

PUBLIC OPINION & POLITICAL COMMUNICATION

IE University

Professor: **MORELA SCULL BAPTISTA**

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Academic year: 23-24

Degree course: THIRD

Semester: 1^o

Category: **COMPULSORY**

Number of credits: 6.0

Language: English

PREREQUISITES

As a prerequisite of the course, students must think about why they believe "freedom of speech" and "freedom of the press" affect democracy and the perils and possibilities they entail.

Also, it is useful to stay up-to-date on current affairs with a varied media diet. The IE library offers subscription access to a number of newspapers and magazines: The Economist, The Financial Times, The New York Times, The Washington Post, and The Wall Street Journal. Also, some good free-access sites on politics are The Guardian, FiveThirtyEight, and Politico. Following these kinds of outlets and contrasting them is a great way to pick up political jargon and a basic understanding of political processes and institutions.

SUBJECT DESCRIPTION

This subject explores the history, definitions derived from various social sciences, of what public opinion is and its relation to public communication. That is, the dynamics between what "the people as a collective say", the way media deals with PO (either representing it or creating it, and its impact on democratic institutions and democracy itself (or the mere possibility thereof). It aims to introduce students to some of the principal scholars and theories of public opinion: those who still uphold the idea that the articulation of public opinion by critical citizens is a possibility and the cornerstone of healthy democracies, those who uphold skeptical views of this possibility, and those who believe that public opinion is a myth and have different conceptions as to how/if democracies work, given different historical contexts. The course aims to understand the role/impact that the evolution of media (from the printing press, mass media and the novel media platforms of the digital age) has had on public opinion and consequently on the dynamics of political communication. It also places a strong emphasis on the importance of the scientific study of public opinion such as surveys, experiments, and a popular platform for programming surveys and experiments (Qualtrics). Given these different elements, the course aims to reach a conclusion as to the current reality of public communication and a diagnosis of the obstacles and possibilities of making western democracies work.

The course covers five main topics:

1. History and definition of public opinion and public communication.
2. Main theories of public opinion.
3. Media's role in the formation/ representation of public opinion, especially mass communication and novel media platforms (social media). Also, citizens as watchdogs of media within the

- digital age, and on the spot reporting.
4. Scientific study of political communication .
 5. Future challenges facing western democracies based upon the current state of public opinion and political communication given the characteristics of the digital age.

OBJECTIVES AND SKILLS

OBJECTIVES:

1. Understand the history of public opinion, the elements that constitute it, the different social sciences that have found interest in the concept, the difficulty in defining it.
2. Understand the concept of Political Communication.
3. Understand the "ideal" dynamics of public opinion as established by classical liberalism as the cornerstone in the functioning of western democracies.
4. Understand the role/impact of media has played in public opinion formation (from gatekeeping to fake news) and its impact upon the dynamics of political communication.
5. Understand the importance and impact that experimental sciences have brought upon the way to understand and analyze public opinion and public communication. (How they can be used and misused)
6. Develop the skills to be able to carry out such experimentation, such as learning how to use Qualtrics.
7. Learn about current trends within political communication, like comedy news, social media coverage, mediatic echo chambers, etc. Learn about the tactics and dynamics of political campaign
8. Deliberate upon the way the digital age is evolving; how it is affecting western democracies given the way public opinion is being articulated; additionally, factors concerning public communication (such as the mere existence/or not of a public sphere, tailor made news, narcotized citizens, political polarization driven by algorithms, political marketing, infrastructure imperialism) and what can be done.

METHODOLOGY

The first section of the course will place a strong emphasis on lecturing, discussions and debates; the second part will consist more on analysis and exercises of experimental methods of measuring public opinion.

It is important to do the readings before each class.

Students will form groups with which they will work with throughout the year in debates, exercises and presentations.

Students who write a three paragraph essay based class content and suggested reading material, regarding any session, will receive extra credit. Students can do so as often as they want.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	23.33 %	35 hours
Exercises	20.0 %	30 hours
Group work	16.67 %	25 hours
Other individual studying	16.67 %	25 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

INTRODUCTION TO THE STUDY OF PUBLIC OPINION AND POLITICAL COMMUNICATION

- Introduction to the study of Public Opinion and Political Communication
- Brief history of Public Opinion
- Public Opinion and Politics

Readings:

Article: Historical Development of Public Opinion (Journal of Sociology, Jan., 1950, Vol. 55, No. 4 (Jan., 1950), pp. 376- 388) (CED)

Book Chapters: The Prince (Read any of the following chapters: 15, 16, 17, 18, 19, 21)(Optional)

Article: The Birth of Public Opinion. This article reinforces, from a slightly different angle, the "Historical Development of Public Opinion" that is required (The Wilson Quarterly (1976-) Vol. 15, No. 1 (Winter, 1991), pp. 46-55) (Optional)

SESSIONS 3 - 4 (LIVE IN-PERSON)

THE PUBLIC OPINION REGIME: UNITED STATES, ENGLAND AND FRANCE

CONTEMPORARY CRITICISM OF THE CLASSICAL MODEL

Reading instructions:

- Democracy in America. Alexis de Tocqueville (the readings will be distributed among students, you DO NOT have to read all of this):
 1. VOLUME 1/ Part 1: Ch 3, ch 4, ch 8 section "How the Position of the President of the US differs from that of a Constitutional King in France".
 2. VOLUME 1/ Part 2: Ch 1 section "How it can be said that in the United States it is the People who Govern". Ch 5 section "Universal Suffrage" or "Choices of the People and Instincts of American Democracy in its Choices". Ch 7 section "On the Omnipotence of the Majority in the United States and its effects"
 3. VOLUME 2/Part 1: Ch 4, ch 5, ch 8, ch 10.
 4. VOLUME 2/Part 2: Ch 1, ch 2.

Article: The Open Society and its Enemies Revisited (The Economist) (CED)

Book Chapters: Democracy in America (See Bibliography)

SESSIONS 5 - 6 (LIVE IN-PERSON)

IS PUBLIC OPINION JUST AN ILLUSION?

IDEOLOGY, NON-ATTITUDES

Readings:

Book Chapters: The Illusion of Public Opinion, Ch. 2 (start at p. 22) and ch. 3) (See Bibliography)

SESSIONS 7 - 8 (LIVE IN-PERSON)

THE ROLE OF MEDIA IN THE FORMATION OF PUBLIC OPINION

MASS MEDIA

THE PSEUDO-EVENT

AGENDA SETTING

Readings:

Book Chapters: The Image: A Guide to Pseudo-events in America (Introduction) (See Bibliography)

Working Paper: Propaganda and Pseudo Events: Life within the Parallel Polis (p. 15-49) (CED)

Book Chapters: Amusing ourselves to death: public discourse in the age of show business (Chapters 9 and 11) (See Bibliography) (Optional)

Book Chapters: News that Matters (Ch. 1-3) (See Bibliography)

SESSIONS 9 - 10 (LIVE IN-PERSON)

FRAMING

PRIMING

Readings:

Book Chapters: News that matters: Television and American Opinion (Ch. 7) (See Bibliography)

SESSIONS 11 - 12 (LIVE IN-PERSON)

NOVEL MEDIA PLATFORMS WITHIN THE DIGITAL AGE: SOCIAL MEDIA

MEDIA CHOICE/SELECTIVE EXPOSURE

Readings:

Podcast: The Ezra Klein Show: "The Mid-Century Media Theorists Who Saw What Was Coming" (July 26, 2022) (Youtube)

Article: Echo-chambers in online news consumption: Evidence from survey and navigation data in Spain (Volume: 34 issue: 4, page(s): 360-376) (CED)

SESSION 13 (LIVE IN-PERSON)

FAKE NEWS

Radings:

Article: Less than you think: Prevalence and predictors of fake news dissemination on Facebook (Science Advances 9 Jan 2019 Vol 5, Issue 1) (CED)

Book Chapters: Countering fake news: a survey of recent global initiatives (S. Rajaratnam School of International Studies, Mar. 1, 2018)

SESSION 14 (ASYNCHRONOUS)

MAKE A SHORT VIDEO REGARDING HOW A HARD NEWS TOPIC OF YOUR CHOICE WAS COVERED BY THE BBC AND THE GUARDIAN, AND STATE IF YOU THINK IT IS SUFFICIENT TO FORM AN OPINION REGARDING THE MATTER AT HAND. THE VIDEO SHOUD ADDRESS THE FOLLOWING:

- Brief exposition of the news topic chosen.
- How it was exposed by the BBC, and how it was exposed by the Gurdian.
- Amount of time it took to read/see them.
- Difficulty in understanding content.
- Was extra reading/seeing needed to understand the issue?
- What opinion could you form regarding the issue after having seen/read the material?

SESSION 15 (LIVE IN-PERSON)

MIDTERM EXAM

SESSIONS 16 - 17 (LIVE IN-PERSON)

MEASURING PUBLIC OPINION AND ITS IMPACT ON POLITICAL COMMUNICATION

FROM GALLUP POLLS TO QUALTRICS: POLLING, SURVEY EXPERIMENTAL METHODS

Readings:

Book Chapters: The Republic of Spin : An Inside History of the American presidency; Part IV: The Underestimation of Harry Truman -- George Gallup and the Promise of Scientific Polling (See Bibliography) (Optional)

Book Chapters: Communication yearbook 14; The Theory of Public Opinion: The Concept of Public Opinion (See Bibliography)

Book Chapters: Cambridge Handbook of Experimental Political Science; Experiments: An Introduction to Core Concepts (See Bibliography)

SESSION 18 (LIVE IN-PERSON)

EUROPEAN SOCIAL SURVEY

For next class:

Set up a Qualtrics account using the instructions posted on the "Additional Documentation" tab. Please do this ASAP in case you need to ask the IT department for help. If you do not set up an account, you will be unable to participate in some upcoming sessions and may get a late start on the survey experiment project.

Readings:

Multimedia Documentation: European Social Survey (Sections called "About the ESS," "Methodology," and "Data.")

Article: European Social Survey (Under "Topline Findings", Section 4. "Europeans' Understandings and Evaluations of Democracy")

SESSIONS 19 - 20 (LIVE IN-PERSON)

QUALTRICS

Video: Qualtrics Begginers Tutorial (Youtube)

SESSIONS 21 - 22 (LIVE IN-PERSON)

THEORIES OF OPINION FORMATION AND CHANGE (MEMORY-BASED VS. ONLINE)

Readings:

Article: How People Think, Reason, and Feel about Rights and Liberties (American Journal of Political Science , Aug., 1993, Vol. 37, No. 3 (Aug., 1993), pp. 867-899) (CED)

Article: A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences (American Journal of Political Science, Aug., 1992, Vol. 36, No. 3 (Aug., 1992), pp. 579-616) (CED)

Article: The Responsive Voter: Campaign Information and the Dynamics of Candidate Evaluation (The American Political Science Review; Jun 1995; 89, 2) (CED)

SESSIONS 23 - 24 (LIVE IN-PERSON)

THEORIES OF PARTISANSHIP (SOCIAL PSYCHOLOGICAL AND RETROSPECTIVE MODELS)

Readings:

Book Chapters: Partisan Hearts & Minds : Political Parties and the Social Identities of Voters (Ch. 1 (stop at p. 21) (See Bibliography)

Article: Institutional Context, Cognitive Resources and Party Attachments Across Democracies (Political Analysis. Skip the section called "Estimating Interactive Effects with a Two-Step Model"; Political Analysis (2005) 13:365–386) (CED)

SESSION 25 (ASYNCHRONOUS)

MEDIA AND THE CHAVEZ/MADURO REGIME IN VENEZUELA

Venezuelan presents one of the clearest examples of how politicians can use and misuse media in order to obtain political power. It is also a clear example of how democracies can easily transition into authoritarian regimes, which systematically violate human rights, amongst other factors, through the use of propaganda and "strategic" obstruction of freedom of expression and freedom of the press. There are many aspects of interest regarding this "transition" in the case of Venezuela.

Write an essay on one of the topics listed bellow related to the venezuelan case described above:

1. Describe the way Chavez used social media to win elections and consolidate his regime.
2. Describe characteristics and achievements in creating a favorable "climate of public opinion" that Chavez used in his television program "Alo Presidente".
3. Recount the history of how the regime disabled the editorial lines of traditional media outlets such as the "El Nacional" or "El Universal" newspapers.
4. Describe the strategies the regime has used in order to maintain the public misinformed regarding the reality of the country's condition.
5. Describe the violations against human rights that opposition media outlet journalists/crew have suffered in the attempt of exercising freedom of the press.
6. Describe the strategies that opposition media outlets have used in order to keep venezuelan citizens and the international community informed regarding the systematic human rights abuse of venezuelan citizens.

There is abundant literature regarding any of these topics online and in the IE Library. I will recommend a few links that could help in your research:

Article: Venezuela: Attacks Against Freedom of Expression Must Cease Immediately (HRW, January 14, 2021) (Optional)

Article: Rethinking the Venezuelan Media Presidency: Populism/Authoritarianism and "Spectacular Modernity" (International Journal of Communication Systems, January 2018; 12:3349–3367) (CED) (Optional)

Multimedia Documentation: Venezuela (rReporters Without Borders) (Optional)

Article: MEDIA FREEDOM COALITION STATEMENT ON VENEZUELA (U.S. Embassy in Venezuela, 4 July, 2022) (Optional)

The essay must be 2000 words long approx, font size 12, Times New Roman.

BECAUSE THIS TOPIC IS NEW TO MOST OF YOU, I DO NOT EXPECT BUT GENERAL IDEAS, I WILL ALSO BE AVAILABLE TO HELP YOU DURING MY OFFICE HOURS.

SESSION 26 (LIVE IN-PERSON)

POLITICAL KNOWLEDGE

Readings:

Book Chapters: Democracy and Political Ignorance (Ch. 3) (See Bibliography)

SESSION 27 (LIVE IN-PERSON)

PUBLIC OPINION ON DEMOCRACY/DEMOCRATIC BACKSLIDING

Readings:

Article: Polarization versus Democracy (Vol. 30, Iss. 3, (Jul 2019): 20-32) (CED)

SESSION 28 (LIVE IN-PERSON)

IS THERE HOPE FOR DEMOCRACY?

Readings:

Book Chapters: The Oxford Handbook of Deliberative Democracy; Deliberative Democracy: An Introduction (See Bibliography)

Book Chapters: Reviving the Fourth Estate : Democracy, Accountability, and the Media (Chapter 10) (See Bibliography) (Optional)

Book Chapters: The People Vs. Tech (Epilogue (See Bibliography)

SESSION 29 (LIVE IN-PERSON)

PRESENTATIONS ON THE FUTURE OF DEMOCRACY

SESSION 30 (LIVE IN-PERSON)

FINAL EXAM

BIBLIOGRAPHY

Recommended

- Josef Pieper. (1992). *Abuse of language, abuse of power*. Ignatius Press. ISBN 089870362X (Digital)

This book is available in an online version and can be acquired via
<https://ie.on.worldcat.org/oclc/1319187009>

- Holzer, Harold. *Lincoln and the power of the press : the war for public opinion*. New York : Simon & Schuster. ISBN 978143919271 (Digital)

This book is available in an online version and can be acquired via
<https://ie.on.worldcat.org/oclc/893687390>

- Irving Crespi. *The public opinion process : how the people speak*. Mahwah, N.J. : Erlbaum, 1997.. ISBN 978113668488 (Digital)

This book is available in an online version and can be acquired via
<https://ie.on.worldcat.org/oclc/863157565>

- Neil Postman. (2006). *Amusing Ourselves to Death*. Penguin Books. ISBN 014303653X (Digital)

This book is available in an online version and can be acquired via

- <https://ie.on.worldcat.org/oclc/460973536>
- Jürgen Habermas. *The structural transformation of the public sphere : an inquiry into a category of bourgeois society*. 2008. Cambridge. ISBN 9780745610771 (Digital)
- This book is available in an online version and can be acquired via <https://ie.on.worldcat.org/oclc/813852510>
- Walter Lippmann. *Public Opinion*. 2012. Dover Publications. ISBN 1306337348 (Digital)
- This book is available in an online version and can be acquired via <https://ie.on.worldcat.org/oclc/868278540>
- John Dewey. *The Public and its Problems*. Chicago : Swallow Press, 1954.. ISBN 1036782071 (Digital)
- This book is available in an online version and can be acquired via <https://ie.on.worldcat.org/oclc/1036782071>
- Schultz, Julianne. *Reviving the Fourth Estate : Democracy, Accountability, and the Media*. Cambridge University Press. ISBN 0521620422 (Digital)
- This book is available in an online version and can be acquired via <https://ie.on.worldcat.org/oclc/1269065232>
- Niccolò Machiavelli. *The Prince*. Kahle/Austin Foundation. ISBN 9781783943630 (Digital)
- This book is available in an online version and can be acquired via <https://ie.on.worldcat.org/oclc/897388179>
- Sabine, George Holland. (1961). *A history of political theory*. New York, Holt, Rinehart and Winston. ISBN 9780030107405 (Digital)
- This book is available in an online version and can be acquired via <https://ie.on.worldcat.org/oclc/647501926>
- Alexis de Tocqueville; edited by Eduardo Nolla; translated from the French by James T. Schleifer. (2012). *Democracy in America*. Indianapolis. ISBN 9781614878834 (Printed)
- This book is available in an online version and can be acquired via <https://ie.on.worldcat.org/oclc/860714487>
- Daniel J Boorstin (Daniel Joseph), 1914-2004. (1992). *The Image: A Guide to Pseudo-Events in America*. 1st Vintage books ed. New York: Vintage Books. ISBN 9780679741800 (Printed)
- George F. Bishop. (2004). *The Illusion of Public Opinion: Fact and Artifact in American Public Opinion Polls*. Lanham, MD : Rowman & Littlefield. ISBN 9780742516458 (Printed)
- Shanto Jyengar and Donald R. Kinder. *News that Matters*. The University of

Chicago Press, Chicago. ISBN 0226388565 (Printed)

- David Greenberg 1968-. (2016). *Republic of Spin: An Inside History of the American Presidency*. New York : W.W. Norton & Company. ISBN 9780393067064 (Printed)

- James N Druckman (Editor). (2021). *Cambridge Handbook of Experimental Political Science*. Cambridge University Press. ISBN 9780521192125 (Digital)

This book is available in an online version and can be acquired via :

<https://ie.on.worldcat.org/oclc/964866268>

- Donald P Green 1961, Bradley Palmquist, Eric Schickler. (2004). *Partisan Hearts and Minds : Political Parties and the Social Identities of Voters*. New Haven ; London : Yale University Press. ISBN 9780300101560 (Digital)

This book is available in an online version and can be acquired via

<https://ie.on.worldcat.org/oclc/928701620>

- Ilya Somin. (2016). *Democracy and Political Ignorance : Why Smaller Government Is Smarter*. Second Edition.. Palo Alto : Stanford University Press. ISBN 9780804799317 (Digital)

This book is available in an online version and can be acquired via

<https://ie.on.worldcat.org/oclc/968730640>

- Andre Bachtiger. (2018). *The Oxford Handbook of Deliberative Democracy*. Oxford: Oxford University Press. ISBN B07GYT5511 (Digital)

This book is available in an online version and can be acquired via

<https://ie.on.worldcat.org/oclc/1292593375>

- Jamie Barlett. (2018). *The People Vs. Tech: How the internet is killing democracy (and how we can save it)*.. Penguin Random House UK. ISBN 9781785039065 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Class participation	10 %	Participation in class exercises, debates, and discussions.
Midterm Exam	20 %	Midterm Exam consists of 5 questions.
Qualtrics Survey and Debate	20 %	Survey study using Qualtrics.
Group Presentation	10 %	Presentation on the future of democracy
Individual Work	10 %	2,000 (+/- 200) word essay.
Final Exam	30 %	Final Exam consists on 5 questions

GENERAL OBSERVATIONS

Each student has four attempts over two consecutive academic years to pass this course.

For every BIR Program mandatory class aside from the IR Unplugged and BIR Electives, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam (or the largest assignment) is below 5 will fail the course. The rule applies to whichever assignment carries the greatest weight to the final grade. Dates and location of the final exam will be posted in advance and will not be changed.

Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year).

Students who are in the third or fourth attempt must contact the professor during the first two weeks of the course.

The Bachelor's in International Relations pursues to develop the knowledge, skills and attitudes for bringing transformative and sustainable change in today's world. Therefore, all the courses follow the principles of sustainability and diversity. Firstly, this course considers the agenda 2030 and builds upon the Sustainable Development Goal of "Providing Quality Education", "Peace, Justice and Strong Institutions", "Reduced Inequalities". Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

ATTENDANCE

In-person attendance is mandatory at IE University, as it is an essential factor of IE's learning methodology. While we do closely monitor attendance in each course, we also consider our students responsible for their own agenda and commitments, as adult university students. With that in mind, each student may miss up to 30% of the sessions within a given course and still maintain the possibility of passing that given course. This 30% "buffer" is to be used for any absences, such as: illnesses, personal emergencies, commitments, official/governmental matters, business and/or medical appointments, family situations, etc. Students should manage their various needs, and situations that may arise, within that 30% buffer. If a student is absent to more than the allowed 30% of the sessions (regardless of the reason), s/he will obtain a 0.0 grade for that course in both the ordinary and extraordinary calls of the current academic year, and s/he will have to retake the course during the following academic year.

Please pay close attention to your attendance. The program strongly encourages attending 100% of the sessions as it will improve your learning outcomes, it will increase the class performance and it will benefit your participation grade. Noncompliance with deadlines for Non-Classroom Learning activities or assignments will result in an absence for the session.

Extreme cases involving emergencies such as: extended hospitalizations, accidents, serious illnesses and other cases of force majeure, are to be consulted with the Program Management (bir.biemadrid@ie.edu) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

For more information about the university attendance policy, please check; <https://www.ie.edu/student-guide/bir/policies-and-guidelines/attendance/>

PLAGIARISM / ACADEMIC HONESTY

Plagiarism is the dishonest act of presenting another person's ideas, texts or words as your own. This includes in order of seriousness of the offense:

- providing faulty sources;
- copy-pasting material from your own past assignments (self-plagiarism) without the instructor's permission;
- copy-pasting material from external sources even while citing them;
- using verbatim translations from sources in other languages without citing them;
- copy-pasting material from external sources without citing them;
- and buying or commissioning essays from other parties.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. For help with your academic writing, contact the Writing Center (writingcenter@faculty.ie.edu). The professor will also advise the student on how to present said material. All written assignments must be submitted through Turn-it-in, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. Students using external tutorial support should report it to the professor and the BIR Program from the moment they began receiving this support. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIR Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

PROFESSOR BIO

Professor: **MORELA SCULL BAPTISTA**

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Dr. Scull has a PhD in Public Communication from the Universidad de Navarra. She has recently carried out postdoctoral research for the Center for Internet Studies and Digital Life from the same university. At IE, she has taught "Your Life Project in the digital Age" and "The Gamer Citizen: Fortnite and Civic Virtues". She was an analyst and blogger for the Media Research Center in Reston Virginia, USA. In Florida, she did research at the University of Miami regarding "post truth" and "fake news". At the Universidad Monteavila in Caracas, Venezuela, she taught Public Opinion, Ethics, and Cultural Anthropology. She has spent more than a decade studying the impact the digital age has upon the person, society, and democracy, and has been a public speaker regarding these issues for corporations and different online news media programs.

OTHER INFORMATION

Office hours are from 12:00 to 14:00 on Friday. Schedule appointments by writing to me at mscull@faculty.ie.edu

CODE OF CONDUCT IN CLASS

1. Be on time. Students arriving more than 5 minutes late will be marked as "Absent". Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor). Students attending online must always have their cameras on during the session or risk being marked absent.
2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.
3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent". Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".
5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".
6. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.
7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

