ITP Core 1: History, Theory, and Practice of Interactive Media
Professors Stephen Brier and Ximena Gallardo

ITCP 70010: Fall 2016
Seminar: Mondays, 4:15-6:15 p.m.
Seminar meets in room TBA
Lab: Mondays, 6:30-8:30 p.m.
Lab meets in room TBA

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Office: 7301.10
Office Hours: By appointment (contact Julie Fuller at x7290 or jfuller1@gc.cuny.edu).
Usually available in my office the hour prior to class. Please schedule with Julie.

Ximena Gallardo (xgallardo@lagcc.cuny.edu)
Office Hours: By appointment. Often available to meet in the hour before 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 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 pedagogy and academic 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 uses and design of technologies inside and outside of the academy, we are, of course, 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, teaching, 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 as an academic field.

Course Requirements:

Students will write two formal papers: an interim essay focused on the readings in the Prologue and the first two parts of the course syllabus (due no later than Midnight, 11/7/16) 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 12/20/16). We will provide more complete information about the two papers during the semester. We

will also assign several short, informal writing assignments, including one on Wikipedia, related to specific areas of concern and discussion in the course.

We will be using the CUNY Academic Commons extensively, particularly a course group site (http://commons.gc.cuny.edu/groups/itp-core-1-fall-2016/) for routine communications (and where course readings in .pdf format will be posted in the "Files" section); and a course blog (http://2016itpcore1.commons.gc.cuny.edu/) on which we will motivate and 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 over 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 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 streamed on Google Play, etc. We also will expect you to read the short Phillip K. Dick sci-fi novel, *Do Androids Dream of Electric Sheep?*, that inspired the film.

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.

* Philip K. Dick, *Do Androids Dream of Electric Sheep?* Any edition/version; there are PDFs online.

*Michael Fabricant & Stephen Brier, *Austerity Blues: Fighting for the Soul of Public Higher Education*, Johns Hopkins Univ. Press, 2016 (available on Amazon in October; if unavailable .pdf copies of the relevant chapters will be provided on the group site).

* Kathleen Fitzpatrick, *Planned Obsolescence: Publishing, Technology and the Future of the Academy*, NYU Press, 2011.

*Paulo Freire, *Pedagogy of the Oppressed*, orig. pub. 1970 (any edition).

* James Gee, *What Video Games Have to Teach Us About Learning and Literacy?*, Palgrave Macmillan, 2007.

* 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, 2012. (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)

Optional Supplementary Texts/Films (to be used for the first paper only):

* Alex Rivera. *Sleep Dealer* (2008 film). Available for purchase or download on iTunes, Amazon, and Google Play.

* 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 2016 ITP Core 1 Preliminary Syllabus
(This will probably change!)

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)

Optional Supplementary Text: Screen Alex Rivera's film, *Sleep Dealer* (2008)

Monday, September 5: No Class, Labor Day

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.]

Lisa Nakamura, "Race In/For Cyberspace: Identity Tourism and Racia*l* Passing on the Internet" in *Works and Days*, Volume 13, Nos. 1 & 2, 181-193, 1995.

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]

Suggested Reading:

Allucquere Rosanne Stone, "Will the real body please stand up?: boundary stories about virtual cultures," in *Cyberspace*, Michael Benedikt (Ed.), MIT Press, Cambridge, MA, USA, 1991, 81-118. Available online:
http://sodacity.net/system/files/Sandy_Stone_Will_the_Real_Body_Please_Stand_Up.pdf

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 & 10]. 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 at http://www.marxists.org/reference/subject/philosophy/works/ge/benjamin.htm]

Supplementary/Essential 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

Steve Jones, *The Emergence of the Digital Humanities*, (Routledge, 2013). "Introduction," pp. 1-17. [Available as a pdf on course Group site]

Optional Supplementary Text: Cory Doctorow, *Little Brother*, Ch. 1-12 (read it all, if you can).

Unit Two: Teaching, Learning, and the University

October 6 [Note: class meets on Thursday instead of Monday this week; lab will follow the Thursday class]: The Uses, Present and Future, of the University

Clark Kerr, *The Uses of the University,* 2001 edition. Ch . 1, 3. (chapters in .pdf format available on Group site);

 "The Historical Expansion of Public Higher Education, 1943-1976," in Michael Fabricant and Stephen Brier, *Austerity Blues*: *The Crisis in Public Higher Education*, Johns Hopkins Univ. Press, Fall 2016, chapters 2 & 3 (or in .pdf format available on Group site if book is not yet available from Amazon).

Clayton Christensen, *The Innovative University*, 2011. Ch. 1, 13-14, 20, 23 (chapters in .pdf format available on Group site).

Jill Lepore, "The Disruption Machine," in *The New Yorker* (http://www.newyorker.com/magazine/2014/06/23/the-disruption-machine)

Marc Bousqet, *How the University Works*, 2008. Ch. 1 (chapter in .pdf format available on Group site)

Selections from Anya Kamentz, DIY U and discussion *DIY U*, Chapters 1, 2, and 5
Also View her short TEDxAtlanta talk
Jim Groom, EDUPUNK or, on becoming a useful idiot

October 10: No Class (CUNY is closed for Columbus Day holiday)

October 17: WAC/WID, Digital Pedagogy, and the CUNY Context

Guest: Luke Waltzer, Director, GC Teaching and Learning Center

Readings drawn from:

Mina Shaughnessy, *Errors and Expectations.* [Available as a pdf on the course Group site]

Paolo Freire, *Pedagogy of the Oppressed.* Chapters 1 and 2 [Available as a pdf on the course Group site]

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

International Network of WAC Programs (INWAC), "Statement of WAC Principles," February 2014.

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 the course Group site]

October 24: Gaming and Pedagogy

Guest: Carlos Hernandez, BMCC

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

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 at: 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.

William Deresiewicz, "The Neoliberal Arts," *Harpers,* Volume 331, 1984.

October 31: Teaching and Pedagogy: Experiential Learning
John Dewey, *Experience and Education* (1938), Chapters 1, 5-8 [Available as a .pdf on course Group site]

Paolo Freire, *Pedagogy of the Oppressed,* Chapters 3 and 4

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.commons.georgetown.edu/vkp/library/ [Browse various VKP projects]

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]

Recommended: Bring an assignment that you have given to students for workshopping

Unit Three: Contemporary Spaces and Mediations

Paper 1 Due by Midnight, November 7

November 7: 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, available as a .pdf on the Group site)

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.

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.

Daniel J. Cohen, "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 14: Distant Reading and Data Visualization

Guest presenter: Micki Kaufman, GC & MLA

Franco Moretti, *Graphs, Maps, and Trees*, all

Lev Manovich, "What is Visualization" http://manovich.net/index.php/projects/what-is-visualization

Lauren Klein, "The Image of Absence: Archival Silence, Data Visualization, and James Hemings" American Literature 84 vol 4, 661-688

Stephen Few, "Data Visualization for Human Perception"

Mark Sample: "The Digital Humanities is not about building, it's about sharing."

Optional: Lauren Klein, "The Long Arc of Visual Display" (video) https://www.youtube.com/watch?v=heUI6QmSdzc

 Visualization projects: check out

- "History Flow" – http://www.bewitched.com/historyflow.html
- Todd Presner, et al., *Hypercities: Thick Mapping in the Digital Humanities* (book) and website: http://www.hypercities.com/
- Ben Fry, "On the Origin of Species: The Preservation of Favoured Traces" http://benfry.com/traces/
- The Visual Complexity website – http://www.visualcomplexity.com/vc/

November 21: Open Source and Peer Production and Their Impact on the Intellectual Property and Copyright Regime

Guest: Alice Backer, Founder, AfroCrowd

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.

Lawrence Lessig, *REMIX: How Creativity is Being Strangled by the Law* in *The Social Media Reader*.

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. [Available as a .pdf on course Group site]

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

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. [Available on course Group site]

Lewis Hyde, *Common As Air: Revolution, Art and Ownership* (Farrar, Straus, Giroux, 2010), 23-38. [Available on course Group site]

Adam Hyde, et. al., "What Is Collaboration Anyway?" in Mandiberg, ed., *The Social Media Reader*, 53-67. [Available as a .pdf on course Group site]

Wikipedia Group Assignment: t/k

November 28: MOOCs: Saviors or Bête Noires?

Pro-MOOC arguments – *NY Times* declared 2012 the "Year of the MOOC" (http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-courses-are-multiplying-at-a-rapid-pace.html?pagewanted=all&_r=1), supported by Thomas Friedman's (http://www.nytimes.com/2013/01/27/opinion/sunday/friedman-revolution-hits-the-universities.html) and David Brooks's (http://www.nytimes.com/2013/04/05/opinion/Brooks-The-Practical-University.html) 2013 opinion pieces.

Wikipedia entry: https://en.wikipedia.org/wiki/Massive_open_online_course

Stephen Brier, "Technology as a 'Magic Bullet' in an Era of Austerity." Michael Fabricant and Stephen Brier's *Austerity Blues*: *The Crisis in Public Higher Education*, Johns Hopkins Univ. Press, Fall 2016, ch. 6.

Kolowich, Steve. "After The Gold Rush: MOOCs, Money, and The Education of Richard McKenzie." https://shar.es/1JpjYX[shar.es]

Wikipedia Group Assignment due

Unit Four: The Digital Humanities

December 5: The Digital Humanities and the Future of Academic Inquiry and Academic Publishing

Guest: Kathleen Fitzpatrick, MLA Assoc. Exec. Director and Director of Scholarly Communication

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: https://grandtextauto.soe.ucsc.edu/2009/05/12/blog-based-peer-

review-four-surprises/ and http://grandtextauto.org/category/expressive-processing/ (archive of EP posts)]

James Richardson, "Establishing and New Paradigm: The Call to Reform the Tenure and Promotion Standards for Digital Media Faculty," *JITP* Issue #3.http://jitp.commons.gc.cuny.edu/establishing-a-new-paradigm-the-call-to-reform-the-tenure-and-promotion-standards-for-digital-media-faculty/ and "Behind the Seams" feature with James Richardson in the same issue: http://jitp.commons.gc.cuny.edu/behind-the-seams-2/

Bob Stein, "a unified field theory of publishing in the networked era." *if:book*, 9/4/08. [Available online: http://futureofthebook.org/blog/2008/09/04/a_unified_field_theory_of_publ_1/

December 12: What Is the Digital Humanities and What Does It Mean for Academic Scholarship and Academic Labor?
Guest: Matthew Gold, GC

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"

Digital Pedagogy in the Humanities **–** Keywords to explore (choose at least three): Access, Collaboration, Design, Failure, Gender, History, Interface, Play, Professionalization, Project Management, Queer, Race, Sexuality.

Optional Suggested Keywords for specific practices: Annotation, Archive, Blogging, Code, Information, Mapping, Remix, Rhetoric, Sound, Text Analysis, Video.

Steve Jones, *The Emergence of the Digital Humanities*, Intro. & Ch. 1. [Available on course Group site]

Jean Bauer, "Baking Gingerbread, as a DH Project"

Stephen Ramsay, "Who's In, Who's Out" (http://stephenramsay.us/text/2011/01/08/whos-in-and-whos-out/) & "On Building" (http://stephenramsay.us/text/2011/01/11/on-building/)

Tom Scheinfeldt – "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.

December 21: Final Paper Due via email