Computing and American Culture
since World War II

Communication 320:
Topics in Media and Cultural History
Spring Quarter, 2010

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Seminar Goals:

Over the last fifty years, computers and American society have undergone a mutual transformation. The huge machines that once lurked in the basements of government research laboratories have become the desktop models of home and school, and lately, gateways to the World Wide Web. The American economy has likewise become increasingly devoted to the production and circulation of information goods – and to the computerizing of industrial processes as well. According to scholars and pundits alike, these shifts in the technological and economic realms have spawned new forms of self and community, new ways of working and new, virtualized places in which to live and labor.

In this course, we will examine these claims with an eye to understanding the ways in which computers have become symbolic as well as material forces in American culture. We will begin with the assumption that there is no necessary relationship between information technologies and the social visions to which they have become attached. We will then explore the ways in which those relationships have been constructed within three distinct cultural paradigms: the “closed world” framework of the Cold War, the “open world” vision of the 1960s counterculture, and the “network society” paradigm of the Internet era we now inhabit. We will ask, how have shifts in our view of computing been related to shifts in our view of the ideal form of self and community, economy and government? What roles have computers and information played as symbols in American cultural life since World War II? How have those roles affected both American culture and digital technologies? And how have cultural shifts affected our vision of what digital technologies and an informated economy could become?

By the end of the course, you should have both an overview of the shifting politics of information technologies in American culture and a solid grasp of theories and methods for teasing out the complex relationships between technological and cultural change.
Readings:

We will frame our investigations by reading key scholarly accounts of the periods in question. The recommended readings are designed to give you further resources for exploring the historical and/or theoretical dimensions of each week’s work.

Required Texts:


Requirements and Expectations:

Class Discussion:

You’ll need to come to class with the reading done and several questions in mind for discussion. Try to think of class meetings as a resource session in which you can get your questions answered and at the same time, learn what questions are driving your fellow students.

“Opening” a Text for Class Discussion: Due Date TBA

At some point in the course, you will be asked to “open” a text for class discussion. This is a more formal proposition than it may sound. To do it effectively, you will need to be able to summarize the key arguments of the text and suggest how they connect to themes in our ongoing discussion. You will also need to identify and propose key questions for subsequent discussion.

The Research Project:

Over the course of the quarter you will complete a research paper of 15-20 pages. The paper is designed to help you analyze core themes in the course, practice dealing with primary materials, and develop a background in the area that will allow you to pursue more in-depth research projects in the future. You may choose one of three models in building your project. All three require a mid-term proposal. One tip: it’s always a good idea to check ideas you’re thinking about with me or your classmates before developing a full proposal. It’s also a very good idea to look ahead in the syllabus and get started early.

Model 1: Historical

Identify a group of people, texts or artifacts within any one of the three periods we’ve studied and analyze the roles played by information and/or information technology in organizing their perceptions of self, community, and work. Based on your analysis, how should we understand the relationship of information and information technology to processes of social and cultural change?

Model 2: Comparative

Choose a single concept that appears in each of the three periods under consideration (such as “virtuality” or “information”) and compare its deployment across the three periods. Based on your analysis, what accounts for the shifts in the meanings of this idea? What do these shifts tell you about the relationship of information and information technology to processes of social and cultural change?
Model 3: Your Call

I'm open to other questions and approaches for a final project. For your mid-term proposal, submit a detailed written proposal explaining the project, how it relates to the course, and why it is preferable to the other two options. As with the other models, be sure to include a literature review. (Note: This option is particularly appropriate for late-stage graduate students who may have substantial projects already under way and who may want to link issues in the course to those projects.)

The Midterm Presentation and Proposal:

Preliminary Presentation Due April 28

Based on your notes for your written proposal, give a 10-minute presentation on your research to the class. Tell us what your core questions are, what artifacts or communities or texts you will be looking at and how, and give us some sense of the likely pay off for your work, empirically and analytically. The class will give you feedback which you will likely then want to incorporate into your written proposal.

Written Proposal Due May 5

Write a 4 to 5-page proposal for your project. The proposal should include:

1. A description of your object of study, its significance, and the fundamental issues or questions you want to address in your research. Do you have a novel approach or hypothesis? What is it?

2. A brief, tightly-focused review of the scholarly literature on your topic. This review should deal with the key works in your own narrow area, but should also deal with any important research on your topic carried out in other fields. You should explain how your work will relate to the works you cite.

3. A brief discussion of research methods. What kind of research methods will you use to answer the questions you've posed or to test your hypothesis? Textual analysis? Archival research? Interviews? Why are those the best methods for this case? What will they allow you to see? Do you need any special resources to complete your research? And are they available locally?

4. A timetable. What are the key parts of your project (research, writing, etc.) and by when will you have them completed?

The Final Paper: Due by 5 PM Wednesday June 9

Due in hard copy in my mailbox in the Communication Department office.
Grading:

Class Participation (including opening a text): 30%

Midterm proposal: 20%

Final Project: 50%
PART 1: THE CLOSED WORLD: INFORMATION, TECHNOLOGY AND THE COLD WAR

Week 1 – March 31: Introductions: Computing and Cultural Theory


Edwards The Closed World, Chapters 1-5

Recommended:


Week 2: April 7: Cybernetics: Linking Machine Culture and Research Culture

Required Readings:

Langdon Winner, “Technologies as Forms of Life” in The Whale and the Reactor, pp. 3-18

Norbert Wiener, The Human Use of Human Beings. Ch’s 1-3, 5


Recommended Reading:

Hayles, *How We Became Post-Human* (esp. ch. 4 “Liberal Subjectivity Imperiled: Norbert Wiener and Cybernetic Anxiety”)

Edwards, “The Machine in the Middle,” ch. 6 of *The Closed World*


**Week 3 – April 14: Computing and Cold War Aesthetics**

**Required:**

Martin, *The Organizational Complex*, Chapters 1,2 & 5


**Recommended:**

The films of Ray and Charles Eames (on DVD, at SUL)


**PART 2: THE OPEN WORLD: INFORMATION, TECHNOLOGY AND THE COUNTERCULTURE**

**Week 4 – April 21: Countercultural Cybernetics: Visions of Media and Technology**


*Recommended reading:*


**Week 5 – April 28: The Information Society Paradigm and the Critique of Technocracy**

**In Class: Present Research Proposals**


*Recommended:*


Reich, Charles A. *The Greening of America* New York: Random House, 1970. Chapters 1, 2, 4, 6, 9, 11


**Part 3: Networked Society, Networked Production**

**Week 6 – May 5: The Network Society**

**Research Proposals Due**


- Prologue – all (pp.1-27)
- Ch. 1 – pp. 28-100 (skim)
- Ch. 3 – pp. 163-188, 206-215
- Ch.4 – 216-223, 255-267
- Ch. 6 -- 407-429, 440-459
- Conclusion & Summary: 500-512

**Recommended:**


**Week 7 – May 12: Countercultural Networks of Production:**

Kelty, Christopher M. *Two Bits: The Cultural Significance of Free Software*, Experimental Futures. Durham: Duke University Press, 2008 (selections to be announced)

**Recommended Readings:**


Fred Turner, *From Counterculture To Cyberculture*, Chapter 4, “Taking the Whole Earth Digital.”


**Week 8 – May 19: Networked Mass Media:**

*Required:*


*Recommended:*


**Week 9 – May 26: Culture as Infrastructure**

*Required:*


*Recommended:*


**Week 10 – June 2: The Next Paradigm**

Zittrain, Jonathan. *The Future of the Internet and How to Stop It*. New Haven Conn.: Yale University Press, 2008. (Selections to be announced)

*Recommended:*


Fred Turner, *From Counterculture to Cyberculture*, Chapters 6-8.