LIS 639: History of Information Technology
Section 31
University of North Carolina at Greensboro
Summer 2022 Syllabus
Class Time: Wednesdays, 5:30-8:20 PM (Eastern)
Class Location: Online (via Zoom)

Instructor Information:
Professor: Dr. Colin Post
Email: ccpost@uncg.edu
Office: SOE 352
Office hours (via Zoom): Mon 1:00-3:00 PM, Thurs 9:00-11:00 AM, or by appointment

UNCG is located on the traditional lands of the Keyauwee and Saura. Let us venture to honor them with our work together.

Communication:
To me:
If you have a problem, concern, or question, please communicate with me. The sooner you come to me with any concern, the sooner we can resolve the issue. Don't hesitate to bring up any issue—major or minor. I'll be checking in with the whole class periodically to make sure the course is going smoothly on all fronts. I will also provide time for general questions during each class session.

The best way to get in touch with me is via email (ccpost@uncg.edu). I will typically respond to all emails within 24 hours during the week and within 48 hours during the weekend. I will also create a Frequently Asked Questions (FAQ) thread on the Canvas discussion forum. If I receive several similar questions, I'll post a generalized and anonymized version of the question there.

For more detailed questions about assignments, grades, and so on, I will want to schedule a meeting (via Zoom) to discuss in-depth. You can schedule an appointment during my office hours by visiting my calendar and clicking on an appointment block. If my regular office hours do not work for you, you can also email me to schedule another time that fits your schedule. You can refer to my calendar to see my availability and propose an open time for a meeting.

From me:
You can expect to hear from me via email and through Canvas. I will send individual emails (to your UNCG email account) regarding things like specific questions about an assignment or following up on something from a class session. I will make general class announcements through Canvas, and we will all be engaging in ongoing discussion through the forums (more on this below).

Teaching Philosophy:
I believe that my role as a teacher is facilitating a collaborative and active process of knowledge construction. I don't have all (or even most) of the answers. My role is not to pass a clearly

defined body of information directly to you, the student. While there is some foundational information relevant to professional practice that we will work through in this course, my main goal is to inspire inquiry, critical reflection, and creative thinking launching off from this foundational information. I also hope to establish a space for us to all share in this inquiry, a space where we can all contribute and where everyone's contributions are valued.

Course Description:
This course covers the history of technologies used to record and disseminate information, focusing on books along with a variety of audiovisual technologies and digital formats. The course emphasizes the role of information professionals and institutions in preserving this history.

Student Learning Outcomes (SLO):
Upon successful completion of this course students will be able to:
1. Gain skills for critically analyzing particular information objects, understanding the historical significance of these objects and any issues involved in the long-term preservation of these objects
2. Develop an awareness of the role that information professionals play in both the development of information technologies and in the ongoing care of information objects from across the history of information technology
3. Engage with key ideas and concepts from the scholarship on the history of information technologies
4. Gain experience conducting original research relevant to the history of information technologies
5. Develop an understanding of how information technologies and information objects change over time through dynamic patterns of use

Teaching methods:
During our weekly synchronous class sessions, we will engage in discussions and participate in activities that will help you to achieve the learning outcomes for the course. These weekly sessions will also provide time and space for us to build a community supportive of everyone's learning and growth. I will provide some introductory remarks and slides highlighting key concepts each session, but my formal lecturing will be limited. I want to reserve the bulk of our class time for interactive and engaging discussions and activities. You will also have a stake in leading class discussions through in-class presentations that will occur throughout the semester.

Attendance:
Attending the synchronous online class sessions each week will be a foundation for your success in the course. Because your and your classmates' learning in the course depends on these synchronous meetings, you will be expected to attend all of these sessions. However, I also understand that everyone has busy schedules and many commitments outside of class. Just let me know ahead of time if you need to miss a class session for any reason and we can make accommodations.

Discussion forums:
Along with our weekly synchronous meetings, we will be using the <u>discussion forums</u> to discuss key concepts and think through real-world applications and situations for ideas from the readings. Each week, I will post questions or prompts to think about as you read, and I will share other relevant items (e.g. stories on current events, links to interesting videos) to expand our conversation. Each week, you should make substantive and thoughtful contributions to the discussions. These contributions can be responses to my questions, comments on other students' posts, or your own questions that you'd like to pose to the class. The goal is to sustain engaging discussions among the class on the forums and NOT for each student to make one post directly responding only to my questions.

There is no strict quota or requirement for discussion forum posts, though you need to post *something* to the forum every week. As noted below, contributions to the discussion forum are assessed as part of your weekly participation grade. For grading purposes, discussion posts need to be made **before the class meeting for a given week**, but you are welcome to continue ongoing discussions from previous weeks. As noted below, contributions to the discussion forum are part of your weekly participation grade.

Assignments:
Assignments are listed in the Assignment Table and in the Course Schedule below. Each assignment will ask you to perform tasks, create examples, and/or provide analysis related to topics covered in this class. All assignments are due by the beginning (5:30 PM) of class on the date listed. **Assignments need to be turned in via Canvas**. I am generally accommodating in receiving late work, though I appreciate if you let me know as soon as possible if you are not able to complete an assignment by the deadline.

Rubrics and full descriptions for all assignments may be found on Canvas, but I have included some pertinent information regarding participation specifically below.

Assignment	Due Date	Percent of Final Grade
Object reports	6/8, 6/29	30%
Timeline entries	5/25, 6/15	20%
Final paper	7/20	30%
Participation	Weekly	20%
Total		**100%**

Grading:
A = 95-100%, A- = 90-94
B+ = 87-89, B = 84-86, B- = 80-83
C+ = 75-79, C = 70-74
F = 0-73

Participation
I will assess participation holistically based on your engagement both on the discussion forums (see above) and in the synchronous class sessions. I recognize, though, that students participate in class in different ways. Participation may take the form of sharing comments and questions in the chat feature in Zoom or sharing out from a group activity.

I will record participation grades weekly throughout the semester (20 points per week), so you will be able to have a good sense of my expectations for participation from the start of the course. If you have any concerns about your participation, please express those to me early on in the semester so that we can come up with a solution.

Required Texts:
There are two required textbooks for the course. Ebook verions of both texts are available for free from the UNCG library (links provided), though you may wish the purchase the print text.

Borsuk, Amaranth. *The Book*. Cambridge, MA: The MIT Press, 2018.
        https://uncg.on.worldcat.org/oclc/1033673352.

Haigh, Thomas, and Paul Ceruzzi. *A New History of Modern Computing*. Cambridge, MA: The MIT Press, 2021. https://uncg.on.worldcat.org/oclc/1256665492

Accommodations:
UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, oars.uncg.edu (http://ods.uncg.edu/especially-for-faculty/)

If you will need any accommodation in order to successfully complete the course, please contact OARS as soon as possible. I will be happy to work with you and OARS to make sure you are able to fully participate in the course.

Academic Integrity Policy and Student Ethics Statement:
Students are expected to uphold the Academic Integrity Policy, which you can find here: https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view. Each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community.

Each student is required to sign the Academic Integrity Pledge as part of the admissions and/or orientation into the program. **UNCG recommends each new student sign the Academic Integrity Pledge during new student orientation:** https://osrr.uncg.edu/academic-integrity/the-pledge/

Students should recognize their responsibility to uphold the *Academic Integrity Policy* and to report apparent violations to the appropriate persons. Students who do not understand the *Policy* or its application to a particular assignment are responsible for raising such questions with their faculty member.

UNCG Plagiarism Policy:
(http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/)
- Plagiarism- Representing the words of another, as one's own in any academic exercise.
  - Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including web sites, as one's own work.
- Types and Sanctions
  - Failure to Cite References: Intentional or obvious failures to properly cite sources. Recommended sanctions range from requiring the student to re-do the paper to a zero on the paper
  - Submitting, as one's own, work done by or copied from another: Includes work done by a fellow student, work done by a previous student, or work done by anyone other than the student responsible for the assignment. Recommended sanctions range from F on assignment to a recommendation for expulsion
- **UNCG Acceptable Use of Computing and Electronic Resources Article 10**- (Anti-plagiarism policy: http://policy.uncg.edu/university-policies/acceptable_use/)

Students agree that by taking courses at UNCG, all required papers may be subject to submission for textual similarity review to an anti-plagiarism service for the detection of plagiarism. **I will not be conducting these reviews on all papers, but I will use this tool if it is warranted** All submitted papers may be included as source documents in the reference database solely for the purpose of detecting plagiarism of such papers. UNCG's anti-plagiarism service is maintained by ITS. The currently used service can be identified by contacting 6-TECH at 336-256-TECH (8324) or 6-tech@uncg.edu.

UNCG Copyright Ownership and Use Policy:
The University of North Carolina at Greensboro is dedicated to its mission of instruction, research and service. It is the policy of this University that its faculty, staff and students carry out their scholarly work in an open and free atmosphere, and that consistent with applicable laws and policy they publish the results of such work without restraint. Additionally, this University is administratively committed to providing an environment that maximizes the creative potential of its faculty, staff and students.

To that end, the University believes that support for and ownership of creative works should be given to the creator or creators of those works subject to the retention by the University of rights for internal educational use and research. Ownership of Copyright by the University is reserved for those works created at the direction of the University or pursuant to negotiated agreements. Additionally, the University supports the responsible, good faith exercise of full fair use rights by employees and students in furtherance of their teaching, research, service and other educational activities. This Policy implements these principles and commitments (http://policy.uncg.edu/university-policies/copyright/)

Contrapower Statement:
As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:
- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit UNCG Sexual Harassment Policy

Health and Wellness:
Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at Student Health Services, or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting Spartan Recovery Program or reaching out to recovery@uncg.edu.

Technology Support:
6-TECH ITS Service Desk: 6tech@uncg.edu, (336) 256-TECH, (336) 256-8324, Open 24/7

6-TECH Online, a web-based central access point for all of your technical needs! 6-TECH Online will allow you to search for your own solutions from a global knowledge base, submit and view your own tickets, and more. All of these services available 24x7.

Note: As a UNCG student you have access to Office 365/2016 for free on up to five devices.

Schedule:

Week	Topic	Reading for this class	Assignments due
1: 5/11	What is the history of IT?	Kranzberg; Winner	
2: 5/18	The stuff of information	Borsuk, Ch. 1; Holsinger	
3: 5/25	Technologies of the book	Borsuk, Ch. 2; Darnton	Timeline entry #1
4: 6/1	Books as mass communication	Blair; Radway, Ch. 1	
5: 6/8	The death of books?	Borsuk, Ch. 4	Object report #1
6: 6/15	The birth of computers	NHMC, Ch. 1, 3	Timeline entry #2
7: 6/22	Foundations of personal computing	NHMC, Ch. 5-6	
8: 6/29	Personal computing arrives	NHMC, Ch. 9-10	Object report #2
9: 7/6	Computers as mass entertainment	NHMC, Ch. 7, 11	
10: 7/13	The Web changes everything (again)	NHMC, Ch. 12-13	
11: 7/20	What is the future of IT?	NHMC, Ch. 14-15	Final paper

Readings:
Aside from the two textbooks, all other resources will be made accessible via the Canvas site.

Blair, Ann. "Reading Strategies for Coping with Information Overload ca. 1550-1700." *Journal of the History of Ideas* 64, no. 1 (2003): 11–28.

Borsuk, Amaranth. *The Book*. Cambridge, MA: The MIT Press, 2018. https://uncg.on.worldcat.org/oclc/1033673352.

Darnton, Robert. "What Is the History of Books?" *Daedalus* 111, no. 3 (1982): 65–83.

Haigh, Thomas, and Paul Ceruzzi. *A New History of Modern Computing*. Cambridge, MA: The MIT Press, 2021. https://uncg.on.worldcat.org/oclc/1256665492

Holsinger, Bruce. "Of Pigs and Parchment: Medieval Studies and the Coming of the Animal." *PMLA* 124, no. 2 (2009): 616–23.

Kranzberg, Melvin. "Technology and History: 'Kranzberg's Laws.'" *Technology and Culture* 27, no. 3 (1986): 544–60.

Radway, Janice. *Reading the Romance: Women, Patriarchy, and Popular Literature*. 2nd ed. Chapel Hill: University of North Carolina Press, 1991. https://uncg.on.worldcat.org/oclc/593327281

Winner, Langdon. "Do Artifacts Have Politics?" *Daedalus* 109, no. 1 (1980): 121–36.