

IE-HUMANITIES

IE University

Professor: **MORELA SCULL BAPTISTA**

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Academic year: 21-22

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

This course is an invitation to understand the opportunities offered and obstacles created by the digital age in the process of shaping our identities and designing a meaningful life project—what we want to be. Simultaneously, we will reflect on how these changes affect what it means to be a citizen; how it has changed for us the meaning of democracy, and how we employ the public sphere in order to exercise our rights.

In our current society, it is impossible to articulate our “life project” without considering the role that the different elements of the digital age play in the formation of our identity, our worldview, our notions of good and bad, on how we relate to others and our chances at being happy. At the same time, the digital world offers new forms of being, of creating our own narratives, of sharing, of enriching our important projects, of forming purposeful communities and of opening innovative roads for cultivating oneself and others.

This class will explore what elements define a person and its inherent/ontological good. The aim is to analyze how society is constituted on the basis of what a person is and its relationship with family and friends, and especially how familial and friendship/interpersonal bonds work when they are embedded within the sphere of information and communication technologies.

The life we form in the digital space and which encompasses all social media is what we call the “Parallel Polis.” In this space there is the idea of what is common, that which constitutes a. Our digital age has impacted our way of acquiring information and of exercising our citizenship, but it has also revolutionized that which we consider “public,” and modified the notion of the public sphere and government. This is due, among other causes, to the appearance of infrastructure imperialism, big data, algorithms, the development of artificial intelligence, on-the-spot journalism carried out by common citizens, the phenomena of content going viral and the upsurge of influencers, streamers and so forth. Along the way, we will explore how technological revolutions often bring about technological utopias.

OBJECTIVES AND SKILLS

1.OBJECTIVES

- a. To have a clear concept of a definition of the person, family, society from an anthropological standpoint.
- b. To understand why what is intimate has a direct influence upon identity and consequently on authenticity and happiness.
- c. To grasp the importance of our “others” especially family and friends in the constitution of our life projects.
- d. To define one’s life project and realize its importance.
- e. To have a critical view of the digital era and ponder upon the obstacles and opportunities it brings in the realization of one’s life project.
- f. To create awareness of the importance of culture as a manifestation of that which has been cultivated in a space of intimacy.
- g. To understand leisure as the basis of culture.
- h. To understand the concepts of citizenship, public sphere, public opinion, and democracy so as to be able to analyze them critically when in the context of the digital age.
- i. To understand the concept of technology and what the future holds regarding that which is “public”. Infrastructure imperialism, e democracy etc.
- j. To understand the role of culture within the digital age.

2. SKILLS

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

METHODOLOGY

The course will be taught employing IE’s Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	16.67 %	25 hours
Discussions	16.67 %	25 hours

Exercises	33.33 %	50 hours
Group work	20.0 %	30 hours
Other individual studying	13.33 %	20 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction:

- General description of the person, family, society.
- General description of culture, political communities, citizenship, and democracy.
- The Digital Age and its characteristics.
- Introduction to the concept of the Parallel Polis.

SESSION 3 (LIVE ONLINE)

The Person and the relationship between Intimacy, Identity and Authenticity

Reading : Chapter 1 of *The Ethics of Authenticity* by Charles Taylor (pp.1-23).

SESSION 4 (ASYNCHRONOUS)

ASYNCHRONOUS CLASS: (Carry out 5 interviews with your peers, asking them what authenticity is, if it is important to them and why so, so that we can see them in class).

SESSIONS 5 - 6 (LIVE IN-PERSON)

The "Others"

The Dialogical Condition: Family and friendship bonds and the characteristics and importance of language and human communication.

HOMEWORK: Watch TED TALK. Robert Waldinger. What makes a good life? At <https://www.bigspeak.com/makes-good-life-rob-ert-waldinger-three-lessons/>

SESSIONS 7 - 8 (LIVE IN-PERSON)

Man's search for meaning, the funfamental life questions and the dynamics of the articulation of the life project.

Reading : *Mans Search for Meaning* by Victor Frankl chapters 1 and 2 (Kindle edition).

SESSION 9 (ASYNCHRONOUS)

ASYNCHRONOUS CLASS: Make a collage of your life based upon the “dynamics of the articulation of the life project”.

SESSIONS 10 - 11 (LIVE IN-PERSON)

Leisure as the basis of culture and pathological presentism.

Reading. *Leisure as the Basis of Culture* by Joseph Pieper.(pp 19-37).

HOMEWORK: Choose your favorite painting and explain the artists “worldview”; his life philosophy.

SESSIONS 12 - 13 (LIVE IN-PERSON)

The life project within the digital age

Suggested reading: Read any chapter you like of PART 2 of the book *Alone Together* by Sherry Turkle. (pp 151-297).

SESSION 14 (ASYNCHRONOUS)

ASYNCHRONOUS CLASS: Compare and contrast what is a trending topic to what is considered news in five news media outlets in the format of your choice to be shown in class.

SESSION 15 (LIVE ONLINE)

How did we get here? The Graphic Revolution

Reading: Introduction and Chapter 1 of *The Image: A Guide to Pseudo-Events in America* by Daniel J.Boorstin. (pp 1-30).

MIDTERM ORAL EXAMINATION

SESSIONS 16 - 17 (LIVE IN-PERSON)

Technology and Contemporary Mass Man

Reading. Born Digital: Understanding the first Generation of Digital Natives by John Palfrey and Urs Gasser. (pp ii-32).

LINK FOR READING: https://books.google.es/books?id=wWTI-DbE7gC&printsec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

SESSIONS 18 - 19 (LIVE IN-PERSON)

The Parallel Polis and the “Pseudo- Event”

HOMEWORK: Watch BBC documentary The Century of the Self - Part 1: "Happiness Machines": <https://www.youtube.com/watch?v=DnPmg0R1M04>

SESSION 20 (ASYNCHRONOUS)

ASYNCHRONOUS CLASS:

Describe one topic such as climate change or abortion as seen in five different news platforms so as to compare the different world views as seen through the lens of personalized information. Take a screen shot and write a brief description of each one.

SESSIONS 21 - 22 (LIVE IN-PERSON)

From Intimate to Political Communities within the Parallel Polis.

Reading: *Propaganda and Pseudo Events: Life within the Parallel Polis* by Morela Scull. (pp 1-30).

SESSIONS 23 - 24 (LIVE IN-PERSON)

Political Communities, Citizenship, Public Opinion and Democracy in the Digital Age.

Reading: *Propaganda and Pseudo Events: Life within the Parallel Polis* by Morela Scull. (pp 30-60).

SESSION 25 (ASYNCHRONOUS)

ASYNCHRONOUS CLASS: Interview a journalist regarding the difficulties and opportunities of being the “fourth estate of the realm” within the context of the digital age. (We have access to all the journalists of The Objective, yet you can pick the one of your choice).

SESSIONS 26 - 27 (LIVE IN-PERSON)

“E-Democracy” and Infrastructure Imperialism: What is the future of democracy?

Lecture by Paula Quintero CEO of “The Objective” newspaper to speak about the role and challenges of the press in enhancing democracies within the digital age. Class discussion.

SESSIONS 28 - 29 (LIVE IN-PERSON)

Technological Revolutions and Technological Utopias

READING: *The Republic of Technology* by Daniel J. Boorstin (introduction and conclusion)

SESSION 30 (LIVE ONLINE)

Conclusion:

The Role of culture in the digital age and its impact on the person, intimate others, community, political communities, citizenship, and governments.

FINAL EVALUATION: Oral exam or journal.

BIBLIOGRAPHY

Recommended

- BERNAYS, E.. (2005). *Propaganda*. Ig Publishing. ISBN 9785446118571 (Digital)

- BRUNS, A. (2009). *Blogs, Wikipedia, Second Life, and Beyond. From Production to Prodisage*. ISBN 9780820488660 (Digital)

- FRANKL, V.. (1980). *Before the Existential Vacuum*. Herder. ISBN 9788425410901 (Printed)

- HADJADJ. (2011). *L'homme passe infiniment l'homme..* UNESCO. ISBN 0000000000 (Digital)

- HUNT, A.. (2003). *The Vanishing Word. The Veneration of Visual Imagery in the Postmodern World*. Crossway Books. ISBN 9781433515712 (Digital)

- PIEPER , J. (1992). *Abuse of Language, Abuse of Power*. Ignatius Press. ISBN 9780898703627 (Printed)

- VAIDHYANATHAN, S.. (2011). *The Goooglization of Everything: And why we should worry*. University of California Press. Los Angeles. ISBN 9781280116797 (Digital)

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- ARISTOTLE. *The Politics*. Oxford. ISBN 9780198235910 (Printed)

- BOORSTIN, D.. (1992). *The Image, a guide to pseudo-events in America..* Vintage Books.. ISBN 9781299047655 (Digital)

- FRANKL, Viktor E.. (1984). *Man's search for meaning: an introduction to logotherapy*. Simon & Schuster.. ISBN 9780340012994 (Printed)

- LEWIS, C.S.. (1960). *Four Loves*. Harcourt, Brace, Jovanovich. ISBN 9788432127496 (Printed)

- TAYLOR, C.. (2003). *The Ethics of Authenticity*. Harvard University Press.. ISBN 9780674268630 (Printed)

- TURKLE, S.. (2011). *Alone Together. (2011) Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books. New York. ISBN 9780465010219 (Printed)

- SCULL M. (2009). *Propaganda and Pseudo Events: Life within the Parallel Polis..* Universidad de Navarra. ISBN 0000000002009 (Digital)

- SCULL, M.. (2020). *The Gamer Citizen: Fortnite and Civic Virtues.* Center for Internet Studies and Digital Life. UNAV. ISBN 0000000002020 (Digital)

- Applebaum, Anne. (2020). *Twilight of democracy: The seductive lure of Authoritarianism.* Random House. ISBN 0593214781 (Printed)

- BARLETT, J. *The People vs Tech: How the internet is killing democracy (and how we save it).* Random House. ISBN 1785039067 (Printed)

- BOORSTIN, D. J.. *The Republic of Technology.* New York: Harper & Row publishers. ISBN 0060104287 (Digital)

EVALUATION CRITERIA

Preparation and participation

20%

Midterm evaluation (oral exam)

20%

Final evaluation (oral exam/ Journal)

30%

Continuous assessment/evaluation (includes homework and asynchronous experiences)

30%

A) About the Spanish grading system, which is the one used at IE:

Grade description and equivalents:

· Excellent/Sobresaliente: 9.0-10.0 (A- to A+)

Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

· Very Good/Notable: 7.0-8.9 (B- to B+)

Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

· Good/Aprobado: 6.0-7.0 (C- to C+)

Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

· Pass/Aprobado: 5.0-6.0 (D)

Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

- Fail/Suspension: 0-4.9 (F)

Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

- Automatic Failure/Suspension: 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

B) About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.

- The maximum grade a student can obtain in the second exam session is 8 out of 10.

Please add the information about what your retake will consist on. A common practice is to ask the students to submit all the work they did not turn in or failed during the course, but feel free to do something different if preferred.

C) About the Code of Ethics/Honor

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

What is academic integrity? One component of a definition is when one does the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic integrity violations are defined as cheating, plagiarism or other violations of academic ethics.

Cheating includes:

- a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
- b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- c) co-operation or collaboration.
- d) with official documents, including electronic records.
- e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

- a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- c) Plagiarizing is not committing “word for word” copying. “Thought for thought” is also a form of plagiarism.

Other violations of academic ethics include:

- a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.
- b) Misleading or false statements regarding work completed.
- c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Criteria	Percentage	Comments
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PROFESSOR BIO

Professor: **MORELA SCULL BAPTISTA**

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BRIEF BIOGRAPHY

Dr. Scull has a PhD in Public Communication from the Universidad de Navarra. She has recently carried out postdoctoral research for the Center for Internet Studies and Digital Life from the same university. She was an analyst and blogger for the Media Research Center in Reston Virginia, USA. In Florida, she did research at the University of Miami regarding “post truth” and “fake news”. At the Universidad Monteavila in Caracas, Venezuela, she taught Public Opinion, Ethics, and Cultural Anthropology. She has spent more than a decade studying the impact the digital age has upon the person, society, and democracy. In Madrid she has been asked to speak about her research to different corporations.

OTHER INFORMATION

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

