

SIMON FRASER UNIVERSITY
S. I. T. E. '90
(Special Topics Course/Lecture Series)

Education 496-4

Summer Session
July 3 – August 10, 1990
Tues./Thurs.
12:30–2:20 Lecture (MPX 7618)
2:30–4:20 Seminar (MPX 7610)

Instructor: Dr. S. C. deCastell
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Office Hours: By Appointment

VOICE/TEXT/IMAGE: EDUCATION FOR A POST-LITERATE CULTURE

Unesco has declared 1990 to be the "International Year of Literacy", so this seems an appropriate time for educators to reflect on the scope and the limits of literacy in a "post-literate" culture. The term "post-literate" culture was coined to refer to a culture which is profoundly and irretrievably affected by literacy, but which in many ways, in business, in production, in social and political life, and indeed in our very perception of self, is moving beyond literate communications and is now increasingly becoming dependent on electronic technologies of information-production and transmission.

The main lecture series will examine the significance of "literacy" today, from the standpoint of the relationship(s) between technologies of communication and forms of thought. We'll focus on the points of transition from voice to text, and from text to image. Scholars from a range of disciplines—Education, Communications and Cultural Studies, History, English, Sociology/Anthropology, and Computer Science will provide an overview of contemporary directions for literacy theory and research; seminars following the public lectures will consider the implications—and applications—of these ideas to current educational policy and practice.

PREREQUISITES: 60 credit hours or permission of instructor. This course can count as an elective in the Literacy Certificate Programme

READINGS:

On reserve in the library and Educational Technology Center.

ASSIGNMENTS:

(Text)	Journal: Analysis of Lectures	33 1/3%
(Image)	Video Project	33 1/3%
(Voice)	Oral Exam	33 1/3%

LECTURES BY:

- * Andrew Ross (No Respect: Intellectuals and Popular Culture)
 - * Constance Penley (The Future of an Illusion)
 - Carolyn Marvin (When Old Technologies Were New)
 - Dorothy Smith (The Everyday World as Problematic)
- And Kieran Egan, Sut Jhally, John Willinsky, Maxine Greene, and Others

* Co-sponsored by the Summer Institute of the School for the Contemporary Arts

SPEAKERS AND TOPICS:

July 3	Kieran Egan Simon Fraser University (Education)	"Literacy and the Oral Foundations of Education"
July 5	Andrew Ross Princeton University (English)	"Ballots, Bullets and Batman: Can Cultural Studies Do The Right thing?"
July 5	Constance Penley University of Rochester (English & Film Studies)	"Pee Wee and Pedagogy"
July 10	Jerry Zaslove Simon Fraser University (English)	"The Text that Cannot Speak or See: Devaluing the Oral and Visual in Aesthetic Culture"
July 10	Herbert Grabes (Germany)	"Pamphlets and Pamphleteering in 19th Century England"
July 12	Carolyn Marvin University of Pennsylvania (Annenberg School of Comm.)	"The Body of the Text: Literacy's Corporeal Constant"
July 17	Dorothy Smith, OISE	
July 19	Barry Duncan Association for Media Literacy Toronto, Ontario	"Coping with the Media Blitz: Media Literacy in the Classroom"
July 24	Ruth Jonathan University of Edinburgh (Department of Education)	"Literacy and the Training Agency"
July 26	Sut Jhally University of Mass. – Amherst (Communications)	"Image-Based Culture: Advertising and Popular Culture"
July 31	Mary Bryson University of British Columbia (Education)	Boob-Tube, Third Eye or Proteus of Machines: Re-thinking Educational Technology for the Year 2000
July 31	Gerri Sinclair Simon Fraser University	Down the Digital Rabbit-Hole, or "What's the Use of a Book Without Pictures or Conversation?"
August 2	Evan Alderson Simon Fraser University (School for the Contemporary Arts)	"The Body as a Site of Culture"
August 2	Stephen Smith Simon Fraser University (Education)	"Physical Culture: The Embodiment of Technology"
August 7	Maxine Greene Columbia University (Education)	The Insistent Presence: Resisting Bricolage
August 9	John Willinsky University of Calgary (Education)	"Opening up the Text: Literacy in the Post-Modern Classroom"