

**KMD 2003F — Knowledge Media Design:
TPS 1447 -- Technology and Education: Philosophical Perspectives**

Course Syllabus for Winter 2012
Thursdays 5-8 pm, OISE room 5-260

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How are social media practices reshaping landscapes of education, politics, policy-making, and public engagement? [There are 5.3 billion mobile subscribers](#) (77% of the world population). More than 250 million people access Facebook through their mobile devices. Facebook's 750 million users would constitute the world's 3rd largest country. YouTube has 490 million unique users each month. Wikipedia authors total over 91,000 contributors, and Wikipedia hosts 17 million articles. And 50% of the world's population is under 30.

Against this backdrop, this course offers an overview of three areas of media, knowledge design, and technologies: (a) media education and media literacy, (b) media and democracy, and (c) philosophies of technology. The seminar engages scholarly debates surrounding the following points of investigation:

- How does the exponential rise of access to information and communication technologies require scholars across disciplines to redefine conceptions of democracy and the role of 'new' and 'old' media?
- How do we rethink pedagogy and curricula--across disciplines--to accommodate radically changing practices of knowledge design, and what modes of media education and literacy are best suited to information saturation?
- What are the implications of corporate control ranging from design and surveillance of media platforms to agenda-setting, within governments and news industry?
- How and when do 'counterpublic' social media practices reconfigure the distribution of power and dominant frames of policy and public interests?

To reconsider traditional conceptions of democracy, citizenship and publics, we will examine social sites of news media, education, and youth media practices. Students will be familiarized with: key theorists of media and technology; the changing practices of media education and challenges faced in K-12 contexts for media education in a digital age; and historical and contemporary debates about the relationship of diverse news media to democratic aims.

We will engage contemporary cross-disciplinary texts to articulate the new philosophies of knowledge media and design suited to an era of digital culture. We will consider how and when practices of citizen journalism, blogging, and/or social media increase civic engagement and support global social movements.

Readings

Bob Miller Bookroom

Books are available for purchase at Bob Miller Bookroom, 180 Bloor Street West, Lower Concourse. Note that the shop closes at 6PM Monday-Friday. You will need the main book to do your reading for next week, so if you are not often downtown, you might want to pick it up before class on Thursday.

Required books

- *Digital Media and Democracy: Tactics in Hard Times*, ed Megan Boler (2008) (**DMD**)
- Course Packet (**CP**) (available from instructor at cost)

Please subscribe to the mailing list from the Institute for Distributed Creativity (IDC) (<https://lists.thing.net/cgi-bin/mailman/listinfo/idc>)

You will also be assigned a number of digital texts, and other resources. Be sure to check the assigned readings for each week below, and make it a point to come to class well prepared and having done all the assigned readings.

Recommended readings

At Bob Miller Bookroom:

Media Studies: A Reader (ed. Thornham et al)

Available online:

- Ito et al, [Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media](#)
- Tara McPherson, [Digital Youth, Innovation, and the Unexpected](#)
- David Buckingham, [Youth, Identity, and Digital Media](#)
- D. Metzger, [Digital Media, Youth, and Credibility](#)
- Kelty, [Two Bits, The cultural significance of Free Software](#)

Course Schedule

Week	
<p>1 (Jan 12)</p>	<p>Introductions: Overview of questions, debates and contexts: Education and Technology</p> <p>Recommended:</p> <ul style="list-style-type: none"> • Allen, Christopher. "Life With Alacrity: Tracing the Evolution of Social Software." 13 Oct 2004. (4,560 words) • "History of the Internet 1957-1976." 19 Mar 2001. (1,780 words) • Kelly, Kevin. "Wired 13.08: We Are the Web." 1 Jan 2005. (2,220 words) • Media Concentration and Minority Ownership: The Intersection of Ellul and Habermas, John O. Omachonu, Kevin Healey Journal of Mass Media Ethics Vol. 24, Iss. 2-3, 2009 • Downing, J. D. H. (2011) Media Ownership, Concentration, and Control: The Evolution of Debate, in <i>The Handbook of Political Economy of Communications</i> (eds J. Wasko, G. Murdock and H. Sousa), Wiley-Blackwell, Oxford, UK. doi: 10.1002/9781444395402.ch7 Further Readings <p>Videos</p> <ul style="list-style-type: none"> • Ethan Zuckerman, History of the Internet (6 min) • Robert McChesney discusses the need for public-supported journalism (8 min) • Michael Wesch • http://www.youtube.com/watch?v=xVUQ1MA6VqM <p>Resources</p> <ul style="list-style-type: none"> • http://www.cjr.org/resources/ • http://www.crtc.gc.ca/eng/home-accueil.htm
<p>2 (Jan 19)</p>	<p>Intro to Political Economy of Media and Debates on Technological Determinism</p> <p>In class: Screening: The Myth of the Liberal Media, Hermann and Chomsky</p> <p>Required Readings: <i>DMD:</i></p> <ul style="list-style-type: none"> • Boler, "Introduction; Tactics in Hard Times" (50 p.) • "The State of the Media", interview with Robert McChesney (18 p.) • Interview with Deepa Fernandes (18 p.) • Interview with Amy Goodman, "Community Radio, Access, and Media Justice (<i>skim</i>) (15 p.)

	<p><i>Debates on technological determinism:</i></p> <ul style="list-style-type: none"> • "Subversive Rationalization: Technology, Power and Democracy with Technology," Andrew Feenberg (CP) (22 p.) • Introduction in Does Technology Drive History? (CP) (8 p.) • "Do Artifacts Have Politics?", Langdon Winner (CP) (12 p.) • "The Playboy Interview: Marshall McLuhan," Playboy Magazine (March 1969) (17,470 words). <p>Recommended</p> <ul style="list-style-type: none"> • Horkheimer and Adorno, The Culture Industry: Enlightenment as Mass Deception (31 p.) • Outstanding list of links and resources regarding critical and postmodern philosophy and on Theories of Technology • Network Theories of Power, Manuel Castells (1:05 hours) • Adorno: Culture Industry Reconsidered - (CP) (3,470 words) • Yochai Benkler, The Wealth of Networks (527 p.) <p>Resources on Media Ownership Concentration</p> <ul style="list-style-type: none"> • Ownership Chart: The big six • Media convergence, acquisitions and sales in Canada • Concentration to Convergence: Media Ownership in Canada • Private media ownership in Canada • Bell/Rogers/Shaw - who/what do they own? [A VERY long post/list]
<p>3 (Jan 26)</p>	<p>Politics of Representation: bodies, race, class, and gender</p> <p>In class Screening: Stuart Hall, Representation</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Caroline Bassett, "Cultural Studies and New Media" (CP) (16 p.) • Stuart Hall, excerpt from <i>Representation</i> (CP) • David Chandler, Semiotics for Beginners (5,600 words) • Julian Dibbell, A Rape in Cyberspace (9,390 words) • Megan Boler, "Hypes, hopes and actualities: new digital Cartesianism and bodies in cyberspace", <i>New Media and Society</i> 2007 (CP) (30 p.) <p>Recommended:</p> <ul style="list-style-type: none"> • Stuart Hall, "Encoding/Decoding" (CP) (11 p.) • Lisa Nakamura, from <i>Race in Cyberspace</i> (CP)
<p>4 (Feb 2)</p>	<p>PART 1: Culture Jamming with Carly Stasko/Intro to Tactical Media PART 2: Visit from National Film Board</p> <p>In class screening: The Yes Men clips</p>

	<p>Required Readings:</p> <ul style="list-style-type: none"> • The ABCs of Tactical Media - David Garcia and Geert Lovink. “Nettime, May 16, 1997. Available at http://www.nettime.org/Lists-Archives/nettime-l-9705/msg00096.html. (1,468 words) • Guy Debord, “Theory of the Dérive,” December 1958. Available at http://www.bopsecrets.org/SI/2.derive.htm • Guy Debord & Gil J Wolman, “A User’s Guide to Détournement,” May 1956. Available at http://www.bopsecrets.org/SI/detourn.htm • Mark Dery, “Culture Jamming: Hacking, Slashing and Sniping in the Empire of Signs,” available at http://project.cyberpunk.ru/idb/culture_jamming.html <p>DMD:</p> <ul style="list-style-type: none"> • Axel Bruns, “Gatewatching, Gatecrashing: Futures for Tactical News Media” (24 p.) • Chris Atton, “Alternative Media Theory and Journalism Practice” (<i>make sure you understand ‘citizen journalism’</i>) (16 p.) • Graham Meikle, “Whacking Bush: Tactical Media as Play” (16 p.) • D. Travers Scott, “Tempests of the Blogosphere: Presidential Campaign Stories That Failed to Ignite Mainstream Media” (<i>skim</i>) (30 p.) <p>Recommended:</p> <ul style="list-style-type: none"> • Tiziana Terranova, “Communication beyond Meaning: On the Cultural Politics of Information,” <i>Social Text</i> – 80 (Volume 22, Number 3), Fall 2004, pp. 51-73. • Carbon Defense League, “Parasitic Media,” 2002. Available at http://english.neural.it/parasiticmedia.htm. • McKenzie Wark, “Strategies for Tactical Media,” <i>Realtime</i>, October 2002. Available at http://www.sarai.net/resources/event-proceedings/2002/tactical-media-lab/strategies.PDF
<p>5 (Feb 9)</p>	<p>Gaming to User-Generated Content: Youth Engagement of Media</p> <p>In class Course projects lab/exploration: introduction to iMovie, etc</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Ito, M, boyd, d. m., & Ellison, N. B. (2007). “Social network sites: Definition, history, and scholarship”. <i>Journal of Computer-Mediated Communication</i>, 13(1). (8,715 words) • danah boyd, Friendship (on Facebook) (14,126 words) • Heather A. Horst, Becky Herr-Stephenson, and Laura Robinson, “Media Ecologies” (26,668 words) <p>Recommended:</p>

	<ul style="list-style-type: none"> • Ito et al, Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media (441 p.) • Liu, H. (2007). “Social network profiles as taste performances.” (8,958 words) • Hargittai, E. (2007). “Whose space? Differences among users and non-users of social network sites.” (9,266 words) • boyd, danah. (2007) “Why Youth (Heart) Social Network Sites: The Role of Networked Publics in Teenage Social Life.” (26 p.) • Ellison, N. B., Steinfield, C., & Lampe, C. (2007). “The benefits of Facebook "friends:" Social capital and college students' use of online social network sites.” (9,853 words)
6 (Feb 16)	<p>Professor Emeritus Dieter Misgeld</p> <p>Required readings:</p> <ul style="list-style-type: none"> • M. Heidegger The Question Concerning Technology (10,370 words) <p><i>Secondary:</i></p> <ul style="list-style-type: none"> • Stephen Kline, “What is technology” in Philosophy of Technology: An Introduction (CP) (12 p.) <p>Recommended:</p> <ul style="list-style-type: none"> • Encyclopedic Entry: Philosophy of Technology (13,770 words) • What is Philosophy of Technology? (5,576 words) • Heidegger, Marcuse and the Philosophy of Technology (13 p.) • Evgeny Morozov on Philosophy of Technology (2,512 words) • List of Resources on Philosophy of Technology
7 (Feb 23)	Reading week – no class
8 (Mar 1)	<p>Political Theory and Media: Public Sphere, Democracy, and Dissensus</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Dewey’s Experience of Technology, Larry Hickman (CP) (9 p.) • M. Warner, “Publics and Counterpublics” (42 p.) • Nancy Fraser, “Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy” (25 p.) • Jodi Dean, “Communicative Capitalism: Circulation and the Foreclosure of Politics” (DMD) (22 p.) • C. Shirky, “The Net Advantage” (1,624 words) • Howard Rheingold, Smart Mobs <p>Recommended:</p> <ul style="list-style-type: none"> • Poster (1995) CyberDemocracy: Internet and the Public Sphere (7,333 words) • Herbert Marcuse, “The New Forms of Control” from One Dimensional Man, 1964 (5,378 words)

	<ul style="list-style-type: none"> • Jurgen Habermas • Jacques Ranciere, "Ten Theses on Politics" (16 p.) • N.Marres, "Issues spark a public into being"
9 (Mar 8)	<p>Dr. Mark Lipton (University of Guelph) and Carolyn Wilson: Media Education, Tactical Media, and Culture Jamming: Theories and Practices</p> <p>Required Reading TBA: Marshall McLuhan Neil Postman</p>
10 (Mar 15)	<p>[TBA: Either Video Gaming, further Phil of Tech, or Open Educational Resources, self-learners, Massive Open Online Courses – the future of learning]</p> <p>Required Reading: TBA</p>
11 (Mar 22)	<p>Professor David Phillips: the Politics of Surveillance</p> <p>Required Reading: TBA</p> <p>Recommended:</p> <ul style="list-style-type: none"> • Ron Deibert, "Black Code Redux: Censorship, Surveillance, and the Militarization of Cyberspace" (DMD) (28 p.) • D. Barney, "Invasions of Publicity: Digital Networks and the Privatization of the Public Sphere" in New Perspectives on the Public-Private Divide (29 p.) • G. Deleuze, "Postscript on Control Societies" (2,420 words) • G. Deleuze, "Control and Becoming" (3,344 words) • B. Stiegler Telecracy Against Democracy" (4,383 words) • M. Foucault, "Panopticism" (12,594 words) • E. Morozov, "How Dictators Watch Us on the Web" (3,678 words)
12 (Mar 29)	In-Class Presentations of Final Projects

Guidelines for Assignments

Preparation for seminar discussion and class participation.

This is a graduate level seminar, with high expectations regarding your preparation and in-class engagement. You are required to complete the assigned reading every week before class. Failure to do so will be evident in your participation and threaded discussion, and will lower your course mark. ALWAYS bring all readings to class in hard copy.

On-time threaded discussion postings:

Your critical reflection must be posted online by **Wednesdays, 12 noon**. This allows your colleagues' sufficient time to read all of the posts and compose responses. Responses must be posted **by Wednesday night at 10 pm**. You are expected to read all posts and responses before class as part of your preparation for discussion.

On-time assignments: NO late assignments accepted except with a medical note.
Attendance and Participation 20%

Weekly Threaded Discussion 35%

The class will be divided into two groups, A and B. On 5 occasions, Group A will post a critical reflection on the readings for the week, and Group B will read the posts and **write two responses** to two different colleagues. This practice will alternate every other week.

Your critical reflection should do the following, counting **@400 words**:

1. Reflect key points from the argument of each assigned reading.
2. Evidence your own analysis of the significance of these points—including analysis of what you like about each author's point, as well as disagreements or critiques. Your analysis needs to be tied to a close reading of the text: i.e., offer the evidence or quotation from text that illustrates why you find the point significant and/or the rationale for your critique. Especially effective is to use an argument from one reading to show a problem or shortcoming in another reading: e.g., "Smith's point about XYZ contradicts what Jones says. I agree with Smith because her argument carefully attends to crucial questions about ABC..."
3. Your post needs to make an effort to analyze the similarities and differences between the assigned readings. I.e., in other words create links and threads across the readings. E.g., "The primary arguments—Smith's point about X, Jones argument regarding Y, and Nakamura's analysis of Z--raise the crucial question of ABC. ABC is important to me because it reveals how we need to pay attention to 123...."

Your two responses to your colleagues need to do the following, counting @175 words per response:

1. Reflect that you have completed the readings for the week, and engage in discussion/dialogue with the substantial points made by your colleague. I.e., it is not sufficient to merely write "Great point, well said." Rather, build on the other person's point, expanding their analysis with another point from the reading, suggesting another perspective supported by the reading, etc.
2. Demonstrate that you have read all of your colleague's post, and engage other colleague's points in your response. E.g., "As Mary addressed in her post, Turkle writes that [abc] which [amplifies, contradicts, extends, raises questions about] your comment that Kelty's work [reflects xyz]."

Final Production Project [or Final Paper)—35%

The aim of your final project is to engage in producing material through one of the diverse digital media now available. You may consider a 7 minute iMovie; a podcast(s) of 15 minutes; maintaining a blog throughout the semester on a topic of your choice; creating a WordPress website dedicated to a particular topic; contributing a Wikipedia entry; or other design/production ideas.

Critical Reflective Essay on Project—10% [OR: 6 page draft of Final Essay—10%]

In this essay you are asked to discuss the process of production and the final product, in relation to key ideas from the semester's readings. Thus you might analyze the significance of the medium you have selected, and how and why this is an effective medium to get your particular point out to publics. And, you may address how the particular message you have crafted is intended to provoke, inform, engage the viewer/listener, and what choices did you make in crafting your content, to tailor your communication to your imagined audience?

About the Instructor

Megan Boler is an Associate Professor at the u of T and earned her Ph.D. at the History of Consciousness Program at the UC Santa Cruz. Her book *Feeling Power: Emotions and Education* was published by Routledge in 1999, and she recently published an edited collection, *Democractic Dialogue in Education: Troubling Speech, Disturbing Silences* (Peter Lang, 2004). Her research and graduate courses address critical theory, cyberculture studies, feminist theory, and philosophy of technology. Her essays have been published in such journals as *Hypatia*, *Educational Theory*, and *Cultural Studies*. Her multimedia website [Critical Media Literacy in Times of War](#) is widely used.

She has collaboratively produced a study guide to accompany the 2003 documentary *The Corporation* as well as a study guide to accompany five selected films distributed by the Canadian Film and Media Distribution Center. In 2005 she was one of five external fellows invited to the Dartmouth Humanities Center Institute on Cyberdisciplinarity. She has just been awarded a three-year SSHRC grant, “Rethinking Media, Democracy And Citizenship: New Media Practices And Online Digital Dissent After September 11”.

About the TA

Stian Håkleiv did his BA in International Development Studies at UTSC and his MA in Higher Education in the TPS program. His [MA thesis](#) was a comparative study of the production and conceptualization of Open Courses in Chinese and American universities. He is currently pursuing a PhD in CTL, where his research focuses on supporting groups of independent learners in online environments do collaborative work on ideas in discussion-based courses. He previously co-taught the course [Knowledge and Communication for Development](#) at UTSC. He was one of the co-founders of [Peer2Peer University](#), a platform for experimentation with peer-based learning, and is also [a frequent speaker](#) on Open Access, the future of scholarly publishing, and Science 2.0. He maintains a [blog](#) and an [academic wiki](#).