

# NORTH CAROLINA STATE UNIVERSITY

## GRADUATE COURSE ACTION FORM

**NOTE:** Click once on shaded fields to type data. To check boxes, right click at box, click "Properties", and click "Checked" under Default Values.

DEPARTMENT/PROGRAM Communication, Rhetoric, and Digital Media

COURSE PREFIX/NUMBER CRD 701

PREVIOUS PREFIX/NUMBER \_\_\_\_\_

DATE OF LAST ACTION \_\_\_\_\_

COURSE TITLE History and Theory of Communication Technology

ABBREVIATED TITLE ISSUES IN CRDM

SCHEDULING Fall  Spring  Summer  Every Year   
 Alt. Year Odd  Alt. Year Even  Other

CREDIT HOURS 3 OFFERED BY DISTANCE EDUCATION ONLY

CONTACT HOURS Lecture/Recitation \_\_\_\_\_ Seminar 3 Laboratory \_\_\_\_\_ Problem \_\_\_\_\_  
 Studio \_\_\_\_\_ Independent Study/Research \_\_\_\_\_ Internship/Practicum/Field Work \_\_\_\_\_

GRADING ABCDF  S/U

INSTRUCTOR (NAME/RANK) Sarah Stein, Associate Professor  
 Graduate Faculty Status Associate  Full

| TYPE OF PROPOSAL      |                                     |
|-----------------------|-------------------------------------|
| New Course            | <input checked="" type="checkbox"/> |
| Drop Course           | <input type="checkbox"/>            |
| Course Revision       | <input type="checkbox"/>            |
| Dual-Level Course     | <input type="checkbox"/>            |
| REVISION              |                                     |
| Content               | <input type="checkbox"/>            |
| Prefix/Number         | <input type="checkbox"/>            |
| Title                 | <input type="checkbox"/>            |
| Abbreviated Title     | <input type="checkbox"/>            |
| Credit Hours          | <input type="checkbox"/>            |
| Contact Hours         | <input type="checkbox"/>            |
| Grading Method        | <input type="checkbox"/>            |
| Pre/Corequisites      | <input type="checkbox"/>            |
| Restrictive Statement | <input type="checkbox"/>            |
| Description           | <input type="checkbox"/>            |
| Scheduling            | <input type="checkbox"/>            |

ANTICIPATED ENROLLMENT Per semester 15 Max. per Section 15 Multiple sections Yes  No

PREREQUISITE(S) \_\_\_\_\_

COREQUISITE(S) \_\_\_\_\_

PRE/COREQUISITE FOR \_\_\_\_\_

RESTRICTIVE STATEMENT Doctoral students only.

CURRICULA/MINORS

Required Ph.D. in Communication, Rhetoric, and Digital Media

Qualified Elective \_\_\_\_\_

PROPOSED EFFECTIVE DATE Fall 2005 APPROVED EFFECTIVE DATE \_\_\_\_\_

CATALOG DESCRIPTION: Intensive study of the evolution of communication systems and of essential historical, theoretical, and critical accounts of such systems and their implications. Foundation course for doctoral study.

| DOCUMENTATION AS REQUIRED  |                                     |
|--|-------------------------------------|
| Please number all document pages                                 |                                     |
| Course Justification   | <input checked="" type="checkbox"/> |
| Proposed Revision(s) with Justification                          | <input type="checkbox"/>            |
| Student Learning Objectives                                      | <input checked="" type="checkbox"/> |
| Enrollment for Last 5 Years                                      | <input type="checkbox"/>            |
| New Resources Statement  | <input checked="" type="checkbox"/> |
| Consultation with other Departments                              | <input type="checkbox"/>            |
| Syllabus (Old and New)   | <input checked="" type="checkbox"/> |
| Explanation of differences in requirements of dual-level courses | <input type="checkbox"/>            |

RECOMMENDED BY:

\_\_\_\_\_  
 Department Head/Director of Graduate Programs Date

ENDORSED BY:

\_\_\_\_\_  
 Chair, College Graduate Studies Committee Date

\_\_\_\_\_  
 College Dean(s) Date

APPROVED:

\_\_\_\_\_  
 Dean of the Graduate School Date

## **Course Justification**

Historical and theoretical perspectives on technological change and its social-political implications provide a foundation for intensive study and critical analysis of new communication technologies. A grasp of the social, political and economic contexts in which technologies emerge allows the student to discern the way culture both shapes and is shaped by information and communication technologies. Course topics are thus chosen to broadly acquaint students with key historical moments in the history of technology. They provide a framework in which early theorizations of media and technology are studied to enrich current understanding of new media, virtual environments, and the Internet. The critical skills necessary not only to scholars of social and political outcomes of technological transformation but also to competent citizenry in a world dependent on the flow of information rise out of a thorough awareness of technology's historical development. The course also provides grounding in a range of theorizations to give the student a broad overview of the multiplicity of approaches and methods that can aid investigations of technological change in social contexts. These include feminist, political economy and functionalist approaches to technology; social movements and alternative media, technology and development, and participatory communication for social change; diffusion of communication technologies, and issues related to technological determinism.

## **Catalog Description**

Intensive study of the evolution of communication systems and of essential historical, theoretical, and critical accounts of such systems and their implications. Foundation course for doctoral study.

## **Student Learning Objectives**

By the end of this course, students will be able to . . .

1. Identify key historical and theoretical developments in the evolution of communication technologies and network society
2. Demonstrate historical understanding of technological development in social and political contexts by its integration into critical discussion and written analyses of old and new media
3. Evaluate contemporary commentary and futurist projections for their underlying ideological, political, social, utopian, and dystopian, assumptions about the progressive nature of technological development
4. Demonstrate critical insight and analytical skills in a long-term research project utilizing one or more of the theoretical approaches to understanding the socio-cultural implications of technological change

## **New Resources Required**

No new faculty are required to teach this course, as the Departments of Communication and English have as many as four faculty qualified to teach it (Stein, Wiley, Swarts, Reider). As part of a new program, however, this course will be an addition to the total teaching load of the departments. Resources to replace the teaching of faculty involved in the new program have been requested in the Proposal to Establish the program.

## Course Syllabus

### Instructor

Dr. Sarah Stein  
 Winston 201M, 515-9741, [sstein@unity.ncsu.edu](mailto:sstein@unity.ncsu.edu)  
 Office Hours:

### Course Objectives

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2. Demonstrate historical understanding of technological development in social and political contexts by its integration into critical discussion and written analyses of old and new media
3. Evaluate contemporary commentary and futurist projections for their underlying ideological, political, social, utopian, and dystopian, assumptions about the progressive nature of technological development
4. Demonstrate critical insight and analytical skills in a long-term research project utilizing one or more of the theoretical approaches to understanding the socio-cultural implications of technological change

### Course Materials

Most of our reading will be from current literature on library e-reserve. In addition, the following books have been ordered; selected readings will be announced from these:

Crowley, David and Paul Heyer, Communication in History: Technology, Culture, Society, 3rd Edition. New York: Addison Wesley Longman, 1999

Feenberg, Andrew. Questioning Technology. Routledge, 1999.

Peters, John D. Speaking into the Air: A History of the Idea of Communication. University of Chicago Press, 1999.

### Course Requirements and Grading

|  |     |
|--|-----|
| Seminar report on one of the weekly topics       | 15% |
| Course research project and seminar presentation | 35  |
| Weekly "white paper" on course reading           | 30  |
| Participation in discussion                      | 20  |
| TOTAL  | 100 |

I will consider giving an IN grade in cases of documented personal emergency.

**Attendance**

Attendance is essential. As a seminar, this course is interactive, which means you must be there to interact. The quality and quantity of your participation will be part of your grade (see Requirements & Grading). If you must be absent for reasons beyond your control, please let me know in advance and in writing (don't trust my memory). Repeated absences will affect your grade.

**Academic Integrity**

In the academic community, the relationships between texts must be controlled and revealed in particular ways so that readers may make appropriate judgments about the sufficiency of information, the credibility of arguments, and the capabilities of the author. These are rhetorical judgments: they constitute what we call “academic integrity,” and they are central to the academic enterprise. Please raise questions in class or in conference if you have any doubts about appropriate attributions of sources or authorship in your own work. I will treat violations of academic integrity in accordance with university policy. See the University's Academic Integrity website and the Code of Student Conduct for statements about academic expectations. <links provided on the course website>

**Accommodation for Disabilities**

In compliance with University policy, I will make reasonable accommodations for students with verifiable disabilities. In order to take advantage of available accommodations, you must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653; see also [http://www.ncsu.edu/provost/offices/affirm\\_action/dss/](http://www.ncsu.edu/provost/offices/affirm_action/dss/). For more information on NC State's policy on working with students with disabilities, please see [http://www.ncsu.edu/provost/hat/current/appendix/appen\\_k.html](http://www.ncsu.edu/provost/hat/current/appendix/appen_k.html).

**Schedule**

| Communication, Rhetoric, and Digital Media<br>CRD 701<br>History & Theory of Communication Technology |   |   |
|---|---|---|
| <b>PART I: HISTORY OF TECHNOLOGY</b>  |   |   |
| Week 1  | <b>Media of Ancient Civilizations:</b> selected readings from Innis, Marshack, and others   | Pre-Writing use of symbols, images, etc.  |
| Week 2  | <b>Western Literacy &amp; Cognitive Consequences of Orality to Print:</b> Goody and Watt, selected readings from Gaur, Havelock, Ong, Scribner & Cole | Emergence of Writing and the debates on cognitive consequences on shift to print  |
| Week 3  | <b>Print Revolution:</b> selected readings from Eisenstein, McLuhan, Mumford  | Gutenberg Bible, printing in China to Europe                                      |
| Week 4  | <b>Electricity &amp; Wired World:</b> selected readings from Marvin, Carey  | Telegraph, Journalism, the “expert”   |
| Week 5  | <b>Image Technologies &amp; Emergence of Mass Society:</b> selected readings from Czitrom, Druckery, Ohmann   | Photography, photojournalism, advertising & mass consumption                      |
| Week 6  | <b>Broadcasting: Radio:</b> selected readings from McLuhan, McChesney   | early radio, wireless broadcasting, radio and race                                |
| Week 7  | <b>Broadcasting: Television:</b> selected readings from May, Spigel, Stone  | early TV, construction of middle-class, suburban life; mobile privatization, etc. |
| Week 8  | <b>Media, New and Old:</b> selections from Abbate, Bolter & Grusin, Castells, Manovich, Penny, Turkle   | hypermedia, Internet, Web, control, interactivity                                 |
| Week 9  | <b>The Idea of Communication:</b> Peters  | history of the idea of communication  |
| <b>PART II: THEORETICAL PERSPECTIVES</b>  |   |   |
| Week 10   | Technology & Development/ Diffusion of Communication Technologies: <b>Castells, Rogers, Sassen</b>  |   |
| Week 11   | Feminist Approaches to Technology: <b>Balsamo, de Lauretis, Haraway, Kolko et al.</b>   |   |
| Week 12   | Political Economy Approaches to Technology: <b>Mosco, Wasko</b>   |   |
| Week 13   | Functionalist Approaches & Technological Determinism: <b>Ellul, Winner, Ihde, Feenberg</b>  |   |
| Week 14   | Student Presentations   |   |
| Week 15   | Student Presentations   |   |

**BIBLIOGRAPHY**

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