

Course Name	Mindhacks: Organizing your Resources and Research in the Internet Era		
Semester, Year	First Semester, 2019	Number of Credits	2 credits
Course level	3000	Course Number	027045
Instructor(s) (Institution)	Michael Schiltz 大学院メディア・コミュニケーション研究院		
Course Objectives	<p>Thanks to the groundbreaking works of historians, anthropologists, sociologists and researchers in related interdisciplinary fields (medium theory, cybernetics), it has by now become accepted wisdom that not only the amount, but also the nature of scientific knowledge is a function of the constraints and opportunities that are hard-wired into the communication technologies that contain it. We are nowadays experiencing yet another sea change in information production and dissemination, conveniently summarized as the 'digital revolution'.</p> <p>Exploring the disruptive impact of the latter on the production of scientific knowledge is the mainstay of this course and project. As this course does not believe in the usefulness of the traditional lecture (and neither should you), the approach is 'hands-on': through the concrete manipulation of a wide range of (scholarly) tools, students will gradually be made aware of how conceptual domains and knowledge categories are shifting and emerging, and what types of attention will be indispensable when doing research in the aftermath (and mirror) of the 'Gutenberg Galaxy'....</p>		
Course Goals	<p>This course will take students on a digital journey which includes the management of bibliographic sources, alternative methods of writing and publication, tools for integrating writing and data analysis, etcetera. We also look into contemporary debates on preservation, data visualization, the relevance of academic debate in modern society, and what else. At all times will we be reminded of the fact that the medium is the message. Eventually -and thereby even going against Marshall McLuhan's famous dictum, we discover that what we refer to as 'man' may well be the extension of technologies and communication media, rather than the other way around.</p>		
Course Schedule	<p>Session 1: bibliographic management Session 2: more research within the browser window Session 3: the science of search Session 4: collaborative work and reproducible research Session 5: organizing knowledge and classification systems Session 6: about OpenAccess Session 7: sustainable writing -publishing - preservation Session 8: licensing your work Session 9: data and data visualization Session 10: big data & social network analysis Session 11: encryption - anonymity - safety - whistleblowing Session 12: where do we go from here?</p>		
Homework	<p>From session 2 onwards, small student groups will be assigned to introduce topics to be discussed. This may include both historical matter and/or their contemporary implications. Students are expected to:</p> <ul style="list-style-type: none"> - participate in the course as a whole: doing the essential reading for each week's topic, and coming prepared to question and intervene. - provide written and oral comments; - research, write, present, and defend your argument and choice of topic to be discussed. - When presenting, students should go beyond the narrow content of the reading to be presented: develop an argument as a coherent whole, e.g. by focusing on theoretical issues (e.g. the relationship between (political) power and violence, methodological ones (for instance the nature of the relationship between 'ideas' and the material/technological/... contexts in which they are shaped), and... - ...most importantly, to bring their laptops into class! 		

Grading System	<p>As this course (just as my other courses) does not believe in the usefulness of final grades, the evaluation will be based on: reading notes, class discussions (other means of evaluation may be discussed with the students), and so in. There is no paper to be written; instead, students are asked to make 'smart', elaborate and interactive presentations. They are responsible for putting the presented reading in context and act as 'moderator' for the follow-up discussion. Although all grading is characterized by an inherent opacity (if only for the simple reason that every presentation relates to different material and takes place in a different session), here are some simple rules:</p> <ol style="list-style-type: none"> 1. students presenting on several occasions will receive a higher grade 2. students making elaborate presentations (including audiovisual material, links to primary sources etc.) will be rewarded for the extra effort 3. showing that you mastered the readings by partaking actively in the discussions is a plus. <p>As this class is an example of problem-based learning and the 'flipped classroom', it strongly encourages and rewards participation; vice versa, it penalizes a passive or absent behavior. Concretely, 80 percent of your grade is based on class discussion; the remaining 20 percent is reserved for presentations.</p> <p>Some basic rules: whereas attendance is considered crucial, merely being present in class is insufficient to pass. Active participation is prerequisite. Checking social media or constantly looking at your phone during class is discouraging and even disturbing for your peers, so should be avoided. This class demands a considerable degree of commitment; do not take this class if you are not motivated.</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	https://github.com/michaelschiltz/bit-by-bit/blob/master/README.md
Additional Information	