



# introduction

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## **History of Information 2015**

info 103/Cog Sci c103/Hist c192/MSc 104c

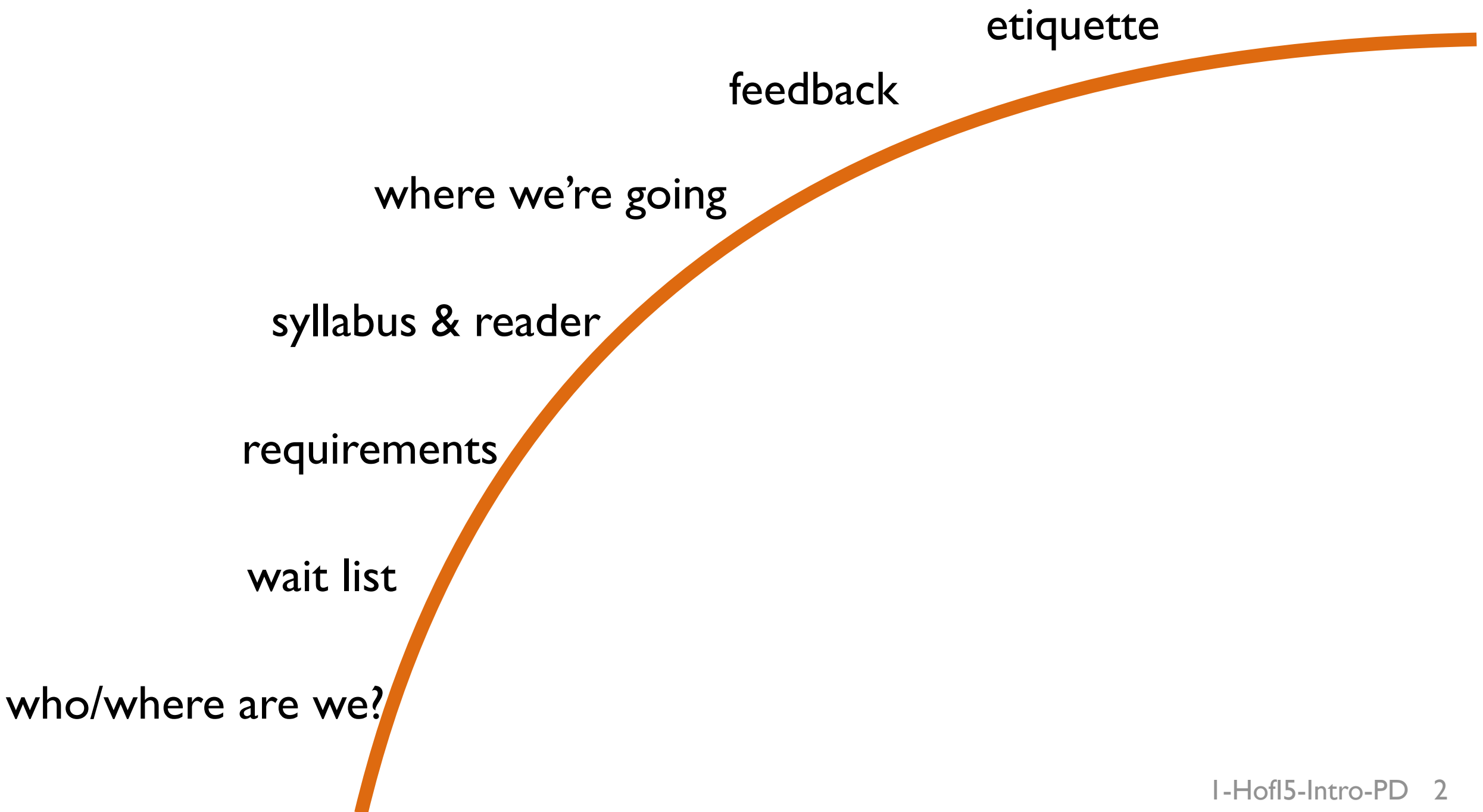
**Paul Duguid**

Jan 20, 2015



# overview

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# who/where are we?

## Instructors

Geoffrey Nunberg  
*office hours:*

nunberg-at-berkeley ...  
*Tues 2-3 (by appointment)*

Paul Duguid  
*office hours:*

duguid-at-berkeley  
*Tues 2:30 - 4:30 (by appointment)*

*office  
phone*

203a South Hall  
510 643-3894 (email preferred)

Nikolai Smith  
*office hours:*

smith.nikolai@gmail.com  
*Tues 2:30-4 (Café Strada)*





South Hall



Bancroft Library

Campanile

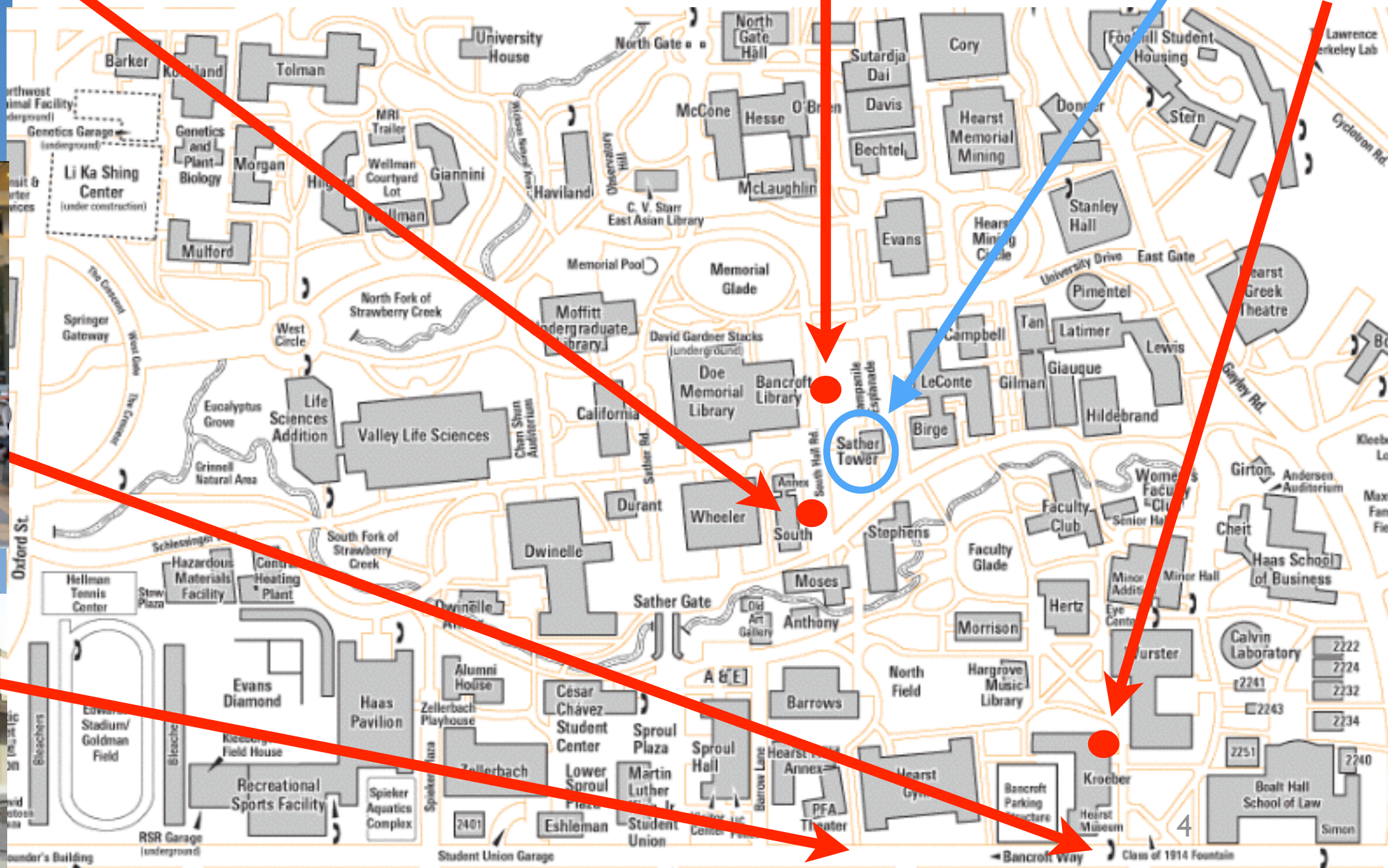
here and there



Café Strada



Copy Central



Kroeber



## wait list

### **wait!**

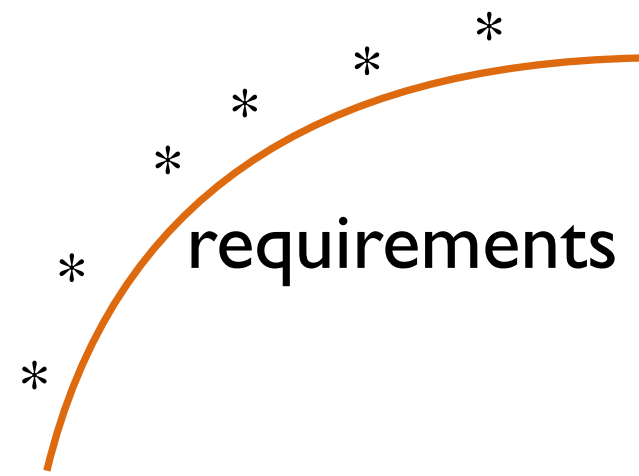
it's not under our control, but under the control of the various departments (cognitive science, history, information, media studies)

*usually*, all who want one eventually finds a place

*meanwhile* be sure to sign up in class

if you do not want to continue with the course,  
*please drop it so someone can have your place*





# requirements

## **Course Requirements**

*Reading assignments and class participation—35% of course grade*

- 10 assignments: 3 points ea
- 5 points for attendance and participation

*Midterm exam or paper — 25% of course grade*

*Final — 40% of course grade*



*Reading assignments and class participation—35% of course grade*

# requirements

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## **Reading assignments and class participation:**

Participation and lecture attendance are mandatory. Professors will assign up to 5 points for class participation.

There will be twelve assignments. These will generally ask you to respond to some of the reading in the syllabus. For the most part, these assignments require short answers of no more than two paragraphs (or two hundred words) to questions about the readings. Responses are worth up to 3 points each. Your two lowest grades will be dropped. Thus, each student can receive up to 30 points for assignments, based on their ten best assignment grades.

Assignments will normally be given on Thursdays and must be submitted via Canvas by 5 pm on Sunday. No late assignments and no assignments sent by email will be accepted.

From time to time you will be called upon to discuss your assignments in class.  
*Please come to class ready to do so.*



*Midterm exam or paper — 25% of course grade*

# requirements

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## midterm exam or paper

The midterm will be an 80 minute, in-class exam on **March 19**. It will include three essay questions, two chosen from a list of questions provided in advance. There will also be short-answer sections asking you to identify quotations, people, dates, images, and other aspects of the course.

Exam questions will be based on material covered in readings, slides, and class discussion. We will provide a study guide.

Students can ask to submit a paper instead of a midterm exam. This paper will be a 2000 word essay in response to one of a list of essay questions. We will provide a list of topics on **March 1** and, if you wish to write an essay, you must let us know in writing which one you propose to write by **March 8** by submitting a title, an outline, and a list of references. We will let you know if you may proceed by **March 11**. The paper is due at 9 a.m. on the morning of the midterm (**March 19**). If you do not submit by that time, you should take the midterm exam, which starts at 9:30. No late papers will be accepted.





*Final* — 40% of course grade

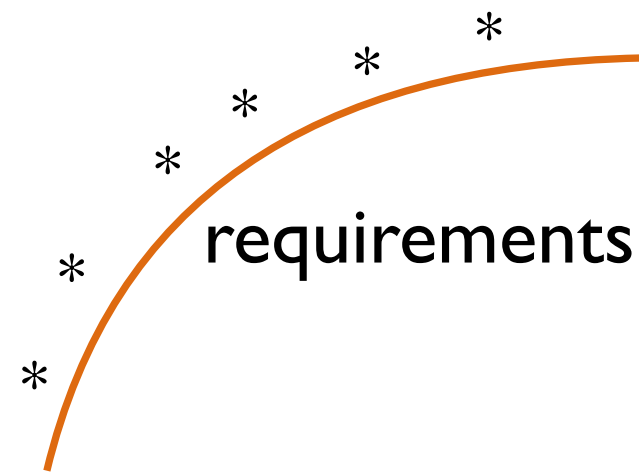
# requirements

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## **Final**

May 13, 11:30-2:30

Modeled on the midterm, this three-hour exam will ask you to answer five essay questions, at least three of which will be on the study guide. As with the midterm, there will be short-answer questions as well. The final will cover the entire syllabus, but its emphasis will be on the second half of the semester. Again, we will provide a study guide. All students must take the final.

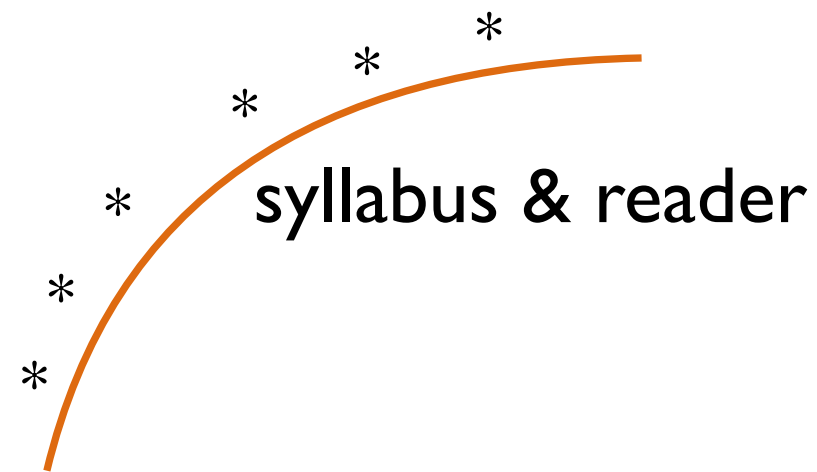


# requirements

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## Other

From time to time we will give brief homework exercises to be discussed in class. No grade will be assigned for these exercises as such, but participation in these will be taken into account when we assess the grade for class participation.



# course web-sites

**bCourses/Canvas** - a work in progress

<https://ucberkeley.instructure.com/courses/I28I320>

**Syllabus:**

**Slides:**

**Assignments:**

History of Information

INFO 103 | COG SCI C103 | HIST C192 | MSC 104C

[Paul Duguid](#)

203A South Hall  
Office Hours: Tues 2:30-4:30  
(by appointment)  
email: [duguid@ischool.berkeley.edu](mailto:duguid@ischool.berkeley.edu)  
(510) 643-3894 (email preferred)

[Geoffrey Nunberg](#)

203A South Hall  
Office Hours: Tues 11-12  
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email: [nunberg@ischool.berkeley.edu](mailto:nunberg@ischool.berkeley.edu)  
(510) 643-3894 (email preferred)

GSI: Nikolai Smith

Office Hours: Thur 11-1 (by appointment)  
Caffe Strada  
[smith.nikolai@gmail.com](mailto:smith.nikolai@gmail.com)

[Course requirements and grading](#) | [Syllabus/Schedule](#) |

[Weekly Assignment Guidelines](#) | [Midterm Essay](#)

[Guidelines](#) | [Final Study Guide](#)

## 22 Jan: The "Age of Information"

### WEEK 2

## 27 Jan: Technological Determinism

### Required Reading

McLuhan, Marshall. 1964. *Understanding Media*. New York: McGraw-Hill.

Read: "Preface to Third Printing" (pp. v-x), and "Introduction" & "The Medium is the Message" (pp. 3-21).

Source: Course reader

Williams, Raymond. 1974. *Television and Cultural Form*. New York: Schocken Books.

Read: Chapter 1, introduction and sections a & b, pp. 9-19; & chapter 5, section c, pp. 126-128.

Source: Course reader

## 29 Jan: First Technologies: Writing

### Required Readings

Marshack, Alexander. 1999. "The Art and Symbols of Ice-Age Man," pp. 5-14 in David Crowley (ed.)

*Communication in History: Technology, Culture, Society*. Allyn & Bacon.

Source: Course reader

Gnanadesikan, Amalia E. 2009. *The Writing Revolution: Cuneiform to the Internet*. Hoboken: Wiley-Blackwell.

Read: Chs 1, 2, 4, 12

Source: ebrary [[hyperlink ↗](#)]

### WEEK 3

## 3 Feb: Cultural Effects of Writing

### Required Readings

Gough, Kathleen. 1975. "Implications of Literacy in Traditional China and India." pp. 70-84. in Jack Goody (ed.) *Literacy in Traditional Societies*. Allyn & Bacon. Cambridge: Cambridge University Press.

Source: Google books [[hyperlink ↗](#)]

Havelock, Eric, 1980 "The Coming of Literate Communication to Western Culture," *Journal of Communication*, 30(1): 90-98.

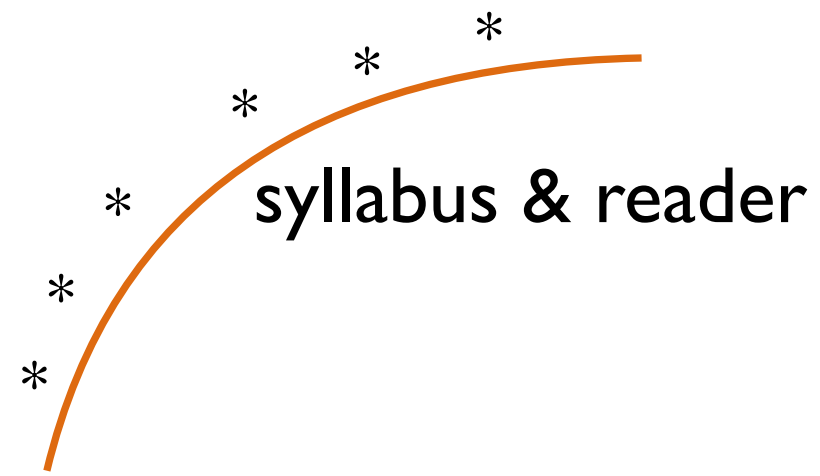
Source: Wiley [[hyperlink ↗](#)]

### Additional Materials

Scribner, Silvia and Michael Cole. 1988. "Unpackaging Literacy." *Social Science Information*, 77(1).

Source: Sage [[hyperlink ↗](#)]

syllabus links



reader ready

**hot off the press**

at:

Copy Central  
2560 Bancroft





Gnanadesikan, Amalia E. 2009. *The Writing Revolution: Cuneiform to the Internet*. Hoboken: Wiley-Blackwell.

Read: Chs 1, 2, 4, 12.

Source: ebrary [[hyperlink ↗](#)]

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syllabus & reader

# off-campus & on-line

Berkeley  
UNIVERSITY OF CALIFORNIA

CalNet Authentication Service

CalNet ID:

Passphrase (Case Sensitive):

[Sign In](#) [HELP](#)

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## Library Proxy Server

Questions? [Ask Us!](#)

Chat • Call • Feedback  
Find a subject librarian

You do not need the proxy server if you connect to the Internet through the UC Berkeley network in a campus building, residence hall, or via AirBears2.

Use the Library Proxy Server to remotely access UCB only article databases, electronic journals, etc. You must abide by the Library's [conditions of use and licensing restrictions for electronic resources](#).

## Configure your browser:

- Proxy set up instructions for:

- [Chromebook](#)
- [Firefox in Windows](#)
- [Firefox in Mac](#)
- [Google Chrome in Windows](#)
- [Google Chrome in Mac OSX](#)
- [Internet Explorer 10 and 11 in Windows](#)
- [Internet Explorer 9 in Windows](#)
- [Internet Explorer 8 in Windows](#)
- [iPad, iPhone and iPod Touch](#)
- [OSX Yosemite](#)
- [Safari in Mac OSX "Snow Leopard" and later](#)
- [Safari in Mac OSX "Leopard" and earlier](#)

<http://www.lib.berkeley.edu/using-the-libraries/proxy-server>



# off-line & on campus

## Bancroft library tour

week 3

Tuesday 2/3

1 - 2; 3 - 4

Wednesday 2/4

2 - 3; 4 - 5

Thursday 2/5

12 - 1

WEEK 3

3 Feb: Cultural Effects of Writing

*Required Readings*

Gough, Kathleen. 1975. "Implications of Literacy in Traditional China and India." pp. 70-84. in Jack Goody (ed.) *Literacy in Traditional Societies*. Allyn & Bacon. Cambridge: Cambridge University Press.  
Source: Google books [[hyperlink ↗](#)]

Havelock, Eric, 1980 "The Coming of Literate Communication to Western Culture," *Journal of Communication*, 30(1): 90-98.  
Source: Wiley [[hyperlink ↗](#)]

*Additional Materials*

Scribner, Silvia and Michael Cole. 1988. "Unpackaging Literacy." *Social Science Information*, 77(1).  
Source: Sage [[hyperlink ↗](#)]

Please sign up for one of the time slots [[hyperlink ↗](#)]:

2/3: Bancroft Library tours at 1-2, 3-4

2/4: Bancroft Library tours at 2-3, 4-5

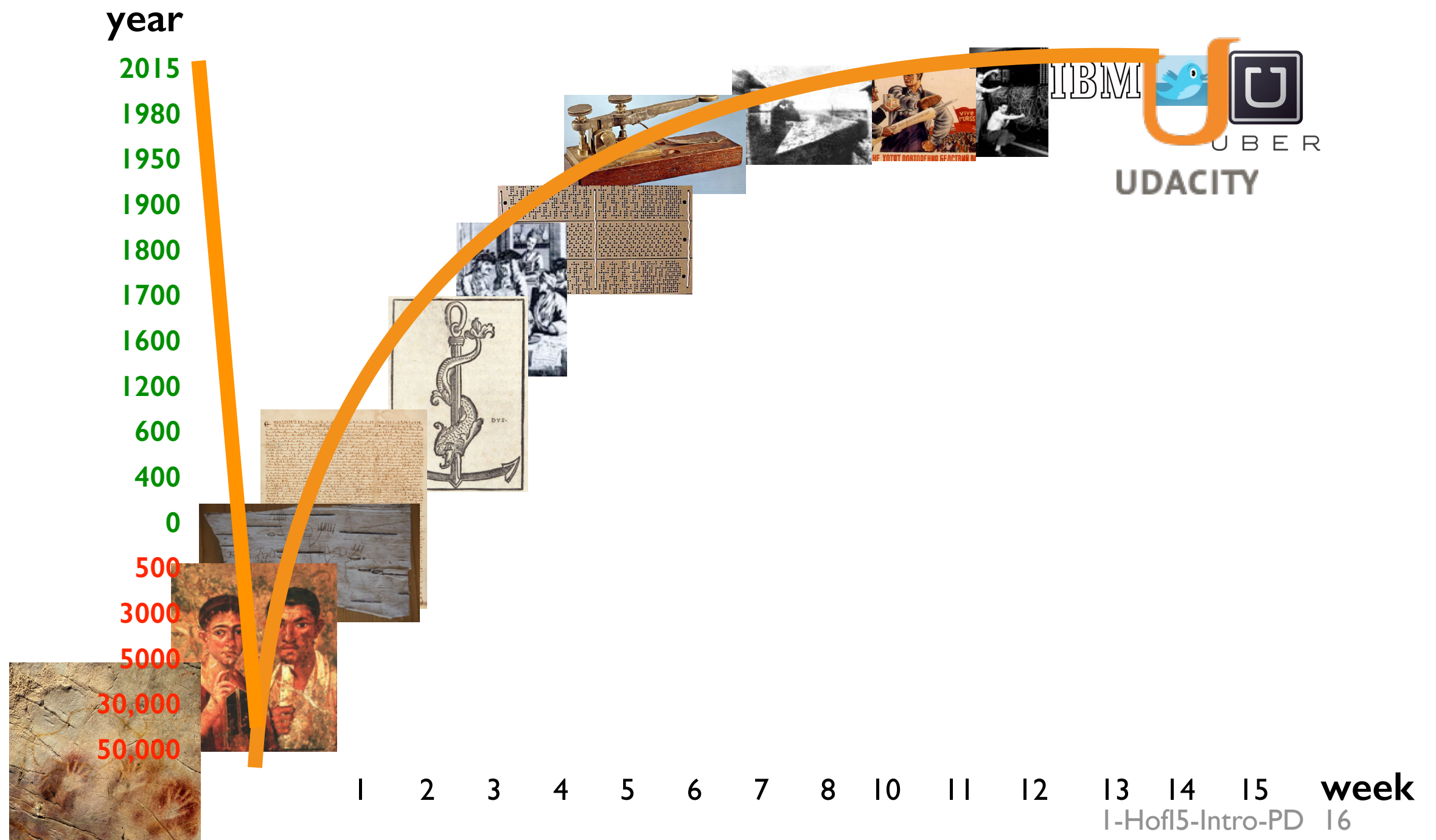
2/5: Bancroft Library tour at 12-1

**signup** (12 per session)  
link on syllabus web page





# the road ahead



## Week 1

20 Jan: introduction

22 Jan: the "age of information"

## Week 2

27 Jan: technological determinism

29 Jan: first technologies - writing

## Week 3

3 Feb: cultural effects of writing

5 Feb: manuscript "revolution"

## Week 4

10 Feb: print "revolution"

12 Feb: scientific "revolution"

## Week 5

17 Feb: the public sphere

19 Feb: rise of literacy

## Week 6

24 Feb: unnoticed revolutions: TSM

27 Feb: reference & organization

## Week 7

4 March: communications "revolution"

6 March: advertising

## Week 8

10 March: information as property

12 March: literacy and 19th c. public sphere

## Week 9

17 March: technologies of the image

19 March: M I D T E R M

## Week 11

1 April: broadcast

3 April: tba

## Week 12

7 April: computer "revolution"

9 April: politics and propaganda

## Week 13

14 April: advent of internet

16 April: storage and search

## Week 14

21 April: social implications of the internet (1)

23 April: social implications of the internet (2)

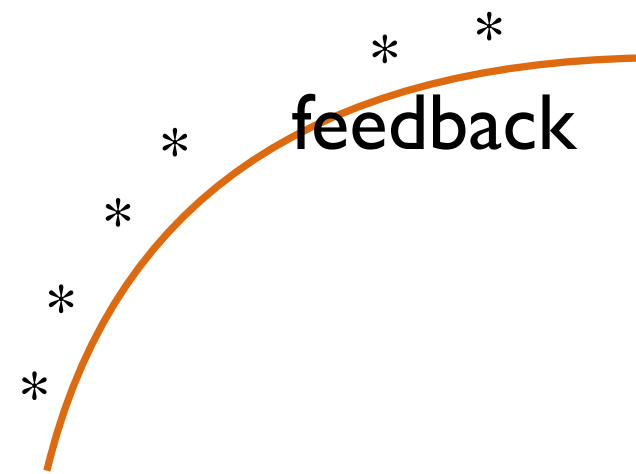
## Week 15

28 April: social implications of the internet (3)

30 April: wrap

14 May: final





# feedback

School of Information  
Evaluation of Faculty and Course

**Course: INFO C103/ COGSCI C103/ MEDSTU C104C / HIST C192**  
**Instructor: Paul Duguid**

13. What didn't you like about this course?

Please write legibly and with enough pressure that your words will scan well.

history





# feedback

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## content

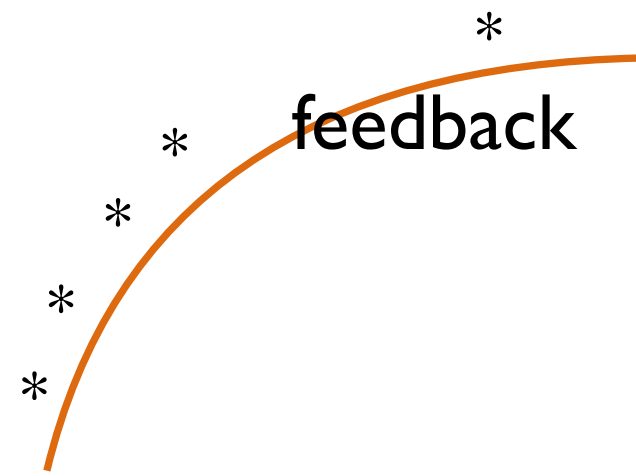
"limit pre-20th century to 2-3 weeks ... later part is more relevant"

"It was extremely relevant to my daily life ... has added a lot of perspective"

"I liked how much history we went through, but more about the internet"

"too much information to process" "more clear on the focus topic"

"I wish I'd payed attention because you covered a lot of cool shit"

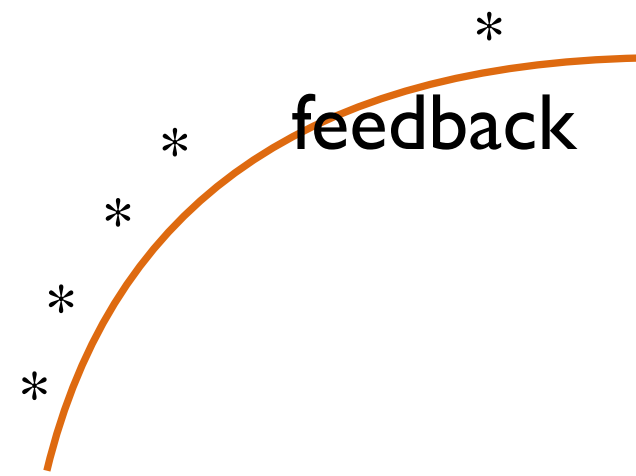


# feedback

## time

"have @ later time so more students attend; the content is good but since it is early people tend not to go"

"Make submission deadline later"



# feedback

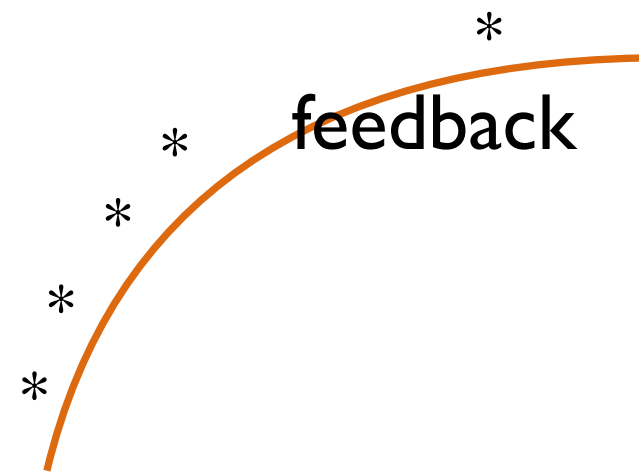
## **discussion**

"sections"

"more discussion"

"the in-class discussions took away from  
learning"

[please ask the students to speak up]



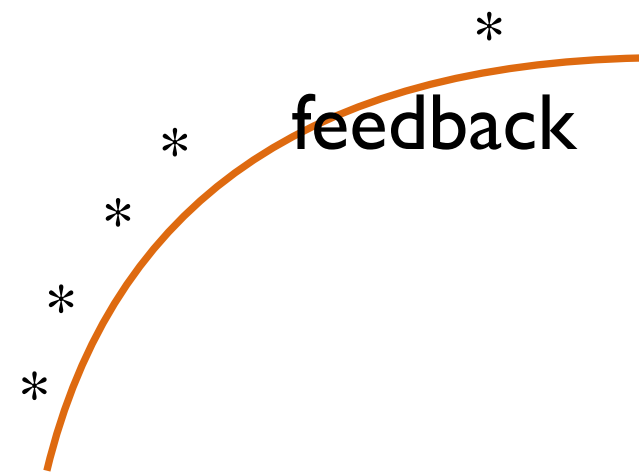
# feedback

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## assignments

"grading was too picky"

"incorporate all the readings [in assignments] not just Thursday ones, otherwise people don't read them"



# feedback

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## **other**

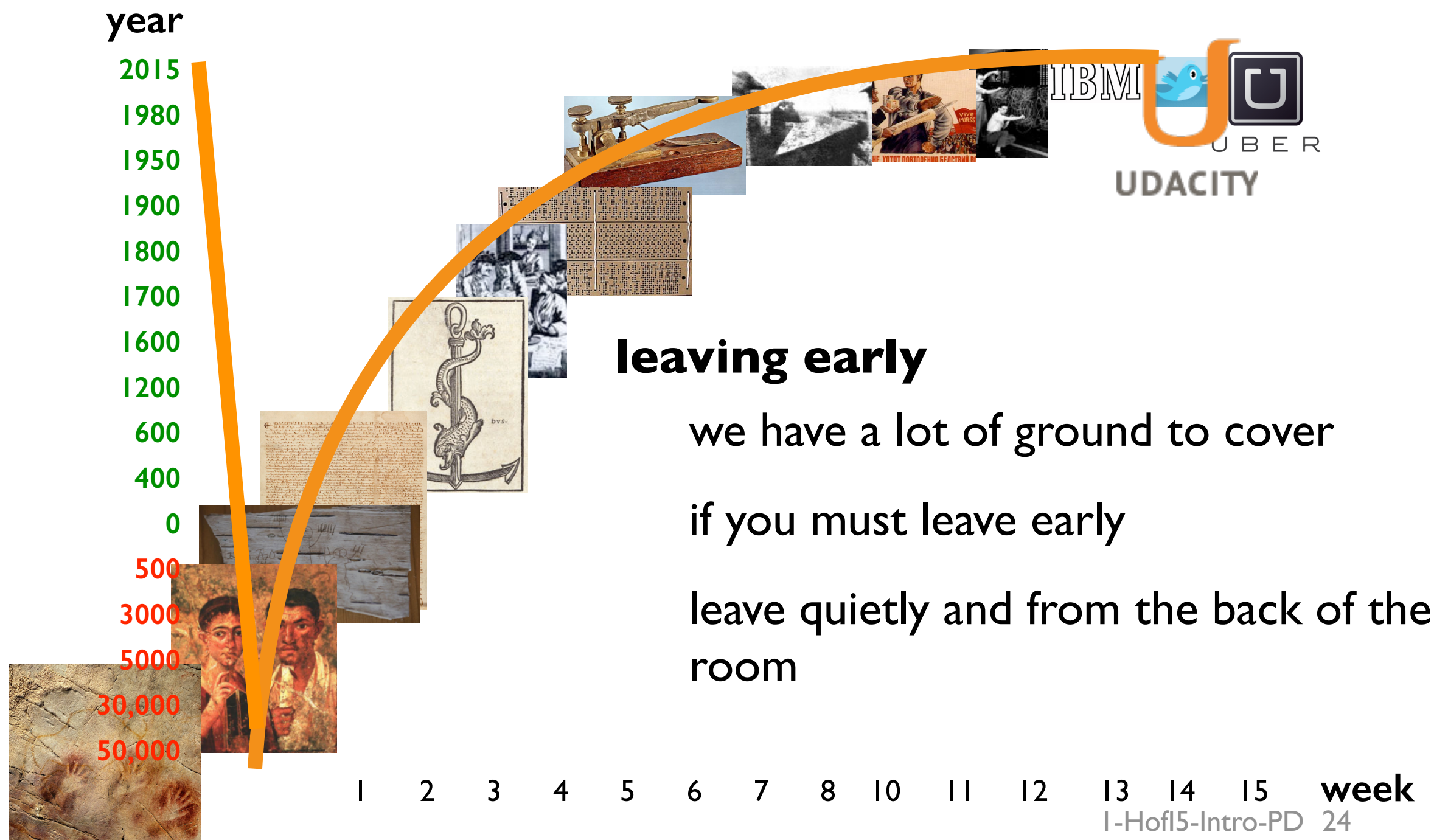
`"Visiting Bancroft was amazing"`

`"British accent made the class worthwhile"`





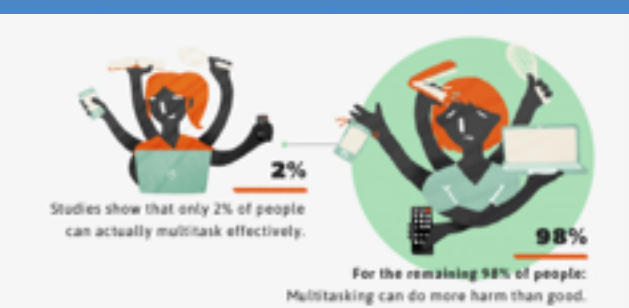
# etiquette



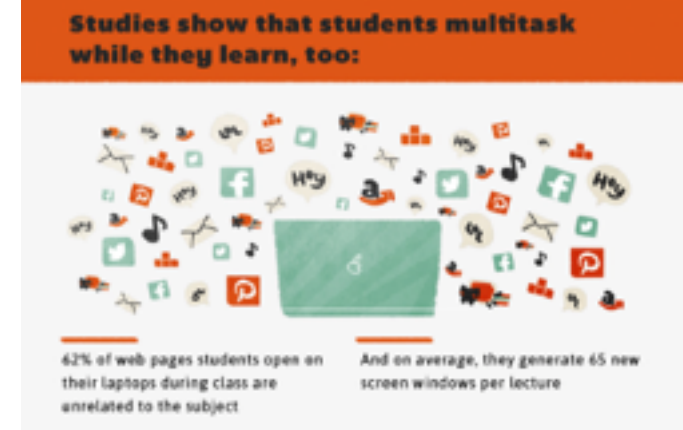


## THE PERILS OF MULTITASKING

People who multitask feel like they're accomplishing more, but they're actually cutting down their own productivity.



Technology is encouraging more & more fruitless multitasking.



## etiquette

computer use

distracting yourselves

distracting others





“He shall from time to time give to the Congress  
Information of the State of the Union” – Art 2 Sect 3

coming up ...

**Jan 20:** introduction



**Jan 22: the “age of information”**



*the words of the Constitution.*  
The President shall have Power to fill up all Vacancies that may happen during the Absence of the Senate, by granting Commissions which shall expire at the End of their next Session.  
Section. 3. He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.  
Section. 4. The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.



don't forget

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