

York University – Division of Humanities
AS HUMANITIES 2920 9.0A - 2005-2006
Spreading the Word: Knowledge, Culture and Technology
<http://www.yorku.ca/gita/huma2920>

Teaching Team

Jennifer Cypher <jcypher@yorku.ca>, Course Director
Tutorial 5 (Fri 10:30 AM, RS 133) and Tutorial 6, Fall term (Fri 8:30 AM, Rm TEL 0015)
Office hours and location TBA

Gita Hashemi <gita@yorku.ca>, Course Director
Tutorial 4 (Fri 10:30 AM, Rm RS105) and Tutorial 6, Winter term (Fri 8:30 AM, Rm TEL0015)
Office hours and location TBA

Marnina Norys <mnorys@yorku.ca>, Tutorial Leader, Tutorial 3 (Thu 2:30 PM, Rm MC 104)
June Rhee <yu200301@yorku.ca>, Tutorial Leader, Tutorial 2 (Wed 12:30 PM, Rm MC 111)
Christine Shaw <cshaw@yorku.ca>, Tutorial Leader, Tutorial 1 (Fri 2:30 PM, Rm FC 117)

Course Description

This foundations course explores the social, cultural, and political implications of technologies of information and communication in their historical and material contexts with an emphasis on a Humanities approach. It examines the ways that information technologies have shaped a variety of forms of human experience, and conversely, the ways that ideologies and practices have shaped the development of technologies of production and circulation of knowledge. The course also explores some of the wider metaphysical implications of the role of technology in society and studies numerous examples of the social transformations engendered by technological developments. At root the course is designed to equip students for critical reflection, from a variety of perspectives on the role of information and communication technologies in society.

Each week there will be a 2-hour lecture and a 2-hour tutorial. Tutorials allow for dialogue and exploration of key themes in the course and the study material. **TUTORIALS ARE NOT OPTIONAL, i.e. ATTENDANCE IS REQUIRED.** Each lecture has a set of associated readings; it is therefore imperative that you read the material before the tutorial.

As a critical reading and writing course, HUMA 2920 requires ongoing reading and weekly writing as assigned by Course Directors and Tutorial Leaders. We encourage you to seek the assistance of York's Academic Writing Centre for supplemental writing and study workshops, and to take advantage of the writing tutors at Bethune College and other York colleges.

Grading/Evaluation

Evaluation will be based on your tutorial participation and performance in course assignments and exams. You are responsible for all course material including all audio/visual material used in lectures and online supplements, as well as lectures and tutorial discussions and activities.

- You must complete all assignments and exams to complete the course.

- All assignments are due at the beginning of lecture as listed in the schedule.
- Extensions require a signed medical certificate or other valid proof of cause.
- Tutorial attendance is required and will be reflected in the participation grade. You must attend at least 60% of the tutorials to receive a passing grade for attendance and participation.
- York University policies on academic honesty will be enforced. Note policy sheets attached to this syllabus.
- You will receive separate instructions for all major assignments.

Assignment/Grade Breakdown

Module Responses (6)	15%
Mini Assignments (3)	15%
Term 1 Exam	10%
Term 2 Exam	15%
Attendance	5%
Participation	10%
Research project	30%

Texts

HUMA 2920 9.0 Reading Kits Vols. 1 & 2 (available at the York University Bookstore). Online readings and study materials listed in the schedule and linked to the course website.

COURSE SCHEDULE – FALL TERM (WINTER TBA)**September 09: Course introduction, overview and logistics**

MODULE 1: CRITICAL THINKING AND MODES OF COMMUNICATION**September 16: Thinking Critically About Technology**

Packer, Jeremy. "Mobile Communications and Governing the Mobile: CBs and Truckers." The Communication Review. Volume 5, Number 1 / January-March 2002, pp 39 – 57.

Available for download through York University Libraries e-Resources. Go to:

<http://www.library.yorku.ca/ccm/jsp/homepage.jsp>

Follow the instructions from there. Use the Journal title first to locate the online journal, and the volume/issue numbers or article title next to find the article. You need to have a current library card if connecting from home or, alternatively, use computer facilities at York.

September 23: Modes of Speech

Goffman, Erving. "Footing." In Forms of Talk. 1981: University of Pennsylvania Press, pp. 124-159. (course kit)

September 30: Culture and Ong

Plato. Selection from "Pheadrus" (course kit)

Ong, Walter. Selections from "Orality and Literacy" (course kit)

MODULE 2: MEDIA CULTURE**October 07: The Culture of Spectacle**

Kellner, Douglas. "Media Culture and the Triumph of the Spectacle." In Media Spectacle.

London: Routledge, 2003. (course kit)

Module 1 Response due (post on the web forum by 8 a.m.)

October 14: Media and Power

Chandler, Daniel. "Marxist Media Theory" (excerpt selection to be announced)

<http://www.aber.ac.uk/media/Documents/marxism/marxism10.html>

Chomsky, Noam. "What Makes Mainstream Media Mainstream"

<http://www.chomsky.info/articles/199710--.htm>

Mini Assignment 1 due (hand in hard copy at the beginning of lecture)

October 21: Propaganda

Staniszewski, Mary Anne. "Exhibition as National Covenant." The Power of Display.

Cambridge: The MIT Press, 1998. Pp 209-221. (course kit)

October 28: Marketing and Psychiatric Drugs

Healy, David. "Market Force." In Let Them Eat Prozac. Toronto: James Lorimer & Company

Ltd, 2003. Pp 169- 199. (course kit)

Module 2 Response due (post on the web forum by 8 a.m.)

MODULE 3: PUBLIC SPHERE AND THE MEDIA'S ROLE**November 04: Print and Restructuring of Social Order**

Eisenstein, Elisabeth. "Defining the Initial Shift: Some Features of Print Culture." (course kit)

November 11: Concepts and Theory of Public Sphere

Habermas, Jurgen. "The Public Sphere." Jurgen Habermas on Society and Politics: A Reader. Beacon Press, 1989. Pp 231-236. (course kit)

Mini Assignment 2 due (hand in hard copy at the beginning of lecture)

November 18: The Myth of Free Press

McChesney, Robert and Dan Schiller. "The Political Economy of International Communications: Foundations for the Emerging Global Debate over Media Ownership and Regulation" (read these sections only: Introduction, the Mythology of Freedom of Communications in the United States, the Move to Neo-Liberalism, and the Conclusion)

http://www.unrisd.org/80256B3C005BCCF9/httpNetITFrame?ReadForm&parentunid=C9DCBA6C7DB78C2AC1256BDF0049A774&parentdoctype=paper&netitpath=http://www.unrisd.org/unpublished_/tbs_/chesney/content.htm

Spiegle, Lynn. "Television in the Family Circle" (course kit)

November 25: Democracy

Poster, Mark. "CyberDemocracy: Internet as a Public Sphere?" In What's the Matter with the Internet? Minneapolis: University of Minnesota Press, 2001. Pp 171-188. (course kit)

Module 3 Response due (post on the web forum by 8 a.m.)

December 02: Mid-term exam held in regular lecture time and location.

--- TERM BREAK --- CHECK COURSE WEBSITE FOR TERM 2 SYLLABUS --- ENJOY THE HOLIDAZE! --- HAPPY AND SAFE NEW YEAR! --- CLASSES START AGAIN ON JANUARY 4, 2006 ---

York Senate Policy on Academic Honesty

[Selected sections. Full document at <http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>]

Introduction

Conduct that violates the ethical or legal standards of the University community or of one's programme or specialization may result in serious consequences. The Policy on Academic Honesty is a reaffirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. It outlines the general responsibility of faculty to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

B. The Role of Faculty Members and Students

A clear sense of academic honesty and responsibility is fundamental to good scholarship. Faculty members should include consideration of academic honesty in both courses and research settings. Such guidance is particularly important for students who assume independent roles as course assistants or begin to conduct their own original work. Every student has a responsibility to abide by these standards and, when in doubt, to consult with faculty members in order to determine a proper course of action.

C. Pressures That May Lead to Academic Misconduct

University education includes demands that might tempt some to violate standards of academic honesty. There are pressures on students to achieve high grades, obtain financial support, meet research or publication deadlines, gain recognition from the scholarly community, and secure employment. Although faculty members can help students to maintain academic honesty despite these pressures, each student has final responsibility for her or his academic honesty.

D. Serious Offences Against the Standards of Academic Honesty

Note. This summary is not exhaustive. In some cases the University regulations on non-academic discipline may apply. Some academic offences constitute offences under the Criminal Code of Canada; a student charged under University regulations may also be subject to criminal charges. Charges may also be laid against York University students for matters which arise at other educational institutions.

Cheating: Cheating is the attempt to gain an improper advantage in an academic evaluation. Among the forms this kind of dishonesty can take are: obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available; copying another person's answer to an examination question; consulting an unauthorized source during an examination; obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor; or changing a score or a record of an examination result.

It is also improper to submit the work one has done for one class or project to a second class, or as a second project, without getting the informed consent of the relevant instructors. Acceptance of one piece of work that is submitted for two classes must be arranged beforehand. It is understood that students may wish to build on previous research in the preparation of a paper but students must also be aware that such a practice may run afoul of the intention of the assignment. In all such cases the student must discuss the matter with the instructors and receive written permission beforehand.

Impersonation: It is a breach of academic honesty to have someone impersonate one's self in class, in a test or examination, or in connection with any other type of assignment in a course. Both the impersonator and the individual impersonated may be charged.

Plagiarism and other misappropriation of the work of another: Plagiarism is the representation of another person's ideas or writing as one's own. The most obvious form of this kind of dishonesty is the presentation of all or part of another person's published work as something one has written. However, paraphrasing another's writing without proper acknowledgement may also be considered plagiarism. It is also a violation of academic honesty to represent another's artistic or technical work or creation as one's own. Just as there are standards to which one must adhere in the preparation and publication of written works, there are standards to which one must adhere in the creation and presentation of music, drawings, designs, dance, photography and other artistic and technical works. In

different forms, these constitute a theft of someone else's work. This is not to say that students should not use the work of others with the proper acknowledgement.

Improper research practices: Many academic activities may involve the collecting, analyzing, interpreting, and publishing of information or data obtained in the scientific laboratory or in the field. Opportunities to deviate from acceptable standards may be more numerous in research than in the classroom, as research activities may be supervised less closely. Forms of improper research practices include the dishonest reporting of investigative results either through fabrication or falsification, taking or using the research results of others without permission or due acknowledgment, misrepresentation of research results or the methods used, the selective reporting or omission of conflicting information or data to support a particular notion or hypothesis. Furthermore, all researchers have a responsibility to refrain from practices that may unfairly inhibit the research of others now or later. This responsibility extends to York University students in other institutions or countries.

Premature oral or written dissemination of information: Information or experimental data that was collected with a member of the faculty or another student, and other works that involved the participation of a faculty member or another student should not be submitted for publication prematurely, without appropriate permission.

Falsification or unauthorized modification of an academic record: It is a breach of academic honesty to falsify, fabricate or in any other way modify a

- * student examination
- * transcript
- * grade
- * letter of recommendation or
- * related document.

Other breaches of academic honesty include:

- * making false claims or statements
- * submitting false information
- * altering official documents or records
- * attempting or causing others to do or attempt any of the above with intent to mislead an:
 - i. instructor
 - ii. an academic unit
 - iii. programme
 - iv. office or
 - v. committee

as to a student's academic status, qualifications, actions or preparation.

Obstruction of the academic activities of another: It is a violation of academic honesty to interfere with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g., a painting, sculpture or film), with a chemical used for scientific study, or with any other object of study.

Aiding or abetting academic misconduct: Knowingly aiding or abetting anyone in a breach of academic honesty shall itself be considered misconduct. This may include assisting others in the preparation of work submitted for appraisal or offering for sale essays or other assignments with the intention that these works would be submitted for appraisal.

E. Sanctions for Academic Misconduct

When verified, a violation of academic honesty may lead to the following penalties:

- (a) oral or written disciplinary warning or reprimand;
- (b) a make-up assignment or examination
- (c) lower grade or failure on assignment or examination
- (d) failure in the course;
- (e) suspension from the University for a definite period (1);
- (f) notation on transcript (2);
- (g) withholding or rescinding a York degree, diploma or certificate (3);