IE HUMANITIES

IE University
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Semester: 2º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES
SUBJECT DESCRIPTION

Free Speech and Dangerous Ideas

Do you have the right to offend? And, do you have the right to not be offended? Should all ideas confront each other in a "free marketplace" to guarantee "justice and open debate", or should those deemed too dangerous be kept out of reach? These questions are currently at the very core of some of the most heated political, legal, religious and philosophical debates taking place all over the world.

This course provides an introduction to Free Speech from philosophical, historical and legal perspectives. It aims to foster a deep understanding of the role and functions of Free Speech in modern societies, and to enable the students to build a personal position with regards to speech-related issues.The first half of the course will be devoted to the review of the foundational philosophical theories behind the idea of freedom of speech, in order to analyze, in the second part of the course, the role that these ideas have played in different historical periods and world regions, and determine whether they still remain relevant in today's global and digital reality.

The course will cover historical events such as the use of propaganda in totalitarian regimes, the Civil Rights Movements, or the Arab Spring; it will also look at current phenomena like cancel-culture, political correctness, hate speech, platform content moderation or fake news and disinformation. Students will be exposed to primary and secondary academic, journalistic, artistic, legal, musical, literary, political, historical and filmic sources. At the end of the course, they will prove their understanding of Free Speech issues by undertaking a research project about a Free Speech topic of their choice.

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.

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 to 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 (please note that this is a reading-intensive course), and that they participate actively in class discussions and other activities.

During the course, students will read a series of texts and relevant articles within the fields of philosophy, history, linguistics, intellectual history, cultural studies, legal thought and political science on the topic of Freedom of Speech. 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	23.33 %	35 hours

Discussions	30.0 %	45 hours
Exercises	16.67 %	25 hours
Group work	3.33 %	5 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction and course overview

During the first session, we will go over the course's structure, objectives, content, and evaluation system. We will also discuss both the professor's and students' expectations.
In the second session we will introduce the concept of Freedom of Speech, and will try to determine why it is so important and yet so controversial in contemporary society. We will do so by reviewing some recent cases related to Free Speech from different world regions.

Article: A Message to the 21st Century

Technical note: The Rhetorical Situation

SESSIONS 3 - 4 (LIVE IN-PERSON)

The danger in ideas

During these sessions we will look at the role of ideas in culture and society, and to some of their historical realizations as developments in science, religion, politics or art. We will focus on the link between language and thought from a multidisciplinary perspective that includes rhetoric, pragmatics, cognitive sciencies and philosophy of mind.

Article: What is Enlightenment?

Book Chapters: The Portable Enlightenment Reader: Introduction

SESSION 5 (ASYNCHRONOUS)

Asynchronous activity: Ideas that changed the world

SESSIONS 6 - 7 (LIVE IN-PERSON)

Sapere Aude! The age of reason

These sessions will be devoted to the epistemolgical transformation introduced by the Enlightenment, and the values and aspirations that emerged as a result. We will focus on some of the key philosophical/political concepts of the time, such as Reason, Freedom, Happiness or Individualism, in order to understand the revolutionary implications of Kant's motto "Sapere Aude!".

Class visit TBC

Book Chapters: On Liberty

SESSIONS 8 - 9 (LIVE IN-PERSON)

The Marketplace of Ideas

During these two sessions we will discuss John Stuart Mill's theory on the liberty of thought and discussion, which provides the most important framework to understand Freedom of Speech.

Article: The Market for Goods and the Market for Ideas

SESSION 10 (ASYNCHRONOUS)

Asynchronous activity based on the documentary "Shouting Fire: Stories from the Edge of Free Speech", by Liz Garbus.

SESSIONS 11 - 12 (LIVE IN-PERSON)

Good versus Ideas

We will devote this class to reviewing one of the most relevant critiques of John Stuart Mill's theory, put forward by Economist R H Coase.

Article: There is no such thing as free speech, and it's a good thing too.

SESSIONS 13 - 14 (LIVE IN-PERSON)

A Postmodern take on Free Speech

These sessions will consist of a discussion of Stanley Fish's controversial rebuke of the concept of Freedom of Speech.

During the second session we will conduct a review session.

SESSION 15 (LIVE IN-PERSON)

MIDTERM

The midterm will consist of an open-book exam. More information will be provided in class.

Homework and readings TBD

SESSIONS 16 - 17 (LIVE IN-PERSON)

African and Afro-descendant resistances against colonialism, slavery and racism (these session will be taught by professor Antumi Pallás)

The colonial narrative explains the invasion of the African continent after the Berlin Conference (1884-85) as a peaceful civilizing mission, however the reality was very different as it involved a large-scale armed aggression. In the session we will describe various resistance movements to the colonization of the African continent, their motivations and the factors that led to their failure.

We will study how Pan-Africanism, which emerged as an ideology of liberation in the Caribbean motivated by the anti-slavery struggles, moved to the United States and from there to Great Britain, where it became the catalyst for the decolonization of the African continent. We will also introduce the idea of afrocentricity as a tool to reconstruct the African imaginary affected by colonialism.

For homework you need to choose ONE text, podcast, documentary or movie from the list below.

Article: The Social History of the Third Reich

Video: Movies: The Wave or The Life of Others

Book Chapters: 1894 (chapters 1-3)

Podcast: How the Nazi Ministry of Propaganda Radicalized Germany

Book Chapters: Mein Kampf (chapters 6 and 9)

28th October 2022

Article: The Rhetoric of Hitler's Battle

SESSIONS 18 - 19 (LIVE IN-PERSON)

Free Speech and Totalitarianism

In this session we will look at the way in which totalitarian regimes have historically both abused and restricted Free Speech to gain and maintain power.

Technical note: A RETROSPECTIVE ON THE CIVIL RIGHTS MOVEMENT: Political and Intellectual Landmarks

Article: How the Civil Rights Movement Influenced the Free Speech Movement

Video: Movies: Selma or Malcolm X

Multimedia Documentation: Music from the Civil Rights Movement

Video: Hope & Fury: MLK, The Movement and The Media

Video: The Civil Rights Movement: A Cultural Revolution

Multimedia Documentation: Major Civil Rights Speeches and Writings

SESSION 20 (ASYNCHRONOUS)

Asynchronous activity based on the movie The Wave, by D. Gansel.

SESSIONS 21 - 22 (LIVE IN-PERSON)

The Power of Collective Action

In these sessions we will analyze political activism. We will study the case of the Civil Rights Movement, focusing on why their strategies were successful and how they have been used in subsequent social movements.

Book Chapters: Twitter and Tear Gas: The Power and Fragility of Networked Protest

Video: How the Internet has made social change easy to organize, hard to win

Video: Tweets from Tahrir

Podcast: A Symphony of Resistance

SESSION 23 (LIVE IN-PERSON)

The Arab Spring

During this class we will look at the social protests and uprisings that took place in several largely Muslim countries in the 2010s. We will discuss how they unfolded, the role played by digital technologies, and the impact they had, and still have, on their respective societies.

Gues speaker TBC

SESSION 24 (LIVE IN-PERSON)

The Arab Spring

During this class we will look at the social protests and uprisings that took place in several largely Muslim countries in the 2010s. We will discuss how they unfolded, the role played by digital technologies, and the impact they had, and still have, on their respective societies.

Gues speaker TBC

Multimedia Documentation: A Declaration of Independence of Cyberspace

Book Chapters: The Age of Surveillance Capitalism- Introduction

SESSION 25 (ASYNCHRONOUS)

Asynchronous activity based on the documentary "The Great Hack".

SESSION 26 (LIVE IN-PERSON)

Free Speech and the Internet, I: Moving Fast and Breaking Things (!/?)

In this session we will review both techno-utopian and techno-dystopian visions of the Internet, in particular with regards to Freedom of Speech. Some of the phenomena that will be discussed are disinformation/fake news, cancel culture or the attention economy.

SESSION 27 (LIVE IN-PERSON)

Free Speech and the Internet, I: Moving Fast and Breaking Things (!/?)

In this session we will review both techno-utopian and techno-dystopian visions of the Internet, in particular with regards to Freedom of Speech. Some of the phenomena that will be discussed are disinformation/fake news, cancel culture or the attention economy.

Article: Free Speech is a Triangle

Article: Is the First Amendment Obsolete?

Multimedia Documentation: Section 230 of the Communications Decency Act

SESSION 28 (LIVE IN-PERSON)

SESSION 29 (LIVE IN-PERSON)

Free Speech and the Internet, II: The New Gatekeepers

During this session we will take a look at big tech companies and social media platforms; we will discuss their place as new actors in the digital speech environment.

SESSION 30 (LIVE IN-PERSON)

Imagining a better social media

Course wrap-up and conclusions

BIBLIOGRAPHY

Recommended

 - Eric Barendt. *Freedom of Speech.* Oxford University Press. ISBN 9780199244 (Printed)

 - Eric Barendt. *Freedom of Speech.* Oxford University Press. ISBN 9780199244 (Printed)

 - Stanley Fish. *There Is No Such Thing as Free Speech, and It's a Good Thing Too!.* Oxford University Press. ISBN 9780195093834 (Printed)

 - Stanley Fish. *There Is No Such Thing as Free Speech, and It's a Good Thing Too!.* Oxford University Press. ISBN 9780195093834 (Printed)

 - Robert Atkins and Svetlana Mintcheva. *Censoring Culture. Contemporary Threats to Free Expression.* The New Press. ISBN 0781595580504 (Printed)

- Robert Atkins and Svetlana Mintcheva. *Censoring Culture. Contemporary Threats to Free Expression.* The New Press. ISBN 0781595580504 (Printed)
- Shoshana Zuboff. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power.* Publoc Affairs. ISBN 1610395697 (Printed)
- Shoshana Zuboff. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power.* Publoc Affairs. ISBN 1610395697 (Printed)
- Lisa Hunt. *Inventing Human Rights.* Norton. ISBN 978039333199 (Printed)
- Lisa Hunt. *Inventing Human Rights.* Norton. ISBN 978039333199 (Printed)

EVALUATION CRITERIA

You will succeed in this course by attending regularly, doing the readings and assignments, and participating actively in class.

I. PREPARATION, PARTICIPATION AND CONTRIBUTION TO THE LEARNING ATMOSPHERE (20%): Students are expected to participate in class and to actively contribute to enrich its intellectual climate. The participation grade will be based on the quality and quantity of class contributions, on the engagement with the readings and assignments, on class attendance and on the overall attitude in class.

II. MIDTERM EXAM (20%): Students will be tested on their familiarity with the readings and their ability to use the theories studied and discussed in class to analyze current cases through an open-book exam. Further instructions will be provided in class.

III. CONTINUOUS ASSESSMENT (30%): Throughout the course you will be asked to write several responses to the readings and other sources assigned for homework. These assignments, as well as those completed in the asynchronous sessions, are part of the "continuous assessment" grade. **Students who do not submit at least 50% of the assignments will not be able to pass the course.**

IV. FINAL PROJECT (30%): Students will be able to choose from two options for the final project: A four-page research paper about a topic of their choice related to Free Speech, or a Public Humanities Project. Further instructions will be provided in class.

OTHER RELEVANT INFORMATION ABOUT THIS COURSE:

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 who fail the course and go to the second exam period will need to complete all the failed assignments and essays, and/or take all failed exams.

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 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.

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. Is 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)

Criteria	Percentage	Comments
Class Participation	20 %	
Midterm Exam	20 %	
Continuous Assessment	30 %	
Final Project	30 %	

PROFESSOR BIO

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María José Ferrari received her PhD in Hispanic Cultures from Columbia University, where she specialized in late 19th and early 20th-century Literature and Intellectual History. She holds undergraduate degrees in Law from Universidad Complutense de Madrid and Hispanic Philology from UNED. She has been the recipient of many scholarships and grants to conduct research at institutions in France, Russia, Chile and Spain. She has been teaching at IE for more than a decade and currently serves as Vice Dean of Academic Affairs in the Arts and Humanities Division.

OTHER INFORMATION