This is the initial core course in the Interactive Technology and Pedagogy certificate program. We will examine the economic, social, and intellectual history of technology in general and interactive media in specific. We will consider how links between science and technology shape the ways we think and act in the academy, in industry, and in everyday life. The course examines the coinciding legacies of, fascination with, and ambivalence about technology in order to gauge the expansive impact of technological changes, first on society and the economy, and then on pedagogy and education. The course also explores the history and theory of hypertext and multimedia, highlighting the theoretical and practical possibilities for research, reading, writing and presentation in a world where new, nonlinear narrative structures are increasingly available and popular.

The first part of the course employs readings in social theory and history to explore larger questions about the role of science and technology in the era of international capitalist expansion and transformation, focusing on questions related to technological change, human agency, and technological determinism. The second part of the course focuses on science and technology as they relate to teaching and learning, exploring the support for (and opposition to) the complex coupling of technology and pedagogy.

Each student will write two papers: a short one, due immediately after Spring break; and a longer one, due during the final exam period in late May. By the second half of the course, individual students will take responsibility in class for offering introductory comments on and criticisms of particular readings. In addition to doing the reading each week and participating in (and occasionally leading) class discussions, ITP students are expected to spend time exploring the World Wide Web (and other forms of multimedia such as CD- and DVD-ROMs) for intellectually challenging and pedagogically interesting materials, especially in their academic disciplines, and, where appropriate, to participate in discussion groups on the course Blackboard Web site (http://bb.gc.cuny.edu/index.html).
BOOKS TO PURCHASE (all are available in paperback; you are encouraged to purchase books via the GC Virtual Bookshop at http://www.gc.cuny.edu/bookshop):


SYLLABUS

INTRODUCTION

January 30: Introduction to the course and the ITP Certificate Program


Go home or use a GC computer to log on to the Red Rock Eaters home page, http://dlis.gseis.ucla.edu/people/pagre/rre.html, which is run by Prof. Phil Agre, a UCLA faculty member in information sciences. Subscribe to the service, which will cause you to receive about half a dozen email communications from RRE each week, usually a series of web links on a variety of topics of interest to Phil and his friends (of which I count myself as one); sometimes he sends along his own or other people’s think pieces on IT. The RRE home page also includes an archive of RRE postings over the past five years, many of which are articles and essays by Phil Agre, that are often very smart with respect to large, philosophical questions and issues related to IT. One or perhaps both of the papers assigned in the course will require you to do some research in the RRE archive.
PART ONE

February 6: Western and Non-Western Notions of Technological Change

Reading:
Michael Adas, *Machines as the Measure of Man: Science, Technology and Ideologies of Western Dominance*, All, but especially Introduction, Chapters 2-5, and Epilogue.

February 13: Technology Transforms the Industrial Work Process

Reading:
Karl Marx, *Capital*, Vol. 1, Chapter 7, “The Labor Process” and Chapter 15, “Machinery and Modern Industry,” Sections 1-5 and Section 8 (any edition; also available online at [http://csf.colorado.edu/psn/marx/Archive/1867-C1/](http://csf.colorado.edu/psn/marx/Archive/1867-C1/)).

February 20: Class cancelled (Monday course schedule on Wednesday)

February 27: Technological change and working-class agency

Reading:


March 6: Technological Utopia/Technological Dystopia

Reading (and screening):


AND/OR
April 3: Technology and Postmodernism

Reading:

David Harvey, *The Condition of Postmodernity*.

PART TWO

April 10: Identity in the Age of the Internet

Reading:


April 17: An Information Revolution?


April 24: The Possibilities of Hypertext and the Transformation of Narrative

Reading:

George Landow, Hypertext: The Convergence of Contemporary Critical Theory and Technology, Johns Hopkins University Press, 1992, Chapter 1. An updated, hypertext version of Chapter 1 is available online at http://www.scholars.nus.edu.sg/landow/cpace/ht/jhup/contents.html; you can read the regular text version, available in the Graduate Center Reserve Collection, but I’d prefer that you read this as an online hypertext document.


Ilana Snyder, “Beyond the Hype: Reassessing Hypertext,” Page to Screen: Taking Literacy into the Electronic Era, Routledge, 1998 (photocopies will be distributed in class).

Janet Murray, Hamlet on the Holodeck: The Future of Narrative in Cyberspace. Introduction; Chapters 1-4; 7; and 10.

May 1: The Future of the Book

Reading:

Nancy Kaplan, “Literacy Beyond Books: Reading When All the World’s a Web,” in *The World Wide Web and Contemporary Cultural Theory*, ed. by Andrew Herman and Thomas Swiss, Routledge, 2000 (photocopies will be distributed in class).


**May 8: Dystopian Views of Instructional Technology and the University**

Reading:

David Noble, *Digital Diploma Mills: The Automation of Higher Education*. Chapters 2 through 6. Chs. 2-4 available online at:


Chs. 5 & 6 will be photocopied and distributed in class.


Stephen Brier & Roy Rosenzweig, Review of Noble’s *Digital Diploma Mills*, in April 22, 2002 issue of *The Nation* (photocopies will be distributed in class).

May 15: New Media’s Positive Pedagogical Possibilities

Reading:


Barbara Maria Stafford, Good Looking: Essays On The Virtue Of Images, MIT Press, 1997, 68-110 (photocopies will be distributed in class).
