

# LW PL PO 3901 CCD DIGITAL CITIZENSHIP

The American University of Paris

Associate Professor Julian Culp

Fall 2022



## COURSE DESCRIPTION

The course engages with the widely used but insufficiently theorized concept of digital citizenship, and it aims at enabling students to not only critically analyze conceptions and practices of digital citizenship more effectively but also to develop and transform such practices themselves. The course starts off with a survey of political participation via new media and then delves into a discussion of whether we should delete our social media accounts. Following that, the course offers a historical introduction to the concept of citizenship that examines how understandings of citizenship have shifted in correspondence with altering social contexts. Next, the course examines the ever-changing technological, sociological, economic, and political aspects of digital society, with special emphasis on the shifting conceptions of citizenship that correspond to these transformations of society and politics. Finally, the course's final part focuses on specific issues of digital citizenship, including clicktivism, digital 'de-coupling' or 'detox,' privacy, and freedom of expression.

## BASIC INFORMATION

<i>Prerequisites</i>	None	<i>Credits</i>	4
<i>Contact</i>	<a href="mailto:JCulp@aup.edu">JCulp@aup.edu</a>	<i>Final exam</i>	Dec. 13, 16h00-18h30
<i>Schedules</i>	Tuesday 16h55-18h15 Friday 16h55-18h15	<i>Room number</i>	C-102
<i>Office hours</i>	Tuesdays and Fridays 15h30-16h30	<i>Office number</i>	G-L19

## SCHEDULE

*N.B.: The schedule is subject to change throughout the course of the semester.*

### Week 1 – Introduction

**Sept 6: Introduction**

**Sept 9: New Media and Political Participation**

Required reading: Kahne, Joseph, et al. 2015. Youth, New Media, and the Rise of Participatory Politics. In Allen, Danielle and Jennifer Light (eds.). *From Voice to Influence. Understanding Citizenship in the Digital Age*. Chicago UP.

### Week 2 – The Case Against Social Media

**Sept 13: The Case Against Social Media I**

Required reading: Lanier, Jaron. *Ten Reasons for Deleting Your Social Media Accounts Right Now*. (Reasons 1-5)

**\*\*\* Student Presentations \*\*\***

**Sept 16: The Case Against Social Media II**

Required reading: Lanier, Jaron. *Ten Reasons for Deleting Your Social Media Accounts Right Now*. (Reasons 6-10)

**\*\*\* Student Presentations \*\*\***

### Week 3 – Citizenship

**Sept 20: The Expansionist View of Citizenship**

Required reading: T. S. Marshall. 1949. *Citizenship and Social Class*. CUP.

**Sept 23: Legal, Political, and Cultural Aspects of Citizenship.**

Required reading: Cohen, Jean. 1999. "Paradigms of Citizenship." *International Sociology*

### Week 4 – The 'Digital'

**Sept 27: Philosophical Aspects**

Required reading: O'Neill, Onora. 2022. *Digital Communication*. Ch. 3 & 4. CUP.

**Sept 29 (!): Guest Lecture in Q-604 (!) by Prof. Alejandra Boni (University of Valencia, Spain) on "Digital social innovations expanding epistemic capabilities towards a sustainable and just transition"**

### Week 5 – The 'Digital'

**Oct 4: Cultural-Sociological Aspects**

Required reading: Reckwitz, Andreas. 2020. *The Society of Singularities*. Ch. 4. Polity.

**Oct 7: Technological Aspects**

Required reading: Aral, Sinan. 2020. *The Hype Machine*. Ch. 3. Currency.

## Week 6 – The ‘Digital’

### Oct 11: Economic Aspects

Required reading: Zuboff, Shoshana. 2015. “Big Other: Surveillance Capitalism and the Prospects of an Information Civilization.” *Journal of Information Technology*.

### Oct 14: Economic Aspects

Film Screening of *The Social Dilemma*.

## Week 7 – Midterm Exam & The Digital Political Public Sphere

### Oct 18: Mid-term Exam

### Oct 21: The Digital Political Public Sphere

Required reading: Cohen, Joshua and Archon Fung. 2021. “Democracy and the Digital Public Sphere.” In Bernholz, Lucy, et al. *Digital Technology and Democratic Theory*. Chicago UP.

## Week 8 – Digital Citizenship

### Oct 25: Online Participation & Discussion of *Digital Interview Projects*

Required reading: Zuckerman, Ethan. 2015. Cute Cats to the Rescue? Participatory Media and Political Expression. In Allen, Danielle and Jennifer Light (eds.). *From Voice to Influence. Understanding Citizenship in the Digital Age*. Chicago UP.

### Oct. 28: Guest Lecture by Nythamar de Oliveira (University of Porto Alegre, Brazil) on “A Critical Theory of Artificial Intelligence: Marx, Heidegger, Marcuse, Habermas”

## Week 9 – Fall Break

Nov 1: Fall Break – No Class!

Nov 4: No Class!

## Week 10 – Digital Citizenship

### Nov 8: The Folly of Technological Solutionism

Required reading: Morozov, Evgeny. 2013. *To Save Everything, Click Here* (excerpts)

\*\*\* Student Presentations \*\*\*

### Nov 11: Guest Lecture by Prof. Johannes Drerup (Universities of Amsterdam and Dortmund) on “Democratic Education, Controversial Issues and the Digital Public Sphere”

## Week 11 – Digital Citizenship

### Nov 15: Rights of Digital Citizens

Required reading: O’Neill, Onora. 2022. *Digital Communication*. Ch. 5 & 6. CUP.

\*\*\* Student Presentations \*\*\*

**Nov 18:        Creating Digital Citizens**

Required reading:     Ford, Bryan. 2021. Technologizing Democracy or Democratizing Technology? In Bernholz, Lucy, et al. *Digital Technology and Democratic Theory*. Chicago UP.

**\*\*\* Student Presentations \*\*\***

**Week 12 – Presentations of Work in Progress on Digital Project**

**Nov 22:        Student Presentations of Work in Progress**

**Nov 25:        Student Presentations of Work in Progress**

**Week 13 – Presentations of Work in Progress on Digital Project**

**Nov 29:        Student Presentations of Work in Progress**

**Dec 2:         Student Presentations of Work in Progress**

**Week 14 – TBD**

**Dec 6:         TBD**

**Dec 8–11:     Reading Days**

**Dec 13:        16h00–18h30 Final “Exam” Session**

**\*\*\* Display of Digital Projects \*\*\***

## LEARNING OUTCOMES

### GENERAL LEARNING OUTCOMES

- To read with care and understand multi-disciplinary texts on educational, legal, and political problems of the contemporary digital transformation of society
- To analyze and evaluate educational, political, and legal arguments regarding their logical structure (or validity), adequacy (or soundness), and their effectiveness (or informativeness)
- To develop and articulate a compelling ethical position on at least one issue of contemporary digitalization

### DIGITAL LITERACY LEARNING OUTCOMES

- Students will learn about privacy, security and data preservation issues
- Students will be able to write and publish digitally and analyze and produce audiovisual content in order to communicate through a variety of digital media

## CONTACT INFORMATION

For consultation and meetings, please contact me before or after class, by e-mail via [JCulp@aup.edu](mailto:JCulp@aup.edu) or during office hours. Office hours are held in person or, upon prior registration, via videoconference.

## BLACKBOARD

Course-related material, such as readings, lecture slides, assignment tasks, etc., will be made available on the BLACKBOARD portal. Make sure that you have joined the course and that you adjust your settings to receive notifications and messages. Important updates will be posted on the BLACKBOARD course page.

## REQUIRED AND FURTHER READINGS

All *required readings* mentioned in the schedule above will be made available on BLACKBOARD.

In case you are interested in studying a topic in further depth, please feel free to contact the professor for information, or contact the AUP Library: <http://library.aup.edu/index.html> – email: [library@aup.edu](mailto:library@aup.edu). A fine online resource for philosophy is *The Stanford Encyclopedia of Philosophy*: <https://plato.stanford.edu>.

**The textbook for this course is Allen, Danielle and Jennifer Light (eds.). *From Voice to Influence. Understanding Citizenship in the Digital Age*. Chicago UP. It is available at AUP's bookstore.**

## REQUIREMENTS

Requirement	Relative weight for overall grade
Participation	10%
Pop-Quiz	10%
Midterm Exam	25%
Presentation of Lanier's Social Media Critique	5%
Presentation of Academic Text	10%
Presentation of Digital Project	10%
Digital Interview Project	30%

Make sure that you familiarize yourself with the requirements and that you plan your time and work reasonably. The requirements are meant as springboards for your own, rewarding exploration of the topic.

## Participation

### *Preparation*

Students are expected to come to every class meeting prepared. The *preparation* means *active and careful reading* of the assigned texts, which means you should take notes and excerpt the core ideas of the texts.

### *Attendance and Punctuality*

*Attendance* is required and will be taken every class. You may miss up to three sessions without excuse – though each of these three as well as all other unexcused absences will lower your participation grade.

More than three unexcused absences will be reported to the *Student Development* office. In such a case you might also be asked to withdraw from the course. Absences may only be considered excused if they are officially excused, that is, in cases of medically documented student illness, participation in course-related study trips, family emergency or an appointment with the immigration office. It is the student's responsibility to make up work for the missed class and to communicate with the professor for that purpose.

Attendance at the mid-term exam during the final exam period is mandatory. Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

*Punctuality* is essential for uninterrupted and efficient coursework. It is a sign of respect not only for the professor, but also for your fellow students. If you are late, you may be marked absent.

### *Active Participation and Restricted Use of Digital Devices*

*Active participation* encompasses the active engagement in the discussions during class and in the work group activities. In discussions, all participants are expected to show respect and courtesy.

*Please silence all cell phones* prior to the start of class and *do not use digital devices* (laptops, phones, etc.) during class, unless truly necessary. Please bring your physical copies of the readings, that is, printed out PDFs.

### *Participation Grade*

Your participation grade will be assigned based on your *participation in class throughout the semester*. Your class participation throughout the semester will be assessed based on the following rubric (adapted from Bean, John and Peterson, Dean. 1998. "Grading classroom participation." In: *New Directions for Teaching and Learning* 74, 33-40).

<b>A</b>	A student will receive an <b>A</b> if he/she: comes to class prepared; contributes readily to the conversation but doesn't dominate it; makes thoughtful contributions that advance the conversation; and shows interest in and respect for others' contributions and views.
<b>B</b>	A student will receive a <b>B</b> if he/she: comes to class prepared; makes thoughtful comments when called upon; contributes occasionally without prompting; and shows interest in and respect for others' contributions and views. This grade may also be appropriate for an active participant whose contributions are less developed or cogent than those of students who deserve an <b>A</b> .
<b>C</b>	A student will receive a <b>C</b> if he/she: comes to class prepared and listens attentively, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. A student will also receive a <b>C</b> if he/she participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, continually interrupt with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from instructors or other students.
<b>D</b> or <b>F</b>	A student will receive a <b>D</b> or <b>F</b> if they often seem on the margins of the class and may have a negative effect on the participation of others. Such students often don't participate because they haven't come to class prepared. Students receiving an <b>F</b> may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.

**Pop-Quiz** – Surprise date! Multiple-choice questions concerning the readings of weeks 3 to 6.

### Mid-Term Exam

After the first half of the course you will be expected to review the material and write an exam. The exam will consist of a set of questions on the materials covered in the course. These questions will contain knowledge questions regarding key terms and intellectual positions as well as short essay questions that ask you to *reconstruct* and *discuss* philosophical texts and arguments that this course addresses.

### Three Presentations

In the *first presentation* during week 2 you will have to critically engage with one of Lanier’s arguments for deleting your social media accounts. In the *second presentation* during weeks 7 to 11 you are asked to present the key points of a scholarly text as well as your questions regarding that text. In the *third presentation* you are asked to present the central ideas your digital project. You should use either handouts or powerpoint/prezi slides for your presentations.

The presentations will be graded according to the following, equally relevant, four criteria:

- (1) coherence of the argumentation (25%);
- (2) ability to speak freely without reading off your notes (25%);
- (3) quality of the power point / prezi slides or handouts convincing examples (25%);
- (4) engagement with the audience, including the ability to respond adequately to objections (25%).

### Digital Project

You have to produce an interview on the topic of digital citizenship, consisting of a 5 to 10 minutes video or audio recording. More information will be provided along the way.

Kevin Dixey from the Academic Resource Center (ARC) will provide us with technical support. He will come to class and introduce his expertise to you. You can reach him via [kdixey@aup.edu](mailto:kdixey@aup.edu).

### GRADING

The grades for the requirements and for the entire course are based on the 4.00 system stated below:

Letter Grade	4.0 Scale	Score	Meaning
A	4.0	94.00-100.00	Excellent
A-	3.7	90.00-93.99	Excellent
B+	3.3	87.00-89.99	Good
B	3.0	84.00-86.99	Good
B-	2.7	80.00-83.99	Good
C+	2.3	77.00-79.99	Satisfactory
C	2.0	74.00-76.99	Satisfactory
C-	1.7	70.00-73.99	Satisfactory
D+	1.3	67.00-69.99	Unsatisfactory
D	1.0	64.00-66.99	Unsatisfactory
D-	0.7	60.00-63.99	Unsatisfactory
F	0	0.00-59.00	Failure

### ENGLISH LANGUAGE PROFICIENCY

As an Anglophone university, AUP is committed to effective English language mastery at the undergraduate level. Courses require scholarly research and formal written and oral presentations in English, and students are expected to strive to achieve excellence in these domains as part of their course work. To that end, the evaluation includes English proficiency. Students can obtain help on specific academic assignments in the university’s *Writing Lab*. For more information, please visit <https://www.aup.edu/academics/academic-resources/academic-resource-center/writing-lab> or email: [writinglab@aup.edu](mailto:writinglab@aup.edu).

## **ACADEMIC MISCONDUCT**

All work that you submit must be your own. Your sources must be properly cited. For example, direct quotations from others must be in quotation marks. If you have questions about how to attribute your sources, talk to the professor or to the staff of the *Writing Lab*: <https://www.aup.edu/academics/academic-and-career-resources/academic-resource-center/writing-lab> – email: [writinglab@aup.edu](mailto:writinglab@aup.edu). Plagiarism is a serious academic misconduct and will be dealt with accordingly.

You should familiarize yourself with AUP's policy on plagiarism at <http://www.aup.edu/academics/offices-resources/academic-resource-center/writing-lab/plagiarism>. For the sake of fairness and academic integrity, there will be no tolerance with plagiarism and other such forms of academic misconduct. Any conduct, whether intentional or unintentional, which creates the impression that some of the coursework you submit for grading is your own achievement when it is not will be reported to the *Academic Integrity Office* and may result in an "F" grade for the whole course.

Sometimes students present alien work as their own not because they want to earn an unfair advantage over their peers but rather because they feel unable to cope with the workload for some academic or personal reason. If this is the case, please do not hesitate to contact the professor or AUP's student guidance counselors Pamela Montfort via [pmontfort@aup.edu](mailto:pmontfort@aup.edu) or Charlotte Vernier via [cvernier@aup.edu](mailto:cvernier@aup.edu).