

<b>DEREE COLLEGE SYLLABUS FOR:</b>	
<b>HHU/HSS 2204 LE Digital Citizenship: Netizens and Cyber Selves</b>	
Updated Fall 2015 Honors Seminar	<b>US CREDITS: 3/0/3</b>
<b>PREREQUISITES</b>	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics
<b>CATALOG DESCRIPTION:</b>	The course considers the ethical, social and political impact of digitized information on individuals and societies by examining the Internet as the cyber agora in which the netizens of a cyber <i>polis</i> exchange goods and ideas.
<b>RATIONALE:</b>	The emergence of advanced mobile technology, computer networking and high-tech tools of digital communication leads to a reconsideration of contemporary ethical, social and political values. Digital citizenship is, first of all, related to the individual's appropriate and responsible behavior with regard to the use of information and communication technologies. Secondly, digital citizenship concerns the emergence of new possibilities for social life and political expression, the implications of which are worth exploring. Finally, digital citizenship poses the question of identity, as Internet users experience cyber selves that oscillate between the private, the public and the global spheres.
<b>LEARNING OUTCOMES:</b>	Upon completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Examine the ethical implications of digital citizenship;</li> <li>2. Demonstrate ethical awareness of their role as citizens of the information society, as well as understand the political and social significance of information and communication technologies.</li> <li>3. Assess the new social and political values associated with digital citizenship;</li> <li>4. Examine the intersections of globalization and cultural diversity;</li> <li>5. Examine the specific ways in which internet tools shape the character and conditions of digital citizenship.</li> </ol>
<b>METHOD OF TEACHING AND LEARNING:</b>	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> <li>• Lectures and class discussions;</li> <li>• Class work on philosophical texts related to the course;</li> <li>• Student-centered teaching activities following a stakeholder-based approach;</li> <li>• Multimedia, films and online educational material related to the</li> </ul>

	<p>course;</p> <ul style="list-style-type: none"> <li>• Real life cases based on recent news items about the implications of ICT in our social and political life.</li> </ul>
<p><b>ASSESSMENT:</b></p>	<p><b>Critical Essay</b> <span style="float: right;"><b>40%</b></span>  A 1,500-2,000-word critical essay dealing with one or more aspects of the course subject. The essay needs to display a firm grasp of the topic at hand, of the issues discussed in the course as a whole, as well as of the relevant bibliography (<b>use of at least 3-5 scholarly sources</b>).</p> <p><b>Creative Project</b> <span style="float: right;"><b>40%</b></span>  Students will deploy a creative medium of their choice to apply their insights on concepts and ideas explored in the course. The creative project includes a <b>500-word self-reflective essay</b> (which articulates the concepts that inform the creative project and relates them clearly to the content of the course), as well as an <b>oral presentation</b> of the creative project.</p> <p><b>Participation</b> <span style="float: right;"><b>20%</b></span>  Each student will be evaluated according to his/her contribution in the class, the preparation of the material and his/her critical ability. Furthermore, each student will be assessed in regards to his/her participation in group activities and discussions that will arise throughout the course.</p> <p><b>The Critical Essay</b> tests Learning Outcomes 1, 3, and 5.  <b>The Creative Project</b> tests Learning Outcomes 2 and 4.</p>
	<p>REQUIRED MATERIAL:</p> <p>Mossberger, K. Tolbert, C., and McNeal, r. (2007) <i>Digital Citizenship: The Internet, Society, and Participation</i>, MIT Press.</p> <p>ADDITIONAL MATERIAL:</p> <p>Hauben, M. and Hauben, R. (1997) <i>Netizens: On the History and Impact of Usenet and the Internet</i>, IEEE Computer Society Press, Los Alamitos.</p> <p>Ribble, M. and Bailey, B. (2007) <i>Digital Citizenship in Schools</i>, International Society for Technology in Education.</p> <p>Stamatellos, G. (2007) <i>Computer Ethics: A Global Perspective</i>, Jones and Bartlett.</p> <p>Tavani, T. H., (2007) <i>Ethics and Technology: Ethical Issues in an Age of Information and Communication Technology</i>. 2nd ed., John Wiley and Sons.</p> <p>Turkle, S. (1984), <i>The Second Self: Computers and the Human Spirit</i>, New York: Simon &amp; Schuster.</p>

	Turkle, S. (1995) <i>Life on the Screen: Identity in the Age of the Internet</i> . New York: Touchstone.
<b>RECOMMENDED MATERIAL:</b>	<p>Baase S., (2003) <i>A Gift of Fire: Social, legal, and ethical issues for computers and the Internet</i>, second edition, Prentice-Hall.</p> <p>Bynum, T. (2008) 'Computer and Information Ethics' in <i>Stanford Encyclopedia of Philosophy</i> at <a href="http://plato.stanford.edu/entries/ethics-computer/">http://plato.stanford.edu/entries/ethics-computer/</a> [last access: 18/2/2013]</p> <p>Floridi, L. (2011) <i>The Philosophy of Information</i>, Oxford: OUP.</p> <p>Floridi, L. (2004) <i>The Blackwell Guide to Philosophy of Computing and Information</i>, Blackwell Publishing.</p> <p>Hoven, van de, J. and Weckert, J. (2008), <i>Information Technology and Moral Philosophy</i>, Cambridge: CUP.</p> <p>Johnson, D., (2009) <i>Computer Ethics</i>, 4th ed., Prentice-Hall.</p> <p>Quinn, M. (2012) <i>Ethics for the Information Age</i>, 5th ed., Addison-Wesley.</p> <p>Kizza J. M., (2002) <i>Computer Network Security and Cyber Ethics</i>, McFarland &amp; Company Pub.</p> <p>Levy, S. (1984) <i>Hackers: Heroes of the computer revolution</i>, Doubleday Press.</p> <p>Spinello R. and Tavani H., (2001) (eds.) <i>Readings in Cyberethics</i>, Jones and Bartlett.</p> <p>Spinello R., (2000) <i>Cyberethics: Morality and Law in Cyberspace</i>, Jones and Bartlett.</p>
<b>COMMUNICATION REQUIREMENTS:</b>	All written and submitted work (with the exception of in-class work) must be word-processed and adhere to the Harvard Reference Style.
<b>SOFTWARE REQUIREMENTS:</b>	Microsoft Word and Microsoft PowerPoint
<b>WWW RESOURCES:</b>	<p>The course will use a number of on-line materials available to the students on Blackboard. Online news and sources are used in relation to the topics discussed in the course:</p> <p>Wired News: <a href="http://wireservice.wired.com/">http://wireservice.wired.com/</a></p> <p>Guardian: <a href="http://www.guardian.co.uk/">http://www.guardian.co.uk/</a></p> <p>BBC News: <a href="http://news.bbc.co.uk/">http://news.bbc.co.uk/</a></p> <p>NY Times Technology: <a href="http://tech.nytimes.com/pages/technology/index.html">http://tech.nytimes.com/pages/technology/index.html</a></p>

**INDICATIVE CONTENT:**

1. *Digital Citizenship*: Who are the netizens? What is netizenship?
2. *Cyber Selves*: Cyber Ethics, Rights and Responsibilities; People, Machines and Digital Life
3. *Civic Engagement*: Electronic Government; Information Security, Privacy and Control; Information Ownership
4. *Political Engagement*: Internet Democracy; Cyber Agora and Hactivism
5. *Economic Engagement*: Electronic Business and Commerce, Education and Health; Digital Entertainment
6. *Digital Divide*: Equality of Access; Information Poor and Information Rich; Socio-Economic and Political Disparities
7. *Global Village*: Globalization and Cultural Diversity; Diminishing Geographical, Political, Economic and Cultural Boundaries.