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<th>Title</th>
<th>Mapping know-ware land</th>
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<tr>
<td>Author(s)</td>
<td>Chitty, Naren J.</td>
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MAPPING KNOW-WARE LAND

by

Naren Chitty

Paper for presentation in the session on:
Communication Education & Training: Staffing the Information Marketplace.
AMIC Conference

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Abstract
As the market’s influence on policy and as a shaper of knowledge wares grows, the role of universities as developers of thinking critical to the information revolution gains importance. There is a tendency to overlook important customers in the Information Marketplace. This paper maps the Information Marketplace with respect to Media & Information Technology (MIT) education and recommends an educational strategy for particular MIT education vendors, viz. universities.
MAPPING KNOWWARE LAND

Framing the market

The Information Age has many characteristics. An important one is that the 'business of communication' has graduated in the business world from being merely 'communication of business' to occupy a central place as 'business of business' (Table 1). This is the simple fact behind the rise of an 'information marketplace'.

Table 1 Business of business

<table>
<thead>
<tr>
<th>Non-central</th>
<th>Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION OF BUSINESS AS A BUSINESS</td>
<td>BUSINESS OF COMMUNICATION AS THE CENTRAL CONCERN OF BUSINESS</td>
</tr>
<tr>
<td>advertising, financial reporting, marketing, public relations, research</td>
<td>computer hardware &amp; software production &amp; distribution, internet business, media shares, telecommunication shares</td>
</tr>
</tbody>
</table>

How has the 'business of communication' become the 'business of business'? We know that one of the contributory factors has been the convergence of technologies of communication. While this is an important convergence, I would like to remark that it is part of a wider convergence, a confluence of the technologies that allow elites to achieve and maintain their positions in society. The three elites or influentials identified by Harold Lasswell are the
manipulators of symbols (information elites), of flows of instruments of violence (coercive elites) of flows of goods and services (mercantile elites) (Lasswell 1963). There is a striking parallel between Lasswell’s typology and the political economy of the Indian caste system. The Hindu upper castes coincide with Lasswell’s three types of influentials (Table 2).

Table 2 Influence
tials

<table>
<thead>
<tr>
<th>HINDU CASTES</th>
<th>LASSWELL'S INFLUENTIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brahmins ('know-ware' elites)</td>
<td>Manipulators of symbols</td>
</tr>
<tr>
<td>Kshatriyas ('war' elites)</td>
<td>Manipulators of instruments of violence</td>
</tr>
<tr>
<td>Vaishyas ('ware' elites)</td>
<td>Manipulators of flows of goods and services</td>
</tr>
<tr>
<td>Sudras</td>
<td>Non-influential mass</td>
</tr>
</tbody>
</table>

If the commodification of information by business creates the Information Marketplace, the convergence of elite technologies widens and develops that marketplace. The broadened Information Marketplace displays educational and training wares, including Media and Information Technology (MIT) educational and training products which are part of the entry costs for individuals who wish to sell their skills therein. By MIT education I mean theoretical and practical courses which link media and information technology either within particular courses or within a program of studies. These may be conducted by a variety of tertiary institutions including the following:
• secondary schools
• training institutes
• colleges
• universities

The Information Marketplace includes commodified MIT and other educational programs.

Once a marketplace has come into being new sellers and buyers will come into the market around new products. Sellers and buyers here refer to vendors and purchasers of MIT educational products and providers and consumers of MIT educational products. Training programs and courses are likely to be influenced by potential demand by prospective employers for graduates. We should therefore reflect on different categories of employers and their needs. Without doubt MIT skills are needed in the corporate sector. However the corporate sector is not the only market for trained MIT personnel. The size of the corporate sector results in inadequate attention being given to demand from other sectors.

What are these other sectors? International society may be viewed as the transactional space of nation states, international organisations, transnational corporations as well as non-governmental organisations. The bulk of the corporate sector may be involved in the production and distribution for profit of goods and services. But there are ones which do not seek profit as well. And media, like other organisations, can be commercial or non-commercial,
state or private owned. Where a particular media organisation is located will have a bearing on the role it plays as a critical reporter of society.

Non-profit non-governmental organisations play an important role in representing non-commercial and non-governmental interests in influencing corporate and state policy outcomes in important international issue areas such as development, human rights and environment.

Domestically and internationally, there are four categories of potential employers of media and communication graduates. These are: National and transnational profit-making corporations; governmental & inter-governmental profit-making organisations; governmental & inter-governmental non-profit organisations; Non-governmental non-profit organisations (Figure 1).

Figure 1 Typology of players in MIT employment market
What should be the relationship between MIT educational products and the larger Information Marketplace? What are the spaces within which agencies act in a globalised world? How can we place MIT education within a political economic theoretical framework? This paper seeks to map relationships in a globalised world using my matrix framework which consists of Windows type matrices beginning with the environment (N-matrix) with political economic (P-matrix), regional (R-matrices), administrative (A-matrices), ethnohistorical (E-matrices) and individual (I-matrices) matrices embedded successively in each other (Table 3).

Table 3 Matrix framework of analysis

<table>
<thead>
<tr>
<th>MATRIX</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-matrix</td>
<td>Individuals values, attitudes &amp; beliefs embedded in E-matrix</td>
</tr>
<tr>
<td>E-matrix</td>
<td>Ethnohistorical collectivities embedded in A-matrix</td>
</tr>
<tr>
<td>A-matrix</td>
<td>National administrative collectivities embedded in R-matrix</td>
</tr>
<tr>
<td>(R-matrix)</td>
<td>(Regional administrative collectivities)</td>
</tr>
<tr>
<td>P-matrix</td>
<td>International political economic system embedded in N-matrix</td>
</tr>
<tr>
<td>N-matrix</td>
<td>Environment (material conditions for human transactions)</td>
</tr>
</tbody>
</table>
Matrices are like folders in Windows 95/97. Each folder is a matrix within which other folders can be placed, each in turn a nest for further folders. Individuals are matrices in which are embedded values, attitudes and beliefs. These may be conceived of as pixels, which together produce images of individuality or coloration. The self-portraits of individuality are viewed as arising from an interplay of George Mead’s ‘me’ or socialised ‘I’, and the core of individuality, the ‘I’ (Mead 1934).

**E-Matrix:** Individuals are embedded in one or more ethno-historical matrices (E-matrices.) E-matrices are systems with the goal of cultural preservation and reproduction. They may have begin as groups concerned with economic production and distribution, but because of shared historical and reproductive experience they evolve into ethno-historical matrices. A family ‘space’ is an example of an E-matrix in which even to this day some of both of these functions are performed. So is the ‘space’ of a nation. Larger E-matrices may incorporate smaller ones. E-matrices may overlap each other. Members of an E-matrix inhabit an ethno-historical space where a particular ethno-historical vocabulary has currency and primacy. Ethno-historical vocabularies are related to Benedict Anderson’s ‘sacred languages’ (Anderson 1990) and e-matrices are not unlike Marshall Singer’s ‘perceptual groups’ (Singer 1987).

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1 The matrix model is developed in my chapter entitled “A Matrix Model for Framing Newsmedia Reality” in *The Global Dynamics of News* (Eds.) Malek & Kavoori, USA: Ablex (at press).
The primary motivation of an ethno-historical group is survival of cultural identity of the collectivity. Behaviour that defies the explanatory power of an individual self-interest based political economic model, can originate in an E-matrix. An example might be behaviour such as the voluntary self-immolation of Buddhist monks in Vietnam in protest against the United States.

**A-Matrix:** When several E-matrices must share resources, either through domination of others by one E-matrix, or some other arrangement, they become embedded in an administrative matrix (A-matrix) of their creation. An administrative vocabulary arises, possibly strongly influenced by a dominant E-matrix. A-matrices are locations where state, business and media actors are to be found at national level. The rules of self-interest operate here in the conventional manner of individual interest maximisation. A-matrix players must balance competing demands from E and P-matrices.

**R-Matrix:** A-matrices may also group together in regional political economic matrices or R-matrices.

**P-Matrix:** Several A-matrices, if they interact, will give rise to a global political-economic matrix (P-matrix) either based on the values and vocabulary of a dominant A-matrix or group of A-matrices (eg. Western European state and non-state players) or through some other mixture of values and vocabularies. The A-matrices will be embedded
in a P-matrix. Before Europe began to colonise the rest of the world, we might say there could have been a fragmented P-matrix. Today, as a bequest of world empires, there is but one overall P-matrix, the de-territorialised ‘no-where’ space of the so-called world market, global culture and international system. The international vocabularies of this P-matrix include science, mathematics, western popular music, cinema and television, United Nations officialese, journalism.

Table 4 Players in MIT employment market within each matrix

<table>
<thead>
<tr>
<th></th>
<th>STATE &amp; INTER-</th>
<th>NON-STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>STATE</td>
<td>PROFIT</td>
</tr>
<tr>
<td>E-Matrix</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>A-Matrix</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>R-Matrix</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P-Matrix</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

The four categories of potential employers identified above are mostly actors within the P-matrix and E-matrices. Non-state profit and non-profit actors may belong to E-matrices.

Philosophical argument for promotion of critical thinking in MIT education

From a systems point of view, education and media may be viewed as processes having the function of ‘social reproduction in socially preferred ways.’ Additionally they may be viewed as having the cybernetic function of
contributing to the provision of societal feedback. From being the responsibility of 'lesser' subsystems such as E-matrices, education has become the province of 'greater' subsystems such as A-matrices, that in practical terms may coincide with national governments. Material production and distribution has also moved from 'lesser' to 'greater' subsystems. Today globalisation has resulted in material production and distribution to be addressed in a systemic way. Commodification of information by business and convergence of elite technologies have resulted in education and media being drawn into the P-matrix.

It is within the P-matrix that the convergence of elite technologies unfolds. As the political culture of market-driven and technologically-determined policy universalises, states' control over their steering mechanisms lessens. The market and therefore major players in the market take on a steering function for society. Corporate identities within the market contend to shape the market. We are all aware that the great 'imperial' visions of the waning twentieth century no longer belong to nation states. They belong to Information Age brahmans such as Bill Gates and Rupert Murdoch, one seeking to vacuum life, commerce and art into his world of Windows, the other unleashing digital images over satellite footprints scattered across the surface of the world. The 'know-ware man' himself, Bill Gates' has a vision of the future, his own window on the world, that is treated as policy by governments the world over. Not only do governments treat Bill Gates as a head of state or government, inviting him to address parliaments and cabinets, many respond to the inexorable advance of Microsoft technology into states,
firms, homes, bodies and minds by opening wide their policy windows to Microsoft-determinism. The United States government (a conglomeration of sometimes conflicting agencies) has reminded itself that windows and gates are metaphors for bondage as well as freedom, expressing wariness of a possible Microsoft monopoly.

Universities have played roles in the steering process of social systems through the development of ideologies and technologies. Ideologies influenced political and economic cultures while technologies influenced political and economic practices. The promotion of technology as the driving force for policy in place of ideology has evolved into a powerful ideology in its own right. The corporate world and media have become mass-producers and distributors of technological and ideological knowledge wares. They are also responsible for the popularisation of technology as ideology. Universities operate within enterprise cultures and begin to treat research and university education as commodities.

One can argue that what has evolved in post-modern societies are ‘post-systems’, where the steering mechanism is decentralised, as in the vegetable kingdom. A tree has some characteristics of a post-system. It has no central steering mechanism. However it continues to maintain its boundaries. A tree however also has some characteristics of a system, having a hierarchy of system goals. A post-system could have competing goals.
The postmodern world is one where consumption driven production and
distribution of technology or technological transaction has become an
ideology, one which has replaced political ideology as the steering culture.
The evolution of technological transaction as ideology has historical origins in
an educational culture based on critical thinking, of diversity of thought,
within the competitive international military situation of the Cold War. The
individuality of Mead’s ‘I’ constantly fought against the ‘me’ or socialised
‘I’ to develop new initiatives (Mead 1934). This takes place globally through
an interaction between the endogenous cultural energy within E-matrices and
their P-matricised (economised, technologised) forms. If the market ideology
is so invasive that it mutes the ‘I’, creates a technologised ‘me’, the energy
that produced the Information Revolution may course through our age taking
us to a high technology cul-de-sac. The technologising of I and the E-matrices
may limit the direction of individual, social and human development to one
of markets and technologies. There may after all be other directions for
human development.

Universities do not need to be the only institutions to perform cybernetic
functions in society. Other institutions, commercial and non-profit, are
involved with conducting MIT research and delivering MIT education and
training. Universities do not have to be excluded from the market culture.
There is merit in their selling educational and research products and skills in
the market place. But the culture of technological transaction should not be
allowed to blow out the flame of critical thinking. Universities have the
responsibility, which other institutions may not, of helping students develop
critical skills. Universities have a responsibility in providing a critical space within society, allowing for the critique of ideology and technology.

**Addressing market demand for ‘critical’ MIT education**

There is even a market logic for development of critical skills. The greatest demand for MIT personnel may very well be from corporate, state and inter-state institutions (including media, educational), worlds which are comfortable with the logic of administrative communication, eschewing critical communication (Rosengren 1983). These organisations occupy space within the P-matrix and A-matrices. However non-profit non-governmental organizations are also employers of media graduates with IT skills. Non-profit non-governmental organizations play important roles, politically or socially, linking individuals and communities with larger issues. Non-profit non-governmental organisations may occupy space within the P-matrix, A-matrices or E-matrices.

The business of education is not only ‘education as business’ and ‘education for business,’ though these are very important factors leading to the need to provide workplace skills. These skills are provided through programs of study at secondary school, vocational school, training institutions and within wider university programs. The business of education for universities is also to help students develop critical skills.

In practical terms the effect of technological transaction on MIT education has effects on educational policy and products as well as pedagogic style. The
pressures on media education may be itemised as (1) student demand for courses, (2) the market's demand for graduates and (3) educational values. The market's demand for graduates is the strongest force here, shaping student demand and educational values. The power of the market may be viewed as a useful force, as long as universities continue to provide students with environments in which they can develop critical skills.

I would prescribe two courses of action. First, MIT education within universities should follow the general trend in universities to globalise curriculum, student body and staff. Universities in the United States were among the first to globalise curriculum, student body and staff. Today it is important for university media and IT programs to operate within organizational cultures which have accepted this trend, because we must all live and work within the P-matrix. Second, MIT Education within universities should balance theoretical and practical courses within some courses and across the overall program. Programs should include theoretical courses that encourage the development of analytical and critical skills as well as practical courses in IT and other areas which encourage development of practical workplace skills. The critical culture within which MIT education takes place should encourage the development of perspectives from E-matrices. In terms of theory this may involve the inclusion of broad political-economic perspectives as well as those from within areas of cultural inquiry.
In the contemporary setting it will be useful for media programs to include broad theoretical courses in areas such as globalisation; political economic and cultural theory; cross-cultural communication. Additionally practical courses in areas such as project management, journalism, broadcasting and computer-mediated communication should be included.

The current mix of theory and practice in the MIT educational degree known as the MA in International Communication which I direct at Macquarie University is provided in Table 5 as one possible solution. Courses are described as high, medium or low instructional based on the degree to which students have to undertake independent study rather than rely on information provided by instructors. All students must complete eight courses including three compulsory ones. Students have to take three high instructional courses if they want to proceed to higher degrees.

Providing students with MIT skills, through secondary school, vocational school, training institute and university programs is important. All types of employers will need recruits with MIT skills. This paper maps the Information Marketplace in a globalised world, reminding us of the need to continue to provide broader and deeper MIT education at universities, within an environment that helps develop critical thinking. There is the need for empowerment through the provision of skills. There is also the need to empower the individual through helping to develop critical skills and skills related to critiquing and reconceptualising existing structures and create new structures.
Table 5  MIT mix in MA in International Communication

<table>
<thead>
<tr>
<th>COURSE AREAS</th>
<th>THEORY</th>
<th>THEORY &amp; PRACTISE</th>
<th>IT</th>
<th>COMPUL-SORY</th>
<th>INSTRUCTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication &amp; Development</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>medium</td>
<td></td>
</tr>
<tr>
<td>Cross-cultural Communication</td>
<td>yes</td>
<td>no</td>
<td>high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Communication Flows</td>
<td>yes</td>
<td>no</td>
<td>high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development Communication</td>
<td>yes</td>
<td>no</td>
<td>high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internationally mediated images</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>low</td>
<td></td>
</tr>
<tr>
<td>Communication &amp; International Political Economy</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>low</td>
<td></td>
</tr>
<tr>
<td>Project Management</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>high</td>
<td></td>
</tr>
<tr>
<td>Communication Research</td>
<td>yes</td>
<td>yes</td>
<td>high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women &amp; Media</td>
<td>yes</td>
<td>no</td>
<td>medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>low</td>
<td></td>
</tr>
<tr>
<td>Computer-mediated Communication</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>International Public Relations</td>
<td>yes</td>
<td>no</td>
<td>low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broadcasting</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>high</td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td>yes</td>
<td>no</td>
<td>high</td>
<td></td>
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</tr>
</tbody>
</table>

In the contest between war cultures (physical domination) and ware cultures (profit motivated), the emergence of ware culture dominance is to be
applauded. The evolutionary trend toward know-ware culture is desirable. However know-ware cultures, as much as ware cultures, can feed on war. I repeat, the culture of technological transaction should not be allowed to snuff out the flame of critical thinking. In a world where know-ware, ware and war technologies have converged we should have particular concerns about concentration of power. The critical faculty of society can make us aware of dangers presented by roller-coastering war and ware cultures.

Naren Chitty Ph.D. is director of the Graduate Program in International Communication at Macquarie University, Sydney, Australia. He is also secretary general of IAMCR, the International Association for Media and Communication Research, and editor-in-chief of JIC, The Journal of International Communication. He is a former diplomat.
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BRIEF COURSE OUTLINES

MAS 811 Communication & Social, Economic & Political Development
Offered: Every year Avail. D1/E2

The unit first examines the literature on communication and development based on the paradigm of Euro-American 'modernisation'. Critiques of that paradigm from the former Eastern bloc and the global South are examined next. Finally, the notion of Information Society as the new model of development is examined critically. The role of individual self-reliance in development within the context of 'globalisation' is discussed in the course. Power Point skills are also taught.

MAS 812 Cross-cultural Communication
Offered: Every year Avail. E1/D2

This unit explores the way groups of people, who are linguistically, culturally and historically different from each other, communicate (or fail to). It examines three areas - international cultural interaction and communication; multicultural communication (within Australia); and the ways in which Anglo-Australian culture represents various 'Asian' cultures.

MAS 813 International Communication Flows
Offered: Every year Avail. E2

This unit considers the growth of the global flow of information over recent decades, and with it the volume of academic research. The course examines the international debate that has surrounded communication flow, and addresses the validity of the debate in the light of recent developments and technological advances.

MAS 814 Development Communication
Offered: Every year Avail. D2

This unit examines the history and evolution of, and current debates on, development journalism and other models of journalism that have proved influential in the Asian region and what, if any, 'bridgeheads' for structural imperialist interests still exist. This will be in the context of theories related to sources as primary definers, news as an organisational product in a period when the media are subject to deregulation, diversification and rapid growth, professional values as agents of legitimisation and the commonality of such values.

MAS 815 Communication & Power Paradigms in International Relations
Offered Every year Avail. E2

This unit looks at global media events, including the gulf war, the June 4th movement, the stock market crash of '89 and the fall of the Berlin wall. It asks how power is implicated in the construction of images of such events and their outcomes.

MAS 816 Communication & International Political Economy
Offered: Every year Avail. D2
Prerequisite: MAS 811

This unit examines the field of international political economy and its nexus to World Order. It then goes on to examine communication and World Order from international political and economic and globalisation perspectives. While providing a grounding in conventional IPE, this unit moves on to finding a corridor between political economy and culture.
MAS 817 Transnational Communication  
Offered: Every year Avail E1

This unit covers the basics required to design and carry out socio-economic development projects. It will examine development planning theory and provide an opportunity for students to develop knowledge, understanding and skills in designing projects within their chosen area of interest. The unit also investigates a collection of management issues such as local participation, negotiation and writing proposals for funding.

MAS 818 Research Seminar in International Communication  
Offered: Every year Avail E1 and E2

The Research Seminar is provided in conjunction with the special topic requirement. It will introduce students to specific methodologies of research such as textual analysis, content analysis, interviewing, policy analysis and quantitative data gathering. Students will present and discuss their research proposals in the seminar. A 12,000 to 15,000 word research paper is required.

MAS 826 Colloquium in Mass Communication I)  
Offered Every year Avail D2

This unit aims to introduce key representatives models for and examination of women and the media. It covers major feminist theoretical perspectives and applies these to an examination of media forms and practices, including film, print media, radio, television news and sport journalism. The unit explores four major areas of study: the core debate about what the notion of 'women' comprises and how this applies within media studies; theories of representation looking at language, still and moving imagery and basic modes of analysis; women and place looking at public social media places; and women on the screen attempting to cover the considerable body of feminist film theory.

MAS 827 Colloquium in Mass Communication II (International Public Relations)  
Offered Every year Avail E1  
Prerequisite: MAS 811

The unit will examine the relationship between media, the state and other international actors. It will examines the literature on “public diplomacy” and “media and foreign policy” as well as areas such as “Olympic Communication”. The unit will be run over a one year period as a series of fortnightly seminar for advanced students seeking to develop their independent study muscle as well as inquire into this area of literature because it is the focus of their theses.

MAS 890 Broadcasting  
Offered: Every year Avail. D1/E2

This unit will introduce students to production of radio broadcasting material on a general level, highlighting theoretical concepts related to radio as a medium and to practical exercises completed both in and out of formal class time. The course will attempt to accommodate particular production interests, whether these be in the area of media production, investigative journalism, public relations, general communication skills, or dealing with the media. No previous experience in radio production is required.

MAS 891 Scientific Communication  
Offered: Every year Avail. D1

This course will examine the relationship between scientific research and academic practice in the disciplines of Media and International Communication. Academic research increasingly plays a central role in scholarly communication. Apart from providing the main forums for the exchange of ideas amongst media scholars, scientific research is increasingly an important measure in the evaluation of academic scholarship per se.
MAS 895 Information Campaigns
Offered: Every year Avail. E2

This unit will examine both theoretical and practical issues in public communication. With a focus on specific case studies, the course will examine communication theories and models used in the planning and development of social issue campaigns. Students will also receive high level instruction and practical experience in common research techniques associated with the design and evaluation of public communication. The course will also examine the broader moral and ethical issues surrounding public information campaigns.

MAS 897 Computer Mediated Communication
Offered: Every year Avail. E1/D2

This unit will examines six main themes concerning computer mediated communication: - The History and Nature of Internet Technologies, - Information Design for Computer Interface, - The Politics of Electronic Information, - The Culture of Cyber space, - The Economy of Digital Capitalism, - The Phenomenology of Networking.

While the themes offer a general framework for the study of the networked computer as an emerging medium (among other information technologies), they are by no means exhaustive of the problems they address. Students will be encouraged to develop their own skills in interrogating Internet resources, and to critically evaluate the materials they encounter.