



Education and the Future of Software Freedom

Erin Rose Glass
LibrePlanet 2023

March 18, 2023

*"Touch Points" by Dianne Twombly. Permission granted by the artist.
www.diannetwombly.net.*





"The North Wind and the Sun" from Project Gutenberg (Public Domain).

EDUCATION AND THE FUTURE OF FREE SOFTWARE 101

WINTER 2023 | MIT

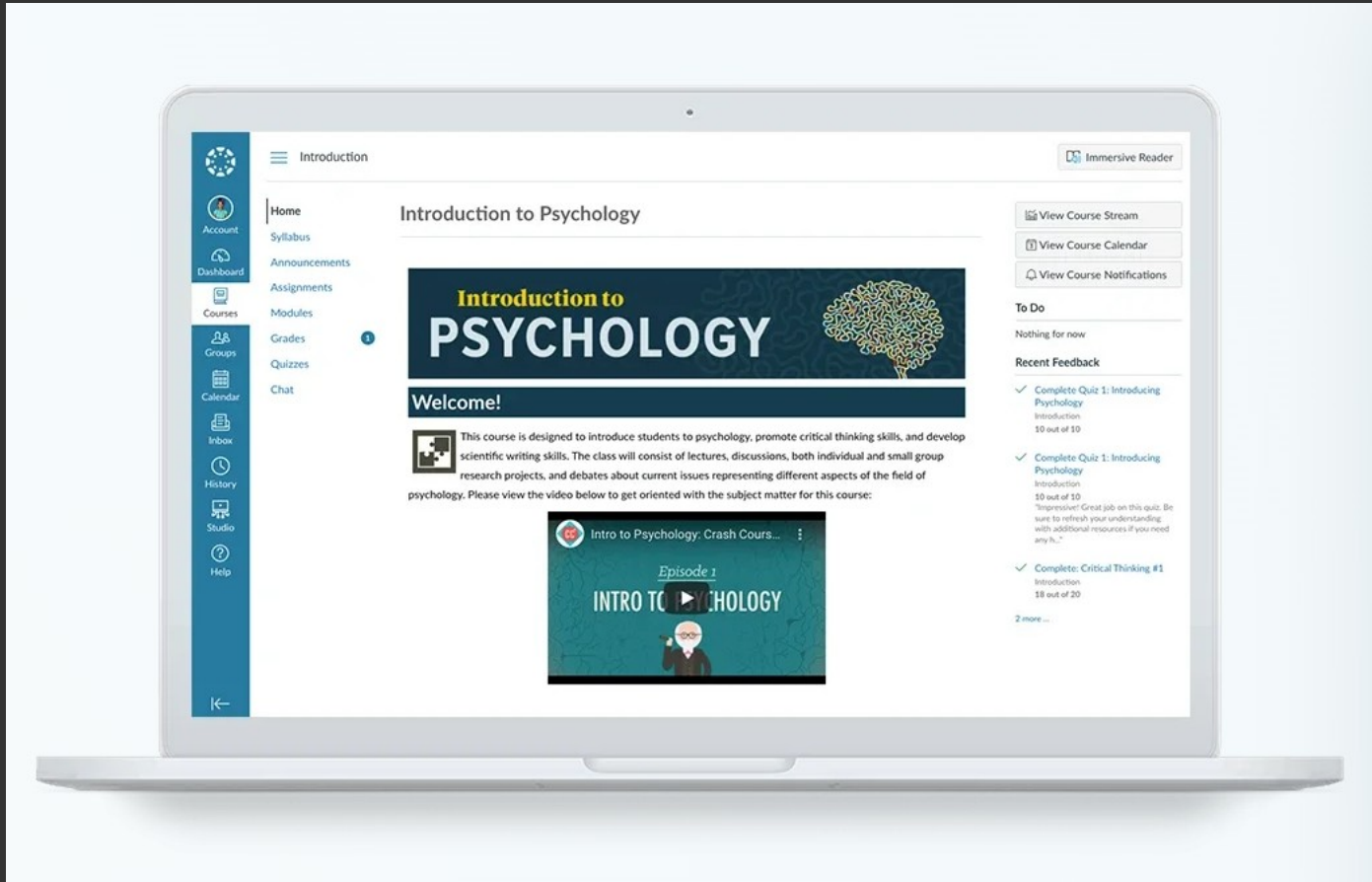
SYLLABUS

Dr. Erin Rose Glass

HOUSEKEEPING

- LEARNING OBJECTIVES
- **REQUIRED EDUCATIONAL TECHNOLOGY**
- COURSE MATERIALS
 - LECTURES
 - EXAM

Learning Management System



Plagiarism Detector

The screenshot displays the Turnitin Originality interface. At the top, the document title is "Cassandra James - The Role of Women in Northanger Abbey" and it is identified as "Submission 1 of 3". The Turnitin logo is in the top right corner. The main document area shows a paragraph of text with several lines highlighted in light blue. A small red flag icon with the number "2" is positioned above the highlighted text. Below this paragraph, another paragraph is visible with red brackets highlighting specific words and phrases. The right sidebar, titled "Flags for Review", shows a summary of findings: "2nd Flags" and "35th Overall Similarity". A red-bordered box highlights a "Hidden text" flag, which indicates "104 suspect characters on 18 pages". Below this, there is a section titled "What is hidden text?" with a dropdown arrow and explanatory text. At the bottom of the sidebar, there are buttons for "Investigate" and "Remove Flag".

Remote proctoring

The screenshot displays the Proctorio interface for a student named Flintstone, Devin, on 09/29/2017 at 09:21:39 am. The interface includes a sidebar with navigation options: Files, Syllabus, Outcomes, Quizzes (highlighted), Modules, Conferences, Collaborations, and Settings. The main area shows two video feeds: a front-facing camera of the student and a desktop view of the student's computer. Below the video feeds is a timeline showing the duration of the exam. A message states: "The attempt ended when the student submitted the exam. [Learn more about this alert.](#)" Below this is a "Computer Performance Index" section, which provides details on the student's performance and system information.

Files
Syllabus
Outcomes
Quizzes
Modules
Conferences
Collaborations
Settings

Account
Dashboard
Courses
Calendar
Inbox
Help

Flintstone, Devin 09/29/2017 09:21:39 am 1 1 0 1 18%

00:00:10 00:00:18 00:00:27 00:00:35 00:00:44 00:00:53 00:01:02 00:01:10 00:01:19 00:01:27 00:01:36 00:01:45 00:01:53 00:02:02 00:02:10 00:02:20

The attempt ended when the student submitted the exam. [Learn more about this alert.](#)

[Show details](#)

Computer Performance Index
(may indicate reasons for computer issues)

- Internet type: residential
- Student had decent overall performance
- Student had poor internet performance
- Student had good computer performance
- Student had reduced video quality for 10% of the exam
- The exam was taken using ChromeOS 9592.96.0 on Chrome 60


Extra credit: new edtech tools to pilot

 [News](#) [Research](#) [Events](#) [Jobs Board](#) [Product Index](#) [More](#) [Newsletter](#)  

FINANCING

This Company Wants to Gather Student Brainwave Data to Measure ‘Engagement’

By Sydney Johnson Oct 26, 2017



Agree to using these tools?

Growing awareness of student surveillance



The image is a screenshot of the Human Rights Watch website. At the top, there is a navigation bar with the organization's logo on the left, a search bar, and a 'DONATE NOW' button on the right. Below the logo, there are links for various languages: العربية, 简体中文, 繁体中文, English, Français, Deutsch, 日本語, Русский, Português, Español, and More. The main navigation menu includes links for Countries, Topics, Reports, Video & Photos, Impact, Take Action, About, Join Us, and Give Now. The date 'July 12, 2022 12:01AM EDT' is displayed on the left, and 'Available In' with language options is on the right.

Online Learning Products Enabled Surveillance of Children

48 Governments Recommended Unsafe Products During Pandemic, Evidence Shows



MORE READING

January 17, 2023 | Statement
Submission to the UN Special Rapporteur on the Right to Education

December 7, 2022 | Commentary
Toward Free Education for All Children

MOST VIEWED

- February 1, 2023 | Dispatches
South Korea Cancels Plans to Update Definition of Rape
- August 4, 2021 | Dispatches
Indian Girl's Alleged Rape and Murder Sparks Protests

A 2013 report on open data by the McKinsey Global Institute estimated that student data could be capable of “unlocking” as much as \$890 billion to \$1.2 trillion annually.

TECHNOLOGY



Why a Plagiarism-Detection Company Is Now a Billion-Dollar Business

By Beth McMurtrie | MARCH 06, 2019



Sarah Weeden for The Chronicle

A faculty member and her students use Turnitin software to review papers in a writing class at the Rochester Institute of Technology.

Stamping out student plagiarism is big business. How big? \$1.735 billion, to be exact. That's the price that Advance, a privately held media, communications, and technology company, will pay to purchase Turnitin, the 800-pound gorilla of plagiarism-detection services. Although not the largest ed-tech deal ever made, it is, in the words of one analyst, "massive."

So what does the deal, [announced on](#)

<https://www.chronicle.com/article/why-a-plagiarism-detection-company-is-now-a-billion-dollar-business/>

HIGHER EDUCATION

New Ownership for an LMS Giant: Private Equity Firm to Buy Instructure for \$2 Billion

By Jeffrey R. Young Dec 4, 2019



<https://www.edsurge.com/news/2019-12-04-new-ownership-for-an-lms-giant-private-equity-firm-to-buy-instructure-for-2-billion>

Educause 2019 Conference



“If colleges actually bought all the tools sold here, just about every move made by students and professors in physical and virtual campuses would be tracked and analyzed in the name of efficiency. And the vision expands beyond that, as the vision is to create data profiles of students before they even arrive on campus and to continue data tracking long after they’ve graduated.” (Jeffrey R. Young, *Edsurge* 2019)

SCIENCE & TECH

The Student Data-Mining Scandal Under Our Noses

By MICHELLE MALKIN | April 11, 2018 9:19 AM

LISTEN TO THIS ARTICLE



Google CEO Larry Page speaks during a press announcement at Google's headquarters in New York. (Gábor Mészáros/Reuters)

With little public oversight, Google has infiltrated schools.

While congresscritters expressed outrage at Facebook's intrusive data grabs during Capitol Hill hearings with Mark Zuckerberg this week, the company's data-mining efforts have been largely overlooked.

POLITICS HAPPENS. STAY CURRENT WITH NPR DAILY.

- TOP STORIES
1. 'Gray Matter,' Deficient Americans
VICTOR DAVIS HANSON
NR PLUS
 2. Democrats Block Born-Alive Abortion Survivors Protection Act in the Senate
ALEXANDRA DESANCTIS
 3. Senate Fails to Pass Born-Alive Bill
ALEXANDRA DESANCTIS
 4. The Highest-Stakes Moment Brings the Worst Debate
JIM GERAGHTY

BREAKING | 4,470 views | Feb 20, 2020, 01:03pm

New Mexico Sues Google For Allegedly Spying On Children In Classrooms

Rachel Sandler Forbes Staff
I cover breaking news.



Facebook

Twitter

LinkedIn

BuzzFeed News

NEWS

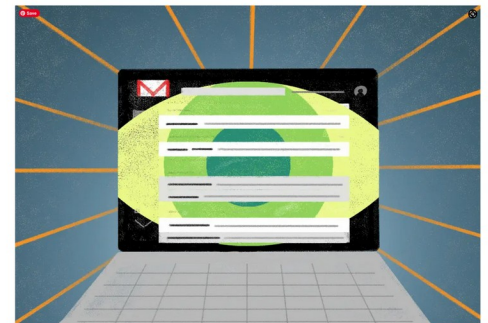
Gaggle Knows Everything About Teens And Kids In School

Gaggle monitors the work and communications of almost 5 million students in the US, and schools are paying big money for its services. Hundreds of company documents unveil a sprawling surveillance industrial complex that targets kids who can't opt out.

Camille Washieleski
BuzzFeed News Reporter

Posted on November 1, 2018 at 12:08 pm

No one of the first to comment



Ben Kester / Reuters News

This is part of a BuzzFeed News package on schools and social media surveillance. Read more here.

For the 3,200 students of Santa Fe High School, participating in school life means producing a digital trail -- homework assignments, essays, emails, pictures, creative writing, songs they've written, and chats with friends and classmates.

All of it is monitored by student surveillance service Gaggle, which promises to keep Santa Fe High School kids free from harm.

Business

The New York Times

Facial Recognition Moves Into a New Front: Schools

A district in New York has adopted the technology in the name of safety. Opponents cite privacy and bias concerns.




Lockport High School in Lockport, N.Y., has adopted a facial recognition system for security. (Lizzy Mendel for The New York Times)

By Denise D'Alto
Feb. 4, 2019

LOCKPORT, N.Y. — Jim Shultz tried everything he could think of to stop facial recognition technology from entering the public schools in Lockport, a small city 20 miles east of Niagara Falls. His protest

Technology

Colleges are turning students' phones into surveillance machines, tracking the locations of hundreds of thousands



IBM IT Infrastructure

you need IT infrastructure built for hybrid multicloud.

Learn more →

IBM

Syracuse University is among the dozens of schools in the United States that use tracking systems to monitor students' academic performance, analyze their conduct or assess their mental health. (Carolyn Thompson/AP)


By Drew Harwell
Dec. 24, 2019 at 5:00 a.m. PST

cdt CENTER FOR DEMOCRACY & TECHNOLOGY

CDT Research, Equity in Civic Technology, Privacy & Data

Report – Hidden Harms: The Misleading Promise of Monitoring Students Online

August 3, 2022 / Elizabeth Laird, Hugh Grant-Chapman, Cody Venzke, Hannah Quay-de la Vallee



cdt CENTER FOR DEMOCRACY & TECHNOLOGY





NEWS THE VILLAGER

In grad students strike first week, faculty accuse N.Y.U. of spying

amNY November 22, 2005 2 min read

By Albert Amateau

A week of hard words, demonstrations and charges of bad faith between striking graduate student assistants and New York University saw the university and members of the United Auto Workers Local 2110 Graduate Students Organizing Committee drawing farther apart.

Although many faculty members were ambivalent about supporting the strike, a move by the university last week to access faculty Blackboard accounts — an online program teachers use to inform students about classes — prompted 200 pro-union faculty members to sign a letter of “no confidence” to N.Y.U. President John Sexton.

dj ripley raised a beetroot into the air & shouted
@laripley

People working on [#edtech](#) [#surveillance](#) and [#labor](#) : UCSC admins are using Canvas to identify graduate students on strike, NYU did the same with Blackboard in the 2000s (logging into classes and noting who is writing about the strike) who's writing about this convergence?

4:06 PM · Feb 15, 2020 · [Twitter Web App](#)

144 Retweets 223 Likes

<https://mobile.twitter.com/laripley/status/1228832908720398341>

Related Categories: [California](#) | [Santa Cruz Indymedia](#) | [Education & Student Activism](#) | [Health, Housing & Public Services](#) | [Labor & Workers](#) | [Police State & Prisons](#)

Censorship By UCSC: Administration Blocks Network Access to PayUsMoreUCSC.com

by Spread The Strike!

Monday Feb 24th, 2020 2:23 PM

Access to [payusmoreucsc.com](#), the website for Striking Workers at University of California at Santa Cruz (UCSC), has been blocked on the UCSC network.

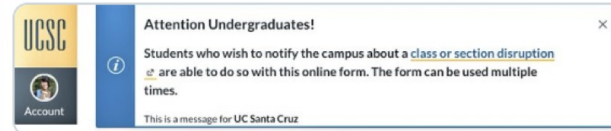
On February 23, an update posted on GoFundMe by Jane Komori states, "In addition to blocking our website on their network, EVC Kletzer took the openly authoritarian step of forcing department chairs to run all communications with students through her. These petty actions have more in common with dictatorships than universities."



ON STRIKE!!!: #COLA 4 UCSC

@payusmoreucsc

The [#UCSC](#) administration is using notifications on Canvas to try to get undergrad students to snitch on their TAs. [#UCSCstrike](#)



12:50 PM · Feb 14, 2020 · [Twitter for Android](#)

28 Retweets 63 Likes

<https://twitter.com/payusmoreucsc/status/1228421194619076608?lang=bg>



Erik Johnson
@ejohnson99



The Proctorio chrome extension "self-destructs" and uninstalls itself if it sees a chrome devtools window open, and redirects students to this page in an attempt to scare them. lti.proctorio.io/hacker It doesn't lock your IP and it doesn't forward anything to an admin.



6:25 PM · Sep 7, 2020

43 Retweets 12 Quote Tweets 179 Likes

'I'm afraid': critics of anti-cheating technology for students hit by lawsuits

New technology meant to detect cheating by students taking tests at home could invade privacy, raise anxiety and be discriminatory

by [Zoë Corbyn](#)

In 2020, a Canadian university employee named Ian Linkletter became increasingly alarmed by a new kind of technology that was exploding in use with the pandemic. It was meant to detect cheating by college and high-school students taking tests at home, and claimed to work by watching students' movements and analyzing sounds around them through their webcams and microphones to automatically flag suspicious behavior.

So [Linkletter](#) accessed a section of the website of one of the anti-cheating companies, named [Proctorio](#), intended only for instructors and administrators. He shared what he found on social media.



Eric E Castro via Flickr. CC BY-SA 2.0



One of the things that built Apple II's was schools buying Apple II's.

--Steve Jobs



Video of Mario Savio
“Bodies Upon the Gears”
UC Berkeley -- December 2, 1964

https://invidious.snopyta.org/watch?v=lsO_SIA7E8k



Dusty Miller and other students with STRIKE and FSM cards by Helen Nestor (1964). Via Oakland Museum of California.



First "Research in Word Processing" newsletter (1983)

RESEARCH IN WORD PROCESSING NEWSLETTER

Bradford Morgan, Editor
Liberal Arts Department

(605) 394-2487

South Dakota School of Mines and Technology
Rapid City, South Dakota 57701-3995

Vol.1 No.1

May 1983

***** WHY A NEWSLETTER? *****

Consider the great computer watershed: numbers on one side, letters on the other. The computer can manipulate and analyze both with equal ease. Indeed, the age of word processing in academic writing programs is just beginning to dawn across the nation, and more than a few institutions are awakening to the fact that a revolutionary change in curriculum is being incubated. This newsletter is a resource for guiding that application.

***** IEEE CONFERENCE IN OCTOBER *****

"The Many Facets of Computer Communications" is the theme of this year's conference of the IEEE Professional Communication Society to be held in Atlanta, GA, October 19-21. The technology in written communications subdivision will include presentations on word processing, writing and editing on terminals, and personal computers vs. main utility. More information can be obtained by writing to the Institute of Electrical and Electronics Engineers, Inc., 345 E. 47th St., New York, NY 10017.

***** WHY WORD PROCESSING? *****

For students and professors in a wide variety of disciplines, writing is--or should be--a primary tool for learning. The computer can help with all phases of the writing process, from the heuristic mustering of an idea-base to oft-neglected revision. It can provide a quantitative measure of a writer's style--or allow a professor with a standalone system to offer detailed, student-specific comment sheets. The word processor not only saves times, conserves labor, and solves problems, but it also reinforces the traditional mission of writing programs.

***** A GET-ACQUAINTED BIBLIOGRAPHY *****

The following bibliography is intended as an introduction to word processing in writing programs. Space limitations called for a

Hugh Burns' 1979 Aristotelian inspired writing program

```
20110 PRINT
20120 PRINT
20130 PRINT
20140 PRINT,"A COMPUTER-PROMPTED INVENTION PROGRAM:"
20150 PRINT,"-----"
20160 PRINT
20170 PRINT,"          ARISTOTLE'S TOPICS"
20180 PRINT,"          -----"
20190 PRINT
20200 PRINT
20210 PRINT
20220 PRINT
20230 PRINT,"HELLO AND WELCOME!"
20240 PRINT
20250 PRINT "PLEASE TYPE IN YOUR FIRST NAME: ";
20260 INPUT N1$
20270 IF N1$="" THEN 260
20280 PRINT
20290 PRINT "NOW, "N1$", PLEASE TYPE IN YOUR LAST NAME: ";
20300 INPUT N2$
20310 IF N2$="" THEN 300
20312 IF N2$="YES!" THEN 3330
20320 PRINT
20330 PRINT
20340 PRINT "WELL, "N1$" "N2$", I HOPE I CAN BE OF SOME ASSISTANCE"
20350 PRINT "TO YOU TODAY. IF WE TAKE EACH OTHER SERIOUSLY, YOU'LL"
20360 PRINT "THINK ABOUT YOUR TOPIC AS YOU NEVER HAVE BEFORE."
20370 PRINT
20380 PRINT
20390 PRINT,"BEFORE WE BEGIN, "N1$". THERE'S AN OLD"
20400 PRINT "SAYING ABOUT COMPUTER-ASSISTED INSTRUCTION, IT GOES:"
20410 PRINT
20420 PRINT,"GARBAGE IN, GARBAGE OUT!"
20430 PRINT
20440 PRINT "IN OTHER WORDS, YOU AND I MUST WORK TOGETHER SO"
20450 PRINT "YOU CAN GET A GOOD START ON YOUR RESEARCH PAPER."
20460 PRINT
20470 PRINT
20480 PRINT
20490 PRINT,"(PRESS 'RETURN' TO CONTINUE.)";
20500 INPUT $
20510 PRINT
20520 PRINT
20530 PRINT
20540 PRINT "WOULD YOU LIKE TO REVIEW THE DIRECTIONS AND THE COMMANDS?"
.
```

From Hugh Burns' dissertation "Simulating Rhetorical invention in English Composition Through Computer-Assisted Instruction"

Hugh Burns' 1979 Aristotelian inspired writing program

FEAR OF DEATH

HOLY ELECTRONICS! THAT'S WEIRD, I USED TO DATE A COMPUTER
INTERESTED IN FEAR OF DEATH.

A COMMENT ABOUT PURPOSE:

DURING THIS EXPLORATION PROCESS,
YOU WILL BE ASKED TO CLARIFY THE PURPOSE OF
YOUR PAPER ON FEAR OF DEATH.

SO NOW WOULD YOU BRIEFLY DESCRIBE WHAT THE PURPOSE
OF YOUR PAPER BY COMPLETING
THIS STATEMENT: THE PURPOSE OF THIS PAPER IS TO. . . .

EXAMINE THE FEAR OF DEATH PEOPLE HAVE, WHERE WE GET THOSE FEARS ,

AND HOW WE MAY REDUCE THOSE FEARS

FINE, WALT, YOU AND I WILL TALK AGAIN ABOUT YOUR
PURPOSE.

RELAX NOW, WALT, AND ENJOY THIS BRAINSTORMING SESSION.

From Hugh Burns' dissertation "Simulating Rhetorical invention in English Composition Through Computer-Assisted Instruction"

Jason Orendoff's recreation of Hugh Burn's Topoi



Aristotle's Topics

Hugh Burns

Release 1

[Story File](#) (Blorb, 683KB)

[Source Text](#) (link)

[Play In-Browser](#) (link)

IF WE TAKE EACH OTHER SERIOUSLY, YOU'LL THINK ABOUT YOUR TOPIC AS YOU NEVER HAVE BEFORE.

Aristotle's Topics was created with [Inform](#) and has IFID 78FCAB04-80D5-46AF-94F9-77D1C9B3A7FC. To play a work like this one, you need an interpreter program: many are available, among them [Gargoyle](#) for Mac OS X or Windows; [Windows Frotz](#) or [Windows Glulxe](#) for Windows. Or you can play without downloading anything by following the 'Play In-Browser' link, using the Quixe interpreter. You'll need to have Javascript enabled on your web browser.



Aristotle's Topics

[Home page](#)

ARISTOTLE'S TOPICS

HELLO AND WELCOME!

PLEASE TYPE IN YOUR FIRST NAME: **otto**

NOW, OTTO, PLEASE TYPE IN YOUR LAST NAME: **magnificent**

WELL, OTTO MAGNIFICENT, I HOPE I CAN BE OF SOME ASSISTANCE TO YOU TODAY. IF WE TAKE EACH OTHER SERIOUSLY, YOU'LL THINK ABOUT YOUR TOPIC AS YOU NEVER HAVE BEFORE.

BEFORE WE BEGIN, OTTO, THERE'S AN OLD SAYING ABOUT COMPUTER-ASSISTED INSTRUCTION, IT GOES:

"GARBAGE IN, GARBAGE OUT!"

IN OTHER WORDS, YOU AND I MUST WORK TOGETHER SO YOU CAN GET A GOOD START ON YOUR RESEARCH PAPER.

[Inform 7 \(v. 2.1.2\)](#)

(PRESS "RETURN" TO CONTINUE.)

Play in browser here: <https://jorendorff.github.io/topoi/play.html>



Phil Richers via Flickr. CC BY-ND 2.0

CUNY ACADEMIC COMMONS People Groups Sites Courses Events Activity About Q

We help people at CUNY connect, learn, teach, and more. What will you create?

The Academic Commons is an open platform created by and for CUNY faculty, staff, and students.

Register Login [Learn More](#)

What can you do here?

Create a Group
Groups are public or private community spaces featuring a discussion forum, shared files, and an email listserve. They're ideal for class or other collaborations.
[View Group Examples](#)

Create a Site
Sites are flexible websites with several privacy options. Collect student writing, build a portfolio, showcase an event—give any project an online home.
[View Site Examples](#)

Create a Connected Group + Site
Connecting a Group and a Site creates a public presence for your initiative or class alongside a private collaborative space and discussion.
[Full Documentation](#)

Latest News [More Commons News](#)


CUNY Academic Commons

- Serves 25 colleges across all five boroughs of New York City.
- Open to 243,000 students enrolled each year.
- Has over 41,000 members, hosts almost 25,000 sites and 2,000 groups, 2,300 courses.


Example sites on the CUNY Academic Commons

NET-ART
ON THE CUNY ACADEMIC COMMONS


Home Course Resources Galleries & Exhibitions **Open Projects** Required Reading Suggested Syllabus The Latest




Vapor Wave




GIF FIGHT




GIF THE PORTRAIT



ANIMATING TRANSIT




NET-ART
(Updating Soon)



Digital Static Art

Darren Kwong
Notes and memos on activism, emotions, and data mining everything in between

Home Academic CV Contact Info External Links




About Darren Kwong

I am a Doctoral Candidate of Sociology at The Graduate Center, CUNY. My research interests center on the cultural analysis of protest and activism and big data. My current project explores how stories and expressions are shared across social media networks. Additionally, I am researching the effects of education and personal background on academic success in early childhood.

NeoExtractivism: A #syllabus for Commoning (ENGL 81000-21 + EES 79903-06)

Home Sample Page



Our project

October 18, 2018 Coline Chevin

In 2009 the Uruguayan author E. Gudynas's text "*10 Tesis Urgentes sobre el Neo-Extractivismo*" (10 urgent tesis on neo-extractivism) introduced the new political economic concept of neo-extractivism. Since then it has been widely used in Latin America and the rest of the world.

As analyzed by Mezzadra and Nelson the notion of 'neo-extractivism' has emerged in this

Search ...

Recent Posts


#resistance to digital neo-

Brooklyn College Intro To Women's Studies: Sex, Gender, and Power

HOME SYLLABUS, READINGS, & COURSE SCHEDULE HYPOTHESIS ANNOTATIONS BLOG POSTS & PROJECTS

OUR GENDER TEXTS COLLECTION PUBLIC WRITING RESEARCH TOPICS & RESEARCH GROUPS (BLOG GROUPS) ASSIGNMENTS

CAMPUS RESOURCES CLASS COMMUNITY (AND ZOOM PRACTICES)



Personal Reflection

Lanece Garner December 20, 2021

Intro to Women's History: Personal Reflection


My experience of the Introduction to Women's History class was a surprisingly pleasant experi-

RECENT POSTS

Women's Suffrage_Group.Presentation

Disability Studies Interest Group
building CUNY Communities since 2009

Home Sample Page



It's Disability Awareness Month

Posted on October 21, 2011 by Mariette J. Bates

It's also Disability Employment Awareness Month, and a number of activities are taking place across the City, state and country. PBS will be showing "Lives Worth Living," a disability rights documentary on Independent Lens on October 27th at 10 PM. Let us know if there are other activities in your community or here at CUNY we can publicize!

Next month I'll be going to Washington, D.C. for the Alliance for Full Participation Summit, which will bring together a cross section of people who believe in the importance of integrated employment and are committed to making this a reality. The goal is to double integrated employment for people with disabilities by 2015. State teams will be setting goals and making plans to reach them so that this target can be realized.

RECENT POSTS

- It's Disability Awareness Month
- Welcome to the Disability Studies Interest Group

RECENT COMMENTS

- Mr WordPress on Welcome to the Disability Studies Interest Group

ARCHIVES

- October 2011

CATEGORIES

- Uncategorized

META

ITP Core 2 Spring 2014
building CUNY Communities since 2009

HOME ABOUT PROFESSORS STUDENTS SYLLABUS ASSIGNMENT DETAILS ASSIGNMENTS DISCUSSION

Academic freedom under government spying

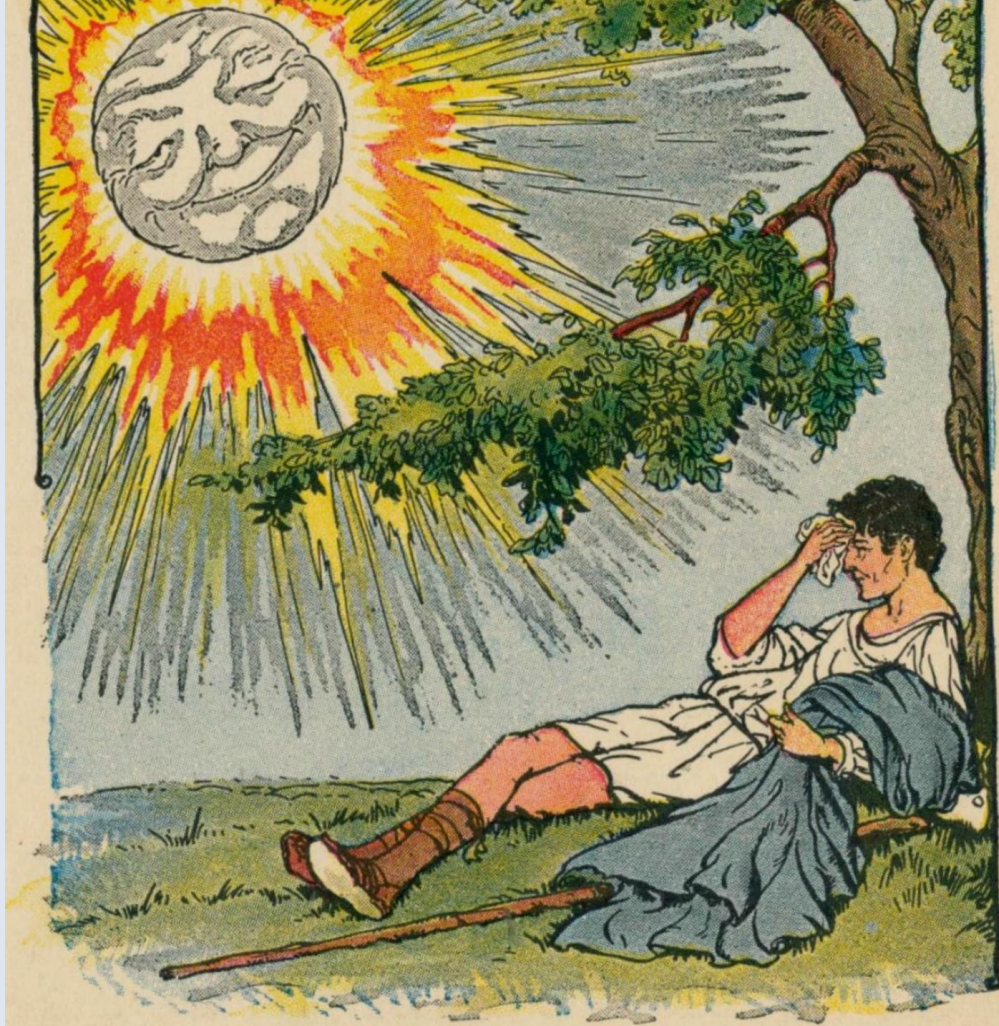
COURSE GROUP

Both Tim Wu and Nick Bilton make good points in their pieces on digital snooping. [Wu points to the structure of the information industry](#), and the consequences of a centralized and monopolized industry on the ease with which governments can spy on the communications between its citizens. Wu also points out that it may not matter whether a monopoly like Google does or does not want to cooperate with the state; such monopolies do not have a choice because current laws are designed to make such organizations complicit in state actions. [Bilton's argument is very similar](#), but instead of focusing on the structure of the industry, it foregrounds the everyday practices of sharing data online, and highlights the one big truth about the Internet: nothing you do on the Internet can be completely erased from it. Contradicting Wu a little bit, Bilton seems to argue that it may not matter if there are one or multiple companies to track since a proliferation of web-services and types of data does not preclude government spying.

Both Wu and Bilton are very good at stating the problem, but their stated solutions seem to be inadequate. Wu indicates that breaking up monopolies (the government's job) should do the trick; but following his own argument, there would be no incentive for the national-security state to enforce antitrust regulations. Wu also suggests that, at the personal level, we start us-

RECENT POSTS

Academic freedom under government spying
Code is Law or the Legal System of the Internet
Wikipedia "Success" and Smart Searching
Incentivizing failure
I fail. You fail. We all fail at some point.



THE NORTH WIND AND THE SUN

*Photo of public domain illustration
by janwillemsen via Flickr. CC BY-
NC-SA 2.0.*

Social Paper

A platform for networking student writing and feedback
Developed with Commons in a Box at CUNY Graduate Center

Why we need Social Paper

 **Erin Glass**
Public Paper
Published on December 11, 2015
Tags: [collaboration](#), [peer.edagogy](#), [public.edagogy](#), [social.paper](#), [student.writing](#)

Every year, enough papers are written by American students to almost reach the moon. And if one considers student writing globally, that distance expands beyond imagination.

I want you picture this enormous chain of words stretching from earth and into outer space, and then I want you to ask yourself *who* is reading that writing. I want you to ask what we learn about the practical power of speech when we practice speaking to nobody.

I think of the many Graduate Center students with whom I have worked with and admired for years, and I think of the many other students with whom I have shared classrooms and teachers, passions and frustrations, since my first day of college so many years ago. I think of these students and wonder, why do I know so much about where they ate last night, or which cat video they watched this morning, or their immediate reaction to any one of the day's events, yet I do not know what they struggled to reflect upon and express in their own part of that great chain to the moon. Why is this part of their intellectual activity given no dignified space to be shared?

In an age when "sharing" is as easy as pushing a button, my colleague Austin Bailey can still say, "student writing has got to be one of the most capacious and most read genres of literature out there, *yet it so infrequently sees the light of day.*" We may say that genre is capacious, as it occupies a vast portion of the energies and aspirations of students as well as the labor of those whom are employed evaluate it. Yet it is also hidden, as from the moment of its composition, student writing never has a chance to shine, or rather, to attract an authentic public.

**STUDENT WRITING
AS A
WASTE PRODUCT**

Student writing, then, is a **waste product**, a valueless byproduct in the production of literate citizens.

I think of the people—how many thousands?— that were rejected from Ph.D. programs this year, that were rejected last year, that will be rejected next year. I think of their hunger to find a space and a culture which promotes the practice and exchange of reflective thought. I think of the memes that they shared, and the posts that they liked, and the waste product of student writing that never showed up on their feeds. The university jealously guards its monopoly of intellectual activity while that activity becomes increasingly disconnected from life. It is the university, however, that will pay most dearly if it does not struggle to welcome the public into the soul of its intellectual process. There is no reason that the enormous energies of student writing, once conscious of its collective power, could not be directed to this pressing need and unleash itself into public conversation.

We must note, that this disconnect is occurring — still, somehow — amongst widespread, emerging enthusiasm for forms of peer and public pedagogy. *Through the brave and experimental efforts of our students and our educators, we have come to feel the great promise that the collaborative, the social,*

The audience of student writing. Credit: Ph.D. Comics

Erin Glass
December 11, 2015 at 3:21 pm
[@igjokarin](#) what do you think?
[Reply](#)

Jojo Karlin
December 12, 2015 at 10:51 am
Astronomical! I might move the "almost" for the sake of unsplitting infinitives.
[Reply](#)

Name *

Email *

Website

[Cancel](#)



Welcome!

Welcome to KNIT, a digital commons for UC San Diego, San Diego State University, and the San Diego Community College District! Log in with your Active Directory credentials and get started building websites, joining groups, and networking with other campus members!

USERNAME:

KEEP ME SIGNED IN

Log In

Groups

NEWEST | ACTIVE | POPULAR | ALPHABETICAL

 History through Comics
Active 4 hours, 6 minutes ago

 Race and Oral History Project
Active 1 week, 3 days ago

 HIUS 144 - DigHist
Active 2 weeks, 6 days ago

 histcomm
Active 2 months ago

Members

NEWEST | ACTIVE | POPULAR

 TARIQUE MAHTAB
Active 2 hours, 53 minutes ago

 Chiayu (Maggie) Ku
Active 4 hours, 6 minutes ago

 LEINY MARTINEZ LOPEZ
Active 6 hours, 42 minutes ago

 Eun Young Kim
Active 6 hours, 52 minutes ago

Recent Blog Posts

 Allegra Swift wrote a new post on the site CONDUIT
2 weeks, 3 days ago

New Memoir Published on eScholarship by Prominent Sio Emeritus Faculty

Charles F. Kennel



Download Photo

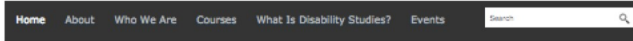
KNIT

- A digital commons for higher education in San Diego
- Serves 5 universities and community colleges across San Diego (UCSD, SDSU, and San Diego Community College District)
- More than 3,200 members, 92 groups, and 100 sites

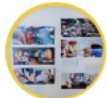
Disability Studies at UCSD

Contact :
disability-studies-1@ucsd.edu

A Transdisciplinary Working Group



TDS is a Working Group supported by the UCSD Center for Humanities, providing a forum to foster conversations about critical transdisciplinary disability studies and build relationships between graduate students, faculty, and staff.



Meet & Greets

TDS Meet & Greet events bring people together for informal gatherings to get to know each other face to face.

[Read More](#)



Reading Group

Our reading group meetings bring together graduate students, faculty, and academic staff from across campus for workshops to discuss selected readings, or offer feedback to group members on new work. Meetings are suitable for those who are new to disability studies, or those who are disability studies veterans.

[Read More](#)



Lectures and Talks

The TDS Working Group will present a public lecture featuring a visiting scholar whose work is advancing the field of critical disability studies nationally and of interest to the broader campus community.

[Read More](#)

Research projects

Science Studies @ UCSD

last author: NKT 2017

"God is a Cartographer"

October 7, 2017
leave a comment
61

These words were uttered by V. S. Ramachandran at Friday's "skepticism and Open-Mindedness in Science" event, co-sponsored by Science Studies. He was telling us a story about examining an amputee. When he touched different spots on the man's cheek with a Q-tip, the patient reported a tingling sensation in his phantom thumb and fingers. This made sense: on Penfield's map of the sensory cortex, the face is next to the hand. Homeless sensory signals had simply moved next door.



But when Ramachandran drew a map of the phantom hand on the man's face with a pen, he realized that it didn't actually correlate terribly well with the posturing visage of Penfield's homunculus. On the patient, the sensation was concentrated in the lower part of the face. In Penfield's diagram, a languid finger points toward the forehead, suggesting that the migration of the hand's sensation should begin above the eyebrows. The clinical examination seemed to be the inverse of the canonical map.

As he told it on Friday, on the basis of this single-clinical encounter, Ramachandran suggested to his fellow neurologists that the facial features on Penfield's sensory cortex map might be upside-down. This minor paradigm shift was later confirmed by painstaking experiment on the part of other scientists. An hour of clinical examination had overturned decades of neuroscientific investigation.



Search...

RECENT POSTS

- "God is a Cartographer"
- Fall Program Meeting
- March for Science
- Reading and Writing
- The Last Anthropologist

RECENT COMMENTS

- Catherine Chen on Ben and Rebecca
- Emily West on Ben and Rebecca
- Catherine Chen on Ben and Rebecca
- Lily on Ben and Rebecca
- Lily on Ben and Rebecca

ARCHIVES

- October 2017
- September 2017
- April 2017
- March 2017
- February 2017
- January 2017
- December 2016
- November 2016
- October 2016
- September 2016
- August 2016

CATEGORIES

- Uncategorized

Strategies of Coexistence

COMMUNITY STATIONS ISSUES PEOPLE



Wild Willow Farm +
Promotoras de San Ysidro +
UCSD: Talleres de Compost

The Second Week of August:
A Nutrition Discussion and
A Composting Workshop

A San Ysidro Project Finally
Coming to Life: The Living
Rooms At the Border

To foster and contextualize conversations regarding incidents targeting specific underrepresented groups on our campus, the UC San Diego Library created Tell Us How UC It: A Living Archive. It is an alternative way to highlight awareness, provide a space for dialogue, document and preserve the events related to student activism at UC San Diego.

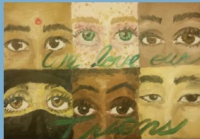
Tell Us How UC It: A Living Archive debuted on February 1, 2017 with a physical exhibit and a panel discussion on student activism. Each component of the original exhibit is compiled into this online exhibit.

HISTORY OF STUDENT ACTIVISM TIMELINE



Presents events and incidents from UC San Diego's history (and in some cases, history in general) that affected the campus climate for students in such a way that they were compelled to act or react.

STUDENT PERSPECTIVES



Creative works by students, during the time of the project, that offer an in-the-moment expression of community sentiments and experiences.

EXHIBIT FEEDBACK



In-the-moment feedback about the exhibit or movement as a whole, whereby preserving real-time responses allows reflections of the past to converge with vital expressions of current sentiment.

PHYSICAL EXHIBIT



Images of the original temporary exhibit, video of the panel event of former student activists who still work on campus, and materials from the subsequent workshop, From Crisis to Change: How to Organize for Action.

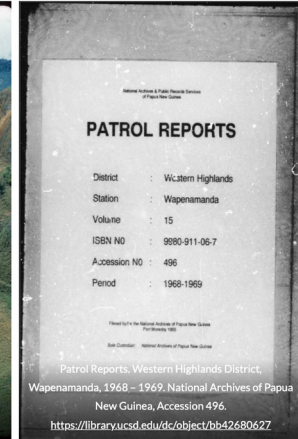
Public archives

Patrolling the Past to Explore the (de)Colonial Gaze

*Who controls knowledge?
How is indigenous knowledge shared,
preserved, and maintained?*




Tabiguga, line of men carry cargo past the jail building, 1962. Edwin Cook Papers. <http://library.ucsd.edu/dc/object/bb3687217g>



Patrol Reports, Western Highlands District, Wapenamanda, 1968 - 1969. National Archives of Papua New Guinea, Accession 496. <https://library.ucsd.edu/dc/object/bb42680627>

Through an examination of the recently-digitized [Papua New Guinea Patrol Reports](#) in the [Melanesian Archive](#) at the UC San Diego Library, students dive into first-hand accounts from the post-

Home About **Groups** People Sites Site-Wide Activity Teaching with KNIT



digital humanities research group

Private Group active 1 month, 2 weeks ago Group Admins

This group facilitates communication for the digital humanities research group (such as meeting times and other logistics). For more general communication about digital humanities events/projects on campus, please join our other group here: <https://knit.ucsd.edu/groups/digital-humanities/>

[New Topic](#)

Your email status is All Email (change)

Private: Luddites


This forum contains 44 topics (+ 2 hidden) and 95 replies, and was last updated by erin glass 1 month, 2 weeks ago.

Viewing 15 topics - 1 through 15 (of 44 total) 1 2 3

Topic	Voices	Posts	Freshness
ethical edtech edit-a-thon (data vis) Started by: erin glass	1	1	1 month, 2 weeks ago erin glass
Manifold workshop: A digital platform for scholarly publishing & open education Started by: erin glass	4	5	1 month, 2 weeks ago erin glass
text as data showcase on monday Started by: erin glass	1	1	1 month, 3 weeks ago erin glass
Please help tomorrow at DH event tomorrow if you can! Started by: Jeanelle Horcasitas	2	2	1 month, 3 weeks ago erin glass
digital humanities + social justice talk/lunch: Dr. Angel David Nieves Started by: erin glass	1	1	2 months ago erin glass

Home Forum Announcements Docs Members (22) Send Invites Email Options Manage

Recently Active Members



Collaborative tools

Colin Burke

computational social science, science studies, networks, grad student life



Working with Incomplete Data: Part 2

Posted on January 10, 2018 by Colin Burke

Happy New Year, all! I cannot believe it is already January 2018!

This post is the second part of my series on "Working with Incomplete Data," and I'll be going through another computational method for filling in the gaps in our data. This time around I will be talking about using machine learning to impute individuals' gender (male or female) using only their names. In going forward, I assume that you have some basic Python knowledge and are capable of running programs in Python. [Continue reading →](#)

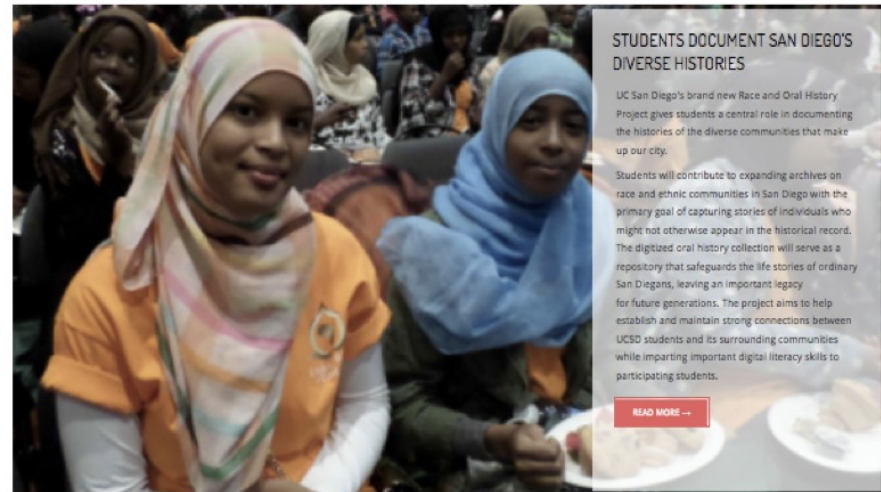
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Academic blogs



STUDENTS DOCUMENT SAN DIEGO'S DIVERSE HISTORIES

UC San Diego's brand new Race and Oral History Project gives students a central role in documenting the histories of the diverse communities that make up our city.

Students will contribute to expanding archives on race and ethnic communities in San Diego with the primary goal of capturing stories of individuals who might not otherwise appear in the historical record. The digitized oral history collection will serve as a repository that safeguards the life stories of ordinary San Diegans, leaving an important legacy for future generations. The project aims to help establish and maintain strong connections between UCSD students and its surrounding communities while imparting important digital literacy skills to participating students.

[READ MORE →](#)



Locally-engaged education

The Race and Oral History Project (ROHP) is a multi-faceted curricular experience for undergraduates to engage the history and contemporary life of understudied racial and ethnic communities in San Diego. The brand new undergraduate course will focus on the intersection of history, memory and life story narratives and the history of race in San Diego.



Oral history & digital training

Students will be trained in oral history method, theory, and interpretation as well as in digital literacy skills to help them share their reflections with the public and future potential participants. Students will work closely with the instructor in selecting and contacting interview subjects, organizing the interviews, and preserving and presenting the oral histories.



Preservation

The primary outcome of the course is to produce a collection of oral history interviews in audio and/or video format to be archived at the Geisel Library and made publicly available online. Students will work with library and technology specialists to preserve the collection of oral histories in the Library for future scholarship on San Diego.



Public Humanities

Our goal is to inspire students to consider how what they learn on campus is applied or experienced off campus and, in turn, how the histories of racial and ethnic communities in San Diego have much to offer all of us. A capstone event will bring together students, faculty, staff, and community members involved in the project to view public presentations and discuss future growth of the project.

What if students shaped the information technologies of higher education?

KNIT R&D is a student research group dedicated to advising on the development of the academic digital commons [KNIT](#) based on research in political, educational, intellectual, and aesthetic issues in digital technology.

NOTHING SPECIAL

When I finished reading "Science's Pirate Queen" my one thought was. I think the reason why giant publications are so threatened by "Sci Hub" is not the fact that they are stealing, but the fact that they showed paid publication that they have nothing to offer. Let me explain right now I could theoretically download any movie I wanted through piracy, but I still rather use Netflix, and it is not because I could get caught stealing, but because Netflix aside from the content, it also has something else to offer, commodity. To download something for free I will have to install a VPN, look

[READ MORE →](#)

THE PUBLIC INTELLECTUAL.

Reflecting on Kathleen Fitzgerald's work, I find myself struck by her views on how the barrier to access academic material in an increasingly digital world isn't reliant on one factor-it's reliant on a multitude. Her writings explore how, why, and what happens when the academic knowledge interacts with the public as well. But to focus on one thing, I would say I am especially drawn to the section on "Public Intellectuals" were she argues about writing for a broader audience. There is section where she talks about how there's a perception that the public should not have access because they would not understand or care.

[READ MORE →](#)

KNOWLEDGE SHOULDN'T BE A PRIVILEGE

Kathleen Fitzpatrick's "Working in Public" lays out my dream world! All I have ever wanted is to merge the academic world with the every day one, because they are not as separate from each other as we tend to think, and in fact both would flourish even more if there were more spaces for them to listen, learn and grow from one another. This article resonated with me a great deal because I am the only one to have entered the world of higher education in my family, and only a few of my friends go or have gone to community college and experienced being

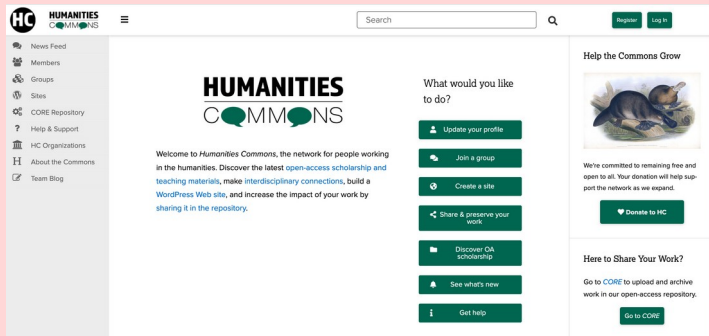
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KNOWLEDGE BEGETS LEARNING

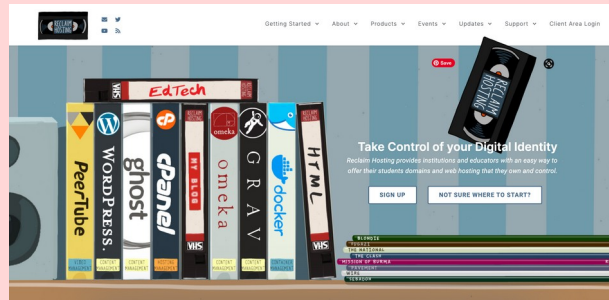
I enjoyed Kathleen Fitzpatrick's, Generous Thinking: The University and the Public Good and find it interesting how her text was utilized in several ways, the first of which being the platform through which she introduced the community of Western scholars and their civilian counterparts to the potential benefits to be had should the universities embrace the ideology of open access platforms, and open their vaults of research, unknown gems and innovative ideas that we might find. The thought of all of the effort and endless hours of mind power students and professors have put into their work only for it to be locked away in some archive,

[READ MORE →](#)

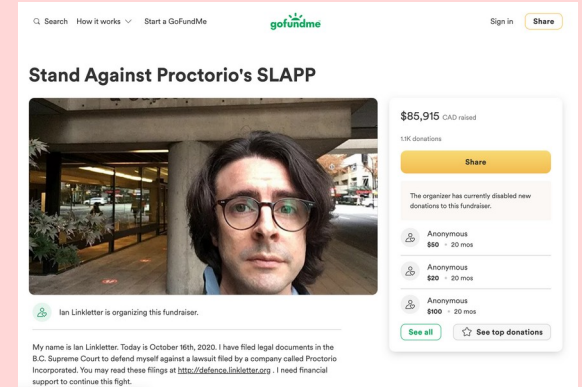




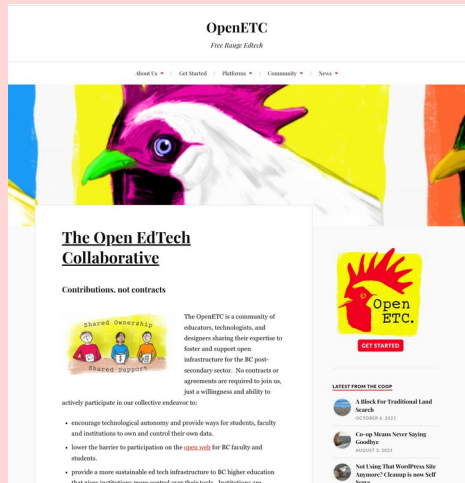
Humanities Commons
Hcommons.org



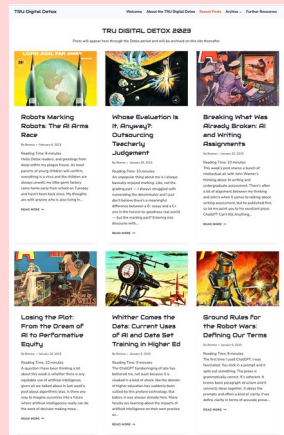
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Community support for edtech critics



Open Edtech Collaborative
Opened.ca



TRU Digital Detox
digitaldetox.trubox.ca/



Gregory Donovan
mydigitalfootprint.org/dissertation



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"Touch Points" by Dianne Twombly. Permission granted by the artist. www.diannetwombly.net.

thank you!