UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL
Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>J. McClurken</td>
<td>Date Prepared: 10/8/14</td>
<td></td>
</tr>
<tr>
<td>Course Title:</td>
<td>History of the Information Age</td>
<td></td>
<td></td>
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<tr>
<td>Department/discipline and course number*:</td>
<td>HIST 427</td>
<td></td>
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</tbody>
</table>

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
<th>HIST 298 OR HIST 299 and Jr/Sr status OR permission of instructor</th>
</tr>
</thead>
</table>

Will this be a new, repeatable *special topics* course? (Do you want students to be able to take this new course more than once if the topic changes?)

| NO | X | YES |

Date of first offering of this new course: FALL SEMESTER, year | Fall 2015 |

Proposed frequency of offering of the course: | Every other year |

List the faculty who will likely teach the course: | Jeffrey McClurken |

Are ANY new resources required? | NO | X | YES |

| Document in attached impact statement |

This new course will be (check all that apply):

<table>
<thead>
<tr>
<th>Required in the major</th>
<th>General Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective in the major</td>
<td>General Education**</td>
</tr>
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</table>

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:
This seminar explores the history of communication, new media, and the digital age. It examines the social and cultural history of information production and consumption from cave paintings to the Internet, and from analog computational machines to handheld computers. Generally based in the history of the US, but, given the transfer of technology and the increasing ability of these technologies to transcend geographic regions, it ranges more widely as appropriate.

COURSE HISTORY

<table>
<thead>
<tr>
<th>Was this course taught previously as a topics or experimental course?</th>
<th>YES</th>
<th>X</th>
<th>NO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>HIST471D7 – History of the Information Age</td>
<td>Fall 2011</td>
<td>18</td>
</tr>
<tr>
<td>HIST471D7 – History of the Information Age</td>
<td>Fall 2014</td>
<td>16</td>
</tr>
</tbody>
</table>

| CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course. |

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval: [Signature]  Date: 10/15/14

CCC Chair Approval: ________________  Date: ________________

UCC Chair Approval: ________________  Date: ________________

New Course Proposal Cover Sheet (July 2013)
1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)

History of the Information Age is a course that has been taught twice as a special topics class in the History Major and has already been approved as an Honors Course and as part of the Digital Studies Minor.\(^1\) It addresses a number of key programmatic outcomes for all of those programs (noted below on the first page of the syllabus). It also addresses the History of Communication and Information Technology, an area not currently addressed in the History and American Studies Curriculum.

It is a bit unusual in that the course engages students (from before the semester starts) in the creation of the syllabus—including the development of topics, readings and assignments. A few weeks before the start of the course, I send them the skeleton outline of the syllabus attached below, along with a series of questions about the course and their goals for it. This outline syllabus (version 0.9) has a rough semester calendar with four broad eras of the "Information Age" -- Print (and its predecessors), Early Networked Communication, Broadcasting, and Information in the Digital Age. It includes four books the students will read over the course of the semester. It includes what I see as the non-negotiable parts of the course: "Students are expected to attend all classes, read all assigned texts, post regularly to the individual blogs, participate in class, and help lead two weeks of class discussions. Students are also expected to contribute to the creation of a public, digital timeline of developments, events, people in the information age and add materials to it all semester." Participation will be worth 40% and blog posts will be worth at least 10%. Here’s what I don't know yet -- what the class and I will figure out together.

- I don't know quite what that timeline will look like yet. I don't know what will make it on the timeline, how exactly we'll construct it, what we will add to it and how.
- I don't know what the other 50% of the graded portion of the course will consist of.
  - I imagine some of it will be material that enriches the digital timeline, but I don't know what that will be yet.
  - I’ve listed some potential projects on the draft syllabus, but I don’t know what projects each class will be interested in.
- I don't know which topics the class will want to focus on and for how long.
- On a related note, I don't know which readings/texts/images/videos we'll be using beyond the four core texts to explore the topics the class wants.

The course that emerges will be a blend of reading seminar and collaborative workshop and that’s how it has worked out in the previous iteration in 2011 and again this semester.

I understand the jointly-created syllabus is an unusual approach and that it may be difficult to assess a class that appears only half finished. Please look over the attached syllabus and readings that resulted from this process in 2011 (the 2014 class is still creating the second half of the syllabus). The students who take this class thrive in it, seizing the opportunity to suggest assignments, to pick readings and lead discussions, to present information in an array of forms and from a variety of perspectives.

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\(^1\) It will also be an elective in the proposed Communication and Digital Studies Major before the Curriculum Committee currently.
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)

No additional support is needed. All of the support for the course is already present in the new ITCC.
3. **Sample Syllabus for fall 2014** – NOTE: This is a preliminary skeleton of the syllabus that I’ll send to the students about a month before school starts. The students will work together and with me to complete this syllabus, including choosing assignments, grade distribution, and readings.

**VERSION 0.9**

**HIST 471D7: History of the Information Age**  
Fall 2014 ITCC 327  

Jeffrey McClurken  
Office: Monroe 219/ITCC 419  
E-mail: jmclurk@umw.edu  
Office Phone: x1475  
Office Hours: MW, 9:00-11; TR, 1:30-2:30, or by appt  
Twitter (@wheresthechair/@jmclurken)

**Course Description**
This readings seminar will explore the history of communication, media, new media, and the digital age. We will begin with an investigation of the various definitions of the Information Age, then move into a discussion of the historical & technological foundations of information production, computing devices, and communication and networking tools. We will explore the social and cultural history of information production and consumption from cave paintings to the Internet, from analog computational machines to handheld computers. The course will generally be based in the history of the US, but, given the transfer of technology and the increasing ability of these technologies to transcend geographic regions, it will logically range more widely as appropriate.

**Departmental Course Goals and Objectives**
This course will help students build upon a range of skills, including the ability to make discipline-specific oral presentations to groups; the ability to utilize technological resources in research, data analysis, and presentation; the ability to communicate in a group setting; and the ability to read critically primary sources and modern authorities. This course also counts in the History major and the Digital Studies Minor.

**Honors Program Objectives**
As part of the Honors Program, this course also will help students to formulate an academic argument with appropriate research documentation; articulate the value of the goals of the honors program as it relates to the liberal arts as an multidisciplinary, systematic approach to knowledge; apply specific academic solutions to broader, interdisciplinary fields of study; integrate multiple viewpoints involving different cultures and/or perspectives.

**Course Requirements**
What should these be?  
Non-negotiable parts include: Students are expected to attend all classes, read all assigned texts, post regularly to the individual blogs, participate in class, and help lead two weeks of class discussions. Students are also expected to contribute to the creation of a public, digital timeline of developments, events, people in the information age and add materials to it all semester. However, negotiable is whether or not we should also do formal presentations of projects, what student contributions to the timeline might be, even other ideas for assignments we might come up with. In my initial brainstorming, the timeline components/additions/projects potentially included:
- literature reviews
- Video creations
- Infographics
- Research paper
- Short essays
- Oral History
- Mini-Biographies
- Image
- Others you can think of

**Obligatory turn things in on time notice:** Projects are due at the start of class on the day they are due. Projects are considered late if turned in **anytime** after the start of class on the day they are due. Late items will be penalized one full letter grade or, after 24 hours, not accepted.

**Texts/Sources**

**In the Bookstore – 4 Core texts are in the bookstore**

**Other Readings as determined by class, at least some of which are online**

**Discussions**
Students are expected to attend all classes having read the material. Class participation includes **actively** participating in these daily discussions. Each of you will also be expected to co-lead group discussion with another person (or persons) during two weeks. **THAT MAY MEAN HELPING TO CHOOSE (ADDITIONAL) READINGS FOR THOSE WEEKS.** I will be happy to meet with these leaders ahead of time to talk about how to choose readings and/or facilitate discussion for their particular week.

**Blogging**
Create a new (or use a preexisting) UMWBlog/Domain of One’s Own WordPress site by **Sept. 1.** Narrating your reactions to the reading, your experiences planning, researching, and implementing your projects as part of the class timeline via your blogs is a central part of the class and a way for me to measure your effort, your creativity, and your progress as digital scholars. Blog about your problems as well as your successes. Be sure to comment on each others’ blogs and help each other out. This is a community of people going through similar efforts that you can tap into, so do so. **Weekly posts & comments are a minimum expectation of the class.**

**Final Grades**

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2 To that end, for each class students should also prepare some notes on the reading (parallels, problems, factual questions, reminders of past readings, connections to ideas from other classes or from “real life”) so that they have those points in front of them for the discussion. Although I have no current plan to collect these comments, I reserve the right to do so at some point during the semester.

New Course Proposal Cover Sheet (July 2013)
Final grades will be determined based on a combination of factors, some determined by me and some determined by the class as a whole at the start of the semester. The non-negotiable parts are class participation (including two weeks of co-leading discussion) worth 40% and on performance on blog posts worth (at least) 10%.

The other 50% of the grade will be divided (as decided by the class) between projects added to the timeline, formal presentations of projects, or other items as suggested by the class. [Unsatisfactory mid-semester reports will be reported for anyone with a grade of D+ or below at that time.]

### Grading Scale

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<th>Description</th>
<th>Score Range</th>
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<td>A</td>
<td>Unusual Excellence</td>
<td>93 or higher=A; 90-92=A-</td>
</tr>
<tr>
<td>B</td>
<td>Distinctly Above Average</td>
<td>87-89=B+; 83-86=B; 80-82=B-</td>
</tr>
<tr>
<td>C</td>
<td>Average Quality</td>
<td>77-79=C+; 73-76=C; 70-72=C-</td>
</tr>
<tr>
<td>D</td>
<td>Below Average Quality</td>
<td>67-69=D+; 60-66=D</td>
</tr>
<tr>
<td>F</td>
<td>Failure, No Credit</td>
<td>0-59=F</td>
</tr>
</tbody>
</table>

### Accommodations

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources (540-654-1266) and need accommodations, I will be happy to refer you. The office will require appropriate documentation of disability.

### Honor Code

I believe in the Honor Code as an essential, positive component of the Mary Washington experience. You should know that if you cheat or plagiarize in this class, you will fail, and I will take you to the Honor Council, so do not do it. On the other hand, I also believe that having friends or family read and comment on your writing can be extremely helpful and falls within the bounds of the Honor Code (assuming the writing itself remains yours). If you have questions about these issues, then you should talk to me sooner rather than later.

### Topics & Readings

#### Class Calendar

**Week 1 — Introduction -- Week of August 25**

-- What is the Information Age?

**Week 2 — Introducing New Media tools and an overview of the history of information/communication -- Week of September 1**

- Tuesday: DTLT visit and start of timeline project
- Reading -- Thursday: Downey, all; Winston, Intro

#### Part I – Print (and its predecessors)

Potential topics: Cave paintings, African Drums, art, written language, coffee houses and print culture, universities, printing press, newspapers, oral tradition, plagiarism/citation/rise of the footnote; photography
Week 3 — Week of September 8
— Topics: Newspapers, Magazine, Books
Reading -- Tuesday: Appleby, Inheriting the Revolution, Chapter 4
    Thursday:

Part II – Early Networked Communication
Potential topics: Postal Service, Telegraph/telephone, rise of modern journalism

Week 4 — Week of September 15
— Topics:
Reading -- Tuesday: Winston, 19-66
    Thursday:

PROPOSALS FOR TIMELINE PROJECTS DUE TO ME BY SEPTEMBER 22
Part III—Broadcasting
Potential Topics: technological, cultural histories of Film/Radio/TV; advertising, rise of mass media; propaganda

Week 5 — Week of September 22
— Topics:
Reading -- Tuesday: Winston, 67-146
    Thursday:

Week 6 — Week of September 29
— Topics:
Reading -- Tuesday:
    Thursday:

Part IV – Information in the Digital Age
Potential topics: Early Computers (Human Computers, Charles Babbage and Ada Lovelace); Role of war/military in creation and spread of information/computing technology (WWII, Cold War, ARPANet); Rise of the mainframe and then personal computers; Doug Engelbert and the Mouse; the creation/expansion/commercialization of the Internet; Women and Computing; Pop Culture treatment of the digital age; Hackers and Hacking Culture; Video Games; cell phones/smart phones/tablets; the wiki phenomenon; Coding/Programming; images/video in era of access to creation tools; Information Theory; Information Overload; Satellites/cable/fiber optics; identity in the digital age

Week 7 — Week of October 6
— Topics: Early Computers
Reading -- Tuesday: Vannevar Bush, “As We May Think”; Winston, 147-242
    Thursday:

Week 8 — Week of October 13
— Fall Break -- No class Tuesday, October 14
— Topics: Networks and the Internet
Reading -- Thursday: Winston, 243-336; Rosenzweig, 179-202

Week 9 — Week of October 20

New Course Proposal Cover Sheet (July 2013)
Topics:

Reading -- Tuesday:

Thursday:

Week 10 — Week of October 27
— Topics: Web 2.0/3.0/18.0
— Reading -- Tuesday: Rosenzweig, 85-91 (CD-ROMs and textbooks)
Thursday:

Week 11 — Week of November 3
— Topics: Trust, Citations, “truth” in the Digital Age
Reading -- Tuesday: Rosenzweig, 28-50 (Historical Knowledge online); 51-82 (Wikipedia & History); 155-178
Thursday:

Week 12 — Week of November 10
— Topics:
Reading -- Tuesday:
Thursday:

Part V – Looking forward
Potential topics: Copyright/open source/intellectual property; History in the digital age; Infographics; social networks in the age of Facebook; search in the age of Google; Artificial Intelligence; Crowdsourcing; Digital divide;
Week 13 -- Week of November 17
— Topics: History of Digital History and Its Future
Reading -- Tuesday: Rosenzweig, xxi-xxiv, 3-27, 92-153, 203-236
Thursday: Winston, 337-342

Week 14 -- Week of November 24
— Topics: Infographics and the Rise of Visual Literacy
Reading – Tuesday:
— Thursday -- Thanksgiving — No Class

ALL PROJECTS DUE BY DECEMBER 1

Week 15 -- Week of December 1
— Presentations?
Reading -- Tuesday:
Thursday:
Exam Period – Discussion of the semester – what worked and what didn’t.

Questions for students in the class [These will guide our initial discussion as we fill in the syllabus together.]

1) Which topics are you particularly interested in studying this semester?
2) What sources would you add to the class resource bibliography
   (http://infoage.umwblogs.org/bibliography/ or at http://www.zotero.org/groups/infoage/items)
3) The central work of the class for the semester will be the creation of a digital timeline of the events/people/trends in the History of the Information age. We’ll generate the list of dates/items together and then you’ll be creating additional pieces (either as individuals or in groups) that will link in to the timeline. So, what types of assignments/projects would you be interested in working on/doing? What alternative ways might we use to construct/present what we’ve learned in and out of the class about the history of information?

a. I want to take advantage of the digital media resources on campus. In particular, there are two resource-rich locations we should be thinking about.
   i. The Digital Media Lab in the department in Monroe. We’ll have 3 iMacs and two Windows computer, with scanners, digital cameras, as well as basic and advanced image, video, and audio editing software. **What kinds of projects could we do with those tools?**
   ii. **What projects relevant to our subject could we create** with the full resources of the new IT Convergence Center? [At a minimum, cameras, audio booth, video recording and editing suites. What could we create for the digital signage in the building? For the digital library gallery? For the giant video wall?]

b. **What percentage of course grade should those assignments be valued at?**

4) I want to take advantage of the classroom we’ll be in.

a. The classroom that we will be in is able to be put in any variety of configurations. In addition to the standard projector and screen, it will have LCD panels at small group tables around the room so students will be able to hook up their laptops and work collaboratively. I’ve been thinking about splitting up into groups with a small research topic assignment, giving you 30-45 minutes to work in groups, then asking you to present your results to the rest of the class. **What classroom small group projects would you like to try?**

4. What do you think of the layout of the course schedule? Do you want to spend more or less time on certain broad topics?
Addendums

a. Finished Syllabus from Fall 2011
b. Reading list from Fall 2011, with most of the readings chosen by the discussion leaders each week.
HIST 471D7: History of the Information Age

TR, 9:30-10:45 AM Fall 2011 Monroe 211

http://infoage.umwblogs.org

Jeffrey McClurken Office: Monroe 219
E-mail: jmcclurk@umw.edu Office Phone: x1475
Office Hours: MW, 9:00-11; TR, 1:45-2:30, or by appt Twitter (@wheresthechair), Facebook, G+

Course Description

This readings seminar will explore the history of new media and the digital age. We will begin with an investigation of the various definitions of the Information Age, then move into a discussion of the historical & technological foundations of information production, computing devices, and communication and networking tools. We will explore the social and cultural history of information production and consumption from newspapers to the Internet, from analog computational machines to handheld computers. The course will generally be based in the history of the US, but, given the transfer of technology and the increasing ability of these technologies to transcend geographic regions, it will logically range more widely as appropriate.

Departmental Course Goals and Objectives

This course will help students build upon a range of skills, including the ability to make discipline-specific oral presentations to groups; the ability to utilize technological resources in research, data analysis, and presentation; the ability to communicate in a group setting; and the ability to read critically primary sources and modern authorities. This course also counts in the History major.

Course Requirements

Non-negotiable parts include: Students are expected to attend all classes, read all assigned texts, post regularly to the individual blogs, participate in class, and help lead two weeks of class discussions. Students are also expected to contribute to the creation of a public, digital timeline of developments, events, people in the information age and add materials to it all semester.

In addition to the blogging and class participation aspects, the rest of your grade will be composed of the following:

1) Basic entry of elements into the main course timeline (names/events/inventions, dates, sources) – By existing groups – Due TH, September 22 – 10%

2) Projects roughly aligned with each part of the course – Each project will eventually be plugged in to the main course timeline at http://infoagetimeline.umwblogs.org.
   ■ Part one & two – Select one of the following by September 15.
   ▪ Actually use an early system of communication to convey information (demonstrated to the class)
   ▪ OR describe the process and complications of using such an early system to convey information. (300-500 words, plus sources, posted to your blog)
OR research and discuss the significance of an information technology in the life of a specific individual before 1950. (300-500 words, plus sources, posted to your blog)

OR create an infographic with information about an early system of communication from Parts I or II (with sources, posted to your blog)

- **Individual project – Value is 10% of course grade**
  - To avoid overlap, each topic must be submitted for approval by September 15.
  - Project due September 29

- **Part three – Create your own advertisement/commercial/print ad related to the history of communication to be shared. – Group – 10%**
  - Due Thursday, October 13

- **Part four – Make a documentary (5-10 minutes) on topic from this period – Group – 15%**
  - Due Thursday, November 10

- **Part five – 5% – Help improve the timeline – Aspect must be preapproved before work starts.**
  - A) Work on the overall structure/format/presentation of the timeline.
  - B) Pick any point on the timeline to expand on (with research) – Can take form of video, brief, essay, infographic, oral history, etc.
  - **Individual, unless a case can be made for group work here.**
  - Due the last day of class, December 8.

3) Project presentations --- all assignments will be shared with the class, though in the form of informal, ungraded (but mandatory) presentations throughout the semester.

**Final Grades**

Final grades will be determined based on a combination of factors, some determined by me and some determined by the class as a whole at the start of the semester. The non-negotiable parts are class participation (including two weeks of co-leading discussion) worth 40% and on performance on blog posts worth (at least) 10%. The other 50% of the grade is assigned as noted in the section above.

[Unsatisfactory mid-semester reports will be reported for anyone with a grade of D+ or below at that time.]

**Obligatory turn things in on time notice:** Projects are due at the start of class on the day they are due. Projects are considered late if turned in **anytime** after the start of class on the day they are due. Late items will be penalized one full letter grade or, after 24 hours, not accepted.

**Texts/Sources**

In the Bookstore – 3 Core texts are in the bookstore


I recommend also picking up a copy of James Gleick’s recently published book. Gleick, James. *The Information: A History, a Theory, a Flood*. New York: Pantheon, 2011. [Because it was recently published it’s not in the UMW bookstore.]
Other Readings as determined by class, at least some of which are online

**Discussions**

Students are expected to attend all classes having read the material. Class participation includes **actively** participating in these daily discussions. Each of you will also be expected to co-lead group discussion with another person (or persons) during two weeks. **THAT WILL MEAN HELPING TO CHOOSE (ADDITIONAL) READINGS FOR THOSE WEEKS.** I will be happy to meet with these leaders ahead of time to talk about how to choose readings and/or facilitate discussion for their particular week.

**Blogging**

Create a new (or use a preexisting) UMWblog by **Thursday, Sept. 1.** Narrating your reactions to the reading, your experiences planning, researching, and implementing your projects as part of the class timeline via your blogs is a central part of the class and a way for me to measure your effort, your creativity, and your progress as digital scholars. Blog about your problems as well as your successes. Be sure to comment on each others’ blogs and help each other out. This is a community of people going through similar efforts that you can tap into, so do so. **Weekly posts & comments are a minimum expectation of the class.**

**Grading Scale**

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<td>D</td>
<td>Below Average Quality</td>
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3 To that end, for each class students should also prepare some notes on the reading (parallels, problems, factual questions, reminders of past readings, connections to ideas from other classes or from “real life”) so that they have those points in front of them for the discussion. Although I have no current plan to collect these comments, I reserve the right to do so at some point during the semester.

New Course Proposal Cover Sheet (July 2013)
(assuming the writing itself remains yours). If you have questions about these issues, then you should talk to me sooner rather than later.

**Topics & Readings**

**Class Calendar**

**Week 1 — Introduction -- Week of August 29**

-- What is the Information Age?

**Week 2 — Introducing New Media tools and an overview of the history of information/communication -- Week of September 5**

Tuesday: DTLT visit and start of timeline project
Reading -- Thursday: Downey, all; Winston, Intro

**Part I – Print (and its predecessors)**

*Topic for project for Parts I & II due by TH, September 15.*

**Week 3 — Week of September 12**

— Topics: Coffee Houses and Print Culture, Photography, and a splash of written language/printing press

Reading -- Tuesday: Readings from James Gleick’s The Information, Prologue-Ch.3 (Canvas)
Thursday: ????

**Part II – Early Networked Communication**

*Basic elements of the timeline finished and posted BY SEPTEMBER 22*

**Week 4 — Week of September 19**

— Topics: History of the Postal Service, modern journalism (newspapers/magazines), and a splash of telegraph/telephone

Reading -- Tuesday: Winston, 19-66, ???
Thursday: ???

**Part III—Broadcasting**

*Project for Parts I & II due by TH, September 29.*

**Week 5 — Week of September 26**

— Topics: History of Film, Radio, TV

Reading -- Tuesday: Winston, 67-146, ???
Thursday: ???

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Week 6 — Week of October 3
— Topics: Advertising and Propaganda
Reading -- Tuesday: ????
    Thursday: ????

Part IV – Information in the Digital Age

Advertisement due TH, October 13

Week 7 — Week of October 10
— Topics: Early Computers, Role of war/military in creation and spread of information/computing technology (WWII, Cold War, ARPANet); Rise of Mainframe and personal computers
Reading -- Tuesday: Vannevar Bush, “As We May Think”; Winston, 147-242
    Thursday: ????

Week 8 — Week of October 17
— Fall Break -- No class Tuesday, October 18
— Topics: Networks and the Internet
Reading -- Thursday: Winston, 243-336; Rosenzweig, 179-202

Week 9 — Week of October 24
— Topics: Hackers and Hacking Culture
Reading -- Tuesday: ???????????????
    Thursday: ??????????????? -- Online discussion only

Week 10 — Week of October 31
— Topics: Video Games; Expansion/Commercialization of the web; Web 2.0+
— Reading -- Tuesday: Rosenzweig, 85-91 (CD-ROMs and textbooks); ???????????????
    Thursday: ???????????????

Documentary due Thursday, November 10

Week 11 — Week of November 7
— Topics: Trust, Citations, “truth” in the Digital Age; Wikis
Reading -- Tuesday: Rosenzweig, 28-50 (Historical Knowledge online); 51-82 (Wikipedia & History); 155-178
    Thursday: ???????????????

Week 12 — Week of November 14
— Topics: Group week – 3-4 groups read separately on topics and present to class
  1) Pop Culture treatment of the Digital Age (Hackers, Geeks, Tech)
  2) Coding/Programming
  3) Identity in the Digital age
  4) Other topics???
Reading -- Tuesday: ???????????????
    Thursday: ???????????????
Part V – Looking forward

Week 13  --  Week of November 21  
— Topics: Infographics and the Rise of Visual Literacy; Copy Right/Copy Wrongs  
Reading – Tuesday: ?????????  
— Thursday -- Thanksgiving — No Class

Week 14  --  Week of November 28  
— Topics: History of Digital History and Its Future  
Reading -- Tuesday: Rosenzweig, xxi-xxiv, 3-27, 92-153, 203-236  
Thursday: Winston, 337-342, ?????

Final Project due by DECEMBER 8

Week 15  --  Week of December 5  
— Varied topics  
Reading -- Tuesday: Group day – 3-4 groups read separately on topics and present to class  
1) (Re)search in age of Google  
2) Social Networks  
3) Digital Divide/Information Divide  
4) Future of Newspapers/magazine/books  
Thursday: Project Presentations

Exam Period – Discussion of the semester – what worked and what didn’t.
b. Reading list created by students in 2011

Part I – Print (and its predecessors)

Week 3 — Week of September 12
— Topics: Coffee Houses and Print Culture, Photography, and a splash of written language/printing press

Reading — Tuesday: Readings from James Gleick’s *The Information*, Prologue-Ch.3 (Canvas)

Thursday:
— *A History of Photography*, by William Jerome Harrison. [Skim chapter one (which starts on page 7 and ends on page 12) and read chapter 2 (pg.13-20).]
— Semiotics — a selection Joe will bring to class

— Chinese Characters for Beginners — Joe will bring to class

Part II – Early Networked Communication

Week 4 — Week of September 19
— Topics: History of the Postal Service, modern journalism (newspapers/magazines), and a splash of telegraph/telephone

Reading — Tuesday: Winston, 19-66

Thursday:
Excerpts from James McGrath Morris’s biography of Joseph Pulitzer (See Canvas)
Richard John, *Spreading the News*, 1-24 (See Canvas)
This article on Pulitzer by Jack Shafer at *Slate*: [http://www.slate.com/id/2126420](http://www.slate.com/id/2126420)
This post, “But is it journalism?” by Jeff Jarvis at his blog: [http://www.buzzmachine.com/2011/09/03/but-is-it-journalism-damnit/](http://www.buzzmachine.com/2011/09/03/but-is-it-journalism-damnit/)

Part III—Broadcasting

Week 5 — Week of September 26
— Topics: History of Film, Radio, TV

Reading — Tuesday:
• Chapter 3 in Downey’s *Technology and Communication in American History*.
• Winston’s book: 67-87
- Margaret Graham essay, in *A Nation Transformed by Information*, pages 137-169 (to be posted on Canvas)
- Fang, *A History of Mass Communication*, pages 89-100 (posted on Canvas–check pages numbers carefully)

**Thursday:**
- Winston’s book: 88-99, 126-143
- Edgerton/Rollins, *Television Histories*, pages 1-18, 19-36, 244-260 (to be posted on Canvas)

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**Week 6 — Week of October 3**
— **Topics:** Advertising and Propaganda


http://muse.jhu.edu/journals/asr/v006/6.3unit02.html
Also see selections from from Edd Applegate, *Personalities and Products: A Historical Perspective on Advertising in America*, on Canvas.

**Part IV — Information in the Digital Age**

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**Week 7 — Week of October 10**
— **Topics:** Early Computers, Role of war/military in creation and spread of information/computing technology (WWII, Cold War, ARPANet); Rise of Mainframe and personal computers

**Reading — Tuesday:** Vannevar Bush, “As We May Think”; Winston, 147-242

**Thursday:**
- William C. Meadows, *Comanche Code Talkers of World War II*, preface, 100-134, On Canvas

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**Week 8 — Week of October 17**
— **Fall Break — No class Tuesday, October 18**

New Course Proposal Cover Sheet (July 2013)
Topics: Networks and the Internet

Reading — Thursday: Winston, Chapters 15-18; Rosenzweig, 179-202

Week 9 — Week of October 24
— Topics: Hackers and Hacking Culture
Reading — Tuesday: Douglas Thomas, *Hacker Culture*, Chapter 1 (on Canvas); TED Talk on Hacking

Thursday: Online discussion — via Reddit discussion

- Thomas, *Hacker Culture*, Ch. 2 (on Canvas)
- New Hacker Ethics
- The Economist, “Would Jesus Hack?”

Week 10 — Week of October 31
— Topics: Video Games; Expansion/Commercialization of the web; Web 2.0+
— Reading — Tuesday: Rosenzweig, 85-91 (CD-ROMs and textbooks); Allan H. Weis, “Commercialization of the Internet,” 1992 (On Canvas)

Thursday:

- TED talk video by Jane McGonigal on gaming;
- History Channel Video about Pong;
- Chapters 1,2 and 3 from Steven Kent’s *The Ultimate History of Video Games: From Pong to Pokémon and Beyond*. Everyone can access the first three chapters at [http://books.google.com/books/reader?id=PTrcTeAqeaEC&printsec=frontcover&output=reader&source=gbs_atb&pg=GBS.PT7](http://books.google.com/books/reader?id=PTrcTeAqeaEC&printsec=frontcover&output=reader&source=gbs_atb&pg=GBS.PT7);

Week 11 — Week of November 7
— Topics: Trust, Citations, “truth” in the Digital Age; Wikis
Reading — Tuesday: Rosenzweig, 28-50 (Historical Knowledge online); 51-82 (Wikipedia & History); 155-178

Thursday: Zerby, *The Devil's Details*, Ch. 1,2,4,7; Grafton, *The Footnote*, Ch. 5-7; Bugeja & Dimitrova, *Vanishing Act*, Ch. 3-5 [All on Canvas]

Week 12 — Week of November 14
— Topics: Group week – 3-4 groups read separately on topics and present to class
Reading — Tuesday:
1) Pop Culture treatment of the Digital Age (Hackers, Geeks, Tech)


2) Coding/Programming


Scan over... [http://www.computerhistory.org/timeline/?category=sl](http://www.computerhistory.org/timeline/?category=sl)

3) Identity in the Digital age


[http://www.pcworld.com/businesscenter/article/242698/privacy_a_concern_as_google_links_plus_with_its_other_sites.html](http://www.pcworld.com/businesscenter/article/242698/privacy_a_concern_as_google_links_plus_with_its_other_sites.html)

**Thursday:**

1) Pop Culture treatment of the Digital Age (Hackers, Geeks, Tech)


2) Coding/Programming

Sections 1-3 [http://computer.howstuffworks.com/c.htm](http://computer.howstuffworks.com/c.htm)

3) Identity in the Digital age


**Part V – Looking forward**

**Week 13 – Week of November 21**
— **Topics**: Infographics and the Rise of Visual Literacy; Copy Right/Copy Wrongs
**Reading – Tuesday**: Siva Vaidhyanathan, *Copyrights & Copywrongs*, Ch. 1, 5 (Canvas)
— **Thursday** — **Thanksgiving** — **No Class**

**Week 14 – Week of November 28**
— **Topics**: History of Digital History and Its Future
**Reading – Tuesday**: Rosenzweig, xxi-xxiv, 3-27, 92-153, 203-236

**Week 15 – Week of December 5**
— **Varied topics**

**Reading – Tuesday**: Group day – 4 groups read separately on topics and present to class
1) (Re)search in age of Google — See Canvas

2) Social Networks — See Canvas