation" about that reading, not merely provide a summary of what the author said.

Because the ITP program lacks sufficient course units to team teach the two core courses (as we have always done in the past) I plan to invite a number of ITP faculty members to join us for particular class sessions this semester. As such, the assigned readings may be tweaked/changed prior to class sessions in response to specific requests from guest faculty members.

NOTE: Prior to our first class meeting on September 1st, 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 it (*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 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 Univ. Press
- * 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
- * Franco Moretti, *Graphs, Maps, Trees: Abstract Models for Literary History*, Verso

Writing Assignments and Paper Topics:

Handouts will be provided for:

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

Course Schedule:

Prologue: Dystopias/Utopias: Technology and Science Fiction

September 1: Dystopian Visions of Technology (Guest: David Greetham)

- * 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 8: 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> (Note: this online version is filled with typos.)
- * N. Katherine Hayles, "Unfinished Work: From Cyborg to Cognisphere." In *Theory, Culture & Society* 23.7-8 (2006), 159 -166.
- * N. Katherine Hayles, *How We Became Posthuman* (1999) [Required: Prologue, Chapter 1, Chapter 4; Optional: Chapter 7]
- * Jean Baudrillard, "The Ecstasy of Communication," in *The Anti-Aesthetic*, ed. Hal Foster (1983). ERes.

Unit One: Historical Perspectives on Technology and Peer Production

September 15: Theories 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/> 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) [selections to be posted on ERes.]
- * (suggested) Merritt Roe Smith and Leo Marx, *Does Technology Drive History? The Dilemma of Technological Determinism* (1994) [Introduction; Ch. 1 & Ch. 2] – ERes.

September 22: 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>

September 29: School closed for Rosh Hashanah holiday

October 6: Peer Production

- * Yochai Benkler, *The Wealth of Networks*, (2006), Chapter 1. Introduction pp. 1-28; Part One. The Networked Information Economy, pp. 29-90; Part Two Intro, "The Political Economy of Property and Commons," pp. 129-132; Chapter 6, "Political Freedom Part 1: The Trouble with Mass Media," pp. 176-211. Also available online at: http://cyber.law.harvard.edu/wealth_of_networks/Main_Page .

October 13: The Mechanics and Ethics of Sharing (Guest: Michael Mandiberg)

- * Yochai Benkler, *The Wealth of Networks*, (2006), Chapter 7, Political Freedom Part 2, "Emergence of the Networked Public Sphere," pp. 212-272; Chapter 8, "Cultural Freedom: A Culture Both Plastic and Critical," pp. 273-300; Chapter 10, "Social Ties: Networking Together," pp. 356-377.
- * Tim O'Reilly, What is Web 2.0?, 2005, Available online: <http://oreilly.com/web2/archive/what-is-web-20.html>
- * Lewis Hyde, *Common As Air: Revolution, Art and Ownership* (Farrar, Straus, Giroux, 2010), pp. 23-38. Available on ERes.
- * Adam Hyde, et. al., *Collaborative Futures*, "What Is Collaboration" (First Things First - Non-Human Collaboration) <http://www.booki.cc/collaborativefutures/>
Also as a word doc manuscript from The Social Media Reader (ed. Mandiberg) on ERes.
- * The Free Software Definition at <http://www.gnu.org/philosophy/free-sw.html>

Sign Up For How People Learn Chapters for next week

Unit Two: Teaching and Learning

October 20: How People Learn

- * NRC Report: *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* (2000). Available online: http://www.nap.edu/openbook.php?record_id=9853&page=1

First Paper Due in class, October 20

October 27: 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: Teaching, Technology, and Learner-Centered Approaches to Culture and History." No longer available online; PDF to be posted on Course Blog.
 - * Sam Weinberg, "Why Historical Thinking Matters" Flash slide show at: <http://historicalthinkingmatters.org/why/>
 - * 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: <https://commons.georgetown.edu/blogs/vkp/library/>
- Please look at the VKP projects and find one of interest to present to the class*

Unit Three: Contemporary Spaces and Mediations

November 3: Theorizing Hypertext (Guest: David Greetham)

- * George Landow, *Hypertext 3.0* (2006) (Preface, Ch. 1, 3). On ERes.
 - * Jerome McGann, "The Rationale of Hypertext," Available online at: <http://www2.iath.virginia.edu/public/jjm2f/rationale.html>, but probably best read in its *Sutherland Electronic Text* version)
- George Landow, *Hyper/Text/Theory*, selected chapters to be assigned
MLA's *Electronic Textual Editing*, selected chapters on EReserve

November 10: 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_publication_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://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/864/773>
- * 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_experience.html (intro) <http://grandtextauto.org/category/expressive-processing/> (archive of EP posts)

* Robert Darnton, "Google and the Future of Books," *The New York Review of Books* 56, 2 (February 12, 2009). <http://www.nybooks.com/articles/22281>.

November 17: Databases and Data Mining

* Lev Manovich, "The Database," in *The Language of New Media*, pp. 212-243. On ERes.

* Ed Folsom, "Database as Genre: The Epic Transformation of Archives" *PMLA* 122, no. 5 (10), 2007, pp. 1571-1579. 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, pp. 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>.

November 22 (Tuesday classes follow Thursday schedule): Distant Reading (Guest: Matt Gold)

* Franco Moretti, *Graphs, Maps, Trees: Abstract models for a literary history*.

Suggested Reading (for those especially interested in Lit/Crit theory):

* Christopher Prendergast, "Evolution and Literary Theory: A Reply to Franco Moretti" *New Left Review*, 40 (July-Aug. 2005), pp. 40-62. ERes

* Franco Moretti, "The End of the Beginning: A Reply to Christopher Prendergast," *New Left Review*, 41 (Sept.-Oct. 2006), pp. 71-86. ERes

November 24: No class - Thanksgiving

[Reminder: The 10th CUNY IT Conference will be held all day, December 1st and December 2nd at John Jay College. Many sessions will be of interest to ITP students. Try to register and attend.]

December 1: Intellectual Properties, Copyrights, and Distributions (Guest: George Otte will blog with the class)

* 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.

December 8: Gaming (Guest: Kimon Keramidas)

* 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

* Jane McGonigal, *Reality Is Broken: Why Games Make Us Better and How They Can Change the World* (New York: Penguin Press, 2011), chap. 7-8, pp. 119-167. On ERes.

* 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/>

December 15: The Digital Humanities: The Future of Academic Inquiry? (Guests: Matthew Gold and Charlie Edwards, co-chairs, CUNY's Digital Humanities Initiative)

* Readings for this final class session TK

December 23: *Final Paper Due*