

**ITCP 70100 History, Theory and Practice of Interactive Media
Interactive Technology and Pedagogy Certificate Program**

Tuesdays 4:15-6:15 Greenbaum/Clough Fall 2002

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 interactive media in specific. Our focus is on the mutual shaping of technology and teaching and learning; how people and ideas have shaped these interactions in the past, and how we are now shaping technological use and teaching and learning processes.

Throughout the course the design, use and adaptation of technologies will be analyzed in terms of their reflection of, and application to, specific societal problems and ideologies. Technologies represent situated artifacts of material culture. Examining the ways that they become embedded in our culture means that we need to be aware of the questions we ask and the assumptions we make.

The first part of the course will look historically at some situations and circumstances that have shaped technological applications. The second part pulls in more current issues and research in order to ground further research in the Certificate program. Both parts of the course will draw upon readings and small experiential projects where we will test and discuss ideas we are reading about through online discussions.

The course will include two research papers; where the second paper is an expanded version of the first. The first paper will explore and analyze a theme from the course readings and begin to apply it to a pedagogical issue you will expand on later. The second version of the paper will analyze the issue further from additional readings and use project-based ideas to explore/test a path for further research in the second Core course.

About the Readings:

There are basically three large themes:

1. *History and Social Theory*: looking at how technology is looked at and how we can frame new ways of looking at the design and use and adaptation of material culture. The main reading in this will be:
David Harvey, *The Condition of Postmodernity*, In addition select some books from the 'Antidotes to Technology' and 'Classics of sorts' sections of the Readings list.

2. *Teaching, learning and pedagogy*: ways that we learn and learn about teaching, as well as reflections on the process we call teaching. The main reading is: (but see also other suggested sections of the Readings):
 - a. John Dewey, *Experience and Education*
3. *Interactive media, the web and e-learning*: what is now being done, what is wrong with it, how did we get here, how can we frame where we are going. Readings and websites to be shared during the course.

About Discussions and media:

As a course about new media and teaching and learning we will attempt to explore how we learn using different technology-mediated experiences. In addition to very active in-person classroom discussions (where students will participate in ‘teaching’ different readings) we will engage in a series of online discussions. These online discussions will include our experiences of films, fiction and interactions with technologies in our everyday lives. In order to better explore how we communicate using different modes (web sites, discussion boards, list serves, email, chat...) we will try selected modes and record our own experiences with them. The online life of the course will be a way of understanding how we learn about each other and the ideas we are reading about.

Core I: ITCP 70100 History, Theory and Practice of Interactive Media

Fall 2002 Readings Greenbaum & Clough

General background: (buy these books):

John Dewey, 1938, 1997 *Experience and Education*, Touchstone.

Patricia Clough, 2000 *Auto Affection*, Minnesota.

David Harvey, 1990, *The Condition of Postmodernity*, Blackwell.

Antidotes to 'Technology as the answer' books (take 2 this semester):

Michael Adas, 1989, *Machines as the Measure of Men*, Cornell.

David Noble, 2001, *Digital Diploma Mills*, Monthly Review Press.

Neil Postman, 1992 *Technopoly*, Vintage.

Dan Schiller, 1999 *Digital Capitalism*, MIT Press.

Merritt Roe Smith & Leo Marx, 1994, *Does Technology Drive History: The Dilemma of Technological Determinism*, MIT.

Classics of sorts (read 1 if you have not):

S. Giedion, 1948, *Mechanization Takes Command*, Oxford Press.

Donna Haraway, 1991, *Simians, Cyborgs and Women, the Reinvention of Nature* (Routledge)

K. Marx, F. Engels 1847 *The Communist Manifesto*, Monthly Review Books.

M. McLuhan, 1964, *Understanding Media, the Extensions of Man*, MIT.

L. Mumford 1966, *The Myth of the Machine*, Vol I (Harcourt)

Book Chapters (to be distributed and/or read online, but consider reading several of the books at some point, based on your interests; try one this semester):

Michael Adas, 1989, *Machines as the Measure of Men*, "Introduction" (Cornell).

Geoffrey Bowker & Susan Leigh Star, 1999, *Sorting Things Out, Classification and Its Consequences*, Chap. 1 "Introduction: to classify is human" (MIT Press)

Stephen Kern, 1983, *The Culture of Time and Space, 1880-1918* (Harvard)

“Introduction & Chap. 1.

- Joan Greenbaum & Morten Kyng 1991, *Design at Work*, Chap. 1 “Situated Design” (Erlbaum Press)
- Donna Haraway, 1991, *Simians, Cyborgs and Women, the Reinvention of Nature* (Routledge) Chap. 8, “The Cyborg Manifesto” & Chap. 10 “The Biopolitics of Postmodern bodies”.
- Dolores Hayden, 1995, *The Power of Place* (MIT) Chap. 1 “Contested Terrain”.
- Evelyn Fox Keller, 1985 *Reflections on Gender and Science*, “Introduction”, (Yale Press).
- M. McLuhan, 1964, *Understanding Media, the Extensions of Man*, Chap. 1 “The Medium is the Message” (MIT).
- David Noble, 2001, *Digital Diploma Mills*, Chap. 2 (on line)
- Donald Norman, 1988, *Design of Everyday Things*, Chap. 1 “The Psychopathology of Everyday Things”.
- Merritt Roe Smith & Leo Marx, 1994, *Does Technology Drive History: The Dilemma of Technological Determinism*, {MIT.} Smith, Chap. 1 “Introduction”.

Staff picks (from Brier, Greenbaum, Clough, Otte, Jaffe of Core I & II --read as Applicable in your life):

- Stanley Aronowitz, 2000, *The Knowledge Factory* (Minnesota)
- Edward Bellamy, *Looking Backward 2000-1887* (Penguin Classic 1888, 1982), fiction.
- Paulo Freire, 1998, *Pedagogy of Freedom*, (Rowman & Littlefield)
- Adrian Forty, 1986, *Objects of Desire, Design and Society Since 1750*, (Thames & Hudson.)
- Joan Greenbaum, 1995, *Windows on the Workplace: Computers, Jobs and the Organization of office work in the late twentieth century* (Monthly Review).
- Janet Murray, 1998, *Hamlet on the Holodeck: The Future of Narrative in Cyberspace*, (MIT).
- Annette Markham, 1998, *Life Online: researching real experience in Virtual space* (Rowman & Littlefield).
- Donald Norman, 1988, *Design of Everyday Things*. (Doubleday)
- Marge Piercy, 1991, *He, She It*, Ballantine [fiction]
- Sherry Turkle, 1995, *Life on the Screen* (Touchstone).
- Ellen Ullman, 1997, *Close to the Machine* (City Lights) [fiction]

Articles/book reviews/essays (to be added to on the syllabus, copies to be distributed):

Stephen Brier & Roy Rosenzweig, review of Noble's *Digital Diploma Mills*, in 22 April 2002, *The Nation*.

Nancy Kaplan, "Literacy Beyond Books, Reading when all the World's a Web", In Herman & Swiss, 2000, *The World Wide Web and Contemporary Cultural Theory* (Routledge)

Roy Rosenzweig & Steve Brier, "Historians and Hypertext: Is it More than Hype" in L. Dowler, (ed), *Gateways to Knowledge, the Role of Academic Libraries in Teaching, Learning and Research*, (MIT).

Ilana Snyder "Beyond the hype: reassessing hypertext".

Plus websites to be shared during the course: