IE HUMANITIES

IE University
Professor: **JAVIER SAURAS SANCHEZ**

E-mail: jsauras@faculty.ie.edu

Academic year: 22-23
Degree course: FIRST
Semester: 2º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES

SUBJECT DESCRIPTION
CYBERUTOPIA AND TECHNODYSTOPIA

"A map of the world that does not include Utopia is not worth even glancing at, for it leaves out the one country at which Humanity is always landing." Oscar Wilde, 1891.

Description

Are new communication technologies a democratizing force opening up the direct participation of people in the political system? Has the widespread adoption of online communications given state bureaucracies and private corporations excessive power over individuals? Is the Internet the ultimate device for emancipation and empowerment or is it the most powerful tool for manipulation and surveillance ever created? Are these binary views of communications even valid? Are they useful? How should they be challenged?

This course will explore and problematize these questions, examining evolving ideas about the democratic utopia of communications in the 21st century and its mirrored dystopias. Drawing from a wide range of texts and audiovisual material, this course will trace the rise and fall of the cyberutopian paradigm in communication studies, establishing connections with philosophical, political, economic, and cultural trends.

Students from all departments across the university are welcomed. Our meetings will aim to generate a cross-disciplinary dialogue to help us reach preliminary conclusions about contemporary society and the digital public sphere.

Structure

This is, primarily, a reading course, although the students will find films, documentaries, podcast episodes, comic books, and TV series in the recommended material.

The first section of the course, weeks 1 to 5, is devoted to establishing a conceptual framework from which to question the intersections between science, communications, technology, and politics from the 1950s to the 1990s.

Edited by Documentation
30th September 2022

From weeks 6 to 9 we will work together through a substantial body of literature to explore the utopian ideologies, models and subcultures that grew around the development of the World Wide Web and the widespread adoption of the Internet.

In the last section, weeks 10 to 14, we will examine the recent backlash against Big Tech and the utopian ideologies that dominated the turn of the century.

IE IMPACT- HUMANITIES is the first Pillar course in the IE Impact Learning Journey.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and knowledge we at IE University believe our future graduates need to develop into leaders of positive change.

IE IMPACT includes three "pillar courses": the Humanities, Technology and Entrepreneurship. It culminates in a fourth, hands-on course called the IE Challenge, whose design embodies IE's value of Diversity and its commitment to Sustainability.

The IE Impact Learning Journey aims to help IEU students transform into leaders of positive change by developing:

? humanistic approaches to interpersonal relations, decision-making and critical thinking;

? familiarity with the technologies that are applied to solve some of the world's greatest challenges, as well as understanding the implications of applying such technologies;

? entrepreneurial mindsets, know-how, and skills to identify and solve problems worth solving, and to create validated business models that enable solutions to be enduring and scalable;

? a curiosity and an awareness about how sustainability-driven enterprises are sources of positive change; and

? adaptive leadership skills, as well as personal and team-based skills to foster innovation through diversity.

OBJECTIVES AND 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

During this course, we will be using a flipped-classroom approach, in which students are introduced to the learning material before class through readings and multimedia sources, while classroom time is used to practice and apply concepts, to deepen understanding through group discussion, and practice problem-solving in the form of class activities. For this reason, two things will be particularly important: that the students come to class prepared by having done the work assigned, and that they participate actively in class discussions and other activities. Studies show that this methodology encourages "deep learning" through the use of higher-level cognitive skills.

During the course, students will read a series of texts and relevant articles within the fields of philosophy, intellectual history, cultural studies, legal thought, and political science. Simultaneously, we will be looking at real historical and contemporary debates and controversies related to free speech, so that students learn to apply the theoretical frameworks to real-life scenarios.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	0.0 %	0 hours
Discussions	0.0 %	0 hours
Exercises	0.0 %	0 hours
Group work	0.0 %	0 hours
Other individual studying	0.0 %	0 hours
TOTAL	0.0 %	150 hours

PROGRAM

PROGRAM: SESSIONS

Sessions 1 and 2	Face-to-face
Sessions 3 and 4	Face-to-face
Session 5	Asynchronous
Sessions 6 and 7	Face-to-face
Sessions 8 and 9	Face-to-face
Session 10	Asynchronous
Sessions 11 and 12	Face-to-face
Sessions 13 and 14	Face-to-face
Session 15	Face-to-face (midterm)
Sessions 16 and 17	Face-to-face
Sessions 18 and 19	Face-to-face
Session 20	Asynchronous
Sessions 21 and 22	Face-to-face
Sessions 23 and 24	Face-to-face
Session 25	Asynchronous
Sessions 26 and 27	Face-to-face
Sessions 28 and 29	Face-to-face
Session 30	Face-to-face (final exam/ project)

SESSION 1 (LIVE IN-PERSON)

Sessions 1 and 2

Visions of Utopia. Warnings of Dystopia

In the first meeting of this class, we will attempt to develop several definitions of Utopia, trace its multiple trajectories in the history of ideas, tie our findings with the concept of communication as a positive value, and discuss the meaning of cyberutopianism. Studying the historical roots of Dystopia and the meanings it has taken in the 21st century, we will also examine and discuss some of the canonical texts that made the concept of dystopia such a commonly used term to describe our society today.

? Anthony Furnell, danah boyd, Doc Searls, Ethan Zuckerman, Davind Weinberger. "I'm a cyber utopian and I'm proud of it!" Future Tense with Anthony Furnell. ABC Australia. Podcast. October 7, 2012. https://www.abc.net.au/radionational/programs/futuretense/i27m-a-cyber-utopian-and-i27m-proud-of-it21/4267632

? Jathan Sadowski. "Future Schlock. Utopia can be found in rejection of the utopian dreams of tech companies." Real Life Magazine. January 25, 2021. https://reallifemag.com/future-schlock/

SESSION 2 (LIVE IN-PERSON)

Sessions 1 and 2

Visions of Utopia. Warnings of Dystopia

In the first meeting of this class, we will attempt to develop several definitions of Utopia, trace its multiple trajectories in the history of ideas, tie our findings with the concept of communication as a positive value, and discuss the meaning of cyberutopianism. Studying the historical roots of Dystopia and the meanings it has taken in the 21st century, we will also examine and discuss some of the canonical texts that made the concept of dystopia such a commonly used term to describe our society today.

? Anthony Furnell, danah boyd, Doc Searls, Ethan Zuckerman, Davind Weinberger. "I'm a cyber utopian and I'm proud of it!" Future Tense with Anthony Furnell. ABC Australia. Podcast. October 7, 2012. https://www.abc.net.au/radionational/programs/futuretense/i27m-a-cyber-utopian-and-i27m-proud-of-it21/4267632

? Jathan Sadowski. "Future Schlock. Utopia can be found in rejection of the utopian dreams of tech companies." Real Life Magazine. January 25, 2021. https://reallifemag.com/future-schlock/

SESSION 3 (LIVE IN-PERSON)

Sessions 3 and 4

Science, the endless frontier

In the 1980s and 90s, many of the early cyberutopians considered the work of Marshall McLuhan central to understanding the relationship between humans and technology. He was so influential that Wired magazine called him the patron saint of the internet and media studies. But that relationship had an institutional dimension that cyberutopians tend to forget. This week, we will delve into government reports and presidential speeches, examining the idea of the global village and questioning the rhetoric of the technological sublime.

? Marshall McLuhan's theory of the global village. "Exploration." CBC Digital Archives. May 18, 1960. https://www.cbc.ca/archives/entry/marshall-mcluhan-the-global-village

? Vannevar Bush. "Science The Endless Frontier. A Report to the President by Vannevar Bush, Director of the Office of Scientific Research and Development." July 1945. Summary and Introduction. https://www.nsf.gov/od/lpa/nsf50/vbush1945.htm#summary

? William J. Clinton. "The Framework for Global Electronic Commerce." July 1, 1997. About, Executive Summary, Remarks from the East Room, Presidential Message. https://clintonwhitehouse4.archives.gov/WH/New/Commerce/

SESSION 4 (LIVE IN-PERSON)

Sessions 3 and 4

Science, the endless frontier

In the 1980s and 90s, many of the early cyberutopians considered the work of Marshall McLuhan central to understanding the relationship between humans and technology. He was so influential that Wired magazine called him the patron saint of the internet and media studies. But that relationship had an institutional dimension that cyberutopians tend to forget. This week, we will delve into government reports and presidential speeches, examining the idea of the global village and questioning the rhetoric of the technological sublime.

? Marshall McLuhan's theory of the global village. "Exploration." CBC Digital Archives. May 18, 1960. https://www.cbc.ca/archives/entry/marshall-mcluhan-the-global-village

? Vannevar Bush. "Science The Endless Frontier. A Report to the President by Vannevar Bush, Director of the Office of Scientific Research and Development." July 1945. Summary and Introduction. https://www.nsf.gov/od/lpa/nsf50/vbush1945.htm#summary

? William J. Clinton. "The Framework for Global Electronic Commerce." July 1, 1997. About, Executive Summary, Remarks from the East Room, Presidential Message. https://clintonwhitehouse4.archives.gov/WH/New/Commerce/

SESSION 5 (ASYNCHRONOUS)

Session 5 (Asynchronous)

Asynchronous activity: Cyberpunk

? Watch "Cyberpunk: The Documentary." 1990 https://www.youtube.com/watch?v=UdvxPlhTjDU&ab_channel=JimLeonard

Write three comments, questions, or reflections, and send them to me before the end of the day. I'll bring them up during our next discussion and ask you to elaborate on them.

SESSION 6 (LIVE IN-PERSON)

Sessions 6 and 7

High Tech and Low Life

The drug experiences and the sexual revolution, punk-rock music and fashion, and the first discussions on hacking and artificial intelligence coalesced in a fringe subversive culture known as cyberpunk. "Neuromancer´s" author William Gibson, psychologist and LSD enthusiast Timothy Leary, computer scientist Jaron Lanier, and many more were among the first to explore its possibilities. But none of what they were envisioning would have been possible without the creation of the World Wide Web and the first Internet browser, technological breakthroughs that happened at CERN, the European Organization for Nuclear Research, an environment far away from the subversive force of countercultures. In our third meeting we will consider how culture and technology overlapped just before the Internet transformation started.

? Tim Berners-Lee. "Weaving the web. The original design and ultimate destiny of the World Wide Web." (Harper, 1999)

SESSION 7 (LIVE IN-PERSON)

Sessions 6 and 7

High Tech and Low Life

SESSION 8 (LIVE IN-PERSON)

Sessions 8 and 9

Anti-mimesis and science-fiction

When asked about where their early ideas' influences and inspiration came from, IT pioneers and tech moguls often return to the works of science-fiction giants: Clarke, Asimov, Heinlein, Herbert, etc. But they also mention Ayn Rand, a Russian-American author whose ideological clout transcended the tech circles and made its way into American politics. This is a case of anti-mimesis, of life imitating art, instead of the other way around.

In our fourth meeting, we will review some of the works that popularized the idea of cyberspace before the dawn of the world wide web. We will travel to the realms that sci-fi authors were shaping (space exploration, robotics, computers, cryonics, artificial intelligence, ecology, etc.) and examine their impact in society. We will also examine the connections between Ayn Rand's vision and the rise of cyberutopianism, and question how influential her ideas remain today.

? Isaac Asimov and Bill Moyers. "A World of Ideas with Bill Moyers." October 1988. Parts One and Two. https://www.youtube.com/watch?v=AXv5rsRqGqc&ab_channel=Maverick

https://billmoyers.com/content/isaac-asimov-on-his-faith-in-the-power-of-human-reason/

https://billmoyers.com/content/isaac-asimov-part-two/

? Jonathan Freedland. "The new age of Ayn Rand: how she won over Trump and Silicon Valley." The Guardian. April 10, 2017. https://www.theguardian.com/books/2017/apr/10/new-age-ayn-rand-conquered-trump-white-house-silicon-valley

SESSION 9 (LIVE IN-PERSON)

Sessions 8 and 9

Anti-mimesis and science-fiction

When asked about where their early ideas' influences and inspiration came from, IT pioneers and tech moguls often return to the works of science-fiction giants: Clarke, Asimov, Heinlein, Herbert, etc. But they also mention Ayn Rand, a Russian-American author whose ideological clout transcended the tech circles and made its way into American politics. This is a case of anti-mimesis, of life imitating art, instead of the other way around.

In our fourth meeting, we will review some of the works that popularized the idea of cyberspace before the dawn of the world wide web. We will travel to the realms that sci-fi authors were shaping (space exploration, robotics, computers, cryonics, artificial intelligence, ecology, etc.) and examine their impact in society. We will also examine the connections between Ayn Rand's vision and the rise of cyberutopianism, and question how influential her ideas remain today.

? Isaac Asimov and Bill Moyers. "A World of Ideas with Bill Moyers." October 1988. Parts One and Two. https://www.youtube.com/watch?v=AXv5rsRqGqc&ab_channel=Maverick

https://billmoyers.com/content/isaac-asimov-on-his-faith-in-the-power-of-human-reason/

https://billmoyers.com/content/isaac-asimov-part-two/

? Jonathan Freedland. "The new age of Ayn Rand: how she won over Trump and Silicon Valley." The Guardian. April 10, 2017. https://www.theguardian.com/books/2017/apr/10/new-age-ayn-rand-conquered-trump-white-house-silicon-valley

SESSION 10 (ASYNCHRONOUS)

Session 10 (Asynchronous)

Asynchronous activity: All watched over by machines of loving grace

? Watch Adam Curtis' "All watched over by machines of loving grace." BBC documentaries. 2011 https://www.bbc.co.uk/programmes/b011lvb9

Write three comments, questions, or reflections, and send them to me before the end of the day. I'll bring them up during our next discussion and ask you to elaborate on them.

SESSION 11 (LIVE IN-PERSON)

Sessions 11 and 12

Prophets and evangelists of Silicon Valley

If we could pin cyberutopia on a place, that place would be Silicon Valley. This 25-mile stretch in Northern California has become synonymous with technology and is the accepted center of computer industry today. Apple, Atari, Oracle, eBay, Yahoo!, PayPal, Google, Facebook, Twitter, Uber, and Tesla are some of the companies that headquartered there. This week will present us with some of the most mesmerizing characters of the valley, their friends and foes, and highlight how some of these technological advances transformed their most immediate surroundings before they were adopted worldwide.

? Noam Cohen. "The Know-It-Alls, The Rise of Silicon Valley as a Political Powerhouse and Social Wrecking Ball." (The New Press, 2017). (Excerpts)

? Steve Jobs: 1984 Access Magazine Interview. The Daily Beast. 2017 https://www.thedailybeast.com/steve-jobs-1984-access-magazine-interview

SESSION 12 (LIVE IN-PERSON)

Sessions 11 and 12

Prophets and evangelists of Silicon Valley

If we could pin cyberutopia on a place, that place would be Silicon Valley. This 25-mile stretch in Northern California has become synonymous with technology and is the accepted center of computer industry today. Apple, Atari, Oracle, eBay, Yahoo!, PayPal, Google, Facebook, Twitter, Uber, and Tesla are some of the companies that headquartered there. This week will present us with some of the most mesmerizing characters of the valley, their friends and foes, and highlight how some of these technological advances transformed their most immediate surroundings before they were adopted worldwide.

? Noam Cohen. "The Know-It-Alls, The Rise of Silicon Valley as a Political Powerhouse and Social Wrecking Ball." (The New Press, 2017). (Excerpts)

? Steve Jobs: 1984 Access Magazine Interview. The Daily Beast. 2017 https://www.thedailybeast.com/steve-jobs-1984-access-magazine-interview

SESSION 13 (LIVE IN-PERSON)

Sessions 13 and 14

The Californian ideology, Cyber-libertarianism, Sigularitarianism, Secessionism

The advent of new communication technologies in the 1990s and the expansion of the personal computer spurred a wave of disruptive values and world-changing ideologies. In the span of two decades, a myriad of pamphlets and manifestos calling for a new society rooted in anti-authoritarianism and decentralized technology appeared. This week, we will read and discuss some of these texts, trace their origins, connect them, and put them in context. We will also question their ascendancy: whether they have survived, how and why.

? Donna Haraway. "A Cyborg Manifesto." 1985.

? Max More. "The Extropian Principles." 1990.

? Vernon Vinge. "The Coming Technological Singularity: How to Survive in the Post-Human Era." VISION-21. 1993. https://edoras.sdsu.edu/~vinge/misc/singularity.html

? John Perry Barlow. "A Declaration of Independence of Cyberspace." Electronic Frontier Foundation. 1996. https://www.eff.org/cyberspace-independence

? Richard Barbrook and Andy Cameron. "The Californian Ideology." Science as Culture. January 1996. https://www.researchgate.net/publication/249004663_The_Californian_Ideology

? Rick Levine, Christopher Locke, Doc Searls, David Weinberger. "The Cluetrain Manifesto." 1999. https://www.cluetrain.com/

SESSION 14 (LIVE IN-PERSON)

Sessions 13 and 14

The Californian ideology, Cyber-libertarianism, Sigularitarianism, Secessionism

The advent of new communication technologies in the 1990s and the expansion of the personal computer spurred a wave of disruptive values and world-changing ideologies. In the span of two decades, a myriad of pamphlets and manifestos calling for a new society rooted in anti-authoritarianism and decentralized technology appeared. This week, we will read and discuss some of these texts, trace their origins, connect them, and put them in context. We will also question their ascendancy: whether they have survived, how and why.

? Donna Haraway. "A Cyborg Manifesto." 1985.

? Max More. "The Extropian Principles." 1990.

? Vernon Vinge. "The Coming Technological Singularity: How to Survive in the Post-Human Era." VISION-21. 1993. https://edoras.sdsu.edu/~vinge/misc/singularity.html

? John Perry Barlow. "A Declaration of Independence of Cyberspace." Electronic Frontier Foundation. 1996. https://www.eff.org/cyberspace-independence

? Richard Barbrook and Andy Cameron. "The Californian Ideology." Science as Culture. January 1996. https://www.researchgate.net/publication/249004663_The_Californian_Ideology

? Rick Levine, Christopher Locke, Doc Searls, David Weinberger. "The Cluetrain Manifesto." 1999. https://www.cluetrain.com/

SESSION 15 (LIVE IN-PERSON)

Session 15 (Midterm)

Group presentations.

SESSION 16 (LIVE IN-PERSON)
Sessions 16 and 17

Cyberutopia

By the turn of the century, there was a widespread belief that communication technologies were, by themselves, political tools for democracy and popular emancipation. The development of the Web 2.0, which emphasized used-generated content, usability, and a more participatory culture fueled this optimism. Such an enthusiastic view of cyberspace reflected in academia, where some scholars celebrated the possibilities of online communication as the threshold to a democratic revolution. Revisiting the concept of communication as a positive value and technology as an emancipatory force, we will devote this week to reading the work of cyberutopians.

? Erik Olin Wright. "Transforming Capitalism through Real Utopias." American Sociological Review. Volume 78. 2011 Presidential Address. https://www.asanet.org/2012-presidential-address-transforming-capitalism-through-real-utopias

? Clay Shirky. "How social media can make history." TED Talks. 2009. https://www.ted.com/talks/clay_shirky_how_social_media_can_make_history

? Clay Shirky. "How the Internet will (one day) transform government." TED Talks. 2010. https://www.ted.com/talks/clay_shirky_how_the_internet_will_one_day_transform_government

SESSION 17 (LIVE IN-PERSON)
Sessions 16 and 17

Cyberutopia

By the turn of the century, there was a widespread belief that communication technologies were, by themselves, political tools for democracy and popular emancipation. The development of the Web 2.0, which emphasized used-generated content, usability, and a more participatory culture fueled this optimism. Such an enthusiastic view of cyberspace reflected in academia, where some scholars celebrated the possibilities of online communication as the threshold to a democratic revolution. Revisiting the concept of communication as a positive value and technology as an emancipatory force, we will devote this week to reading the work of cyberutopians.

? Erik Olin Wright. "Transforming Capitalism through Real Utopias." American Sociological Review. Volume 78. 2011 Presidential Address. https://www.asanet.org/2012-presidential-address-transforming-capitalism-through-real-utopias

? Clay Shirky. "How social media can make history." TED Talks. 2009. https://www.ted.com/talks/clay_shirky_how_social_media_can_make_history

? Clay Shirky. "How the Internet will (one day) transform government." TED Talks. 2010. https://www.ted.com/talks/clay_shirky_how_the_internet_will_one_day_transform_government

SESSION 18 (LIVE IN-PERSON)

Sessions 18 and 19

Don't be Evil

The first decade of the 21st century, the global village potpourri of online communications seemed to crystalize in the appearance of Facebook, Twitter, and other social media ventures. But for all the talk about the empowering role of these platforms and the democratizing force of the Internet, the same technologies that stimulated new democratic movements were also helping authoritarian regimes to upgrade their surveillance systems, suppress free speech, and crush any form of dissent. "Don't be evil," Google's starry-eyed motto of the 2000s, never came of age. We will use this week to discuss two of the most relevant critiques of cyberutopianism, the works of Evgeny Morozov and Rebecca Mackinnon.

? Evgeny Morozov. "The Net Delusion: The Dark Side of Internet Freedom." 2011. (excerpts)

? Rebecca Mackinnon. "Consent of the Networked. The worldwide struggle for Internet freedom." (Basic Books, 2012.) (excerpts)

SESSION 19 (LIVE ONLINE)

Sessions 18 and 19

Don't be Evil

The first decade of the 21st century, the global village potpourri of online communications seemed to crystalize in the appearance of Facebook, Twitter, and other social media ventures. But for all the talk about the empowering role of these platforms and the democratizing force of the Internet, the same technologies that stimulated new democratic movements were also helping authoritarian regimes to upgrade their surveillance systems, suppress free speech, and crush any form of dissent. "Don't be evil," Google's starry-eyed motto of the 2000s, never came of age. We will use this week to discuss two of the most relevant critiques of cyberutopianism, the works of Evgeny Morozov and Rebecca Mackinnon.

? Evgeny Morozov. "The Net Delusion: The Dark Side of Internet Freedom." 2011. (excerpts)

? Rebecca Mackinnon. "Consent of the Networked. The worldwide struggle for Internet freedom." (Basic Books, 2012.) (excerpts)

SESSION 20 (ASYNCHRONOUS)

Session 20 (Asynchronous)

Asynchronous activity: The Social Network

? Watch David Fincher's "The Social Network." 2010.

Write three comments, questions, or reflections, and send them to me before the end of the day. I'll bring them up during our next discussion and ask you to elaborate on them.

SESSION 21 (LIVE IN-PERSON)

Sessions 21 and 22

Techlash

In December 2018, Financial Times chose "Techlash" as one of the words that defined the year. According to the paper, 2018 was characterized by the growing public animosity towards large Silicon Valley platform technology companies and their Chinese equivalents. This week we will study where that growing animosity came from and how it materialized.

? Eve Smith. "The techlash against Amazon, Facebook and Google-and what they can do." The Economist. January 2018. https://www.economist.com/briefing/2018/01/20/the-techlash-against-amazon-facebook-and-google-and-what-they-can-do

? Brian Barth. "Big Tech's Big Defector." The New Yorker. November 25, 2019. https://www.newyorker.com/magazine/2019/12/02/big-techs-big-defector

SESSION 22 (LIVE IN-PERSON)

Sessions 21 and 22

Techlash

In December 2018, Financial Times chose "Techlash" as one of the words that defined the year. According to the paper, 2018 was characterized by the growing public animosity towards large Silicon Valley platform technology companies and their Chinese equivalents. This week we will study where that growing animosity came from and how it materialized.

? Eve Smith. "The techlash against Amazon, Facebook and Google-and what they can do." The Economist. January 2018. https://www.economist.com/briefing/2018/01/20/the-techlash-against-amazon-facebook-and-google-and-what-they-can-do

? Brian Barth. "Big Tech's Big Defector." The New Yorker. November 25, 2019. https://www.newyorker.com/magazine/2019/12/02/big-techs-big-defector

SESSION 23 (LIVE IN-PERSON)

Sessions 23 and 24

E-mperialism and Cyberstate-building

Silicon Valley's long-time fascination with creating a new society born out of digital technologies didn't vanish after techlash. On the contrary, once tech companies grew larger than states, allowing to effectively challenge them, some tech gurus felt that the realization of their own versions of utopia was closer than ever. Corporation-controlled neighborhoods, floating cities, social experimentation in developing countries, shadow courts and governments are some instances of e-mperialism and cyberstate-building that we will study this week.

? Kate Klonick. "Inside the making of Facebook's Supreme Court." The New Yorker. February 12, 2021. https://www.newyorker.com/tech/annals-of-technology/inside-the-making-of-facebooks-supreme-court

? "Nevada bill would allow tech companies to create governments." AP News. February 4, 2021. https://apnews.com/article/legislature-legislation-local-governments-nevada-economy-2fa79128a7bf41073c1e9102e8a0e5f0

? Oliver Wainwright. "Seasteading – a vanity project for the rich or the future of humanity?" The Guardian. June 24, 2020. https://www.theguardian.com/environment/2020/jun/24/seasteading-a-vanity-project-for-the-rich-or-the-future-of-humanity

SESSION 24 (LIVE IN-PERSON)

Sessions 23 and 24

E-mperialism and Cyberstate-building

SESSION 25 (ASYNCHRONOUS)

Session 25 (Asynchronous)

Asynchronous activity:

? Watch "The Waldo Moment," Black Mirror. 2013

Write three comments, questions, or reflections, and send them to me before the end of the day. I'll bring them up during our next discussion and ask you to elaborate on them.

SESSION 26 (LIVE IN-PERSON)

Sessions 26 and 27

Democracy in the age of Social Media

Digital election manipulation, disinformation, microtargeted political advertising, and the rise of national-populist movements and conspiratorial cults, have revealed the potential incompatibilities between social media and liberal democracy. Understanding these threats and confronting them becomes critical to the future of civil society. This class will examine these and other problems, challenge them, and discuss possible solutions.

? Zeynep Tufekci. "Twitter and tear gas. The power and fragility of networked protest." (Yale University Press, 2017) (excerpts)

? David A. Bell. "An Equal say. Where does truth fit into democracy?" The Nation. January 24, 2019. https://www.thenation.com/article/archive/david-bell-democracy-and-truth/

? Thomas B. Edsall. "How long can democracy survive QAnon and its allies?" The New York Times. February 10, 2021. https://www.nytimes.com/2021/02/10/opinion/democracy-qanon.html

SESSION 27 (LIVE IN-PERSON)

Sessions 26 and 27

Democracy in the age of Social Media

Digital election manipulation, disinformation, microtargeted political advertising, and the rise of national-populist movements and conspiratorial cults, have revealed the potential incompatibilities between social media and liberal democracy. Understanding these threats and confronting them becomes critical to the future of civil society. This class will examine these and other problems, challenge them, and discuss possible solutions.

? Zeynep Tufekci. "Twitter and tear gas. The power and fragility of networked protest." (Yale University Press, 2017) (excerpts)

? David A. Bell. "An Equal say. Where does truth fit into democracy?" The Nation. January 24, 2019. https://www.thenation.com/article/archive/david-bell-democracy-and-truth/

? Thomas B. Edsall. "How long can democracy survive QAnon and its allies?" The New York Times. February 10, 2021. https://www.nytimes.com/2021/02/10/opinion/democracy-qanon.html

SESSION 28 (LIVE IN-PERSON)

Sessions 28 and 29

From Cyberutopia to… -ism?

Three decades after the dawn of the World Wide Web, many of the pioneers have grown disillusioned with what the Internet has become. Critics of both Big Tech and government regulation, they are looking for innovative solutions that might revive some bits of the cyberutopian dream. In our last meeting, we will reflect on their analyses and proposals, and attempt to make our own.

? Pieter Verdegem. "Tim Berners-Lee's plan to save the internet: give us back control of our data." The Conversation. February 5, 2021. https://theconversation.com/tim-berners-lees-plan-to-save-the-internet-give-us-back-control-of-our-data-154130

? Shoshana Zuboff. "The coup we are not talking about." The New York Times. January 29, 2021. https://www.nytimes.com/2021/01/29/opinion/sunday/facebook-surveillance-society-technology.html

SESSION 29 (LIVE IN-PERSON)

SESSION 30 (LIVE IN-PERSON)

Session 30 (Final exam)

BIBLIOGRAPHY

Compulsory

- Noam Cohen. *The Know-It-Alls, The Rise of Silicon Valley as a Political Powerhouse and Social Wrecking Ball..* The New Press. ISBN 0000000000 (Digital)
- Tim Berners-Lee. *Weaving the web. The original design and ultimate destiny of the World Wide Web.* Harper. ISBN 00000000000 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation and Participation	20 %	
Midterm evaluation	20 %	
Final Exam	30 %	
Continuous assessment	30 %	

a)   Class participation: Students must come to class prepared with notes and questions about the readings, and be willing to participate in the discussions. (20% of the final grade)

b)   Six weekly reading responses: Every week, before class, students should post a question or a comment in no more than 280 characters (the length of a Tweet) reflecting on the assigned material. We will bring up in class some of these "Tweets" during our discussions. (30% of the final grade)

c)   Presentation: Each student shall make a group presentation on one of the recommended readings, arguing how it connects to the overall arch of the seminar. (20% of the final grade)

d)   Final paper: A 10-page essay on a topic of the student's choice. A short proposal is due on session 10, an outline and biography on session 20, and the final paper at the end of the examination period. (30% of the final grade)

PROFESSOR BIO

Professor: **JAVIER SAURAS SANCHEZ**

E-mail: jsauras@faculty.ie.edu

Javier Sauras is a Ph.D. candidate in Communications at Columbia University in New York, and a multimedia journalist. As a reporter, he has worked on issues of human rights and development across the globe, being a news-wire correspondent in China, covering the consequences of the Fukushima nuclear disaster in Japan, the civil war and famine in South Sudan, and elections and crises in Latin America. His work appears on Al Jazeera English, El País, Zeit Online, and Internazionale, among other outlets.

OTHER INFORMATION

a)   ATTENDANCE POLICY

Attendance to this Humanities course is mandatory. Just like any other IEU academic course, all students must follow IEU's Attendance Policy.

As per IE University policy, every student must attend at least 70% of sessions. IEU attendance policy applies to any type of session: live in-person and asynchronous sessions. Students attending less than 70% of sessions will be graded with a FAIL for the course. This FAIL will apply to the ordinary and the extraordinary calls of the current academic year.

For live in-person sessions, students will be marked absent if:

- they do not attend the session in-person or in any mode;

- they attend an in-person session via Zoom, or any remote format;

- they attend virtually a live in-person session, for which they received an authorized attendance waiver to attend the session online, but they do not have their camera turned on, they are not engaged, and they are not seated without distraction during the entire class session.

For asynchronous sessions, students will be marked absent if:

- they do not engage and complete the work expected of them in the asynchronous sessions.

Students are advised to take into account that the great majority of the Humanities sessions are double sessions; therefore, if a student is absent on a day there are 2 sessions scheduled, the student will be marked absent for the 2 corresponding sessions.

Attendance waivers

Please remember that professors are not allowed to grant exceptions to the attendance policy. You may inform them of the reasons of any planned or past absence out of courtesy, but any waiver must be granted by the IE Impact Program Management.

Under exceptional circumstances (serious health problems, visa delays, and travel restrictions), a student can ask for a temporary attendance waiver and may be allowed to attend online (or not in any format) and not have his/her 70% attendance affected. For this to be possible, a written and documented request must be made in advance to the IE Impact/Humanities Program Management Team. Students must email ieimpacthumanities@ie.edu with the request and any related documentation. Last minute changes in attendance or verbal request will not be considered. If the request is approved, an attendance waiver will be granted over one or more sessions and the allowed 30% will only be applied to other absences (without an authorized waiver).

Rules for online attendance (when authorized)

Any student who receives (or expects to receive) authorization for an attendance waiver to attend a live in-person session online (via Zoom) must meet the following criteria to be marked present: must have his/her camera on at ALL times, must be actively engaged during the entire class session and with any and all team-work, and must be located in an appropriate learning environment (e.g. student must be seated and free of distractions for the entire session).

Use of the 30% absences

No sessions or activities may be "skipped". If a student is under the impression that s/he can skip up to 30% of sessions, this is a mistake. The 30% "rule" is reserved for those circumstances that are out of a student's control. Personal trips, interviews, appointments, mild illnesses, family celebrations or ceremonies, or other personal matters will not be treated as exceptional cases and should be considered part of the 30% of allowed absences.

Attending online but still absent

Students who do not have an authorized attendance waiver are allowed to attend a class session online; however they must understand that they will be marked absent, and their participation grade may be influenced negatively by a high percentage of absences during the semester.

Role of Professors in Attendance

Professors are responsible for recording attendance; however, they have no authority to grant any student permission to have an excused absence of any kind (or to change the format of how a student will attend a session).

Any inquiries or requests must be made by the student to the IE Impact Program Team via email ieimpacthumanities@ie.edu

Professors are instructed to mark as ABSENT:

- students who do not attend a session in its previously scheduled format

- students who attend a session in a different format (online) than what was previously scheduled (i.e. they attend online instead of in-person).

- students who attend a session they were previously authorized to attend online but do not have their cameras on, engage actively or stay seated in an environment free of distractions for the entire session.

- students who do not complete the work adequately assigned for an asynchronous session.

If a student receives authorization for an attendance waiver and the student was already marked absent, the professor will be informed and the attendance record will be modified from absent to whatever is authorized (present, excused, etc).

Authorization for Attendance Waiver from a Student's Bachelor Program

If a student has received authorization for an attendance waiver from his/her bachelor degree's program to be absent (from any format of class) or to attend a live in-person session online (via Zoom), then the student must forward the email authorization to the IE Impact Team (ieimpacthumanities@ie.edu) and it will be verified. Upon verification, the professor will be informed to either not record a student as absent or to change a previous attendance record from absent to present, excused, etc.

b)   GRADING SYSTEM:

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/Suspenso: 0-4.9 (F)

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

·   Automatic Failure/Suspenso: 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.)

c) 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.

Students must submit the work they did not turn in or failed during the course, including the 10 weekly reading responses, the presentation, and the final essay.

d) 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 student's 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 academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.

2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.

3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.

4. If this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).

5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 2020)