

# **ADVANCED NEGOTIATIONS AND PUBLIC ADVOCACY**

**IE University**

Professor: **ADRIAN JOFRE BOSCH**

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Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 6.0

Language: English

## **PREREQUISITES**

### **SUBJECT DESCRIPTION**

The course will cover advanced topics in negotiation and public advocacy such as conflict analysis, cooperation and competition, power dynamics, mediation, multiculturalism, perception, framing, lobby, and polarization as they relate to theoretical and practical issues from the international perspective.

On a daily basis, we are involved in numerous negotiations. Some of these are simple and easy to resolve, while others are complex and may take place over several sessions (or even years and centuries). Some of our negotiations take place with one other person and others take place with several parties. In this course, we will explore negotiation from several points of view and approaches as listed below under the session headings. Broadly we will look at key orientations to conflict and negotiation; individual factors affecting the course of negotiation (eg, emotions, culture), group factors (eg, multiparty and intergroup dynamics), and interpersonal factors (communication, power).

The course will be a blend of concepts and skills, theory and practice. On some occasions, you will be introduced to a concept and then asked to apply those concepts in an experiential activity. At other times you will be asked to engage in an activity or simulation and then relevant concepts will be elicited based on your experience. You will have opportunities to practice developing your skills throughout the course, in terms of enhancing your practice and honing your analytical and conceptual understanding.

### **OBJECTIVES AND SKILLS**

- To develop negotiation skills through the application of these foundational principles and experiential learning.
- To reflect critically on your own and other's perspectives of public advocacy.
- To enhance your understanding of the concepts, models and theories behind conflict resolution, problem-solving and social change practices and skills.

### **METHODOLOGY**

The course will be a blend of concepts and skills, theory and practice. You will have opportunities to practice developing your skills throughout the course, in terms of enhancing your practice and honing your analytical and conceptual understanding.

The course will cover basic topics in conflict engagement such as cooperation and competition, power, culture, justice, negotiation and mediation, intergroup conflict, violence, intractable conflict, and sustainable peace as they relate to theoretical and practical issues of conflict management and resolution at the interpersonal, intergroup, organizational, community and international levels. It will emphasize the links between theory, research, and practice throughout.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	28.0 %	42 hours
Discussions	13.33 %	20 hours
Exercises	29.33 %	44 hours
Group work	21.33 %	32 hours
Other individual studying	8.0 %	12 hours
TOTAL	100.0 %	150 hours

## PROGRAM

### SESSIONS 1 - 2 (LIVE IN-PERSON)

#### Introduction, theories and framing

*Article: The conflict resolution field (Ch. 1) in "Peacemaking in International Conflict: Methods and Techniques" (ced)*

*Working Paper: Dispute Resolution (HLS)*

*Practical Case: Negotiation Preparation Worksheet (s-c)*

- Conflict Basics: definitions, guiding principles, levels of conflict, the conflict dilemma, etc.
- Conflict Analysis Tools

### SESSIONS 3 - 4 (LIVE IN-PERSON)

#### Nature and Context of Negotiation

*Article: 3-D Negotiation: Playing the Whole Game (HBS R0311D-PDF-ENG)*

*Working Paper: Negotiation Skills (HLS)*

*Technical note: Reengineering Negotiations (MIT Sloan Management Review, Volume 39, Number 3, Spring 1998) (TCC SMR3936)*

- Principals, characteristics of a negotiation situation, types of interdependence, etc.

### SESSION 5 (ASYNCHRONOUS)

#### Competitive vs. cooperative negotiations

*Book Chapters: Distributive Bargaining (ch.2) in "Essentials of Negotiation" (See Bibliography) (CED)*

*Book Chapters: Integrative Negotiation (Ch.3) in "Essentials of Negotiation" (See Bibliography)*

- Online discussion forum

## **SESSIONS 6 - 7 (LIVE IN-PERSON)**

### **Team Negotiations**

*Article: The Surprising Power of Questions (HBS R1803C-PDF-ENG)*

*Technical note: Constructive Controversy (Ch. 3) in "THE HANDBOOK OF CONFLICT RESOLUTION: THEORY AND PRACTICE" (CED)*

## **SESSIONS 8 - 9 (LIVE IN-PERSON)**

### **The Promise of Mediation**

*Article: "The mediation movement. Four diverging views" in "The promise of mediation : responding to conflict through empowerment and recognition" (CED)*

*Technical note: Mediation Secrets for Better Business Negotiations (HLS)*

Core values and types of mediators. Mediation is important not only for mediators but also for negotiators, who need to know how to make good use of a third party. This unit considers mediation tools and techniques in connection with a hypothetical case involving the negotiation of a cease-fire.

## **SESSION 10 (ASYNCHRONOUS)**

### **Reflection - Mediation**

## **SESSIONS 11 - 12 (LIVE IN-PERSON)**

### **Cultural Impact & Multiculturalism**

*Technical note: Overcoming Cultural Barriers in Negotiation (HLS)*

*Article: The Chinese Negotiation (HBS R0310E-PDF-ENG)*

*Practical Case: ICS Questionnaire (ICS) (CED)*

Intercultural Conflict Style Inventory

## **SESSIONS 13 - 14 (LIVE IN-PERSON)**

### **Power Dynamics & Conflict**

*Technical note: Salary Negotiations (HLS)*

Major sources of power and strategies.

## **SESSIONS 15 - 16 (LIVE IN-PERSON)**

### **Multiparty Negotiation**

*Article: Winning and Blocking Coalitions: Bring Both To a Crowded Table (HBS N0401B-PDF-ENG)*

*Article: New Insights into Coalition Negotiations—The Case of German Government Formation (Negotiation Journal Month 2020) (CED)*

## **SESSION 17 (ASYNCHRONOUS)**

### **Reflection - Multiparty Negotiation**

## **SESSIONS 18 - 19 (LIVE IN-PERSON)**

## **Perceptions & Cognitive Bias**

- Stereotypes
- Halo effect
- Selective perception
- Projection
- Sunk cost
- Nudging

## **SESSIONS 20 - 21 (LIVE IN-PERSON)**

### **International negotiations group presentations**

*Working Paper: Escola de Cultura de Pau. Alert 2019! Report on conflicts, human rights and peacebuilding (Icaria Editorial / Escola de Cultura de Pau, UAB)*

- Mali
- Western Sahara
- Nicaragua
- Venezuela
- Dominican Republic – Haiti
- Hong Kong
- Brexit

## **SESSION 22 (ASYNCHRONOUS)**

### **Real Case Studies Online Exercise**

## **SESSIONS 23 - 24 (LIVE IN-PERSON)**

### **Framing & Reframing**

*Article: Dealmaking Disrupted: The Unexplored Power of Social Media in Negotiation (Negotiation Journal Winter 2021) (ced)*

*Article: Special Section Social Media Influence on Diplomatic Negotiation: Shifting the Shape of the Table (Negotiation Journal Month 2021) (ced)*

*Technical note: Changing the Narrative. The Role of Communications in Transitional Justice (Institute for Integrated Transitions (IFIT))*

## **SESSIONS 25 - 26 (LIVE IN-PERSON)**

### **Public Advocacy**

*Article: Process Design for Secret Negotiations (IFIT PRACTICE BRIEF, APRIL 2019) (ced)*

*Article: The Role of Issues in Negotiation: Framing, Linking, and Ordering (Negotiation Journal Season 2021) (ced)*

## **SESSION 27 (ASYNCHRONOUS)**

### **Advocacy vs. Lobby**

- Online discussion forum

## SESSIONS 28 - 29 (LIVE IN-PERSON)

### Discussion and Conclusions

*Working Paper: Building resilience to reduce polarisation and growing extremism (Bridge Project, European Forum for Urban Security, June 2019)*

*Article: In Theory. Open to Debate: Reducing Polarization by Approaching Political Argument as Negotiation (Negotiation Journal Summer 2021) (ced)*

## SESSION 30 (ASYNCHRONOUS)

### Final Paper

## BIBLIOGRAPHY

### Compulsory

- Roy J. Lewicki, Bruce Barry, David M. Saunders. (2020). *ISE Essentials of Negotiation*. 7th Edition. Mc Graw Hill. ISBN 9781260570458 (Printed)

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## EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	10 %	
Workgroups	40 %	Role-play simulation
Group Presentation	20 %	International conflicts group presentations
Individual Work	30 %	Final Paper

### Readings:

All readings are to be completed by the due date of the session.

### Class Participation and Workgroups:

- In each class there will be opportunities to discuss concepts as a large class and in small groups.
- There will be time for individual reflection on the class concepts and experiences and at times group reflection, as well.
- There will be role-plays, simulations and other activities depending on the topic.
- There will be several chances for informal group presentations.

### Group Presentation:

In this assignment, your group will be graded on its selection of a negotiation with appropriate scope; how well it depicts the public advocacy context and applies negotiation concepts and theories; the quality of the written outline and how well the outline is supported; the extent to which your group demonstrates creativity in the presentation of the group project; and each member's level of engagement in the project.

### Individual Work:

In this assignment, you will be graded on how responsive your paper is to the question posed; the quality of the reflections on such questions based on the learning that took place in class and as a result of the in-class role play, and how well these reflections are supported. Include some background information to set the context, introduction of frameworks to analyze the negotiation, and make recommendations for how to address the conflict and rationale for why. Your assignment is to explore the topic beyond the required readings. Minimum of three (3) citations need to be used. The paper is to be double spaced, with one-inch margins, 12 pt. font. Citations and references are to be in APA format. A minimum grade of 5 in the Final Paper is required to pass the course.

### **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 10 (Reduce Inequalities), 16 (Peace, Justice and Strong Institutions), and 17 (Partnerships for the Goals). 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.madridoffice@ie.edu](mailto:bir.madridoffice@ie.edu)) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

### **RETAKE POLICY**

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

### **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](mailto: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: **ADRIAN JOFRE BOSCH**

E-mail: [ajofre@faculty.ie.edu](mailto:ajofre@faculty.ie.edu)

#### **ADRIAN JOFRE BOSCH**

#### **Negotiation and Public Advocacy Expert**

Partner and President at beBartlet. He is an Economy graduate from the Universitat Pompeu Fabra, and in Negotiation and Conflict Resolution at Columbia University. He also holds a Master degree from ICADE in Highly Regulated Industries. He is a fellow researcher at the Elcano Royal Institute and an associate professor at the IE School of Global and Public Affairs, ESADE, and the Spanish Diplomatic School. An arbitrator of the Madrid Civil and Mercantile Court of Arbitration (CIMA) and a professional mediator registered in the Ministry of Justice of Spain.



He has worked as a business consultant in one of the major companies in the sector, specializing in reorganization processes (efficiency, M&A, digitization, etc.) and new business models. He has also worked as a political analyst for CNN en Español and collaborated with different written press, radio and television media. Furthermore, he has been a member of a diplomatic delegation to the United Nations conducting advisory and political coordination tasks, as well as great consular experience.

beBartlet is a public advocacy firm, based in Madrid and Barcelona. Based on our knowledge and sensitivity regarding generational, territorial, and gender gaps, as well as the breach between the public and private worlds, we analyze the political, social, and economic context and we develop strategies for alliances, social mobilization and corporate diplomacy that contribute to our client's reputation and leadership.

## **OTHER INFORMATION**

Instructor: Prodessor Adrian Jofre Bosch [ajofre@faculty.ie.edu](mailto:ajofre@faculty.ie.edu)

Office Hours: Before/after class or by appointment

Response Policy: The best way to contact me is via email. I typically respond to emails sent Monday through Friday (before 8pm) within 24 hours. I typically respond to emails sent to me after 3pm on Friday and on weekends within 48 hours.

### **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.



# CHINA: GEOPOLITICS AND POLITICAL ECONOMY

**IE University**

Professor: **MIGUEL OTERO IGLESIAS**

E-mail: motero@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## PREREQUISITES

## SUBJECT DESCRIPTION

This is a course to understand how China is transforming international relations (Geopolitics) and the international political economy. It focuses on the re-emergence of China as a (partial) global power over the past 40 years. For that it covers China's long history, its opening-up and reform period with Deng Xiaoping, the entry in the WTO and its consequences, contemporary debates about the strengths and weaknesses of its economy and its foreign policy agenda laid out in the New Silk Road of the Belt and Road Initiative. In order to understand the power and influence of China it analyses its political and socio-economic development model and how this impacts different key regions of the world (in the Northern and Southern hemispheres). After this course, students will have a good grasp of the political economy of China and its ramifications for world affairs and have the basic knowledge to undertake more specialised courses on China and world politics and economics.

## OBJECTIVES AND SKILLS

1. Functional knowledge of the main historical and contemporary drivers, actors and tensions in China's political economy and its impact on world affairs
2. Intellectual capacities
  - 2.1 Identifying and integrating relevant information and demonstrate the capacity of analysing a situation, a process and an environment related to China and international relations
  - 2.2 Show the capacity of critical thinking in elaborating an argumentation on key debates and processes around China and geopolitics and political economy
3. Interpersonal, teamwork and communication skills
  - 3.1 Demonstrate effective team interaction skills.
  - 3.2 Acquire the confidence to address a large group and defend a particular position
  - 3.3 Develop and apply skills of personal organisation, anticipation, planning (time management) and methodological rigour.

## METHODOLOGY

Most sessions will have the following structure in both the synchronous and asynchronous format:

- 1) Students will make a 20 minutes group presentation on the topic covered each session building on the required readings
- 2) Q&A, the rest of the class will have the opportunity to ask questions and comment on the topic (either face to face or in asynchronous mode)
- 3) The professor will comment on the presentation and clarify doubts, expand some of the explanations, if necessary
- 4) The class will react to those and continue the debate

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15 hours
Discussions	6.67 %	5 hours
Exercises	6.67 %	5 hours
Group work	26.67 %	20 hours
Other individual studying	40.0 %	30 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

#### Intro to the Course: The Importance of China

*Video: Understanding the Rise of China (Youtube)*

*Article: Danny Quah: The Global Economy's Shifting Centre of Gravity. (Global Policy Volume 2 . Issue 1 . January 2011) (CED)*

### SESSION 2 (LIVE IN-PERSON)

#### The History of China

*Article: Confucianism and Contemporary Chinese Politics (Politics & Policy, Volume 35, No. 1) (CED)*

*Video: Zhang Yimou: To Live (Youtube)*

*Book Chapters: RECOMMENDED. Henry Kissinger: On China. (available at IE Library)*

*Book Chapters: China in World History (available at IE Library)*

### SESSION 3 (LIVE IN-PERSON)

#### The Political System of China

*Working Paper: The Emerging Model of Economic Policy Making under Xi Jinping. CIGI Papers No. 180 — July 2018 (ISSUU)*

*Article: Integrating Wealth and Power in China: The Communist Party's Embrace of the Private Sector (The China Quarterly , Dec., 2007, No. 192) (CED)*

*Article: We are the (National) Champions: Understanding the Mechanisms of State Capitalism in China. (STANFORD LAW REVIEW, Vol. 65:697, April 2013 ) (CED)*

*Book Chapters: The Party: The Secret World of China's Communist Rulers. CH 1 & 2 (See*

*Bibliography)*

*Article: What the West Gets Wrong About China (HBS S21031-PDF-ENG)*

## **SESSION 4 (LIVE IN-PERSON)**

### **The Economy of China**

*Article: China Confronts the Mundell-Fleming Trilemma (Project Syndicate, Feb 26, 2018)*

*Working Paper: Made in China 2025. Merics, No 2 | December 2016 (Merics, Aug 12, 2016)*

*Article: Sino-Capitalism: China's Reemergence and the International Political Economy (World Politics 64, no. 4 (October 2012), 741–76) (CED)*

*Book Chapters: Red Flags : Why Xi's China Is in Jeopardy. CH 3 & 4 (See Bibliography)*

*Article: State-Business Relations Under Xi: What has (and hasn't) changed and what are the implications? (LSE, November 23rd, 2020)*

## **SESSION 5 (LIVE IN-PERSON)**

### **China's Military Power**

*Book Chapters: China's 2019 Defence White Paper (China's State Council) (ced)*

*Technical note: China's New 2019 Defense White Paper (CSIS, July 24, 2019)*

## **SESSION 6 (LIVE IN-PERSON)**

### **China and its regional disputes**

*Article: US makes unnecessary waves in South China Sea (Global Times)*

*Article: World cannot ignore Chinese aggression in South China Sea (Nikkei Asia, May 30, 2020)*

*Article: A history of boorishness: Chronicling China's border brawls in the neighbourhood (The Economic Times, Jul 02, 2020)*

*Article: What's China's 'nine-dash line' and why has it created so much tension in the South China Sea? (South China Morning Post, 12 Jul, 2016)*

## **SESSION 7 (LIVE IN-PERSON)**

### **China in Africa**

*Article: China's Aid to Africa: Monster or Messiah? (Brookings, Friday, February 7, 2014)*

*Article: China's Investments In Africa: What The Data Really Say, And The Implications For Europe (Medium.com, Aug 6, 2019)*

*Article: Why Africa loves China (Aljazeera.com, 6 Jan 2019)*

## **SESSION 8 (LIVE IN-PERSON)**

### **China in Latin America**

*Working Paper: China in Latin America: Repercussions for Spain (Real Instituto Elcano, Working Paper 3/2015 | October 2015)*

*Multimedia Documentation: China in Latin America: partner or predator? (South China Morning Post)*

## **SESSION 9 (LIVE IN-PERSON)**

### **China's Belt and Road Initiative**

*Article: Chinese Perspectives on the Belt and Road Initiative: Strategic Rationales, Risks, and Implications (INSS, Sept. 27, 2017)*

*Article: China's Belt and Road Initiative: Perspectives from India. China & World Economy 25(5):78-100 · September 2017 (China & World Economy / 78–100, Vol. 25, No. 5) (CED)*

*Working Paper: President Xi Jinping's "Belt and Road" Initiative. (CSIS Report, March 28, 2016)*

*Working Paper: Europe and China's New Silk Roads. European Think-tank Network on China (ETNC, December 2016)*

## **SESSION 10 (LIVE IN-PERSON)**

### **China and Russia Relations**

*Article: Strategic Conditions of Russia-China Entente (Valdai Club, 04.03.2020)*

*Practical Case: Countering Russian & Chinese Influence Activities (CSIS)*

*Article: China, Russia reaffirm mutual support on core interests, sovereignty (Global Times)*

*Article: Comrades Putin and Xi (Blog LSE, April 13th, 2021)*

## **SESSION 11 (LIVE IN-PERSON)**

### **EU-China Relations**

*Practical Case: EU-China – A strategic outlook (European Commission)*

*Practical Case: EU-China trade and investment relations in challenging times (European Parliament, PE 603.492 - May 2020)*

*Working Paper: Europe in the Face of US-China Rivalry (European Think-tank Network on China (ETNC, January 2020))*

## **SESSION 12 (LIVE IN-PERSON)**

### **China's Multilateralism**

*Working Paper: China's emerging institutional statecraft (Report Brookings, April 2017)*

*Article: Multilateralism Chinese Style (Foundation Robert Schuman)*

*Video: "What China Will Be Like As A Great Power" (Youtube)*

## **SESSION 13 (LIVE IN-PERSON)**

### **US-China Rivalry**

*Video: Has China Won? Mahbubani vs Mearsheimer (Youtube)*

*Article: There Is Little Dignity in Trump's Trade Policy (Foreign Affairs, July 9, 2020)*

*Article: America Can—and Will—Win the Trade War (The National Interest, October 11, 2019)*

*Article: The Balance of Soft Power (Foreign Affairs, July/August 2022)*

## **SESSION 14 (LIVE IN-PERSON)**

### **China in the digital age**

*Article: What do young Chinese think about social credit? It's complicated (Merics, Mar 26, 2020)*

*Article: Technological Competition and China (CSIS, NOVEMBER 2018)*

*Technical note: Rethinking Strategic Autonomy in the Digital Age (European Commission, Issue 30 July 2019)*

## SESSION 15 (LIVE IN-PERSON)

### The New Cold War

Article: *Remarks on the Administration's Policy Toward China*. (Hudson Institute, Thursday October 4, 2018)

Article: *Is the Cold War coming back?* Taipei Times (Taipei Times, Mon, Nov 05, 2018)

Article: *The Thucydides Trap*. (Foreign Policy, JUNE 9, 2017)

Article: *Can China Rise Peacefully?* (The National Interest, October 25, 2014)

Article: *The Coronavirus Pandemic and a Once-in-a-Century Change* (Blog Reading the China Dream)

Book Chapters: *RECOMMENDED Destined for War: Can America and China Escape Thucydides's Trap?* (available at IE Library)

## BIBLIOGRAPHY

### Compulsory

- George Magnus. *Red Flags: Why Xi's China Is in Jeopardy*. Yale University Press. ISBN 9780300246636 (Digital)
- Richard McGregor. (2012). *The Party: The Secret World of China's Communist Rulers*. Harper Perennial. ISBN 9780061708763 (Digital)

### Recommended

- Henry Kissinger. (2012). *On China*. Penguin. ISBN 9780141049427 (Printed)
- Odd Arne Westad. (2012). *Restless empire: China and the world since 1750*. Vintage Digital. ISBN 9780099569596 (Digital)
- Cheng Li. (2016). *Chinese Politics in the Xi Jinping Era*. Brookings Institution Press. ISBN 9780815726920 (Digital)
- Robert Wade. (2003). *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization*. Princeton University Press. ISBN 9780691117294 (Digital)
- Andrew T.H. Tan. (2015). *Security and Conflict in East Asia*. 1. Routledge. ISBN 9781857437171 (Digital)
- Graham Allison. (2018). *Destined for War: Can America and China Escape Thucydides's Trap?*. Mariner Books. ISBN 9781328915382 (Digital)

## EVALUATION CRITERIA

Attendance and participation in discussions is compulsory

- 50% Individual essay (1,500 words long)
- 40% Group presentations in class
- 10% Individual participation in general discussion
- 100%

Students will choose their own research questions, which need to be approved by the professor beforehand. The essays will need to be submitted in class in hard copy in session 15.

Criteria	Percentage	Comments
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Individual Essay	50 %	
Group Presentation	40 %	
Individual Participation	10 %	

### GENERAL OBSERVATIONS

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

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 should contact the professor during the first two weeks of the course.

### ATTENDANCE

Attendance is **mandatory** at IE University, as it is an essential factor of IE's learning methodology, a continuous process of learning through participation in class, other students' contributions and presentations, among others. While we do closely monitor attendance in each course, we also consider our students responsible for their own agenda and commitments. 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. Having established the rule, we strongly discourage to use this buffer as granted, we highly recommend to attend 100% of the classes as it will improve your learning outcomes, it will increase the class performance and it might improve your participation grade.

Extreme cases involving emergencies such as: extended hospitalizations, accidents, serious illnesses and other contexts involving force majeure, are to be consulted with the Program Management team for assessment of the situation and corresponding documentation, so that Program Management can support and guide each student optimally.

### RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.
- Dates and location of the retakes will be posted in advance and will not be changed.

### 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. The professor will advise the student on how to present said material. All written assignments have to be submitted through Turnitin, 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. 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 Academic Ethics Committee. Very high similarity scores will be automatically flagged and forwarded to the Academic Ethics Committee. 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: **MIGUEL OTERO IGLESIAS**

E-mail: [motero@faculty.ie.edu](mailto:motero@faculty.ie.edu)

### **Academic Education**

Post-doctoral Research Fellow in Political Economy, London School of Economics & Political Science

PhD in International Political Economy, Oxford Brookes University

Master in International Political Economy, University of Manchester

Licenciado en Ciencias de la Información, Universidad de Santiago de Compostela

### **Academic Experience**

Professor of Practice at IE School of Global and Public Affairs

Assistant Professor in International Political Economy, ESSCA School of Management, Paris.

Adjunct Lecturer in Regional Integration, University of Oxford

Visiting Research Fellow at IWEP, CASS, Beijing; IRI-PUC Rio de Janeiro and MERICS, Berlin

Guest Lecturer in over 20 universities and postgraduate centres

Author of *The Euro, the Dollar and the Global Financial Crisis*

Author of more than 100 articles in peer-reviewed journals, book chapters and op-eds in Spanish and international press such as *El País*, *The Financial Times* and *Foreign Affairs*.



Co-founder of the European Think Tank Network on China (ETNC)

**Practical Work Experience**

Senior Analyst for the International Political Economy at the Elcano Royal Institute

Advisory roles for the OECD, the European Commission and the Spanish Government

**OTHER INFORMATION**

[miguel.otero@rielcano.org](mailto:miguel.otero@rielcano.org)



# CULTURE AND LEADERSHIP IN ANCIENT ROME

**IE University**

Professor: **JULIO BATISTA CAMPILLI**

E-mail: [jbatista@faculty.ie.edu](mailto:jbatista@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## PREREQUISITES

There are no prerequisites for this course.

## SUBJECT DESCRIPTION

“Rise of an empire: Culture and leadership in ancient Rome” will present a detailed overview of the rise of the Roman empire, from its birth to the dominion of the Mediterranean and its shores. The class will cover the foundation of Rome, its expansion across the Italian peninsula, and the three Punic wars until Rome’s final victory over the Carthaginian empire.

The factors that permitted a primitive village to grow and rule the known world will be studied, as well as the cultural and social elements that allowed Rome to attain and maintain its political and military superiority. Both primary and secondary sources will be read and analyzed, reviewing classical historiography through antiquity’s greatest authors.

The history of ancient Rome can help us to better understand our present, providing us with the first examples of the eternal questions of deterrence, balance of power, preventive war, treaty and diplomacy. It also reveals the richness and universality of our Roman heritage.

## OBJECTIVES AND SKILLS

Upon successful completion of this course, students will be able to:

1. Understand the main milestones of early human development in the Mediterranean basin as well as the economic and commercial conditions that accompanied the emergence of political entities.
2. Become acquainted with ancient historiography, its challenges, and the works of its greatest authors: Sallust, Tacitus, Polybius, and Livy. Understand early Mediterranean mythology and how it relates to the historical record.
3. Become familiar with the nations and tribes which inhabited the Italian peninsula and understand the causes and milestones of early Roman expansion. Identify Rome’s key success factors and how they became embedded into its culture from an early date.
4. Become familiar with the origins and rise of the Carthaginian empire. Understand the factors

which led to competition and rivalry with the rising Roman empire. Understand the causes, consequences and main events of the three wars between Rome and Carthage.

5. Understand the successes and failures of the evolving military and political strategies and tactics used by the belligerents. Become acquainted with the personalities of the main political and military leaders.
6. Recognise the cultural, intellectual, and political legacy of the Roman empire in our modern world, with a particular focus on the Iberian peninsula.

In addition the following skills will be practiced:

- Critical analysis and creative thinking.
- Comprehensive reading of ancient historical documents.
- Independence of stereotypical historical representations.

## **METHODOLOGY**

This course will use the IE liquid learning methodology, blending physical, digital and natural environments so that students obtain a world class education, no matter their location or situation. It combines three essential elements: synchronous interactions, asynchronous interactions and individual inquiry and discovery.

<b>Teaching methodology</b>	<b>Weighting</b>	<b>Estimated time a student should dedicate to prepare for and participate in</b>
Lectures	40.0 %	30 hours
Discussions	13.33 %	10 hours
Exercises	13.33 %	10 hours
Group work	6.67 %	5 hours
Other individual studying	26.67 %	20 hours
<b>TOTAL</b>	<b>100.0 %</b>	<b>75 hours</b>

## **PROGRAM**

### **SESSION 1 (LIVE IN-PERSON)**

Introduction. The study of ancient history and the use of primary sources. The extent and importance of the Roman legacy. Basic Latin language structure and pronunciation

### **SESSION 2 (ASYNCHRONOUS)**

Roman/Latin research project

### **SESSION 3 (LIVE IN-PERSON)**

The Mediterranean from the beginning of the bronze age to the foundation of Carthage. The Carthaginian civilization: Politics, religion, and mercenary war.

Reading:

*Book Chapters: Gustave Flaubert, Salammbô, chapters 1 -7 (See Bibliography)*

### **SESSION 4 (LIVE IN-PERSON)**

The Etruscan civilization. The birth of Rome and its early expansion in the Italian peninsula. Mythology, early leaders and legends.

Reading:

*Book Chapters: Livy, Book I, chapters I – XII (extracts) (See Bibliography)*

### **SESSION 5 (LIVE IN-PERSON)**

The rise of the rivalry between Rome and Carthage: Economic and geopolitical factors, Sicily and the competition for its resources. The mercenary societies.

Reading:

*Book Chapters: Livy, Book I, chapters I – XII (extracts) (See Bibliography)*

### **SESSION 6 (LIVE IN-PERSON)**

The first Punic war. Roman and Carthaginian forces, leaders and strategies. Tactical innovations.

Reading:

*Book Chapters: Polybius (extracts) (See Bibliography)*

### **SESSION 7 (ASYNCHRONOUS)**

Role playing exercise: Competitive analysis, strategy generation and evaluation.

### **SESSION 8 (LIVE IN-PERSON)**

Hamilcar, Hannibal, and the Barcas of Carthage. Diplomacy, treaties, and the elusive peace. The political and economic importance of the Iberian peninsula.

Reading:

*Book Chapters: Gustave Flaubert, Salammbô, chapters 8 -15 (See Bibliography)*

### **SESSION 9 (LIVE IN-PERSON)**

The immediate causes of the Second Punic War. Alliance politics. Hannibal crosses the Alps.

Reading:

*Book Chapters: Tacitus (extracts) (See Bibliography)*

### **SESSION 10 (LIVE IN-PERSON)**

The initial victories and the opposing objectives. Hannibal's elusive and frustrated domination of the Italian peninsula.

Reading:

*Book Chapters: Livy (extracts) (See Bibliography)*

### **SESSION 11 (LIVE IN-PERSON)**

Carthaginian politics. The leadership of Scipio Africanus. The defeat of Hannibal and the end of Second Punic war.

Reading:

*Book Chapters: Livy (extracts) (See Bibliography)*

## SESSION 12 (LIVE IN-PERSON)

Cato the elder and the case for preventive war. The third Punic war and the destruction of Carthage.

Reading:

*Book Chapters: B.H. Liddell Hart (extracts) (See Bibliography)*

## SESSION 13 (LIVE IN-PERSON)

The Roman Republic after the wars: Political and social evolution.

Reading:

*Book Chapters: Sallust (extracts) (See Bibliography)*

## SESSION 14 (LIVE IN-PERSON)

The legacy of the Punic wars. Why are we Roman? Culture and leadership in Rome and Carthage

Reading:

*Book Chapters: B.H. Liddell Hart (extracts) (See Bibliography)*

## SESSION 15 (LIVE IN-PERSON)

Final Exam

## BIBLIOGRAPHY

### Recommended

- Gustave Flaubert. *Salammbô*. ISBN 9782346135264 (Digital)
- Livy. *AB URBE CONDITA*. ISBN 9783126231824 (Digital)
- Polybius. *The Histories*. ISBN 9781465593221 (Digital)
- Tacitus. *Annals and histories*. ISBN 9780307431936 (Digital)
- Sallust. *The conspiracy of Catilin and the Jugurthine war*. ISBN 9781420924701 (Digital)
- B. H. Liddell Hart. *Scipio Africanus – Greater than Napoleon*. ISBN 9781283140201 (Digital)

## EVALUATION CRITERIA

Criteria	Percentage	Comments
Final Exam	30 %	
Individual Work	40 %	Essays and projects

Class Participation	30 %	Details in class
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## **PROFESSOR BIO**

Professor: **JULIO BATISTA CAMPILLI**

E-mail: [jbatista@faculty.ie.edu](mailto:jbatista@faculty.ie.edu)

### **JULIO BATISTA CAMPILLI**

Julio Batista Campilli graduated from Yale University in 1982 with a B.A. in History. He obtained an M.B.A. at the Stanford Graduate School of Business in 1985. After serving as an officer in the Swiss mountain troops, he developed a professional career in strategic consulting and telecommunications in Europe and The United States, in companies like the Boston Consulting Group, Vodafone, and Seeliger y Conde.

He has studied and maintained a strong interest in various historical and literary periods, particularly the Roman Empire, the Napoleonic wars and nineteenth century and early twentieth century Europe, as well as the evolution of Romanticism in literature and music.

Julio Batista Campilli is presently also teaching European literature at the Instituto Petrarca in Madrid.

## **OTHER INFORMATION**

Email address: [jbatista@faculty.ie.edu](mailto:jbatista@faculty.ie.edu)



# DIALOGUE FOR CONFLICT RESOLUTION

**IE University**

Professor: **ANAT ZIFF**

E-mail: [aziff@faculty.ie.edu](mailto:aziff@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## PREREQUISITES

Students interested in exploring the role of interpersonal and inter-group dialogue in global conflict dynamics and resolutions. No previous knowledge or experience is required.

## SUBJECT DESCRIPTION

This seminar will be dedicated to exploring the significant role of interpersonal and inter-group dialogue in conflicts resolution and transformation processes, with special focus on the narrative approach. After an introductory session outlining the essence of dialogue and presentations introducing theories and perceptions of conflict, intractable global conflicts, strategies for conflict resolutions, and the complex, fast changing cultural and technological environment in which we live and work, students will participate in a global conflict simulation in which each will play one of the parties to investigate and unpack that conflict and develop possible transformations. In-class exercises will be debriefed, and the students will ultimately be able to identify innovative ways using dialogue to transform rivalry situations into peaceful co-existence with differences.

Through discussion and live simulation exercises, students will gain a deeper understanding of the complexity of global, long-running conflict situations. From border disputes to deep-rooted identity based conflicts, they will get an insider perspective and the opportunity to systemically analyze and understand the processes and dynamics that lead to escalations and alienations. The students will become familiar with the principal factors that divide parties, points of contention, and the use of dialogue to systemically change hostile situation co-creating sustainable relations. In the course, students will be presented with different resolution strategies, from settlements to dialogue and reconciliations, and become able to identify and skillfully design possible transformations for different conflict situations.

## OBJECTIVES AND SKILLS

The goal of the course is for students to gain a profound understanding of the dynamics that determine the course of long running global conflicts, and understand how to develop dialogue-based resolution strategies designed to transform them.

1. Students will be able to identify and analyze the predominant factors in conflict processes/behaviors.



2. Students will become familiar with the convoluted processes of dialogue between groups in complex, deep-rooted conflict.
3. Students will have the opportunity to identify and design innovative strategies leading to conflict transformation.

## METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	20.0 %	15 hours
Exercises	20.0 %	15 hours
Group work	13.33 %	10 hours
Other individual studying	20.0 %	15 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### SESSION 1 (LIVE ONLINE)

1. **Why Dialogue?** Dialogue is a prominent conflict resolution tool that both resolves problems and offers a significant systemic change to the conflict situation, that opens possibilities for long term resolution.

Instructor Presentation. Students' comments, questions, expectations and desires of the course.

### SESSION 2 (LIVE ONLINE)

Understanding **Conflicts and Intractable Conflicts**: From Disagreements to Rivalries to War.

Instructor presentation of theory and global case studies.

### SESSION 3 (LIVE ONLINE)

**Strategies Toward Positive Results**: From Problem Solving to Conflict Situation Transformation and Resolution.

Instructor presentation followed by discussion and short exercises, exploring and identifying students' conflict management 'styles'.

### SESSION 4 (LIVE ONLINE)

**Conflicts in Context**: Cultural Values and Conflict Behaviors

Instructor Presentation.

- Students submit 1st short essay, describing and analyzing a significant international, intractable conflict.

### SESSION 5 (LIVE ONLINE)

The Practice of Dialogue: **Simulation of Dialogue** between Israelis and Palestinians

Simulation followed by in-class debrief, discussing theory, methodology and techniques.

### **SESSION 6 (LIVE ONLINE)**

The Practice of Dialogue: **Simulation of Dialogue (Continued)** between Israelis and Palestinians  
Simulation followed by in class debrief, discussing theory, methodology and techniques.

### **SESSION 7 (ASYNCHRONOUS)**

The **Foundational Role of Collective Narratives in Individual and Group Identities** and in **Intractable Conflicts**.

Instructor Presentation.

- Students submit 2nd short essay, describing and analyzing their group-bio narratives.

### **SESSION 8 (LIVE ONLINE)**

**Dialogue and Mediation Skills:** Learning to **design and build bridges** while exploring what is the conflict really about, and what do the parties **want and need?**

Exercise and Discussion: Identifying the core dispute(s) while building bridges between rivaling groups.

### **SESSION 9 (LIVE ONLINE)**

**Communication Skills in Dialogue:** Improving Interpersonal and Intergroup Communication for creating a safer shared space.

Practical Exercises in class for improving Interpersonal and Intergroup Communication skills.

### **SESSION 10 (LIVE ONLINE)**

**Students' group presentations** of global conflict situations scenarios, transformation and dialogue.

The presentations will be followed by questions, comments, and discussion.

### **SESSION 11 (LIVE ONLINE)**

**Students' group presentations** of global conflict situations scenarios, transformation and dialogue (continue).

The presentations will be followed by questions, comments, and discussion.

### **SESSION 12 (ASYNCHRONOUS)**

**Communication Technology, Social Networks and Media role in the Politics of Identity and creating the 'Other':** Are we being better informed and getting more connected or drifting further apart?

Students' independent work using conflict cases as they are portrayed in the social media.

*Article: Yes, Social Media Really Is Undermining Democracy (The Atlantic, July 28, 2022)*

### **SESSION 13 (LIVE ONLINE)**

How Far Would You Go? The Role of Ethics in Building Trust and Dialogue.

Instructor Presentation. Students reflective work identifying and analyzing ethical dilemmas in global conflicts and resolutions.

### **SESSION 14 (LIVE ONLINE)**

Complex Environments: Dialogue Among Three Parties

Exercise, debrief and class discussion: the dialogue within and between.

### **SESSION 15 (LIVE ONLINE)**

Changing the Dynamic of a Conflict Situation: Co-Creating Sustainability, application and innovation

In class review, discussion and application.

### **EVALUATION CRITERIA**

Two short essays, submitted during the semester (20%),

Individual or group short in-class presentation (40%),

Final short essay submitted at the end of the semester (30%) ,

Participation in class exercises and discussions (10%).

<b>Criteria</b>	<b>Percentage</b>	<b>Comments</b>
Individual Short Essays	20 %	
Group Presentation	40 %	
Final Short Essay	30 %	
Class Participation	10 %	

### **PROFESSOR BIO**

Professor: **ANAT ZIFF**

E-mail: [aziff@faculty.ie.edu](mailto:aziff@faculty.ie.edu)

Anat Ziff, M.A. is an international organizational studies professor and management consultant who has improved the effectiveness of students, managers and executive teams in the public and private sector on four continents. She has taught at universities in the U.S., Italy, Venezuela, and Colombia, founded two non-profit organizations, and is a Partner Consultant in the Barcelona-based management-consulting firm INNOVA.

### **OTHER INFORMATION**

# ESPAÑOL PARA LOS NEGOCIOS

**IE University**

Profesor: **VIRGINIA ANA ESCOBAR SARDIÑA**

Correo electrónico: [vescobar@faculty.ie.edu](mailto:vescobar@faculty.ie.edu)

Año académico: 23-24

Año de curso: CUARTO

Semestre: 1º

Categoría: OPTATIVA

Nº de créditos (ECTS): 3.0

Idioma: Español

## PREREQUISITOS

Español 2.1 · Español Intermedio · Placement Test

## DESCRIPCIÓN DE LA ASIGNATURA

### COURSE DESCRIPTION

This course is designed to develop the students' ability to use Spanish accurately and correctly in order to communicate and express their views about a range of topics related to the business area, such as local and international companies, business responsibilities, sustainable development, multicultural companies, and globalization. Further communicative contexts belonging to professional situations in Spain and in Latin America are introduced. This is a Spanish language course designed for Spanish language learners.

COURSE CREDITS ECTS 3

## OBJETIVOS Y HABILIDADES

### COURSE OBJECTIVES

At the completion of this level, students will be able to (in accordance with common EU language level B1-B2):

- \*Understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, college, etc.
- \*Understand the main point of many radio or TV programs on current affairs or topics of professional interest when the delivery is relatively slow and clear.
- \*Understand texts that consist mainly of high frequency every day and job-related language.
- \*Understand the description and communication of events, feelings and wishes in professional letters and emails, taking into account the written skills needed.
- \*Deal with most situations likely to arise whilst working in an area where Spanish is spoken. Enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life and work (e.g. family, hobbies, work, travel and current events).
- \*Connect phrases in a simple way in order to describe experiences and events, dreams, hopes

and ambitions.

- \*Briefly give reasons and explanations for opinions and plans in order to discuss different points of view.
- \*Narrate a story or relate the plot of an article, a book or a film and describe personal reactions.
- \*Write simple connected text on topics that are of professional or personal interest.
- \*Write letters describing work experience and personal impressions.

## **METODOLOGÍA**

### **TEACHING/LEARNING STRATEGIES (METHODOLOGY)**

**Liquid Learning** at IE University is a transformational and interactive educational experience that transcends single methodologies and platforms to blend physical, digital, and natural environments so that students obtain a world-class education no matter their location, profession, or situation. Students will learn alongside one other and work together in teams.

In today's reality, the learning process had to be adapted to bring together the human, digital, and natural worlds into a seamless whole, and enables IE University to be – and offer to students and faculty – a truly global campus, flexible enough to allow students to study from wherever they are.

**Liquid Languages** offers students an innovative, fluid adaptable, student-centered language learning experience. The methodology continues to teach languages focused on a communicative teaching approach, now adapted to our new situation. Students will be required to actively participate in all session learning (live interactive video conference) and outside session learning (pre-, post- and transversal activities done individually or in groups). Through professor instruction and student-centered learning, students will develop their ability to communicate and express themselves in the target language. A variety of instructional techniques and tools are used, including group or pair work, student presentations, video assignments, ed-tech tools, etc. in order to maximize the practice and development of the four main skills in language acquisition, needed to communicate in our modern world: listening, reading, speaking and writing.

The methodology used to teach Spanish focuses on a communicative teaching approach. Students will be required to actively participate in a student-centered learning system that will help them to understand their surroundings and express themselves in the target language.

In order to optimize their academic flexibility, students will be instructed in different ways, including instructional lectures, group or pair work, student presentations, etc.

<b>Metodología de enseñanza</b>	<b>Peso</b>	<b>Tiempo dedicado por parte del estudiante</b>
Presentaciones	20.0 %	15 horas
Discussions	26.67 %	20 horas
Ejercicios	17.33 %	13 horas
Trabajo en grupo	18.67 %	14 horas
Otros, individual	17.33 %	13 horas
TOTAL	100.0 %	75 horas

## **PROGRAMA**

### **GENERAL ORGANIZATION OF SESSIONS**

#### **General organization of sessions**

This elective class has a total of 15 sessions during this semester. These 15 sessions will be organized in the following way, always subject to change at the professor's discretion:

- sessions 1-6 > "La responsabilidad empresarial"

-sessions 7-12 > "El desarrollo sostenible"

-sessions 13-14 > "En los mercados exteriores" / léxico de negocios, preparación para la presentación oral

**-session 15 > Final oral and written presentation (final presentation cannot be changed, please make the necessary arrangements to be present in this session)**

The evaluation material will include the following:

-several short oral presentations, assigned in class

-a formal written essay (date will be announced in class)

**-the final oral and written presentation (session 15) (final presentation cannot be changed, please make the necessary arrangements to be present in this session)**

**Note about the Syllabus session schedule:** We reserve the right to improve the student learning experience during the course. Although we aim to keep to the scheduled syllabus, there may be some changes made to the program, based on and in the service of the benefit of the class. Therefore, the syllabus is subject to modification as necessary and advised by the professor. It is also at the professor's discretion to include more evaluations (such as quizzes, essays, IE Campus activities). Final presentation date, however, will not change.

## **BIBLIOGRAPHY**

We will use material from a series of books designed for Español para los negocios. Professor Escobar will pass the material to the students throughout the semester. Each student is responsible to be in class with all the assigned and required material. Failure to do so may result in negative marking towards the final grade at the Professor's discretion, or the student may be asked to leave the classroom, and therefore have an absence.

As a bibliographic reference, the main books for this material will be the following (remember, you do not have to buy the books, the material will be given in class).

Title: AL DÍ@. Curso intermedio de español para los negocios. Nivel Intermedio (B1-B2). Libro del alumno + CD

Authors: Gisèle Prost, Alfredo Noriega

Editorial / Year: SGEL 2014

ISBN / EAN: 9788497783170

Title: AL DÍ@. Curso intermedio de español para los negocios. Nivel Intermedio (B1-B2). Cuaderno de ejercicios + CD

Authors: Gisèle Prost, Alfredo Noriega

Editorial / Year: SGEL 2014

ISBN / EAN: 9788497783187

Other reference books used in class will be:

Title: Temas de Empresa. Manual para la preparación del Certificado Superior del Español de los Negocios.

Author: María José Pareja

ISBN: 8495986698

Editorial / Year: Edinumen 2005

Title: Socios 2. Curso de español dedicado al mundo del trabajo. (Libro del alumno)  
Authors: María Dolores Martínez Rodríguez, María Luisa Sabater  
ISBN: 9788484434184  
Editorial / Year: Difusión / 2008

Title: Socios 2. (Cuaderno de ejercicios)  
Authors: Jaime Corpas, María Dolores Martínez Rodríguez, María Luisa Sabater  
ISBN: 9788484434191  
Editorial / Year: Difusión / 2008

Title: Profesionales de los negocios. (B1-B2) curso de español  
Authors: María José Jimeno y Elena Palacios  
ISBN: 9788416108794  
Editorial / Year: ENCLAVE-ELE / 2018

## **SESIÓN 1 (LIVE ONLINE)**

Sesiones 1-6: “La responsabilidad empresarial”

A. Léxico y comunicación (vocabulary and communication):

- La economía social en España
- La empresa, ¿motor de la sociedad?
- El Pacto Mundial
- El Grupo SOS, empresa responsable
- Las madereras chilenas y el pueblo Mapuche
- Los pueblos indígenas de América Latina

B. Contenido gramatical (grammar points):

- Presente de indicativo: repaso de las irregularidades
- Pretérito imperfecto
- Pretérito perfecto: formación y construcción
- Participio pasado: irregularidades
- Empleos de ser y estar

*Capítulos de Libros: AL DÍ@. Curso intermedio de español para los negocios. Nivel Intermedio (B1-B2). Libro del alumno + CD (ced)*

*Capítulos de Libros: AL DÍ@. Curso intermedio de español para los negocios. Nivel Intermedio (B1-B2). Cuaderno de ejercicios (ced)*

## **SESIÓN 2 (LIVE ONLINE)**

Sesiones 1-6: “La responsabilidad empresarial”

A. Léxico y comunicación (vocabulary and communication):

- La economía social en España
- La empresa, ¿motor de la sociedad?



- El Pacto Mundial
- El Grupo SOS, empresa responsable
- Las madereras chilenas y el pueblo Mapuche
- Los pueblos indígenas de América Latina

**B. Contenido gramatical (grammar points):**

- Presente de indicativo: repaso de las irregularidades
- Pretérito imperfecto
- Pretérito perfecto: formación y construcción
- Participio pasado: irregularidades
- Empleos de ser y estar

### **SESIÓN 3 (LIVE ONLINE)**

Sesiones 1-6: "La responsabilidad empresarial"

**A. Léxico y comunicación (vocabulary and communication):**

- La economía social en España
- La empresa, ¿motor de la sociedad?
- El Pacto Mundial
- El Grupo SOS, empresa responsable
- Las madereras chilenas y el pueblo Mapuche
- Los pueblos indígenas de América Latina

**B. Contenido gramatical (grammar points):**

- Presente de indicativo: repaso de las irregularidades
- Pretérito imperfecto
- Pretérito perfecto: formación y construcción
- Participio pasado: irregularidades
- Empleos de ser y estar

### **SESIÓN 4 (LIVE ONLINE)**

Sesiones 1-6: "La responsabilidad empresarial"

**A. Léxico y comunicación (vocabulary and communication):**

- La economía social en España
- La empresa, ¿motor de la sociedad?
- El Pacto Mundial
- El Grupo SOS, empresa responsable
- Las madereras chilenas y el pueblo Mapuche
- Los pueblos indígenas de América Latina

**B. Contenido gramatical (grammar points):**

- Presente de indicativo: repaso de las irregularidades
- Pretérito imperfecto

- Pretérito perfecto: formación y construcción
- Participio pasado: irregularidades
- Empleos de ser y estar

## **SESIÓN 5 (LIVE ONLINE)**

Sesiones 1-6: "La responsabilidad empresarial"

A. Léxico y comunicación (vocabulary and communication):

- La economía social en España
- La empresa, ¿motor de la sociedad?
- El Pacto Mundial
- El Grupo SOS, empresa responsable
- Las madereras chilenas y el pueblo Mapuche
- Los pueblos indígenas de América Latina

B. Contenido gramatical (grammar points):

- Presente de indicativo: repaso de las irregularidades
- Pretérito imperfecto
- Pretérito perfecto: formación y construcción
- Participio pasado: irregularidades
- Empleos de ser y estar

## **SESIÓN 6 (LIVE ONLINE)**

Sesiones 1-6: "La responsabilidad empresarial"

A. Léxico y comunicación (vocabulary and communication):

- La economía social en España
- La empresa, ¿motor de la sociedad?
- El Pacto Mundial
- El Grupo SOS, empresa responsable
- Las madereras chilenas y el pueblo Mapuche
- Los pueblos indígenas de América Latina

B. Contenido gramatical (grammar points):

- Presente de indicativo: repaso de las irregularidades
- Pretérito imperfecto
- Pretérito perfecto: formación y construcción
- Participio pasado: irregularidades
- Empleos de ser y estar

## **SESIÓN 7 (LIVE ONLINE)**

Sesiones 7-12: "El desarrollo sostenible"

A. Léxico y comunicación (vocabulary and communication):

- Energías para el futuro

-¿Cambiamos nuestra política medioambiental?

-Automóvil: la baza ganadora del verde

-Lanzamiento de un producto Bio

-El patrimonio cultural de la humanidad

B. Contenido gramatical (grammar points):

-Presente del subjuntivo

-Usos del subjuntivo

-Futuro de indicativo

-Usos del futuro y su uso con el subjuntivo para planes

-El superlativo / empleo de muy y mucho

*Capítulos de Libros: AL DÍ@. Curso intermedio de español para los negocios. Nivel Intermedio (B1-B2). Libro del alumno + CD (ced)*

*Nota Técnica: AL DÍ@. Curso intermedio de español para los negocios. Nivel Intermedio (B1-B2). Cuaderno de ejercicios (ced)*

## **SESIÓN 8 (LIVE ONLINE)**

Sesiones 7-12: "El desarrollo sostenible"

A. Léxico y comunicación (vocabulary and communication):

-Energías para el futuro

-¿Cambiamos nuestra política medioambiental?

-Automóvil: la baza ganadora del verde

-Lanzamiento de un producto Bio

-El patrimonio cultural de la humanidad

B. Contenido gramatical (grammar points):

-Presente del subjuntivo

-Usos del subjuntivo

-Futuro de indicativo

-Usos del futuro y su uso con el subjuntivo para planes

-El superlativo / empleo de muy y mucho

## **SESIÓN 9 (LIVE ONLINE)**

Sesiones 7-12: "El desarrollo sostenible"

A. Léxico y comunicación (vocabulary and communication):

-Energías para el futuro

-¿Cambiamos nuestra política medioambiental?

-Automóvil: la baza ganadora del verde

-Lanzamiento de un producto Bio

-El patrimonio cultural de la humanidad

B. Contenido gramatical (grammar points):

- Presente del subjuntivo
- Usos del subjuntivo
- Futuro de indicativo
- Usos del futuro y su uso con el subjuntivo para planes
- El superlativo / empleo de muy y mucho

## **SESIÓN 10 (LIVE ONLINE)**

Sesiones 7-12: "El desarrollo sostenible"

A. Léxico y comunicación (vocabulary and communication):

- Energías para el futuro
- ¿Cambiamos nuestra política medioambiental?
- Automóvil: la baza ganadora del verde
- Lanzamiento de un producto Bio
- El patrimonio cultural de la humanidad

B. Contenido gramatical (grammar points):

- Presente del subjuntivo
- Usos del subjuntivo
- Futuro de indicativo
- Usos del futuro y su uso con el subjuntivo para planes
- El superlativo / empleo de muy y mucho

## **SESIÓN 11 (LIVE ONLINE)**

Sesiones 7-12: "El desarrollo sostenible"

A. Léxico y comunicación (vocabulary and communication):

- Energías para el futuro
- ¿Cambiamos nuestra política medioambiental?
- Automóvil: la baza ganadora del verde
- Lanzamiento de un producto Bio
- El patrimonio cultural de la humanidad

B. Contenido gramatical (grammar points):

- Presente del subjuntivo
- Usos del subjuntivo
- Futuro de indicativo
- Usos del futuro y su uso con el subjuntivo para planes
- El superlativo / empleo de muy y mucho

## **SESIÓN 12 (LIVE ONLINE)**

Sesiones 7-12: "El desarrollo sostenible"

A. Léxico y comunicación (vocabulary and communication):

- Energías para el futuro

-¿Cambiamos nuestra política medioambiental?

-Automóvil: la baza ganadora del verde

-Lanzamiento de un producto Bio

-El patrimonio cultural de la humanidad

B. Contenido gramatical (grammar points):

-Presente del subjuntivo

-Usos del subjuntivo

-Futuro de indicativo

-Usos del futuro y su uso con el subjuntivo para planes

-El superlativo / empleo de muy y mucho

### **SESIÓN 13 (ASYNCHRONOUS)**

Asynchronous session to prepare the final presentation with your group. The instructions for the final presentation (session 15) are given in class by the professor. In this asynchronous class you should prepare a work sheet given by the profesor. It will be related to your final oral presentation.

### **SESIÓN 14 (LIVE ONLINE)**

Opción 1: "En los mercados exteriores"

A. Léxico y comunicación (vocabulary and communication):

-Una historia de alto vuelo: IBERIA

-¿Dónde instalar una filial de nuestra empresa?

-La internacionalización

-Invertir en América Latina

-La expatriación / Selección de un candidato

B. Contenido gramatical (grammar points):

-Pretérito indefinido

-Cambios ortográficos

-Pretérito pluscuamperfecto

Opción 2: trabajo de vocabulario técnico de negocios y preparación para la presentación oral.

### **SESIÓN 15 (LIVE ONLINE)**

Presentación final de esta asignatura (**FINAL PRESENTATION CANNOT BE CHANGED, please make the necessary arrangements to be present in this final online session, failure to do so will entail a grade of 0 in the final presentation**).

### **BIBLIOGRAFÍA**

#### **Recomendado**

- Gisèle Prost, Alfredo Noriega. *AL DÍ@. Curso intermedio de español para los negocios. Nivel Intermedio (B1-B2). Libro del alumno*. SGEL. ISBN 9788497783170 (Impreso)

Libro del alumno + CD. IT IS NOT NECESSARY TO BUY THE BOOK, THE PARTS WE ARE GOING TO USE ARE GOING TO BE AVAILABLE IN OUR BLACKBOARD.

- Gisèle Prost, Alfredo Noriega. *AL DÍ@. Curso intermedio de español para los negocios (B1-B2). Cuaderno de ejercicios*. SGEL. ISBN 9788497783187 (Impreso)

Cuadernos de ejercicios + CD. IT IS NOT NECESSARY TO BUY THE BOOK, THE PARTS WE ARE GOING TO USE ARE GOING TO BE AVAILABLE IN OUR BLACKBOARD.

## SISTEMA DE EVALUACIÓN

A student must have absences justified and approved if beyond the 30% permitted limit before the date of the final exam, or he/she will be denied access to the final evaluation.

1. - Continuous Evaluation	% of Final Grade
Evaluations (oral presentations, essays, quizzes, etc.)	30%
Active Class Participation	10%
Session work	15%
Homework	15%
TOTAL:	70%
2. - FINAL EVALUATION	
Oral presentation	20%
Written expression	10%
TOTAL:	30%

### FINAL GRADE:

Continuous evaluation	70%
Final Evaluation	30%
Total:	100%

**Attention: the final presentation on session 15 cannot be changed, please make the necessary arrangements to be present in this session.**

### Extraordinary Evaluations

The extraordinary evaluation in June will be subject to the following rules:

Students who fail the course will have the opportunity to be re-evaluated in June (unless failure was due to excessive absences, in which case the student loses the right to sit both the regular exam and the extraordinary exam). In subsequent evaluations students who failed due to lack of attendance will be reevaluated in the same manner.

**The date and location of the extraordinary evaluation in June will be set and published in advance and CANNOT be changed.**

The evaluation will allow the student the opportunity to improve the most deficient portions of their grade in order to thus pass the course. This may consist of taking an exam or being required to turn in assignments or other evaluations that were not submitted or earned unsatisfactory grades. If assignments must be turned in, the student may either mail them by **certified mail** by the established deadline or turn them in person on the set date as arranged with the professor.

Once grades are posted, the professor will advise students who failed how to proceed regarding the extraordinary evaluation. The extraordinary evaluation grade (either exam or assignments) will replace the corresponding deficient portion of the final grade, taking into account that the highest grade a student may earn on any of the extraordinary evaluations is 8.0.

<b>Criterio</b>	<b>Porcentaje</b>	<b>Comentarios</b>
Oral presentations, essays, quizzes, etc.	30 %	
Active Class Participation	10 %	
Session Work	15 %	Work done during class time.
Homework	15 %	
Final Presentation (oral and written)	30 %	Final Presentation on session 15.

## **PROFESOR BIO**

Profesor: **VIRGINIA ANA ESCOBAR SARDIÑA**

Correo electrónico: [vescobar@faculty.ie.edu](mailto:vescobar@faculty.ie.edu)

### **Dra. Virginia Ana Escobar Sardiña**

Virginia Escobar Sardiña, PhD is a researcher, a professor, and a translator. She obtained a B.A. degree in Modern Languages at the University of Puerto Rico and a M.A. degree in French at Rutgers, The State University of New Jersey, where she was also trained as a college professor. She has continued to teach foreign languages and literature (Spanish, French and English) for more than twenty years in several universities and schools in New Jersey, Puerto Rico and Spain, always with a communicative approach. She has a Ph.D. from the History and Theory of Theatre doctoral program offered by the Department of Spanish Philology at the Universidad Complutense de Madrid. Her Ph.D. dissertation is titled "*Contemporary Dramaturgies of the West Indies. Cartographies of Poetics in Movement: Teresa Hernández and Josefina Báez*". It is an investigation on the contemporary Caribbean drama of these recognized dancers, performers and playwrights. This dissertation aims to review the concepts of nation and subjectivity through the dramatic analysis of the artistic creations of these two Caribbean performers using mainly the theoretical frames offered by teatrology and dramatology, as well as a rhizomatic structure that incorporates a multiplicity of bodies, poetics, and identities that depict the islands of Puerto Rico, Dominican Republic, and Manhattan.

Virginia created with her doctoral fellows the Association for the research, creation and diffusion of theater written in Spanish called **manodeobra teatro**. This association has given her the opportunity of collaborating with different playwrights, academic investigators, cultural managers and theater companies as a researcher and a performer, such as the Nuevo Teatro Fronterizo under the direction of theater director and playwright José Sanchis Sinisterra. Therefore, she has organized and coordinated cultural events, and activities related to theater, performance and dance. Virginia has also participated in various academic conferences, and published several articles in academic journals and books about Latin American literature, and the Caribbean, and has worked as an interpreter and translator.



E-MAIL: [vescobar@faculty.ie.edu](mailto:vescobar@faculty.ie.edu)

OFFICE HOURS: by appointment (please email to schedule an appointment with a minimum of 48 hours in advance)

## **OTRAS INFORMACIONES**

### **COURSE POLICIES**

#### **ATTENDANCE** (classes, exams)

Students **MUST** attend all live classes (live in-person or live online).

Students must use their laptop in all live classes, turn on their camera and use earphones in order to facilitate a dynamic class environment. If a student has a particular situation on a given day or in general, they must communicate with their professor to manage any exceptions to this rule.

If you must miss a class, it is your responsibility to advise the professor and provide an explanation or documentation to justify your absence (when possible previous to the class meeting, either in person or via e-mail). In some cases, students may be given the opportunity or are required to complete session work in order to be prepared for the next class and earn the corresponding points despite their absence.

Any work due must be turned in even if you miss class!

Please note that if you are absent to more than 30% of live classes (live in-person and live online sessions) you will get a 0 grade and FAIL the course.

#### **FINAL PRESENTATION**

Final presentation date, session 15, is set by the university and is non-negotiable. Lack of justified absence by official authority will result in a grade of 0.

#### **ADD/DROP DEADLINE**

Per the Registrar, the official end of the add drop period is 20% of course sessions.

The last day to drop language courses of 15 sessions per semester is session 3.

#### **ASSIGNMENT SUBMISSIONS**

Required assignments must be submitted via the platform indicated by the professor on the due date. Late work may or may not be accepted. As all assignments are posted on IE Campus, students are responsible for all work (even if they are not in class). Assignment submissions and required materials adapt to your team/group.

#### **REQUIRED MATERIALS**

All students that wish to be enrolled in this class **MUST** have their own copy of the material required in the Bibliography section below (and the online access that the Premium edition provides) by the 3rd session of class. Failure to do so may result in negative marking towards the final grade at the Professor's discretion.

#### **PUNCTUALITY**

"Punctuality is the politeness of princes" and it is also expected of you! Classes will start at the time scheduled.

NOTE: If you arrive more than 5 minutes late to class, this will count as one absence. The same applies if you leave early from class.

#### **USE OF ELECTRONIC DEVICES DURING CLASS**

The use of electronic devices (smartphones, phones, tablets, computers, etc.) is only permitted for class activities and tasks. It is not allowed to use electronic devices during class time for personal use. The use of electronic devices for any reason other than class activities and tasks will have a negative effect on your grade.

#### **ACTIVE CLASS PARTICIPATION**

Active class participation means that the student is present in class during the whole session, ready with the book and class material ready. An active participation during class also entails participating in all class activities, and exercises. This also includes having prepared any work asked by the professor for each class, as well as the work assigned to be done during class time. A student that does not do this and/or that is doing something else during class time that has nothing to do with the class will see this reflected in their grade.



# EU DIGITAL POLICY - TECHNOLOGY AND GEOPOLITICS

IE University

Professor: RAQUEL ESTHER JORGE RICART

E-mail: rjorge@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 1º

Category: OPTIONAL

Number of credits: 3.0

Language: English

## PREREQUISITES

Students should have basic familiarity with international relations theories and European Union affairs, as well as a personal interest in the **interplay of emerging technologies with traditional drivers of global power**, from politics and economics to human rights. No technical skills are required and will not be taught. **This is a social sciences course on the geopolitics of technology by the European Union.** Students will learn about it in a dynamic way.

## SUBJECT DESCRIPTION

In the 21st century, global competition and leadership over technology has risen as a prominent topic in the international arena. The technology rivalry between China and the United States, the disruption of global supply chains due to large dependences on technological components around the world from both the Global South and North, the impact of technology on the understanding of human rights, or the much-needed adaptation of multilateral institutions to address the influence technology wields in global power are just some of the many examples which shed light on the importance of approaching technology from a geopolitical perspective -and not only as a technical issue.

On this, the European Union faces a number of challenges that must be addressed in a well-equipped manner. The stakes in the global tech race are high and the EU needs to catch up to gain leadership and have a global impact on economic development, security and the values-based international order.

This course provides **conceptual, methodological and practical tools to understand how technology is becoming a new driver of geopolitics, and particularly how the European Union is responding to it.** Due to the early nature of the issue and the lack of a large amount of theoretical background on the issue, the course is aimed at providing knowledge on the **impact of technology on the global order** (from security and economics to human rights) and comes with practice-oriented activities, including **case studies, simulations and tasks oriented to acquire skills and knowledge on how to provide grounded policy recommendations from different perspectives** (e.g. as a political party, as a diplomatic service, as a consultancy firm, as the public policy department from a technology company). To this end, the course will explain the “what” (topics that must be taken into account to understand EU’s technology policy) and the “how” (techniques, transformations of the international order).

## OBJECTIVES AND SKILLS

Upon successful completion of this course, students should be able to:

1. Understand, define and describe the nature, scope and relevance of current, state-of-the-art knowledge on the impact of technology on the global order from the perspective of security, economy and rights.
2. Analyse and evaluate the role of the European Union in this specific topic, and the transformations that technology may impinge on the European Union itself.
3. Gain the conceptual and methodological tools to assess how international policy processes are affected by emerging and disruptive technologies.
4. Develop cross-discipline skills to combine areas of study which have not been traditionally linked.
5. Apply and frame the information into sound knowledge and responses to the targeted goal, topic and audience.
6. Building critical thinking on how to distinguish objective from subjective information, and on how to understand stakeholders' interests on the geopolitics of technology through the case of the European Union.

Students are expected to use appropriate methodologies and analytical techniques in their papers and tasks, and develop rigorous arguments appropriate to the intended audience.

Also, this course is participation-driven, which means students are encouraged to interact in class individually and in groups. I would strive to make everybody feel safe and included during our class and online interactions. Different positions are always welcomed and encouraged provided they are delivered in a respectful manner.

## METHODOLOGY

Some reading is to be envisaged, although not on an extensive scale. The course will be practice-oriented with a balance between teaching and practical activities, including case studies and small "policy tasks", both individually and in group, and encouraging proactive participation and open debate. The course might include external guests via online, if necessary.

### Teaching

Teaching includes:

- A number of academic literature.
- Mostly, policy documents and analysis from think tanks.
- Tools to assess information and frame it into knowledge: maps, databases, dashboards. These will be useful for case studies and tasks to be carried out.

### Discussions

Discussions are based on teaching classes. Some discussions will be open-ended on the general impacts of technology on the global order and others will revolve around specific policies developed by the European Union.

### Exercises

Exercises will include:

- Case studies: to be proposed by the lecturer and also students. Case studies will use a specific topic or application domain of technology in the EU to understand the multi-dimensional effects it has.
- Simulation: The course will include one (1) simulation on the negotiation over a topic of EU's foreign policy which is affected by some technology. Students will be assigned a specific

position to be developed.

### **Group work**

Students will be encouraged to work in groups to develop fruitful discussions in class after the lectures, and also to reflect on case studies.

<b>Teaching methodology</b>	<b>Weighting</b>	<b>Estimated time a student should dedicate to prepare for and participate in</b>
Lectures	32.0 %	24 hours
Discussions	16.0 %	12 hours
Exercises	20.0 %	15 hours
Group work	16.0 %	12 hours
Other individual studying	16.0 %	12 hours
TOTAL	100.0 %	75 hours

## **PROGRAM**

### **SESSION 1 (LIVE IN-PERSON)**

#### **Technology as a driver of the international order**

Basic approach to the understanding of technology as a new condition in the shaping of geopolitics.

Definition, nature and scope of the issue.

Required readings:

*Article: Weaponized Interdependence: How Global Economic Networks Shape State Coercion (International Security, 44 1, 42-79) (CED)*

*Working Paper: Global Technology Governance Report 2021 (World Economic Forum) (Optional)*

### **SESSION 2 (LIVE IN-PERSON)**

#### **Main actors in the global technological competition**

China-US technology rivalry. The role and positioning of the European Union. Specific factors explaining the rise of China technologically and current state of competition. A patchwork of factors to be taken into account: trade, security, image, soft power.

Required readings:

*Article: The Sino-American race for technological leadership (War on the Rocks)*

*Article: U.S.- China Technological "Decoupling": A Strategy and Policy Framework (Carnegie Endowment)*

*Article: The Innovation Wars: America's Eroding Technological Advantage (Foreign Affairs, 100, 2 March/April 2021) (CED)*

*Article: The Great Tech Rivalry: China vs the U.S. (Belfer Center, Harvard University; 1-5 (the rest of the document is not mandatory) (CED)*

### **SESSION 3 (LIVE IN-PERSON)**

#### **The role of technology companies and responses by actors such as the European Union**

Are Big Tech companies geopolitical actors? How should countries address the challenges and opportunities private companies pose for their political, economic and social stability? Different approaches to technology companies across the planet as drivers of politics.

Required readings:

*Article: The Technopolar Moment: How Digital Powers Will Reshape the Global Order (Foreign Affairs, 100, 6 November/December 2021) (CED)*

*Article: Big Tech Won't Remake the Global Order (Foreign Policy) (CED)*

*Article: From SpaceX to Apple, Google and Twitter – here's how Big Tech is trying to help Ukraine against Russia (BusinessInsider) (Optional)*

**Group exercise: Big Tech companies' actions during the invasion of Ukraine in 2022.**

## **SESSION 4 (LIVE IN-PERSON)**

### **The role of Global South countries and transnational networks**

Debate on how to engage countries from the Global South. Role of growing transnational networks and NGOs campaigns over the impact of technology on international regimes.

Required readings:

*Article: The Global South Is Redefining Tech Innovation (Wired) (CED)*

*Article: The Digital Silk Road: Expanding China's Digital Footprint (Eurasia Group)*

*Article: The role of trust as a new driver for global cooperation on technology: the case of Latin America with Spain and Korea (Elcano Royal Institute) (Optional)*

## **SESSION 5 (LIVE IN-PERSON)**

### **The European Union's technological leadership mindset**

Evolution of the European Union's ambition to gain technological leadership. Institutional history and discourse shifts in technology affairs. Debate on technological strategic autonomy "versus" technological sovereignty.

## **SESSION 6 (LIVE IN-PERSON)**

### **The European Union's technological capabilities**

Analysis of main strengths and weaknesses of the European Union by technology, by area, by hurdle (economic, political, institutional, cultural).

Required readings:

*Article: Europe's Capacity to Act in the Global Tech Race (German Council on Foreign Relations, 1-19, 39-41) (DGAP)*

**Case study** (by groups, in-class, brief presentation): Comparative advantages and disadvantages by the EU in certain technology compared to China and the United States. Based on data from the DGAP report.

## **SESSION 7 (ASYNCHRONOUS)**

### **How has the EU's economy and trade policy changed with technology?**

From the Single Market to the Digital Single Market. Macrotrends of transformation. The US-EU Trade & Technology Council, Russia, EU-China Comprehensive Agreement on Investments (CAI). Digital Compass and the Digital Decade.

Required readings:

*Article: The decoupling of Russia: European vulnerabilities in the high-tech sector (Bruegel)*

*Article: The US-EU Trade and Technology Council (TTC): State of Play, Issues and Challenges for the Transatlantic Relationship (Summary, 14-23) (EsadeEcPol)*

*Article: Rethinking the U.S.-EU Trade and Technology Council After Ukraine (The National Interest) (Optional)*

## **SESSION 8 (ASYNCHRONOUS)**

### **Technology as a transforming tool of EU's industrial policy: shifts and new perspectives**

A renewed industrial policy. Geopolitical perspectives. Technology as a catalyst of further policies on dependences and acknowledgement of vulnerabilities. Industrial Alliances. A return to subsidy races?

Required reading:

*Working Paper: Strategic dependencies and capacities (Commission Staff Working Document, 30-41) (European Commission)*

## **SESSION 9 (LIVE IN-PERSON)**

### **GROUP PRESENTATION - PRACTICE**

What is at stake for EU's leadership in a certain key technology for global power, based on an analysis of dependencies on third countries and capacities.

## **SESSION 10 (LIVE IN-PERSON)**

### **The EU's technological approach to security and defence (I)**

Evolution and transformations of the EU's Common Security and Foreign Policy, in both the civilian and military domains. Challenges to the EU's Cyber Diplomacy Toolbox. The 2022 Strategic Compass.

Required readings:

*Article: The EU's Rise as a Defense Technological Power: From Strategic Autonomy to Technological Sovereignty (Carnegie Europe)*

*Working Paper: Understanding the EU's approach to cyber diplomacy and cyber defence (European Parliamentary Research Service)*

## **SESSION 11 (ASYNCHRONOUS)**

### **The EU's technological approach to security and defence (II)**

Innovation in defence. The European Defence Agency. Challenges to EU-NATO cooperation on technology. Emerging topics on technology & security and defence.

Required readings:

*Article: Innovation as Adaptation: NATO and Emerging Technologies (GMF)*

*Article: NATO sharpens technological edge with innovation initiatives (nato.int)*

## **SESSION 12 (LIVE IN-PERSON)**

### **PRACTICE - SIMULATION**

Simulation on a cyber attack to EU's critical infrastructures. The goal is for students to provide policy and diplomatic responses and strategies to address the impacts of the cyber attack on security, economic and social dimensions. Students will simulate to come from different organizations (European External Action Service, Ministry of Foreign Affairs from a Member State, technology company, NGO...) and they will need to negotiate on a common diplomatic, multistakeholder response.

## **SESSION 13 (LIVE IN-PERSON)**

### **Addressing inequalities and rights in the technological era: the EU's outlook**

How the EU is addressing the impact of technology on inequalities and rights. Freedom on the Internet. Digital repression in developing countries. Charter of Digital Rights. Social perception.

Required readings:

*Article: Freedom on the Net 2021 Report (Freedom House)*

*Working Paper: Digital technologies as a means of repression and social control (4-9, 14-32) (European Parliament)*

Other recommended resources are Ranking Digital Rights, or AI Surveillance Index from Carnegie Endowment.

## **SESSION 14 (LIVE IN-PERSON)**

### **The EU's technology policy as a new tool of diplomacy and global influence**

A limited, but growing diplomatic approach to the technological era. Global Gateway, Digital Partnership Agreements with Asian countries, Digital4Development Hub. United Nations Roadmap on Digital Cooperation.

Required readings:

*Article: Revamping the EU's Technology Partnerships (DirectionsBlog; EUCyberDirect)*

*Article: The geopolitics of technology: How the EU can become a global player (European Council on Foreign Relations)*

## **SESSION 15 (LIVE IN-PERSON)**

### **Group Presentations: Future challenges to EU's technology geopolitics**

Discussion on emerging topics that can arise, and factors to be taken into account by the EU as a prominent technological bloc. Some examples of freely chosen topics: metaverse, undersea cables, crypto-communities, technologically ultra-enhanced military operations...

## **EVALUATION CRITERIA**

### **a) Two group presentations:**

- **EU's leadership over a specific technology** (group presentation - 10 minutes): oral presentation on a brief analysis on main dependencies on third countries and capacities to develop a certain technology from a strategic autonomy perspective. Session 9. Score: **15%**.
- **Future 'Mad' Challenge** (group presentation - 10 minutes): oral debate on an emerging topic that the group considers will be significant for the global order, such as the metaverse, undersea cables or super-soldiers, and how the EU should respond to it based on lessons from class. Session 15. Score: **10%**.

### **b) Individual presentation - Crisis Scenario Simulation (15%):**



Simulation on a cyber attack to EU's critical infrastructures. The goal is for students to provide policy and diplomatic responses and strategies to address the impacts of the cyber attack on security, economic and social dimensions. Students will simulate to come from different organizations (European External Action Service, Ministry of Foreign Affairs from a Member State, technology company, NGO...) and they will need to negotiate on a common diplomatic, multistakeholder response.

**c) Class Participation (20%).**

**d) Final Research Paper (40%):**

Double-spaced 3000-word research paper on a specific challenge the European Union faces vis-à-vis technology. Student will consult with the professor how to frame the topic. Students are encouraged to select a case study so that they may assess how all domains of technology (security, economy and rights) are affected.

Please note that all students must pass each of the evaluation criteria. Students will pass every criteria when marks are above 50% out of 100%.

<b>Criteria</b>	<b>Percentage</b>	<b>Comments</b>
Final Exam: Research Paper	40 %	
Group Presentation 1 (Session 9)	15 %	
Crisis Scenario Simulation	15 %	
Future 'Mad' Challenge (Session 15)	10 %	
Class Participation	20 %	

**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 16 and 17. 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](mailto: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/>

#### **RETAKE POLICY**

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

#### **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](mailto: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: **RAQUEL ESTHER JORGE RICART**

E-mail: [rjorge@faculty.ie.edu](mailto:rjorge@faculty.ie.edu)

Raquel Jorge is Policy Analyst at Elcano Royal Institute working on the technology and digital agenda. As a former Fulbright Fellow granted by the United States-Spain Fulbright Commission, she holds a Master's in Security Policy, with a concentration in technology and cybersecurity, from the Elliott School of International Affairs at the George Washington University (Washington, DC). She also holds a MA degree in International Relations from Universidad Autónoma de Madrid, and a Double Bachelor on Sociology and Political Science and Public Administration from Universidad de Valencia (Spain) and Université Paris X (Paris, France).

She has worked as expert consultant for the European Commission on the Coordinated Plan on Artificial Intelligence. She previously worked on the planning process of the National Strategy on Technology and Global Order, at Spain's Ministry of Foreign Affairs, European Union and Cooperation, through a technical assistance contract. Before, she worked on policy projects at Harvard University's Berkman Klein Center for Internet & Society, and at a consultancy services firm based in the United Kingdom on foresight methodologies addressed to governments and international organisations. She has worked as consultant for several public, private and social sector entities in Spain, France and the United States, and she has similarly advised in technology issues to Permanent Delegations to the EU.

She is part of the Younger Generation Leaders Network at the European Leadership Network, whose main members include former Prime Ministers, Ministers, and representatives from the EU. She has been named as one of Emerging Young Leaders across Europe in the "35 Under 35" List from Santander Bank-CIDOB. She collaborates with media and regularly appears as speaker in events.

## **OTHER INFORMATION**

Students are encouraged to attend office hours. Unless otherwise stated, each student will agree with the professor on a specific timeslot.

## **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.

Contact details: [rjorge@faculty.ie.edu](mailto:rjorge@faculty.ie.edu)

# FASHION, COSTUME AND TRENDS IN SOCIETY

**IE University**

Professor: **CRISTINA NUALART**

E-mail: [cnualart@faculty.ie.edu](mailto:cnualart@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## PREREQUISITES

None

## SUBJECT DESCRIPTION

It is evident that attire plays an important role in signalling codes of belonging, and that clothing does more than merely protect the body from the elements. The meaning of the cultural expressions associated with dress and bodily decoration can be interpreted from humanistic and sociological lenses. This course proposes tools to analyze the symbolic attributes of dress in a given society, and to explore the emergence of fashion trends as historical phenomena. The overall aim is to gain an appreciation of the multiple readings that can be garnered from how humans approach dress. Critical observation of clothes through visual documents including film, art, photography and advertising, along with discussion of the course readings, will help gain a better understanding of the work of fashion historians, illustrators, designers and brands. Class activities and assignments will also explore evolving social values around costume, along with ideas surrounding erotic capital, the body, and environmental and economic concerns.

## OBJECTIVES AND SKILLS

Upon completion of this course, the successful student will confidently be able to converse on some of the key events in clothing history, and relate forms of dress to social norms and customs. Students will understand some of the diverse uses and meanings of attire –and by extension of personal appearance— with an appreciation of different cultural and contextual perspectives.

Students will hone research competencies and exercise the following abilities:

- Critically analyze and draw connections between the material elements of dress and wider issues (e.g. power relations).
- Evaluate and contrast arguments on the role of clothing as a component of cultures across the world.
- Summarize and synthesize ideas, and articulate reasoned opinions on historical, sociological and philosophical perspectives on fashion, costume and trends.

## METHODOLOGY

The content of this course is introduced through lectures, readings and occasional videos. Each topic will be explored with class discussion and other activities – such as group work or creative explorations. Some topics will be further developed through assessed presentations in class, in such a way that students will share their self-directed learning with their peers.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	16.0 %	12 hours
Discussions	16.0 %	12 hours
Exercises	13.33 %	10 hours
Group work	21.33 %	16 hours
Other individual studying	33.33 %	25 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### GUEST LECTURES

Please check announcements regularly, as the content scheduled below may be adjusted to accommodate guest speakers. Further changes to the programme may occur due to unforeseen circumstances.

### SESSION 1 (LIVE IN-PERSON)

#### Course Overview and introduction to the concepts of Fashion, Costume and Trends

Through a discussion on how we perceive and talk about items of clothing, we will introduce the main topics of the course. We will distinguish fashion, costume and trends under the perspectives of academic disciplines such as history, sociology or philosophy.

### SESSION 2 (LIVE IN-PERSON)

#### Museum visit

Madrid's *Museo del Traje* (Costume Museum) is an ideal place to become acquainted with how clothing is displayed, conserved and historized. Please note that the date and time of this visit may differ from the usual class schedule, depending on the museum's availability for group bookings. All information will be posted on Blackboard as soon as practicable. The visit to another museum/venue may be planned instead, if circumstances require.

### SESSION 3 (LIVE IN-PERSON)

#### Sustainability

We begin the course assessing the impact of the fashion industry on planetary sustainability, from environmental, economic and social perspectives, and discussing opportunities for the future.

### SESSION 4 (LIVE IN-PERSON)

## **History of Clothing**

This cursory look at the evolution of clothing in different parts of the world gives a taste of the many ways in which garments have developed and been historized.

## **SESSION 5 (LIVE IN-PERSON)**

### **Student PRESENTATIONS (part 1)**

#### **History of Fashion**

Students will share a short piece of research on a pre-agreed theme, to piece together the most salient developments of fashion during the twentieth century. Depending on student numbers, some presentations may take place at a later date.

## **SESSION 6 (LIVE IN-PERSON)**

### **Student PRESENTATIONS (part 2)**

#### **Fashion Illustration and Ethnography**

Learning about imagery created to advertise fashion, and the artistry behind it, this session steers towards the next thematic block of the course, which looks at very different approaches to dress. We will contrast the glamour of fashion in the West with ethnographic representations of dress and the 'other'.

## **SESSION 7 (LIVE IN-PERSON)**

### **Student PRESENTATIONS (part 3)**

#### **Dress and Gender**

From laws that prevent people of a given sex from wearing certain clothes, through feminist critiques of fashion, we arrive at debates on so-called erotic capital.

## **SESSION 8 (ASYNCHRONOUS)**

#### **Orientalism**

The colonial domination of the 19th century used culture as one of its weapons. The representation of bodies and costumes in orientalist artworks lead us to explore the notion of Orientalism –as proposed by Edward Said– and discuss its currency in relation to contemporary dress.

## **SESSION 9 (LIVE IN-PERSON)**

#### **Racialised Peoples and Indigenous Fashion**

From fashion design or marketing blunders to alleged discrimination of racialised peoples, this sessions takes us to question cultural belonging and stereotypes.

## **SESSION 10 (LIVE IN-PERSON)**

#### **Modesty? Veils, balaclavas and burkinis**

We debate how the symbolic aspect of certain wearable items, including indigenous clothing, has been politicized or used as a form of resistance.

## **SESSION 11 (ASYNCHRONOUS)**

#### **Luxury**

In past times, sumptuary laws attempted to control conspicuous consumption, and in recent times luxury brands do not seem to be going out of fashion.



## SESSION 12 (LIVE IN-PERSON)

### Group Project PRESENTATIONS (part 1)

Starting from this session onwards, some groups will present their Collaborative Group Project.

#### Subcultures and trends

In his book *Subculture: The Meaning of Style* (1978), Dick Hebdige wrote about urban groups such as teddy boys and punks. In this session, we extend those ideas to other phenomena (goths, cosplay in Tokyo's Harajuku or Shibuya districts, etc.) to discuss how dress styles constitute elements of transgression, identity formation, or instruments for fitting in and belonging.

## SESSION 13 (LIVE IN-PERSON)

### Group Project PRESENTATIONS (part 2)

#### Decolonising Fashion

What creative, entrepreneurial alternatives can be developed to minimise the damage that the fashion industry has been known to cause?

## SESSION 14 (LIVE IN-PERSON)

### Group Project PRESENTATIONS (part 3)

#### From Fashion Photography to Digital Fashion

Following the first decades of the invention of photography, the medium developed certain recognisable "genres", eventually giving rise to the now well-established genre of fashion photography. More recently, technological developments have led to new forms of advertising fashion brands, and "digital fashion" has emerged in online spaces.

## SESSION 15 (LIVE IN-PERSON)

#### Final Exam

## EVALUATION CRITERIA

The evaluation of student performance will be based on the following: quality of research done to be presented in class throughout the course; self and peer assessment; a collaborative research project (typically created by a group of 4-5 students); and an open book exam that assesses comprehension of the course debates and readings.

Details of each assignment will be discussed in class, and the instructions will be found on Blackboard.

Criteria	Percentage	Comments
Individual Presentation	20 %	Research presented in class, approx. 8 minutes.
Self and Peer Assessment	15 %	Constructively identify strengths and areas for improvement.



Group Presentation	35 %	There is ONE Group Presentation (35%), requiring individual students to demonstrate their contribution to the collective project. Thus, the grade is split: 20% individual work, and 15% group.
Final Exam	30 %	Assesses comprehension of course debates and readings.

### LATE SUBMISSION

Please take note of the submission deadlines (these will be found with the description of each assignment). Assignment grades will incur a 10% deduction for each day a homework task or assignment is submitted late (up to a maximum of 5 days). However, failure to do the in-class presentations on the agreed date may result in a zero (0) for that assignment, whether individual or group.

### ATTENDANCE

In-person attendance is mandatory at IE University, as it is an essential factor of IE's learning methodology. Noncompliance with deadlines for Non-Classroom Learning (asynchronous) activities or assignments will result in an absence for the session.

While we closely monitor attendance on each course, we also consider that our students are responsible adults, able to efficiently manage their own duties and commitments. 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 course. This 30% "buffer" is to be used for all type of absences, such as illnesses, personal emergencies, commitments, official/governmental matters, business and/or medical appointments, family situations, etc. Students are expected to manage their various needs –along with unforeseen situations that may arise– within that 30% buffer.

Please pay close attention to your attendance. The program strongly encourages attending 100% of the sessions as it will improve your learning outcomes, increase the class performance and maximize your participation grade.

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.

Prolonged absences due to extreme cases involving emergencies –such as extended hospitalizations, accidents, serious illnesses or other cases of force majeure— are to be consulted with the Program Management (bir.biomadrid@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:

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### 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 a minimum grade of 5 to pass the course. Furthermore, students whose grade for the Final Exam is below 5 will automatically fail the course. 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 (please refer to the information on ATTENDANCE, above). Students who do not comply with the 70% attendance rule will receive a zero (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 their third or fourth attempt must inform the professor during the first two weeks of the course.

The Bachelor's in International Relations seeks to develop the knowledge, skills and attitudes for bringing transformative and sustainable change in today's world. For this reason, all the courses follow the principles of sustainability and diversity. Firstly, this course considers the agenda 2030 and builds upon the Sustainable Development Goals 5 (Achieve gender equality and empower all women and girls), 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all), and 12 (Ensure sustainable consumption and production patterns). Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity across numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

## PROFESSOR BIO

Professor: **CRISTINA NUALART**

E-mail: [cnualart@faculty.ie.edu](mailto:cnualart@faculty.ie.edu)

### CRISTINA NUALART

Cristina Nualart holds a PhD in Art History (Madrid, Spain) and an MA in the Creative Economy (London, UK). She learned the basics of sewing from her tailor grandmother, and as a teenager got hold of a sewing machine to make poorly-patterned but very original clothes. That led her to study in a Fashion School in Barcelona for a few years, before graduating in Art and Aesthetics (UK).

Her teaching career includes several years as a lecturer and course leader at RMIT University in Vietnam, where she contributed to the Fashion Merchandising Programme.

In Spain she has worked in a well-known art centres and cultural institutions such as Casa Asia. She has given conferences at public universities and several national museums, and developed courses and activities aimed at foregrounding issues of gender and sustainability.

Cristina Nualart is a member of the Asian research group GIA at Complutense University Madrid (Spain), and of the VASDiV (Visual Activism and Sexual Diversity in Vietnam) Research Network (Art and Humanities Research Council/GCRF grant, UK).

## OTHER INFORMATION

**OFFICE HOURS by appointment.** Please write to: [cnualart@faculty.ie.edu](mailto:cnualart@faculty.ie.edu)

**COURSE READINGS** and relevant material will be indicated on Blackboard in advance of class. These sources will be provided directly on Blackboard, or available through IE library or an online source. In addition to the required readings, students are expected to find their own additional research material. Students are welcome to propose alternatives to the set texts, in particular of relevant sources in minority languages that are not available in English. Please negotiate with your professor if you wish to tailor your required reading list.

### ADDITIONAL MATERIALS:

- Patrik ASPERS and Frédéric GODART, 2013, "Sociology of Fashion: Order and Change", *Annual Review of Sociology*, vol. 39, pp. 171-192.
- Enrique BADIA, 2009, *Zara and her Sisters: The Story of the World's Largest Clothing Retailer*, Palgrave MacMillan.
- Deborah BALL, 2010, *House of Versace: the untold story of genius, murder, and survival*,

Crown Publishers.

- Djurdja BARTLETT, Shaun COLE, and Agnès ROCAMORA, 2013, *Fashion Media: Past and Present*, Bloomsbury.
- Pierre BOURDIEU, 1984, *Distinction: A Social Critique of the Judgement of Taste*, Harvard University Press.
- Elspeth BROWN, 2019, *Work! A Queer History of Modeling*, Duke University Press.
- Barbara BROWNIE, 2017, *Acts of Undressing: Politics, Eroticism, and Discarded Clothing*, Bloomsbury.
- Steeve BUCKRIDGE, 2016, *African Lace-Bark in the Caribbean: The Construction of Race, Class and Gender*, Bloomsbury.
- Rikki BYRD, 2017, "In Search of the Good Life: Toward a Discourse on Reading the Black Body in Hip-Hop and Luxury Fashion", *QED: A Journal in GLBTQ Worldmaking*, vol. 4, no. 3, pp. 180-184.
- Catherine DORMOR, 2009, "skin:textile:film", *The Journal of Cloth & Culture*, vol. 6, no. 3, pp. 238-253.
- Catherine DORMOR, 2020, *A Philosophy of Textile: between practice and theory*, Bloomsbury.
- Mia BAY, and Ann FABIAN, 2015, *Race and Retail: Consumption across the Color Line*, Rutgers University Press.
- Anne Anlin CHENG, 2011, "Shine: On Race, Glamour, and the Modern", *PMLA*, vol. 126, no. 4, pp. 1022-1041.
- Yvon CHOUINARD, 2016 [2005], *Let My People Go Surfing*, Penguin.
- Nicholas COLERIDGE, 1989, *The Fashion Conspiracy: A Remarkable Journey Through The Empires Of Fashion*, Harper & Row.
- Peter CORRIGAN, 2008, *The dressed society: clothing, the body and some meanings of the world*, Sage.
- Ivan E. COYOTE and Rae SPOON, 2014, *Gender Failure*, Arsenal Pump Press.
- Arlene DAVILA, 2016, *El Mall: The Spatial and Class Politics of Shopping Malls in Latin America*, University of California Press.
- Christine DELPHY, 2015 [2008], *Separate and Dominate. Feminism and Racism After the War on Terror*, Verso. French speakers may refer to the original 2008 book: *Classer, dominer: Qui sont les autres?*, La Fabrique.
- Joanne ENTWISTLE and Agnès ROCAMORA, 2006, "The Field of Fashion Materialized: A Study of London Fashion Week", *Sociology*, vol. 40, no. 4, pp. 735-751.
- Kate FLETCHER and Lynda GROSE, 2012, *Fashion & Sustainability*, Laurence King.
- Tanisha FORD, 2015, *Liberated Threads: Black Women, Style, and the Global Politics of Soul*, University of North Carolina Press.
- Malcolm GLADWELL, 2002 [2000], *The tipping point: how little things can make a big difference*, Little, Brown and Company. (See chapters 1 and 6, on trends).
- Alison GWILT, 2020 [2014], *A Practical Guide to Sustainable Fashion*, Bloomsbury.
- Judith HALBERSTAM, 2005, *In a Queer Time & Place. Transgender Bodies, Subcultural Lives*, New York University Press.
- Karen Tranberg HANSEN, 2004, "The World In Dress: Anthropological Perspectives on Clothing, Fashion, and Culture", *Annual Review of Anthropology*, vol. 33, pp. 369-392.

- Mary HARLOW, Cecile MICHEL and Louise QUILLIEN, 2020, *Textiles and Gender in Antiquity: From the Orient to the Mediterranean*, Bloomsbury.
- Anne HOLLANDER, 2016 [2002], *Fabric of Vision: Dress and Drapery in Painting*, Bloomsbury.
- bell hooks, 1992, *Black Looks: Race and Representation*, South End Press.
- Sojin JUNG and Byounggho JIN, 2014, "A theoretical investigation of slow fashion: sustainable future of the apparel industry", *International Journal of Consumer Studies*, vol. 38, no. 5, pp. 510-519.
- Yuniya KAWAMURA, 2004, *The Japanese Revolution in Paris Fashion*, Berg.
- Alice KETTLE and Lesley MILLAR (Eds.), 2018, *The Erotic Cloth. Seduction and Fetishism in Textiles*, Bloomsbury.
- Naomi KLEIN, 1999, *No Logo: Taking Aim at the Brand Bullies*, Picador.
- Gabriel KUHN, 2020, *Liberating Sápmi. Indigenous Resistance in Europe's Far North*, Independent Publishers Group.
- James LAVER. Dress historian James Laver is the author of some influential books on fashion history. All are very readable and come highly recommended.
- Sean METZGER, 2014, *Chinese Looks: Fashion, Performance and Race*, Indiana University Press.
- Madison MOORE, 2018, *Fabulous: The Rise of the Beautiful Eccentric*, Yale University Press.
- PANDIT, AHMED, SINGHA & SHRIVASTAVA, 2020, *Recycling from Waste in Fashion and Textiles: A Sustainable and Circular Economic Approach*, Scrivener.
- Minh-Ha T. PHAM, 2015, *Asians Wear Clothes on the Internet: Race, Gender, and the Work of Personal Style Blogging*, Duke University Press.
- Virginia POSTREL, 2020, *The Fabric of Civilization. How Textiles Made The World*, Basic Books.
- Giorgio RIELLO. Italian speakers may wish to check out books by this scholar, who has published some works in English.
- Daniel ROCHE. French speakers may wish to check out books by this dress historian.
- Elena ROMERO, 2012, *Free Stylin': How Hip Hop Changed the Fashion Industry*, Praeger.
- Stephanie SADRE-ORAFAI, 2016, "Models, Measurement, and the Problem of Mediation in the New York Fashion Industry", *Visual Anthropology Review*, vol. 32, no. 2, pp. 122-132.
- L. Ayu SARASWATI, 2013, *Seeing Beauty, Sensing Race in Transnational Indonesia*, University of Hawaii Press.
- Antwaun SARGENT, 2019, *The New Black Vanguard: Photography Between Fashion and Art*, Aperture.
- Michael Edward STANFIELD, 2013, *Of Beasts and Beauty: Gender, Race, and Identity in Colombia*, University of Texas Press.
- Daniele TAMAGNI, 2015, *Fashion Tribes: Global Street Style*, Harry N. Abrams.
- Richard THOMPSON FORD, 2021, *Dress Codes*, Simon & Schuster.
- Thuy Linh N. TU, 2011, *The Beautiful Generation: Asian Americans and the Cultural Economy of Fashion*, Duke University Press.
- Carol TULLOCH, 2016, *The Birth of Cool: Style Narratives of the African Diaspora*, Bloomsbury.
- Aleit VEENSTRA and Giseline KUIPERS, 2013, "It Is Not Old-Fashioned, It Is Vintage,

Vintage Fashion and The Complexities of 21st Century Consumption Practices”, *Sociology Compass*, vol. 7, no. 5, pp. 355-365.

- Paolo VOLONTÉ, 2019, “Modelling Practice: The Inertia of Body Ideals in the Fashion System”, *Sociologica*, vol. 13, no. 3, pp. 11-26.
- Claire WELLESLEY-SMITH, 2015, *Slow stitch: mindful and contemplative textile art*, Pavilion Books.
- Miles.WHYTE, 2011, *From Jim Crow to Jay Z: Race, Rap, and the Performance of Masculinity*, University of Illinois Press.
- Elizabeth WISSINGER and Joanne ENTWISTLE (eds.), 2012, *Fashioning Models. Image, Text and Industry*, Bloomsbury.
- Jane E. WORKMAN and Lark F. Caldwell, 2007, “Centrality of visual product aesthetics, tactile and uniqueness needs of fashion consumers”, *International Journal of Consumer Studies*, vol. 3, no. 6, pp. 589-596.
- Jane E. WORKMAN and Seung-Hee LEE, 2016, “What do we know about fashion adoption groups? A proposal and test of a model of fashion adoption”, *International Journal of Consumer Studies*, vol. 41, no. 1, pp. 61-69.

#### **JOURNALS:**

- *Fashion, Style and Popular Culture Journal*, <https://ie.on.worldcat.org/oclc/870475989>
- *The Fashion Studies Journal*, <https://www.fashionstudiesjournal.org/>
- *International Journal of Fashion Studies*, <https://ie.on.worldcat.org/oclc/1052659502>
- *Textile: The Journal of Cloth & Culture*, <https://www.tandfonline.com/toc/rftx20/curren>
- *Zone Moda* is an open source fashion journal <https://zmj.unibo.it/issue/view/917>
- *Indumenta* is an annual publication by the Spanish Ministry of Culture, edited by Madrid’s Museo del Traje (Costume Museum) <https://www.culturaydeporte.gob.es/mtraje-indumenta/numeros.html> (articles are mostly in Spanish, but some are in other languages).

#### **PLAGIARISM / ACADEMIC HONESTY**

Plagiarism is the dishonest act of presenting another person’s ideas, texts or words as your own. This includes the following (listed 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.

The professor will advise on how to present said material in assignments. On their part, students are expected to learn how to cite sources correctly, as this is a valuable professional skill. For help with your academic writing, contact the Writing Center ([writingcenter@faculty.ie.edu](mailto:writingcenter@faculty.ie.edu)). Students using external tutorial support should report it to the professor and the BIR Program from the moment they begin receiving this support.

Professors are required to check each student's academic work in order to guarantee its originality. All written assignments will be checked using plagiarism-detecting software such as Turn-it-in or SafeAssign. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. 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.

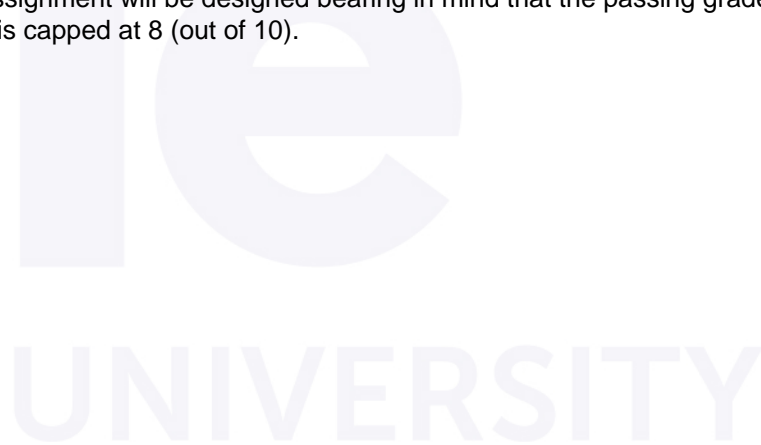
Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment, to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

#### RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The final grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade is capped at 8 (out of 10).





# FOREIGN POLICY IN TIMES OF CRISIS

**IE University**

Professor: **FRANCISCO DE BORJA LASHERAS TINA**

E-mail: [flasheras@faculty.ie.edu](mailto:flasheras@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## PREREQUISITES

Some knowledge of the main international crises and foreign policy challenges in recent decades, is helpful, as is some background in contemporary history.

## SUBJECT DESCRIPTION

Russia's invasion of Ukraine months after the Western pullout from Afghanistan, repression in Belarus, US-China competition, with Europeans in between, climate emergency, hybrid wars...In a world where crises seem the new normal, foreign policy elites struggle to keep a strategic compass while solutions for the world's problems seem wanting. This is the digital age: "crises" pop on and off of our cell phones and screens. Moreover, polarized political dynamics further blur the lines between international affairs and domestic politics.

How do foreign policy decision-makers cope with such crises and conflicts in real time? What are the frames, mindsets and factors shaping their decisions? Realpolitik geopolitics, normative values, or different blends of them all? What can some practical cases over the last decades teach about foreign policy? What are the drivers of domestic politics shaping foreign policy? How do long term objectives cope with the age of social media and 24/7 info? Is it still possible still to do Grand Strategy? And how can Europe fare in this age of geopolitics and chaos?

This course aims to provide tentative answers to these questions, through an unorthodox, dynamic perspective of international relations and foreign policy. The course builds on a mix of foreign policy practice and the challenges at the domestic front that influence this policy, bringing in scholarly notions too. It combines a main -though not exclusive- focus on Europe and its foreign policy challenges, with a number of case studies (based on professor Lasheras' experience, with a certain emphasis on Eastern Europe), drawing lessons learned. That is: from the concrete gradually into grand foreign policy debates.

It is specially aimed at those students that want to undertake a career in foreign and security policy, whether as diplomats, analysts, field workers and/or international officials.

## OBJECTIVES AND SKILLS

-Understand (better) some of the main foreign and security policy challenges of our time, starting with key regional security crises and conflicts, past and present, latent or frozen.

-Understand (better) specially how Europeans and Westerners approach modern day foreign policy crises, their caveats and their strengths too.

-Further a critical, thoughtful approach to foreign and security policy, and diplomacy, harnessing some of the skills needed for advisory positions in this subject, as well as for arguing and debating convincingly, not just common place chatter. Some of these skills will enrich the student's training for real life professional challenges, in other disciplines too.

-Analyze contemporary foreign policy and security challenges and cases, juggling through loads of information sources (online webs, podcasts, etc.) and opinions, and applying concepts acquired throughout the course.

-As a result, being able to provide good quality foreign policy advise, ideas and tentative proposals on some of the conflicts and crises of our time.

## **METHODOLOGY**

The course aims to be very interactive (though not a beer hall chat), through the Socratic method of teaching, including cold questions, discussing the materials and issues therein, etc.

It will require doing the readings and consulting the other assigned materials (eg. audiovisuals, etc.) beforehand (some 2/3 hours per week, on average). There will also be ad hoc external contributors and other dynamic elements (e.g. briefings by foreign policy practitioners and scholars).

A good performance and learning in this course thus requires presential attendance - online only in very justified cases per IE rules.

<b>Teaching methodology</b>	<b>Weighting</b>	<b>Estimated time a student should dedicate to prepare for and participate in</b>
Lectures	50.67 %	38 hours
Discussions	20.0 %	15 hours
Exercises	13.33 %	10 hours
Group work	5.33 %	4 hours
Other individual studying	10.67 %	8 hours
<b>TOTAL</b>	<b>100.0 %</b>	<b>75 hours</b>

## **PROGRAM**

### **SESSION 1 (LIVE IN-PERSON)**

A dive into modern foreign policy in a world of chaos and unhinged geopolitics

### **SESSION 2 (LIVE IN-PERSON)**

European foreign policy (policies)

### **SESSION 3 (LIVE IN-PERSON)**

The Balkans (I): war and peace-making

### **SESSION 4 (LIVE IN-PERSON)**

The Balkans (II): reconstruction, state-building and international (dis)engagement, the case of Bosnia



## **SESSION 5 (LIVE IN-PERSON)**

The Balkans (III): political crises, enlargement and "Europe"

## **SESSION 6 (LIVE IN-PERSON)**

Interventionism: from Kosovo to Afghanistan, Libya and Syria

## **SESSION 7 (LIVE IN-PERSON)**

The unraveling of the post Cold War order and stabilocracies in Eastern Europe (I): revolutions and the first war on Ukraine

## **SESSION 8 (LIVE IN-PERSON)**

The unraveling of post Cold War order and stabilocracies in Eastern Europe (II): Belarus and the 2020 war in Nagorno-Karabakh

## **SESSION 9 (LIVE IN-PERSON)**

The unraveling of post Cold War order and stabilocracies in Eastern Europe (III): Russia's renewed invasion of Ukraine

## **SESSION 10 (LIVE IN-PERSON)**

Relations with Russia: lessons learned of a succession of mostly failed policies (1990s-2022)

## **SESSION 11 (LIVE IN-PERSON)**

US foreign policy and transatlantic relations in the XXIst century

## **SESSION 12 (LIVE IN-PERSON)**

US-China competition: a relationship prone to conflict?

## **SESSION 13 (LIVE IN-PERSON)**

The shifting nature of war in the XXIst century: hybrid, conventional warfare...unpeace?

## **SESSION 14 (LIVE IN-PERSON)**

Wrap up: the shifting shape of international community

## **SESSION 15 (LIVE IN-PERSON)**

Workgroup on a practical case

## **BIBLIOGRAPHY**

### **Recommended**

- Tony Judt. *Postwar: a History of Europe since 1945*. Pimlico. ISBN 9780712665643 (Printed)

null

- Richard Holbrooke. (1998). *To end a war*. ISBN 0375753605 (Digital)

null

- Andrew Wilson. (2014). *Ukraine Crises: What it means for the West*. ISBN 9780300211597 (Digital)

null

- Jasmin Mujanovic. (2018). *Hunger and Fury: The Crisis of Democracy in the Balkans*. Hurst. ISBN 9781849048927 (Digital)

null

- Timothy Snyder. (2010). *Bloodlands: Europe between Hitler and Stalin*. Vintage. ISBN 9780099551799 (Printed)

null

- Mark Leonard (Editor). (2016). *Connectivity wars: why migration, finance and trade are the geo-economic battlegrounds for the future*. ISBN 9781910118559 (Digital)

null

- Thomas G. Weiss. (2005). *Military-civilian interactions: humanitarian crises and the responsibility to protect*. Second edition. Rowman & Littlefield. ISBN 0742530167 (Printed)

null

- Richard Caplan (Editor). (2012). *Exit strategies and state building*. Oxford. ISBN 9780199760114 (Printed)

null

## **EVALUATION CRITERIA**

There will not be a final exam, but rather a practical, simulation case through workgroups where, in line with the course's objectives, students will play the role of foreign policy advisors in the cabinet of a decision-maker (eg. Foreign Minister, etc.). Additionally, those students who want very good grades can write a short, final foreign policy memo. Grades will also be assessed on the basis of individual engagement throughout the course, showing knowledge acquired, potential skills and pro-activeness.

<b>Criteria</b>	<b>Percentage</b>	<b>Comments</b>
Class Participation	10 %	
Workgroups	40 %	
Individual Work	25 %	
Other	25 %	

## **PROFESSOR BIO**

Professor: **FRANCISCO DE BORJA LASHERAS TINA**

E-mail: [flasheras@faculty.ie.edu](mailto:flasheras@faculty.ie.edu)

### **Professor Borja Lasheras**

Professor Borja Lasheras is a Non-resident Senior Fellow at the Center for European Policy Analysis (CEPA). He had advisory positions at the Spanish Presidency of the Government between 2018 and late 2021, where he held the position of Senior Foreign Policy Advisor (2020-2021). Previously, he was the Associate Director and then Director at the European Council on Foreign Relations (ECFR) office in Madrid. He has extended field experience, having worked for the OSCE's field missions of Bosnia and Albania (2010-2013).

He graduated summa cum laude at Deusto University's Faculty of Law and earned a Master's Degree at Harvard (LL.M. 07). His field of expertise covers European foreign and security policy, national security, Ukraine, Russia, and the Balkans. He authored a book on Bosnia, "Bosnia in limbo: testimonies from the Drina River". He has published in Spanish and international media.

## **OTHER INFORMATION**

Professor Borja Lasheras will be available one hour a week for feedback and course consultations, right after the class.

[flasheras@faculty.ie.edu](mailto:flasheras@faculty.ie.edu)

## **FRENCH FOR BUSINESS 1 (no native speakers)**

**IE University**

Professor: **EUGÉNIE DEHOUCK**

E-mail: edehouck@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

### **PREREQUISITES**

- French 3.2 / French intermediate
- Placement Test

### **SUBJECT DESCRIPTION**

This course is designed to develop the students' ability to use French accurately and correctly in order to communicate and express their views about a range of topics related to the business area, such as local and international companies, business responsibilities, sustainable development, marketing, and French Tech. Further communicative contexts belonging to professional situations in France and in French-speaking countries are introduced.

COURSE CREDITS ECTS 3

### **OBJECTIVES AND SKILLS**

This course is designed for students working at the B1/B2 level in French. The content in French will work within the established level/s of the Common European Framework of Reference for languages:

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, college, etc.
  - Understand the main point of many radio or TV programs on current affairs or topics of professional interest when the delivery is relatively slow and clear.
  - Understand texts that consist mainly of high frequency everyday and job-related language.
  - Understand the description and communication of events, feelings and wishes in professional letters and emails, taking into account the written skills needed.
  - Deal with most situations likely to arise whilst working in an area where French is spoken.
  - Enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life and work (e.g. family, hobbies, work, travel and current events).
  - Connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions.
  - Briefly give reasons and explanations for opinions and plans in order to discuss different points of view.
  - Write simple connected text on topics that are of professional or personal interest.
  - Write letters describing work experience and personal impressions.
- In this case, students will work in the French language on tasks specific to sustainability and the environment that align with the established level/s.

## METHODOLOGY

The methodology used to teach French for business focuses on a communicative teaching approach. Students will be required to actively participate in all session learning and outside session learning (homework and transversal activities done individually or in groups). Through professor instruction and student-centered learning, students will develop their ability to communicate and express themselves in the target language. A variety of instructional techniques and tools are used, including group or pair work, student presentations, video assignments, ed-tech tools, etc. in order to maximize the practice and development of the four skills of listening, reading, speaking and writing needed to communicate in our modern world.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	48.0 %	36 hours
Discussions	17.33 %	13 hours
Exercises	17.33 %	13 hours
Group work	17.33 %	13 hours
Other individual studying	0.0 %	0 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### GENERAL ORGANIZATION OF SESSIONS

This elective class has a total of 15 sessions during this semester. These 15 sessions will be organized in the following way, always subject to change at the professor's discretion:

- **sessions 1 - 5 > Pitching your business**
- **sessions 6 -10 > Sell your products and services**
- **sessions 11- 14 > Creating a business**
- **session 15 > Final oral and written presentation** (final presentation cannot be changed, please make the necessary arrangements to be present in this session)

The evaluation material will include the following:

- several short oral activities assigned in class
- The final oral and written presentation (session 15) (final presentation cannot be changed, please make the necessary arrangements to be present in this session)

**NOTE: It is at the professor's discretion to include more evaluations (such as quizzes, essays, IE Campus activities) or change the planned material of a session, always depending on the group's learning progress and needs.**

## **SESSION 1 (LIVE IN-PERSON)**

### **Faire connaître son entreprise**

#### **Topics and learning objectives:**

- Business and social responsibility: defining the role of companies today, balance between making a profit and being responsible (socially, environmentally, ethically)
- Analysis of socially responsible companies
- Present a company: explain how it was created, founders, the sector, achievements, figures (example: LVMH group, etc).

#### **Grammar and Vocabulary objectives:**

- Opinion verbs
- Present subjunctive
- Past tense (imparfait, passé composé)
- Temporal discourse markers
- Quantities
- Expressing proportion

## **SESSION 2 (LIVE IN-PERSON)**

### **Faire connaître son entreprise**

#### **Topics and learning objectives:**

- Business and social responsibility: defining the role of companies today, balance between making a profit and being responsible (socially, environmentally, ethically)
- Analysis of socially responsible companies
- Present a company: explain how it was created, founders, the sector, achievements, figures (example: LVMH group, etc).

#### **Grammar and Vocabulary objectives:**

- Opinion verbs
- Present subjunctive
- Past tense (imparfait, passé composé)
- Temporal discourse markers
- Quantities
- Expressing proportion

## **SESSION 3 (LIVE IN-PERSON)**

### **Faire connaître son entreprise**

**Topics and learning objectives:**

- Business and social responsibility: defining the role of companies today, balance between making a profit and being responsible (socially, environmentally, ethically)
- Analysis of socially responsible companies
- Present a company: explain how it was created, founders, the sector, achievements, figures (example: LVMH group, etc).

**Grammar and Vocabulary objectives:**

- Opinion verbs
- Present subjunctive
- Past tense (imparfait, passé composé)
- Temporal discourse markers
- Quantities
- Expressing proportion

**SESSION 4 (LIVE IN-PERSON)****Faire connaître son entreprise****Topics and learning objectives:**

- Business and social responsibility: defining the role of companies today, balance between making a profit and being responsible (socially, environmentally, ethically)
- Analysis of socially responsible companies
- Present a company: explain how it was created, founders, the sector, achievements, figures (example: LVMH group, etc).

**Grammar and Vocabulary objectives:**

- Opinion verbs
- Present subjunctive
- Past tense (imparfait, passé composé)
- Temporal discourse markers
- Quantities
- Expressing proportion

**SESSION 5 (LIVE IN-PERSON)****Faire connaître son entreprise****Topics and learning objectives:**

- Business and social responsibility: defining the role of companies today, balance between making a profit and being responsible (socially, environmentally, ethically)
- Analysis of socially responsible companies
- Present a company: explain how it was created, founders, the sector, achievements, figures (example: LVMH group, etc).

**Grammar and Vocabulary objectives:**

- Opinion verbs
- Present subjunctive
- Past tense (imparfait, passé composé)
- Temporal discourse markers
- Quantities
- Expressing proportion

**SESSION 6 (LIVE IN-PERSON)****Vendre ses produits et ses services**

**Topics and learning objectives:**

- Presenting a product or service : functions, characteristics and utility
- Examples of successful national (French) products: Why are they successful?
- How to position your product in the market: marketing techniques, understanding social networks, advertising (slogans, logos)

**Grammar and Vocabulary objectives:**

- Comparisons
- Superlatives
- Relative pronouns
- Future Tense
- Expressing hypothesis
- Adverbs of time and space

**SESSION 7 (LIVE IN-PERSON)****Vendre ses produits et ses services****Topics and learning objectives:**

- Presenting a product or service : functions, characteristics and utility
- Examples of successful national (French) products: Why are they successful?
- How to position your product in the market: marketing techniques, understanding social networks, advertising (slogans, logos)

**Grammar and Vocabulary objectives:**

- Comparisons
- Superlatives
- Relative pronouns
- Future Tense
- Expressing hypothesis
- Adverbs of time and space

**SESSION 8 (LIVE IN-PERSON)****Vendre ses produits et ses services****Topics and learning objectives:**

- Presenting a product or service : functions, characteristics and utility
- Examples of successful national (French) products: Why are they successful?
- How to position your product in the market: marketing techniques, understanding social networks, advertising (slogans, logos)

**Grammar and Vocabulary objectives:**

- Comparisons
- Superlatives
- Relative pronouns
- Future Tense
- Expressing hypothesis
- Adverbs of time and space

**SESSION 9 (LIVE IN-PERSON)****Vendre ses produits et ses services****Topics and learning objectives:**

- Presenting a product or service : functions, characteristics and utility
- Examples of successful national (French) products: Why are they successful?
- How to position your product in the market: marketing techniques, understanding social networks, advertising (slogans, logos)



**Grammar and Vocabulary objectives:**

- Comparisons
- Superlatives
- Relative pronouns
- Future Tense
- Expressing hypothesis
- Adverbs of time and space

**SESSION 10 (LIVE IN-PERSON)****Vendre ses produits et ses services****Topics and learning objectives:**

- Presenting a product or service : functions, characteristics and utility
- Examples of successful national (French) products: Why are they successful?
- How to position your product in the market: marketing techniques, understanding social networks, advertising (slogans, logos)

**Grammar and Vocabulary objectives:**

- Comparisons
- Superlatives
- Relative pronouns
- Future Tense
- Expressing hypothesis
- Adverbs of time and space

**SESSION 11 (LIVE IN-PERSON)****Créer son entreprise****Topics and learning objectives:**

- French start-ups : French start-ups successful and unsuccessful examples
- What makes a successful brand?
- Financing companies: business aid and funding
- Entrepreneurs testimonies

**Grammar and Vocabulary objectives:**

- Discourse markers
- Verbs of sentiment

**SESSION 12 (LIVE IN-PERSON)****Créer son entreprise****Topics and learning objectives:**

- French start-ups : French start-ups successful and unsuccessful examples
- What makes a successful brand?
- Financing companies: business aid and funding
- Entrepreneurs testimonies

**Grammar and Vocabulary objectives:**

- Discourse markers
- Verbs of sentiment

**SESSION 13 (ASYNCHRONOUS)**

The tasks for this asynchronous session will be published on the scheduled date by the professor.

## SESSION 14 (LIVE IN-PERSON)

### Créer son entreprise

#### Topics and learning objectives:

- French start-ups : French start-ups successful and unsuccessful examples
- What makes a successful brand?
- Financing companies: business aid and funding
- Entrepreneurs testimonies

#### Grammar and Vocabulary objectives:

- Discourse markers
- Verbs of sentiment

## SESSION 15 (LIVE IN-PERSON)

### Final oral and written presentation

Attention: final presentation cannot be changed, please make the necessary arrangements to be present in this session

## EVALUATION CRITERIA

Criteria	Percentage	Comments
Active Class Participation	25 %	
Session Work	15 %	
Continuous Evaluation	30 %	Evaluations (oral presentations, essays, quizzes, etc.)
Oral Presentation	20 %	
Written expression	10 %	

**Attention: the final presentation on session 15 cannot be changed, please make the necessary arrangements to be present in this session.**

### Extraordinary Evaluations

The extraordinary evaluation in January will be subject to the following rules:

Students who fail the course will have the opportunity to be re-evaluated in January (unless failure was due to excessive absences, in which case the student loses the right to sit both the regular exam and the extraordinary exam). In subsequent evaluations students who failed due to lack of attendance will be reevaluated in the same manner.

The date and location of the extraordinary evaluation in January will be set and published in advance and CANNOT be changed.

The evaluation will allow the student the opportunity to improve the most deficient portions of their grade in order to pass the course. This may consist of taking an exam or being required to turn in assignments or other evaluations that were not submitted or earned unsatisfactory grades. If assignments must be turned in, the student may either mail them by certified mail by the established deadline or turn them in person on the set date as arranged with the professor.

Once grades are posted, the professor will advise students who failed how to proceed regarding the extraordinary evaluation. The extraordinary evaluation grade (either exam or assignments) will replace the corresponding deficient portion of the final grade, taking into account that the highest grade a student may earn on any of the extraordinary evaluations is 8.0.

## **PROFESSOR BIO**

Professor: **EUGÉNIE DEHOUCK**

E-mail: edehouck@faculty.ie.edu

**Eugénie Dehouck**  
**edehouck@faculty.ie.edu**

My name is Eugénie and I was born in Calais, in the north of France where I studied Spanish Philology. I applied to the Erasmus program in order to spend some time in Spain and it was a remarkable experience for me. I loved Spain so much that I decided to stay one more year working as a French Teaching Assistant in an institute of Alcalá de Henares. There, I discovered that teaching was my passion, so I studied my CAP (Certificado de Aptitud Pedagógica). Then, I worked for 4 years for the Spanish Ministry of Defense as a French teacher and translator. In parallel I have been a French teacher in companies in Spain such as Carrefour, Leroy Merlin, Axa, Alcampo and Aki Bricolage. It was a very good experience and I learnt a lot with the different students I had. Furthermore, I have worked for Vaughan Systems where I headed a team of French writers with whom we published a collection of 51 French books sold as a collection ("Bonjour") with El Mundo. I also wrote two French grammar books addressed to Spanish speaking people. I also worked at Oxford University Press as editor of French to create books for students in secondary school who learn French as a second language. My last work experience has been at Anaya as editor of French to create books and promote them. I have also organized training workshops for teachers of French as a foreign language.

OFFICE HOURS: by appointment (please email to schedule an appointment with a minimum of 48 hours in advance)

## **OTHER INFORMATION**

### **Note about the Syllabus session schedule:**

We reserve the right to improve the student learning experience during the course. Although we aim to keep to the scheduled syllabus, there may be some changes made to the program, based on and in the service of the benefit of the class. Final presentation date, however, will not change.

## **COURSE POLICIES**

### **Attendance**

Students **MUST** attend all classes.

If you must miss a class, it is your responsibility to advise the professor and provide an explanation or documentation to justify your absence (when possible previous to the class, either in person or via email).

Any work due must be turned in even if you miss class!

Please note that if you are absent from more than 30% of classes you will get a 0 grade and FAIL the course.

### **Punctuality**

"Punctuality is the politeness of princes" and it is also expected of you! Classes will start at the time scheduled.

NOTE: If you arrive more than 5 minutes late to class, this will count as one absence. The same applies if you leave early from class.

## **ADD/DROP DEADLINE**

Per the Registrar, the add/drop period ends on the 3rd session of our language class.

## **ASSIGNMENT SUBMISSIONS**

Required formal assignments must be submitted via the platform indicated by the professor on the due date. Late work may or may not be accepted. As all assignments are posted on IE Campus, students are responsible for all work (even if they are not in class).

### **Cell Phones/ Smartphones/ Tablets / Laptops**

As the use of cell phones/ smartphones as well as laptops during class is disruptive and distracting when not used as a learning tool in our class, it is permitted ONLY at the discretion of the professor. In Face to Face classes, the professor reserves the right to confiscate those devices used in class for personal purpose and hand them back only at the end of class; and in video conference classes, the professor could mark an absence if the student is distracted with her or his cellphone or other activities non class related.

### **MATERIAL**

We will use material from a series of books designed for French for business. Your professor will pass the material to the students throughout the semester. Each student is responsible to be in class with all the assigned and required material. Failure to do so may result in negative marking towards the final grade at the Professor's discretion, or the student may be asked to leave the classroom, and therefore have an absence.

As a bibliographic reference, the main books for this material will be the following (remember, you do not have to buy the books).

Title: Affaires étrangères Niveaux B1/B2

Authors: Nathalie Calvet, Bernadette Coulomies-Friscic, Aurélie Daoulas, Héléne Nguyen-Gateff

Editorial / Year: Clé International 2020

ISBN : 978-2-09-038692-9

Title: Edito Pro B1 Français professionnel

Authors: Amandine Diogo, Meryl Maussire, Manon Giraud, Bertrand Lauret

Editorial / Year: Didier 2020

ISBN : 978-2-09-038663-9

Title: Objectif Express 2

Authors: Anne-Lyse Dubois, Béatrice Tautzin

Editorial / Year: Hachette 2016

ISBN / EAN : 9782014015751

Title: Quartier d'Affaires B1

Authors: Delphine Jégou, MP Rosillo

Editorial / Year: Clé International 2014

ISBN : 978-2-09-038663-9

Title: Vocabulaire progressif du français des affaires

Authors: Jean-Luc Penformis

Editorial / Year: Clé International 2004

ISBN : 209-033803-2

# **GASTRONOMY:THE ART AND POLITICS OF EATING**

**IE University**

**Professor: FLOR DE LOURDES GRAGERA DE LEON CANTERO**

E-mail: fgragera@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## **PREREQUISITES**

None.

## **SUBJECT DESCRIPTION**

The search for food and the rituals around it have governed human history, from prehistoric times until the present. In this course, we will undertake a cultural and historical journey across different civilizations and eras, to understand food's significance. We do like eating, but, in what ways has food shaped identities, cultural and political relations and forms of globalization? To look for answers to this question, we will travel the world borrowing manifold lenses: history, art, literature, cinema, religion, and the language of advertising will lead us along the way. We will explore several landmarks in food history: food's role in creating civilization in the agricultural revolution; the search for spices and luxury ingredients that led to explore the world, and to create the first 'globalizing' trends in ingredients and cuisine; the birth of French Haute Cuisine together with the emergence of the first restaurants and gastronomy tradition; migrant food, and the phenomenon of fast food. We will look at how cinema, art and literature have contributed to create cultural and political discourses around food, as well as memory. We will analyze rituals, restrictions, fasting and diets that serve to establish spiritual and community alliances around religion.

## **OBJECTIVES AND SKILLS**

At the end of this course, participants will acquire:

### **Content-based**

- Acquisition of greater familiarity with food history and food studies;
- A better understanding of how the concept of gastronomy has been constructed and of its impact today;
- A deeper knowledge of food's role in culture and society.

### **Skill-based**

- Understanding of the relevance of food in shaping humankind history, and as a catalyst that runs throughout times;
- Ability to analyze the political, social and transnational relevance of food across times;
- A deeper insight on how food is linked to art, literature and movie as a cultural phenomenon and as an expression of power;
- A broad perspective of the major and most influential culinary traditions;
- A critical view on food as a mass industry and as a cultural popular phenomenon.

In our highly changing world, courses on the humanities offer basic and well-established anchors that will help you carry out a more in-depth analysis of the reality you live in. Humanities foster critical thinking and will provide you with the necessary tools to both analyze the ideas of others and defend your own. This course focuses on meaning and understanding, and will provide you with the necessary knowledge not just to understand the world around you but also the skills to construct and defend your own ideas. In a global and interconnected world, it is important to be able to discriminate and think critically about the endless amount of information you are exposed to. In order to achieve this goal, you will need to undertake wide-ranging readings of complex texts where you will learn how to analyze, interpret, discuss them in order to form an informed opinion of the work. Writing assignments, which are a good way to order one's thoughts and reflect on your readings will also form part of your homework.

## 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. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

The professor is expected to:

- Combine classes in the form of discussions, exercises and teamwork, based on selected readings and viewings.
- Moderate debates based on the analysis of some sequences of the audiovisual materials proposed or on the course readings.
- Give tutorial support off-line and on-line to develop the analytical and practical assignments, both individually and in groups.
- Provide the students with extra materials.

The students are expected to:

- Read and reflect about the selected bibliography, videography and multimedia works.
- Participate actively and meaningfully in the debates and team activities.
- Work on the individual and the team assignments.

A variety of instructional techniques and tools will be used during this course, including lectures and presentations, discussions in groups or pair work, debates on the assigned readings, video presentations, forum discussions, ed-tech tools, etc. in order to maximize the development of the skills.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15 hours
Discussions	13.33 %	10 hours
Exercises	26.67 %	20 hours
Group work	6.67 %	5 hours

Other individual studying	33.33 %	25 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### CORE TOPICS

History of Food

Introduction to Gastronomy

Cultural perspectives on food: art, literature, cinema, religion and publicity

Food as industry

Food justice

### SESSION 1 (LIVE IN-PERSON)

**Introduction to the course:** objectives, contents, schedule, and evaluation systems. Digital resources and platforms that we will use during this course, and how the synchronous and asynchronous sessions will work.

**Preliminary discussion:** A Food Brainstorm. What food represents for you? (More guidelines for this discussion will be provided). Discussion as a class, and in small groups. Kahoot.

### SESSION 2 (LIVE IN-PERSON)

**Contents:** Tracing back the history of humankind's relationship to food (I).

The ingredients of the day.

#### Lecture/Debate+ group activities

Discovery (video and/or presentation/short text): Innovators, innovations and culinary trend setters.

#### Pre-Work. Please read:

*Book Chapters: 'History's Biggest Fraud' in Sapiens by Yuval Noah Harari. Chapter 5. (ced)*

*Book Chapters: 'The Humanization of Eating Behaviors' in Food. A Culinary History from Antiquity to the Present by Jean-Louis Flandrin, ed. Pages 38-44. (ced)*

*Technical note: 'Anthropology of Food' in The Oxford Handbook of Food History by Jeffrey M. Pilcher. Pages 169-180. (ced)*

### SESSION 3 (LIVE IN-PERSON)

**Contents:** Tracing back the history of humankind's relationship to food (II).

The ingredients of the day.

#### Lecture/Debate+

**Activity:** Group work in pairs to choose a famous chef around the world. Presentations and discussion as a class.

Discovery (video and/or presentation/short text): Innovators, innovations and culinary trend setters.

#### Pre-Work. Please read:

*Book Chapters: 'The Culture of the Symposium' in Food. A Culinary History from Antiquity to the Present by Jean-Louis Flandrin, ed. Pages 136-144. (ced)*



Technical note: 'The Good Things That Lay at Hand. Tastes of Ancient Greece and Rome' in Food. The History of Taste by Paul Freedman, ed. Pages 80-92. (ced)

## **SESSION 4 (ASYNCHRONOUS)**

**Watch a film from the list provided at the end of the syllabus.**

**SHORT ASSIGNMENT 1 (10 points):** Write a short paper (500 words minimum, to be submitted via Turnitin in BB) analyzing the perspective from which it presents food as a theme: whether historical, artistic, practical, emotional, literary, etc (several can be combined). You may answer questions such as: What is the function and importance of food so the story can be narrated? Why food matters for the story? How is it represented through filmic language? More guidelines will be offered upon student's request. **Due on session 5.**

## **SESSION 5 (LIVE IN-PERSON)**

**Contents:** Tracing back the history of humankind's relationship to food (III).

The ingredients of the day.

**Lecture/Debate+**

**Activity:** Video (TBA); discussion in the Campus Forum with the questions that will be provided in order to discuss the video.

Discovery (video and/or presentation/short text): Innovators, innovations and culinary trend setters.

**SHORT ASSIGNMENT 1 DUE**

**Pre-Work. Please read:**

*Book Chapters: 'Feasting and Fasting. Food and Taste in Europe in the Middle Ages' in Food. The History of Taste by Paul Freedman, ed. Pages 146-160. (ced)*

*Book Chapters: 'New Worlds, New Tastes. Food Fashions after the Renaissance' in Food. The History of Taste by Paul Freedman, ed. Pages 174-196. (ced)*

*Book Chapters: 'Colonial Beverages and the Consumption of Sugar' in Food. A Culinary History from Antiquity to the Present by Jean-Louis Flandrin, ed. Pages 495-508. (ced)*

## **SESSION 6 (LIVE IN-PERSON)**

**Contents:** Tracing back the history of humankind's relationship to food (IV).

The ingredients of the day.

**Lecture/Debate+**

**Activity:** reading and discussion of short texts as a class and then, in small groups.

Discovery (video and/or presentation/short text): Innovators, innovations and culinary trend setters.

**Pre-Work. Please read:**

*Book Chapters: 'The Birth of the Modern Consumer Age. Food Innovations from 1800' in Food. The History of Taste by Paul Freedman, ed. Pages 203-208; (ced)*

*Book Chapters: 'The Birth of the Modern Consumer Age. Food Innovations from 1800' in Food. The History of Taste by Paul Freedman, ed. Pages 211-217 (ced)*

*Book Chapters: 'The Birth of the Modern Consumer Age. Food Innovations from 1800' in Food. The History of Taste by Paul Freedman, ed. Pages 219-223 (ced)*

*Book Chapters: 'The Birth of the Modern Consumer Age. Food Innovations from 1800' in Food. The History of Taste by Paul Freedman, ed. Pages 225-231. (ced)*



## SESSION 7 (ASYNCHRONOUS)

Watch a film from the list provided at the end of the syllabus.

**SHORT ASSIGNMENT 2 (10 points):** Write a short paper (500 words minimum, to be submitted via Turnitin in BB) exploring and discussing the relationship of the main characters with regard to food, looking at the following aspects: whether they are defined by it, how food creates a conflict for the characters or, rather, solves it, how food make the characters' story move forward. More guidelines will be offered upon student's request. **Due on session 8.**

## SESSION 8 (LIVE IN-PERSON)

**Contents:** What is gastronomy? Understanding the art of food (I).

The ingredients of the day

**Lecture/Debate+**

**Activity:** In search of the most famous restaurants in the world. Who says so? Research and individual discussion.

Discovery (video and/or presentation/short text): Innovators, innovations and culinary trend setters.

**SHORT ASSIGNMENT 2 DUE**

**Pre-Work. Please read:**

*Book Chapters: 'Haute cuisine' in Food. The History of Taste by Paul Freedman, ed. Pages 195-202. (ced)*

*Book Chapters: 'Chefs, Gourmets and Gourmands. French Cuisine in the 19th and 20th Centuries' in Food. The History of Taste by Paul Freeman, ed. Pages 232-262. (ced)*

## SESSION 9 (LIVE IN-PERSON)

**Contents:** What is gastronomy? Understanding the art of food (II).

The ingredients of the day.

**Lecture/Debate+**

Discovery (video and/or presentation/short text): Innovators, innovations and culinary trend setters.

**Pre-Work. Please read:**

*Book Chapters: 'Good Taste: A New Idea?' in Food. A Culinary History from Antiquity to the Present by Jean-Louis Flandrin, ed. Pages 554-559. (ced)*

*Book Chapters: 'Tourism and Gastronomy' in Food. A Culinary History from Antiquity to the Present by Jean-Louis Flandrin, ed. Pages 657-662. (ced)*

## SESSION 10 (LIVE IN-PERSON)

Field trip/ Guest speaker TBA.

## SESSION 11 (LIVE IN-PERSON)

**Contents:** Food in art, and the art of food: Painting and writing food (I).

Food as advertising, the advertising of food (I).

The ingredients of the day.

**Lecture/Debate+**

**Activities:** analysis of works of art in small groups.

Discovery (video and/or presentation/short text): Innovators, innovations and culinary trend setters.

### **INDIVIDUAL PODCAST DUE**

#### **Pre-Work. Please read:**

*Book Chapters: 'Food is Sex' by Anthony Bourdain; (ced)*

*Book Chapters: 'Potatoes and Love' by Nora Ephron (ced)*

*Book Chapters: 'Best Quality' by Amy Tan. (ced)*

### **SESSION 12 (LIVE IN-PERSON)**

**Contents:** Food in art, and the art of food: Painting and writing food (II).

Food as advertising, the advertising of food (II).

The ingredients of the day.

#### **Lecture/Debate+**

**Activities:** Select in groups commercials on food and choose one that you think is specially powerful or funny. Explain why you like it.

Discovery (video and/or presentation/short text): Innovators, innovations and culinary trend setters.

#### **Pre-Work. Please read:**

*Book Chapters: Queering the Cookbook in The Cambridge Companion to Literature and Food by J. Michelle Coghlan. Pages 131-143. (ced)*

### **SESSION 13 (LIVE IN-PERSON)**

The Politics of Food

Food and Religion

#### **Pre-Work. Please read:**

*Book Chapters: 'Political Histories of Food' in The Oxford Handbook of Food History by Jeffrey M. Pilcher, ed. Pages 53-67. (ced)*

*Article: 'How Religions View Food' by Giovanni Filoramo. (Reset Dialogues, 1 April 2014)*

Liquid gastronomy. Research and prepare at least 10 fun facts about wine and beer.

### **SESSION 14 (LIVE IN-PERSON)**

**Contents:** Fast food and mass production food.

#### **Lecture/Debate+**

**Activities:** selection of texts (TBA) and videos to discuss as a class, and in small groups.

### **FINAL INDIVIDUAL ESSAY DUE**

#### **Pre-Work. Please read:**

*Book Chapters: 'The Macdonaldization of Culture', in Food. A Culinary History from Antiquity to the Present by Jean-Louis Flandrin, ed. Pages 684-699. (ced)*

*Book Chapters: 'Environment', in Fast Food. The Good, The Bad and The Hungry by Andrew F. Smith. Pages 108-125. (ced)*

### **SESSION 15 (LIVE IN-PERSON)**

#### **FINAL TEAM PROJECTS PRESENTATIONS**

#### **LIST OF MOVIES**

- *Babette's Feast*
- *Big Night*
- *Chef*
- *Chocolat*
- *Eat Drink Man Woman*
- *Fast Food Nation*
- *Haute Cuisine*
- *Jiro Dreams of Sushi*
- *Julie & Julia*
- *Like Water for Chocolate*
- *Maacher Jhol*
- *Mostly Martha*
- *Ratatouille*
- *Rotten Tomatoes*
- *Sausage Party*
- *Sideways*
- *Soul Food*
- *Super Size Me*
- *Sweet Bean*
- *Tampopo*
- *The Founder*
- *The Hundred-Foot Journey*
- *The Lunch Box*
- *The Trip*
- *The Trip To Italy*
- *Today's Special*
- *Vatel*
- *Waitress*
- *Willy Wonka and the Chocolate Factory*

## **BIBLIOGRAPHY**

### **Recommended**

- ALBALA, Ken. *Routledge International Handbook of Food Studies*. ISBN 9781138019492 (Digital)

null

- BENDINER, Kenneth. *Food in Painting: From the Renaissance to the Present*. ISBN 9781861892133 (Printed)

null

- BOURDAIN, Anthony. *Kitchen Confidential*. ISBN 9780060899226 (Printed)

null

- COGHLAN, J. Michelle. *The Cambridge Companion to Literature and Food*. ISBN 9781316997796 (Printed)

null

- DAVIDSON, Alan. *The Penguin Companion to Food*. ISBN 9780142001639 (Printed)

null

- D. K. Publishing (contributor). *The Story of Food: An Illustrated History of Everything We Eat*. ISBN 9781465473363 (Printed)

null

- FISHER, M. F. K. *The Art of Eating*. ISBN 9780764542619 (Printed)

null

- FLANDRIN, Jean-Louis and Massimo MONTANARI (eds.). *Food. A Culinary History*. ISBN 9780140296587 (Printed)

null

- FREEDMAN, Paul (ed.). *Food. The History of Taste*. ISBN 9780520254763 (Printed)

null

- HARARI, Yuval Noah. *Sapiens*. ISBN 9780099590088 (Printed)

null

- HOLLAND, Mina. *The Edible Atlas*. ISBN 9780857868558 (Printed)

null

- JEKYLL, Agnes. *A Little Dinner before the Play*. ISBN 9780241950944 (Printed)

null

- KIPLER, Kenneth F. And Kriemhild Coneè Ornelas (eds.). *The Cambridge World History of Food (volumes one and two)*. ISBN 9781139058636 (Printed)

null

- MALAGUZZI, Sylvia. *Food and Feasting in Art*. ISBN 9780892369140 (Printed)

null

- PEPYS, Samuel. *The Joys of Excess*. ISBN 9780141966038 (Printed)

null

- PIATTI-FARNELL, Lorna and Donna Lie BRIEN (eds.). *The Routledge Companion to Literature and Food*. ISBN 9781138048430 (Printed)

null

- PILCHER, Jeffrey M. (ed.). *The Oxford Handbook of Food History*. ISBN 9780199729937 (Printed)

null

- RILEY, Gillian. *Food in Art: From Prehistory to the Renaissance*. ISBN 9781780231976 (Printed)

null

- SECKER TESDELL, Diana. *Stories from the Kitchen*. ISBN 9781101907597 (Printed)

null

- SMITH, Andrew F.. *Fast Food. The Good, the Bad and the Hungry*. ISBN 9781780235745 (Printed)

null

- TANNAHILL, Reay. *Food in History*. ISBN 9780517884041 (Printed)

null

- TIGNER, Amy. *Literature and Food Studies*. ISBN 9780415641203 (Printed)

null

- TRILLIN, Calvin. *Eating with the Pilgrims and Other Pieces*. ISBN 9780241951934 (Printed)

null

## **EVALUATION CRITERIA**

**The evaluation for the course is based on class participation (both synchronous and asynchronous sessions) and individual and team work.**

<b>Short Assignment 1</b>	10%
<b>Short Assignment 2</b>	10%
<b>Participation</b>	20%
<b>Individual podcast</b>	15%
<b>Final Essay</b>	25%
<b>Final Team Project</b>	20%

### **SUMMARY OF ASSIGNMENTS AND DEADLINES**

**SHORT ASSIGNMENT 1 (10 points):** Choose a movie from the list provided. Write a short paper (500 words minimum, to be submitted via Turnitin on Campus), summarizing the movie first, and, then, analyzing the perspective from which it presents food as a theme: whether historical, artistic, practical, emotional, literary, etc (several can be combined). You may answer questions such as: What is the function and importance of food so the story can be narrated? Why food matters for the story? How is it represented through filmic language? More guidelines will be offered upon student's request.

DUE ON SESSION 5

**SHORT ASSIGNMENT 2 (10 points):** Choose a movie from the list provided. Write a short paper (500 words minimum, to be submitted via Turnitin on Campus), summarizing the movie first, and, then, exploring and discussing the relationship of the main characters with regard to food, looking at the following aspects: whether they are defined by it, how food creates a conflict for the characters or, rather, solves it, how food make the characters' story move forward. More guidelines will be offered upon student's request.

DUE ON SESSION 8

**INDIVIDUAL PODCAST (15 points):** Research, write and record a podcast about an iconic recipe, and trace back its history and the way it has crossed borders. Examine elements such as whether it has evolved across time, whether it has been incorporated to innovative cooking or whether it is already part of the mass food industry and why. More guidelines will be offered upon student's request.

DUE ON SESSION 11

**FINAL INDIVIDUAL ESSAY (25 points).**

DUE ON SESSION 14. Topics TBA

**FINAL TEAM PROJECT. Presentations in class (20 points):** The final project will explore a major culinary tradition: it could be national or regional. You may examine aspects such as its history, expansion, characteristics, influence, cultural and political impact, incorporation into *Haute Cuisine*, popular manifestations, presence in street-food, alterations and versions in food industry, among others.

DUE AND PRESENTED ON SESSION 15

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.)

#### 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 to submit all the work they did not turn in or failed during the course and /or retake the Midterm examination if failed.

Criteria	Percentage	Comments
SHORT ASSIGNMENT 1	10 %	
SHORT ASSIGNMENT 2	10 %	
INDIVIDUAL PODCAST	15 %	
FINAL INDIVIDUAL ESSAY	25 %	
FINAL TEAM PROJECT	20 %	
PARTICIPATION	20 %	

## PROFESSOR BIO

Professor: **FLOR DE LOURDES GRAGERA DE LEON CANTERO**

E-mail: [fgragera@faculty.ie.edu](mailto:fgragera@faculty.ie.edu)

**Flor Gragera de León, PhD**

Flor Gragera de León holds a Ph.D. in Comparative Literature from Rutgers University (New Brunswick, NJ, USA), a M.A. in Comparative Literature (UCL, University College London, UK), a MA in Journalism (El País/ Universidad Autónoma de Madrid, Spain) and a B.A. in Journalism (University of Navarra, Spain). Flor was awarded a J. William Fulbright scholarship for her doctorate studies in the US. She has coordinated courses and designed curriculum for and taught Spanish, as well as Literature and Cultural Studies, to a diverse group of students at Princeton University and Rutgers University. In addition to teaching, she has been consultant for UNESCO in its Paris headquarters, and works as a journalist, contributing to the Spanish communications group Vocento. Dr. Gragera de León has written for El País, El Mundo, and other media. She has taught at IE since 2013 both at the graduate and at the undergraduate levels.

## OTHER INFORMATION

### Conduct in Class:

**1. Be on time:** Students arriving more than 10 minutes late will be marked as “Absent”. Only students that provide written notification to the professor in advance that they will be late for a specific session (and the professor confirms receipt of this information) may be granted an exemption at the discretion of the professor.

**2. Respect your classmates.** Classroom discussion is an important part of the learning process. Therefore, it is vital to maintain a classroom environment that is respectful and free of discrimination and/or recrimination from peers. Please keep in mind that, at times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. However, please remember that class is NOT a protected, confidential environment, and the professor cannot guarantee that other students/peers will maintain your information confidential should you choose to share it.

**3. Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures (unless specifically permitted by the course professor). If a student leaves the room during lectures without receiving permission from the professor, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.

**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.

**5. 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 not permitted. That is, if a student uses social media during class, the student will be asked to leave the room and thus 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.

Escalation policy: 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 count as 5 absences.

**7. Refrain from eating or drinking** (except water) during class.

**8. Assignments:** I will grant each students a 24 hour grace period on ONE assignment (except the group project) during the course of the semester. Other late assignments will get a 0.

### 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.



# **GLOBAL MEDIA ANALYSIS: THE ROLE OF MEDIA IN INTERNATIONAL RELATIONS**

**IE University**

Professor: **BALDER HAGERAATS**

E-mail: bhageraats@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## **PREREQUISITES**

### **SUBJECT DESCRIPTION**

International relations and foreign policy making are highly influenced by media and public opinion. Perceptions, discourse and analysis in newspapers, tv stations and- especially- online are intimately connected to decision makers' options and preferences in setting policy.

In this course we will analyse the mechanisms underpinning this relationship between media and policy, study underlying biases and their effects, as well as what drives journalists, commentators, and reporters on a case-by-case basis.

What has news reporting shaped the war in Ukraine? How are relations between China and the US affected? Who decides global narratives? We will use practical and recent case studies to answer these questions and explain the global media's impact on foreign policy making in general.

### **OBJECTIVES AND SKILLS**

The main objective of this course is to give an in-depth understanding on how public perception and global media affect international relations. This will be accomplished through:

1. Analysis of global media systems: who and what drive their overall dynamics?
2. Understanding of media interests: what are the main incentives and pressure points for journalists, news reporters and other media observers?
3. Studying current case studies; what is the media's behaviour with respect to situations of war, geopolitics and cooperation?

### **METHODOLOGY**

This course applies general analysis of media systems and individual psychology to current case studies. Every two sessions there will be a theoretical thesis about media behaviour and its impact followed by its application to real-life situations taken from the news at the time.

There is no set literature list since readings and case study content will be decided based on recent media events. This means that before each session students will be provided with relevant reading (or video/podcast) material.

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 %	75 hours

## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

#### Introduction: Course Overview

*In this session we will look at the "big picture" of what the course is about, introduce main concepts and discuss practical course aspects.*

### SESSION 2 (LIVE IN-PERSON)

#### Case Study 1

*(Content to be decided during the course as it depends on current events)*

### SESSION 3 (LIVE IN-PERSON)

#### Global Media Systems: Who, What, Where and How?

In this session we will look at who the main global media players are (including social media platforms), how they operate and what their main impact is on international relations.

### SESSION 4 (LIVE IN-PERSON)

#### Case Study 2

*(Content to be decided during the course as it depends on current events)*

### SESSION 5 (LIVE IN-PERSON)

#### Changing Tides in the 21st Century: How is the global media landscape changing?

*In this session we will look at how traditional actors are changing and new actors are rising because of technological and cultural evolution.*

### SESSION 6 (LIVE IN-PERSON)

#### Case Study 3

*(Content to be decided during the course as it depends on current events)*

### SESSION 7 (LIVE IN-PERSON)

**Geopolitics and Media: How do global powers use information and news provision to their advantage?**

*In this session we will look at how rivals such as China and the United States increasingly depend on media to promote their international narratives.*

**SESSION 8 (LIVE IN-PERSON)**

**Case Study 4**

*(Content to be decided during the course as it depends on current events)*

**SESSION 9 (LIVE IN-PERSON)**

**Psychological Factors: What drives individual content providers?**

*In this session we will look at issues such as bias, professional pressures and political bubbles in order to explain choices by individual journalists and news reporters.*

**SESSION 10 (LIVE IN-PERSON)**

**Case Study 5**

*(Content to be decided during the course as it depends on current events)*

**SESSION 11 (LIVE IN-PERSON)**

**Public Opinion: What is the relationship between global media and mass perception?**

*In this session we will look at how global media affect news "consumers" and vice versa.*

**SESSION 12 (LIVE IN-PERSON)**

**Case Study 6**

*(Content to be decided during the course as it depends on current events)*

**SESSION 13 (LIVE IN-PERSON)**

**Foreign Policy: How do the media affect foreign policy makers?**

*In this session we will look at how international decision makers are influenced by public news perception and social networks.*

**SESSION 14 (LIVE IN-PERSON)**

**Case Study 7**

*(Content to be decided during the course as it depends on current events)*

**SESSION 15 (LIVE IN-PERSON)**

**Course Summation**

*In this session will wrap up the course and summarise its main conclusions.*

**EVALUATION CRITERIA**

The course grade will depend on three case studies to be submitted before sessions 5, 10 and 15. The format of these case studies will be provided in advance and will ask students to take media coverage and analyse that based on the items discussed in prior sessions.

Criteria	Percentage	Comments
Case Study 1	30 %	
Case Study 2	30 %	
Case Study 3	40 %	

## PROFESSOR BIO

Professor: **BALDER HAGERAATS**

E-mail: [bhageraats@faculty.ie.edu](mailto:bhageraats@faculty.ie.edu)

Balder Hageraats is founding partner of ReSeT, a think tank on international relations, and a consultant to governments, multinationals and media outlets on foreign policy related issues.

## OTHER INFORMATION

Throughout the course, individual (Zoom/coffee) appointments can be made by email or whatsapp:

- [balder.hageraats@resetweb.org](mailto:balder.hageraats@resetweb.org)
- +34 687 54 93 75

## **HOW TO ACHIEVE SUCCESS**

**IE University**

Professor: **JACOBO PARAGES REVERTERA**

E-mail: [jparages@faculty.ie.edu](mailto:jparages@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

### **PREREQUISITES**

#### **SUBJECT DESCRIPTION**

This elective offers the students an insight on the importance of their attitude in the actions and decisions they make in their daily lives. Through these decisions and depending on their different personal tools and abilities they will have a higher possibility of achieving success in their projects and challenges, both professionally and on a personal level. This elective puts the focus on success as individuals, as professionals and as members of today's society.

Students have many opportunities but also much more competition than in the past. Through these sessions I aim to provide complementary knowledge and information to the tools that they get throughout their career in IE University. The ultimate goal is to make students understand that "whoever wants to reach a goal, can reach it "

You, students, are at a turning point in your life. In a few months you're going to enter the labour market and this is a change of your life cycle. Through this elective you will understand how important it is in your future that you take your own decisions and project your challenges, that you really commit yourself to its achievements, that you learn how to empower yourself to make important decisions, because those will mark your path. During the past four years and throughout your time at IE University you have obtained great knowledge and very useful tools.

Through this elective you will also understand the keys behind success and the enormous importance of carrying out the knowledge that you have gained through your university career.

#### **OBJECTIVES AND SKILLS**

- What can you learn from failure
- What can you learn through success.
- How not to fail in your challenges and projects in life.
- Keys to reach success in life.
- Carry to your professional life the necessary keys to achieve your objectives.
- What are the keys to learn from our steps to success?
- How important is the attitude in achieving objectives?
- Why is it important to work in a team?

- How does fear limit us in decision making?
- Why do we have to manage emotions and embrace certain values ??that accompany us to success?
- Why do we have to have a positive look?
- What is the value of humility in success and failure?
- How can we move forward if we take risks?
- What is the value of sharing?

These are questions that we have to answer if we want aligned, healthy and productive persons and professionals.

## METHODOLOGY

Power Point

Videos: Videos are used in order to make the class more attractive.

Class discussions. It is very important to have an active participation from the students.

Open to share and listen to ideas, reflections, desires, expectations and to deepen our understanding of the day-to-day details that should drive us to achieve our personal goals.

Individual work

Group work

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15 hours
Discussions	16.0 %	12 hours
Exercises	34.67 %	26 hours
Group work	29.33 %	22 hours
Other individual studying	0.0 %	0 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

#### Introduction & Bases.

No matter what your decision is, it starts in your head.

The power of your mind, what goes on in your head has a huge impact on the actions that you take, the decisions that you make, the things you experience.

People miss out incredible opportunities because they make bad decisions based on a bad frame of mind.

Living an incredible life is no accident. You have to do it on purpose and it starts by knowing what you want to achieve, knowing why you want to achieve it, and knowing the kind of person you have to become in order to achieve it.

*Your destiny is determined by the choices you make, choose now, choose well. (Anthony Robbins).*



## **SESSION 2 (ASYNCHRONOUS)**

### **Know Yourself.**

"The wheel of life"

As a way of knowing yourself, establishing priorities and setting goals, I propose that you do your Wheel of Life.

It is an interesting tool that will help you to:

- Review the areas of your life.
- Identify objectives for each of the areas of your life.
- See where you are and how you see yourself in these aspects to reach those goals you want to achieve.

Through the wheel of life you will see a graphic representation of the areas of your life and it will help you to review where you are now, where you want to be, and what plans you have to make to move forward in each of them.

The areas that you can work on are those that you consider most important for yourself.

## **SESSION 3 (LIVE IN-PERSON)**

### **Failure**

What is really failure.

How important is it to understand that we will sooner or later not achieve an important goal.

What are the consequences of not achieving our goals?

## **SESSION 4 (LIVE IN-PERSON)**

### **Success**

What is really success?

Do you have a clear idea of what success means to you?

What do successful people think about success?

## **SESSION 5 (LIVE IN-PERSON)**

### **Attitude**

ATTITUDE and its importance towards reaching our challenges in life (Personal & Professional).

Attitude in:

- Developing your Talent.
- Finding new opportunities.
- Finding your vocation.

90/10 Theory.

## **SESSION 6 (ASYNCHRONOUS)**

### **Set and design targets**

How to set and design long and short term Targets-Goals.

What is a target.

Golden rules for successful goal setting.

Set "Marts" Goals.

## **SESSION 7 (LIVE IN-PERSON)**

### **Team Work & Communication**

Why is team important.

Difference between team and group.

Roles in a team.

Teams vs. Individuals.

The importance of a good and useful communication.

## **SESSION 8 (LIVE IN-PERSON)**

### **Self Management & Leadership**

Management of fear & frustration

Managing change

Importance of being pro-active

Adaptation to new situations

Leadership

## **SESSION 9 (LIVE IN-PERSON)**

### **Moving out of your comfort zone - Values**

What is your comfort zone.

Why stepping out of your comfort zone.

What do you learn out of your comfort zone.

Values and its importance in life. Values like: Compromise, confidence, passion, will, discipline, effort, sacrifice.

## **SESSION 10 (ASYNCHRONOUS)**

### **Manifesto**

What is a manifesto?

Why a manifesto?

You will have to create your own manifesto on: "Success"

## **SESSION 11 (LIVE IN-PERSON)**

### **Case Study**

Special guest will come to this session to talk about his/her success

## **SESSION 12 (LIVE IN-PERSON)**

### **My personal presentation on success and failure**

My personal case as an example of how to manage threats, how to deal with failure and how to reach success in challenges and targets in life.

## **SESSION 13 (LIVE IN-PERSON)**

### **My personal presentation on success and failure**

My personal case as an example of how to manage threats, how to deal with failure and how to reach success in challenges and targets in life.

## **SESSION 14 (LIVE IN-PERSON)**

**Students final work presentations**

## **SESSION 15 (LIVE IN-PERSON)**

**Students final work presentations**

## **EVALUATION CRITERIA**

Criteria Percentage

<b>Criteria</b>	<b>Percentage</b>	<b>Comments</b>
Class Participation	25 %	
Individual Work	25 %	
Individual Presentation	20 %	
Group Presentation	30 %	

### **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.

### **ATTENDANCE**

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.madridoffice@ie.edu](mailto:bir.madridoffice@ie.edu)) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

#### RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility). Grading for retakes will be subject to the following rules:

The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam;

continuous evaluation over the semester will not be taken into account.

Dates and location of the retakes will be posted in advance and will not be changed.

The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

#### 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. The professor will also advise the student on how to present said material. For help with your academic writing, contact the Writing Center ([writingcenter@faculty.ie.edu](mailto:writingcenter@faculty.ie.edu)).

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: **JACOBO PARAGES REVERTERA**

E-mail: [jparages@faculty.ie.edu](mailto:jparages@faculty.ie.edu)

## **JACOBO PARAGES REVERTERA**

Degree in business management and marketing – Madrid.

Professional experience focused in marketing, communication and commercial areas.

I have developed my career in different sectors, worked in 4 multinationals managing different teams and developing very different projects, both in UK and Spain. Very much oriented into people (human being), and also brand image, brand knowledge, increasing sales and very close contact with customers and also suppliers.

Highly focused in international markets. Not only domestic market.

Since 1993 worked in different multinationals, always in marketing and communication

UNITED BISCUITS – London

TETRA PAK – Madrid

KA INTERNATIONAL – Madrid

AUCHAM – Madrid

IMPACTO – Madrid

In 2014 I create my own company: CONTROL ACTIVO DE COMUNICACION (12 employees)

In 2015 I create and develop my personal brand JPR

Since 2014 Speaker, motivator, in-company training, professor

Teacher in different business schools and universities in Madrid

I have also reached different challenges in life. Round the world trip (15 months) + other sports challenges which I have shared with different associations: fund raising for kids cancer research and for Down Syndrome.

I have written a book: "Lo que aprendí del dolor" - It is now in 8th edition

## **OTHER INFORMATION**

### **CODE OF CONDUCT IN CLASS**

1. Be on time. Students arriving more than 5 minutes late will be marked as "Absent". Only students who 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.



# HUMAN SECURITY

**IE University**

Professor: **NUNO PEREIRA DE MAGALHÃES**

E-mail: npereira@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## PREREQUISITES

None.

## SUBJECT DESCRIPTION

This course offers an introduction to human security, examining international security from an individual point of view rather than following a traditional state-centric perspective of national security. Students will be introduced to the main dynamics related to human security, in the context of an international system that has become increasingly globalized and institutionalized but in essence, remains anarchical due to the absence of a supranational authority empowered to guarantee not only the security of states but also the security of individuals.

## OBJECTIVES AND SKILLS

To conceptualize, frame, and explain the fundamental problems of human security.

## METHODOLOGY

The aim of the lectures is to offer a rigorous academic training in a friendly and relaxed environment, where students are encouraged to put themselves in the shoes of political leaders. In the first half of the class I make a presentation which goes through the essentials of the session's topic and the second half is dedicated to team presentations (all previously recorded in PPT and video format) and stimulating comments around them. The PPTs of lectures and team presentations will be uploaded only after each session, allowing you do your readings throughout the week without being influenced by the opinions of your professor and colleagues, thus promoting your intellectual independence and critical thinking.

There are two types of academic readings used in the course. Firstly, there are compulsory readings for each class, around 50 pages. You need to read these in order to fully profit from my presentation and to be able to participate in class in an informed manner. Secondly, if you have time, there are the so called supplementary readings that allow you to deepen your knowledge about each topic. Supplementary readings are used in team presentations.

Besides the academic readings provided in this course, students are advised to read newspapers with a solid coverage of international politics, a rigorous weekly magazine (e.g. The Economist), and a journal focused on foreign policy issues (e.g. Foreign Affairs).

The grade of students will result from four evaluation elements:

- A) Class participation
- B) Team presentation
- C) Midterm exam
- D) Final paper

I will always be happy to provide academic support to students and to help them in their professional applications, so if there is something I can do for you feel free to schedule an appointment.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	40.0 %	30 hours
Discussions	26.67 %	20 hours
Exercises	66.67 %	50 hours
Group work	40.0 %	30 hours
Other individual studying	26.67 %	20 hours
TOTAL	200.01 %	75 hours

## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

Introduction:

Examining the concept of Human Security and how it is framed according to diverse International Relations theories.

*Book Chapters: Amitav Acharya, "Human Security", in John Baylis, Steve Smith, and Patricia Owens, eds., The Globalization of World Politics: An Introduction to International Relations, Oxford University Press, 5th ed. 2011. (IE Library)*

### SESSION 2 (LIVE IN-PERSON)

International regimes: An overview

Basic readings:

*Book Chapters: J. Samuel Barkin, "From International to Human Security", in International Organization: Theories and Institutions, Palgrave, 2013, C*

*Article: Human Security: Paradigm Shift or Hot Air? (International Security, 26, issue 2, 2001, pp. 87-102) (ced)*

*Article: Explaining the Advocacy Agenda: Insights from the Human Security Network (GROUP A) (International Organization, Volume 68, Issue 2 April 2014, pp. 449-470) (ced)*

Advanced readings:

Charli Carpenter et al. , " Explaining the Advocacy Agenda: Insights from the Human Security Network "International Organization, Volume 68, Issue 2April 2014, pp. 449-470 (**GROUP A**)

### SESSION 3 (LIVE IN-PERSON)



Human rights and international intervention

Readings (all mandatory):

*Book Chapters: Joshua Goldstein and Jon Pevehouse, "International Organization, Law, and Human Rights", International Relations, 10th edition, Longman, 2012, Chapter 7. (IE Library)*

*Article: The Responsibility to Protect—Five Years On (GROUP B) (Ethics & International Affairs, 2010) (ced)*

## **SESSION 4 (LIVE IN-PERSON)**

Genocide

Basic readings:

*Book Chapters: Genocide: A Comprehensive Introduction, Chapter 1 (IE Library)*

*Article: The Rwandan Genocide: Why Early Warning Failed ( GROUP C ) (Journal of African Conflicts and Peace Studies, Vol. 1, 2, 2009, pp. 6-25) (ced)*

Advanced readings:

Gregory H. Stanton, « The Rwandan Genocide: Why Early Warning Failed » , Journal of African Conflicts and Peace Studies, Vol. 1, 2, 2009, pp. 6-25 ( **GROUP C** )

## **SESSION 5 (LIVE IN-PERSON)**

War, soldiers, and civilians

Basic readings:

*Book Chapters: Gary D. Solis, The Law of Armed Conflict: International Humanitarian Law in War, Cambridge University Press, 2010, Chapter 1. (Book Not Available on IE Library)*

*Article: Killing Civilians: Thinking the Practice of War (British Journal of Politics and International Studies , 14, 2012 , pp. 423-440) (ced)*

*Article: Protecting civilians in civil war: The institution of the ATCC in Colombia (GROUP E) (Journal of Peace Research, 50(3) , 2013, 351–367) (ced)*

*Technical note: Alexandre J. Vautravers, " Why Child Soldiers are Such a Complex Issue " (GROUP D) (Refugee Survey Quarterly 27 (4), 2008, pp. 96-107) (ced)*

Advanced readings:

Maja Zehfuss, " Killing Civilians: Thinking the Practice of War " , British Journal of Politics and International Studies , 14, 2012 , pp. 423-440.

Alexandre J. Vautravers, " Why Child Soldiers are Such a Complex Issue " , Refugee Survey Quarterly 27 (4), 2008, pp. 96-107 (**GROUP D**)

Oliver Kaplan, " Protecting civilians in civil war: The institution of the ATCC in Colombia " , Journal of Peace Research, 50(3) , 2013, 351–367 (**GROUP E**)

## **SESSION 6 (LIVE IN-PERSON)**

War and gender

Basic readings:

*Article: Seeing sex, gender, and sexuality in international security (International Journal, 70 (3), 2015) (ced)*

*Article: Ordered Rape: A Principal–Agent Analysis of Wartime Sexual Violence in the DR Congo (GROUP F) (Violence Against Women, Vol. 21(11), 2015, pp. 1341–1363) (ced)*

Advanced readings:

Gerald Schneider, Lilli Banholzer, and Laura Albarracin, " Ordered Rape: A Principal–Agent Analysis of Wartime Sexual Violence in the DR Congo " , *Violence Against Women*, Vol. 21(11), 2015, pp. 1341–1363 **(GROUP F)**

## **SESSION 7 (LIVE IN-PERSON)**

Terrorism

Basic readings:

*Book Chapters: James Kiras, : Terrorism and Globalization (chapter 23), in The Globalization of World Politics: An Introduction to International Relations (ced)*

*Article: Toward a Theory of Terrorism: Human Security as a Determinant of Terrorism (Studies in Conflict & Terrorism, Vol. 29, 7, 2006, pp. 679-702) (ced)*

*Article: Selection, Availability, and Opportunity: The Conditional Effect of Poverty on Terrorist Group Participation ( GROUP G ) (Journal of Conflict Resolution , vol. 55 no. 1 , 2011, pp. 106-132) (ced)*

Advanced readings:

Jennifer Kavanagh, « Selection, Availability, and Opportunity: The Conditional Effect of Poverty on Terrorist Group Participation » , *Journal of Conflict Resolution* , vol. 55 no. 1 , 2011, pp. 106-132 **(GROUP G)**

## **SESSION 8 (LIVE IN-PERSON)**

Midterm Exam

## **SESSION 9 (LIVE IN-PERSON)**

Modern slavery

Basic readings:

*Book Chapters: Silvia Scarpa, Trafficking in Human Beings: Modern Slavery, Oxford University Press, Chapter 1 (Book not available on IE Library)*

*Article: Modern slavery challenges to supply chain management (GROUP H) (Supply Chain Management: An International Journal, Vol. 20, 5, pp.485 - 494) (ced)*

Advanced readings:

Stefan Gold , Alexander Trautrim , Zoe Trodd , (2015) « Modern slavery challenges to supply chain management» , *Supply Chain Management: An International Journal*, Vol. 20, 5, pp.485 - 494 **(GROUP H)**

## **SESSION 10 (LIVE IN-PERSON)**

The plight of refugees

Readings:

*Book Chapters: Philip Marfleet, Refugees in a Global Era , Palgrave Macmillan, 2006, Introduction and Chapter 1. (Book not Available on IE Library)*

No group presentation: Teams debate (Case study: the European Union, Africa, and the Middle East)

## **SESSION 11 (LIVE IN-PERSON)**

Narcotraffic

Basic readings:

*Article: Drugs and development: The global impact of drug use and trafficking on social and economic development (International Journal of Drug Policy, 19, 2008, pp. 467–478) (ced)*

*Article: Citizenship or Repression? Coca, Eradication and Development in the Andes (GROUP I) (Stability: International Journal of Security & Development, 5(1): 3, 2016, pp. 1–19) (ced)*

Advanced readings:

Grisaffi, T and Ledebur, K « Citizenship or Repression? Coca, Eradication and Development in the Andes », *Stability: International Journal of Security & Development*, 5(1): 3, 2016, pp. 1–19 ( **GROUP I** )

## **SESSION 12 (LIVE IN-PERSON)**

Poverty

Basic readings:

*Book Chapters: Caroline Thomas and Tony Evans, « Poverty, Development and Hunger, » , chapter 28 in BSO, pp. 458-477. (ced)*

*Book Chapters: Fredrick Mutesa and Wilma Nchito, « Human Security and Poverty Reduction in Zambia » , in The Many faces of Human Security: Case Studies of Seven Countries in Southern Africa, , 2005. (GROUP J) (ced)*

Advanced readings:

Fredrick Mutesa and Wilma Nchito, « Human Security and Poverty Reduction in Zambia » , in *The Many faces of Human Security: Case Studies of Seven Countries in Southern Africa*, eds. Keith Muloongo, Roger. Kibasomba, and Jemima Kariri , 2005. ( **GROUP J** )

## **SESSION 13 (LIVE IN-PERSON)**

Bio-environmental hazards

Basic readings:

*Article: The Neglected Dimension of Global Security — A Framework for Countering Infectious-Disease Crises (New England Journal of Medicine, 374, 2016, pp. 1281-1287) (ced)*

*Book Chapters: Global Environmental Change and Human Security; Chapter 1 - Global Environmental Change and Human Security: An Introduction (IE Library)*

*Article: The Oxford Handbook of the International Relations of Asia, Chapter 33 - Environment, Human Security, and Cooperation in Asia - pp. 641-663. (GROUP K) (Book Not Available on IE Library)*

Advanced readings:

Kim D. Reimann, « Environment, Human Security, and Cooperation in Asia » , in Saadia Pekkanen, John Ravenhill, and Rosemary Foot eds. *The Oxford Handbook of the International Relations of Asia*, Oxford University Press, 2014, Chapter 33, pp. 641-663. ( **GROUP K** )

## **SESSION 14 (LIVE IN-PERSON)**

Technological hazards:

Cybersecurity

Artificial Intelligence

Genetic modification

(Readings tbd)

No group presentation: guest lecturer

## SESSION 15 (LIVE IN-PERSON)

Conclusion:

- Submission of the final essay
- Review of the course
- Last remarks: the future of human security

## EVALUATION CRITERIA

Your final grade in the course will be based on the following weighed criteria:

- A) Class participation (10 percent)
- B) Team presentation (20 percent)
- C) Intermediate test [midterm exam] (30 percent)
- D) Final exam [final paper] (40 percent)

Criteria	Percentage	Comments
Class Participation	10 %	
Group Presentation	20 %	
Intermediate Tests	30 %	
Final Exam	40 %	

## GUIDELINES

### A) Class participation

Students are encouraged to freely, respectfully, and, I hope, enthusiastically express their opinions in class. Do not worry if you are a bit shy, which is only natural and tends to disappear when people feel comfortable in a friendly environment, like certainly our class will be. All participation is valued but a top grade is only attributed to students that express their opinion in a logically consistent manner, supported by evidence, and showing that the mandatory readings were done. Your interpersonal skills and ability to debate in public will definitely benefit from your participation in class. The tasks required in the two asynchronous sessions will be evaluated as part of participation.

### B) Team presentation

This task is about critically assessing the argument of a scholarly article. In 30 minutes students are expected to make a summary of the article and give their opinion about it on the basis of logic and empirical evidence present in secondary sources such as statistical databases or official documentation. If students disagree with the argument they should identify the inconsistencies at logical, empirical, or both levels. On the contrary, if they agree, they should highlight its logical consistency against alternative arguments and try to provide more empirical evidence than the author did. It is mostly a test of analysis and public speaking but it is also designed to improve your skills as a team player. Regardless of the type of class, all presentations are previously recorded in PPT and video format.

### C) Midterm exam

In the midterm exam students will be evaluated on their knowledge about the topics covered from sessions 1 to 7. The mandatory readings offer sufficient material to correctly answer the questions but going through the complementary readings increase your chances of getting top marks. The exam consists of six questions, from which you select five. These are not straightforward questions about concepts or dates but rather questions that challenge you intellectually and make you think critically about an issue. Answers should be clear and robust, within the limits of time, offering a logical argument supported by a couple of empirical examples. The exam will take 1 hour and 30 minutes, since students are expected to dedicate 15 minutes to plan, write, and review each question, plus 15 minutes to review the exam. This will test and hopefully improve your ability to think and write under pressure.

#### **D) Final paper**

**Goal:** To write a scholarly essay that addresses one topic referring to one of the sessions from 9 to 15. The essay should compare distinct arguments in the literature and support the argument that the student considers to be the valid one (more logical, better supported by empirical evidence, or both). This essay is bound to improve students' ability to critically examine arguments, to support a given one, and to derive policy advices from it.

**Size:** 3,000 words, not including tables and bibliography.

**Reference system:** Harvard ( <http://www.citethisforme.com/harvard-referencing>).

**Format:** Times New Roman size 12; 1.5 paragraph space; include student name, number, and course name on the right hand corner of the first page.

**Plagiarism:** Plagiarism is obviously prohibited and subject to IEU disciplinary rules. Essays are submitted through Turnitin and plagiarism is assessed according to its criteria (see <https://www.turnitin.com/solutions/plagiarism-prevention>).

**Submission deadline:** TBD

#### **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 (1) No Poverty, (2) Zero Hunger, (4) Quality Education, (5) Gender Equality, (7) Affordable and Clean Energy, (8) Decent Work and Economic Growth, (10) Reducing Inequality, Climate Action, (16) Peace, Justice, and Strong Institutions. 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](mailto: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/>

#### **RETAKE POLICY**

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

#### **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](mailto: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: **NUNO PEREIRA DE MAGALHÃES**

E-mail: [npereira@faculty.ie.edu](mailto:npereira@faculty.ie.edu)

### **NUNO PEREIRA DE MAGALHÃES**

I am an adjunct professor of International Relations at IE University; a researcher for the Portuguese Institute of International Relations, Nova University of Lisbon; co-founder and Principal Observer at OPEN - National Foreign Policy Observatory; and an associate of the Institute of National Defence of Portugal's Ministry of Defence. I specialize in International Relations theory and in international security (international organizations of defense, nuclear proliferation, and conflict management).

Previously, I was a professor of International Relations at HUFS and an ARI Fellow at Korea University; a Japan Foundation Fellow at the University of Tokyo; a Taiwan Fellow at National Taiwan University; a consultant for the Portuguese Mission to the United Nations during the presidency of the UNSC Committee 1718 on North Korean nuclear sanctions; a research associate at Harvard University's Weatherhead Center for International Affairs; a teaching instructor for the MSt in International Relations at the University of Cambridge; a visiting researcher at the Department of Political Science of Seoul National University; a visiting scholar at Columbia University's School of International and Public Affairs and Department of Political Science; a visiting fellow at Harvard's Graduate School of Arts and Sciences and Kennedy School of Government; an FCT scholar at the University of Cambridge; a KGSP scholar at Sogang University; and an affiliate at the General Direction of EU Affairs of the Ministry of Foreign Affairs in Portugal.

I hold an MPhil in International Relations and a PhD in Politics and International Studies, both from the University of Cambridge.

## **OTHER INFORMATION**

Office hours: By appointment. Please send me an email and I will be happy to schedule a meeting in person or through Zoom.

### **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.

UNIVERSITY



# **INTERNATIONALIZING BUSINESS**

**IE University**

Professor: **PABLO NEIRA DE ALVEAR**

E-mail: pneira@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 1º

Category: OPTIONAL

Number of credits: 3.0

Language: English

## **PREREQUISITES**

### **SUBJECT DESCRIPTION**

The course objective is to learn the fundamentals of the strategic analysis approach required for organizations in the process of internationalizing and the different entry options into foreign markets; together with understanding the various financing alternatives to support those entry strategies.

The course covers the different means of international payment and the trade finance instruments used to operate in global markets. Finally, the course describes the international trade risks associated with those instruments together with the tools to cover and mitigate them.

### **OBJECTIVES AND SKILLS**

Participants will learn and have comprehensive and practical approach to:

- Think strategically in a globalized world and assess how to develop business beyond their borders.
- Understand the basis to perform industry and company strategic analysis in a globalized world and what international advantage can a company exploit to win across borders and markets.
- Learn how to reach new markets and the different entry alternatives; evaluating which strategic activities to own and which to execute through alliances or outsourcing.
- Understand funding alternatives available for businesses in the process of internationalizing.
- The fundamental means of international payment and collection; as well as financing instruments for international trade.
- Key knowledge of international trade risks as well as instruments of coverage and mitigation of main political and financial risks.

### **METHODOLOGY**

The course combines professor presentations, class discussion and the case method. Teaching sessions will require the participation of the students via either structured discussion or exercises based on the professor's presentation. Therefore, students are expected to be active participants in the course.

As sessions will come along with case-studies related to the subjects discussed, it is essential that they come to class prepared to discuss the topics of the case and, when assigned, the readings on business management and current articles associated to the session.

In addition to everyday class discussions, there will be a project related to the internationalization of a company that the students will need to carry out in groups, throughout the course, and that will be presented in groups on sessions 14 and 15.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	22.67 %	17 hours
Discussions	6.67 %	5 hours
Exercises	1.33 %	1 hours
Group work	20.0 %	15 hours
Other individual studying	49.33 %	37 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### SESSIONS 1 - 2 (LIVE IN-PERSON)

**A global world: trends and implications for business enterprise and management.**

Technical note: Distance Still Matters: **(Read only pages 1 to 3)**

Article: 14 disruptive trends you need to know about in 2022 (CED)

Article: *Distance Still Matters: The Hard Reality of Global Expansion (HBS R0108K-PDF-ENGy)*

Technical note: *14 disruptive trends you need to know about in 2022 (s-c)*

### SESSION 3 (LIVE IN-PERSON)

**Benefit and reasons to internationalize.**

Technical note: Making SMEs International (IESE, CED)

Article: *Making SMEs International (Alumni Magazine IESE, JANUARY-MARCH 2014 / No. 132) (ced)*

### SESSION 4 (LIVE IN-PERSON)

**Ready to Internationalize?**

T.N.: VRIO Framework. Strategic Management Insight. October 21, 2013

T.N.: Resource Based View. Strategic Management insight. October 14, 2013.

Technical note: The Five Competitive Forces That Shape Strategy

Technical note: *Resource Based View and VRIO framework (s-c)*

Technical note: *Porter's FIVE forces and Strategies (s-c)*

### SESSION 5 (LIVE IN-PERSON)

**International strategy: where to expand your business.**

Article: *Distance Still Matters: The Hard Reality of Global Expansion (HBS R0108K-PDF- ENG)*

## **SESSION 6 (ASYNCHRONOUS)**

**Case study: What business is Zara in?**

*Practical Case: What business is Zara in? () (HBS W19157-PDF-ENG)*

## **SESSIONS 7 - 8 (LIVE IN-PERSON)**

**Internationalization alternatives: entry strategies.**

*Article: When to ally, when to acquire (HBS R0407H-PDF-ENG)*

## **SESSION 9 (LIVE IN-PERSON)**

**VERTICAL INTEGRATION**

*Book Chapters: Contemporary Strategy Analysis, chapter 11 (See Bibliography)*

## **SESSION 10 (LIVE IN-PERSON)**

**DIVERSIFICATION**

*Book Chapters: Contemporary Strategy Analysis, chapter 13 (See Bibliography)*

## **SESSION 11 (LIVE IN-PERSON)**

**Funding international business.**

Materials: To be posted on the campus

## **SESSION 12 (LIVE IN-PERSON)**

**International trade means of payments.**

*Technical note: Note on International Trade Finance (HBS 211007-PDF-ENG)*

## **SESSION 13 (LIVE IN-PERSON)**

**International trade risks.**

Materials to be posted on campus.

## **SESSIONS 14 - 15 (LIVE IN-PERSON)**

**FINAL PROJECT presentations.**

## **BIBLIOGRAPHY**

### **Compulsory**

- Robert Grant. (2021). *Contemporary Strategy Analysis*. 11th edition. Wiley-Blackwell. ISBN 9781119815235 (Printed)

## **EVALUATION CRITERIA**

The course will be evaluated under four criterias:

### 1. Class Participation

As the course combines professor presentations, **class discussion** and uses the case method on one session, students are expected to be fully prepared to discuss the topics raised in the case and accompanying readings for a particular sessions. The better the class discussion – i.e. the more high quality contributions from a diverse a range of students and perspectives as possible – the richer will be the learning experience for everybody. It is highly recommended to read the T.N. beforehand.

### 2. Individual work.

Assignments related to specific technical notes in connection with the sessions. .

### 3. Group works.

A case analysis on Zara and reports about relevant articles that complement key issues of the sessions.

### 4. Final Project.

The final project consists on a **complete internationalization strategy for a company**. The company to internationalize will be chosen by each student and the project will be presented on the last sessions of the course.

Criteria	Percentage	Comments
Class Participation	10 %	
Individual Work	20 %	Assignments related to technical notes.
Workgroups	20 %	Written documents//case and presentations
FINAL PROJECT	50 %	Internationalization Plan for a company

## GENERAL OBSERVATIONS

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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 X, Y and Z (Define goals here). 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.

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

#### **RETAKE POLICY**

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- Dates and location of the retakes will be posted in advance and will not be changed.
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#### **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:

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## **PROFESSOR BIO**

Professor: **PABLO NEIRA DE ALVEAR**

E-mail: [pneira@faculty.ie.edu](mailto:pneira@faculty.ie.edu)

**PABLO NEIRA DE ALVEAR**

**Harvard Business School MBA, 1993**

Graduated in **Economics, CEU & UCM, Madrid, 1986**

### **Professional background**

Pablo has 34+ years of international executive experience specializing in managing listed, private equity backed, and family businesses. Broad-based experience across international and cultural boundaries as CEO, Board Member, Finance Director and management consultant.

Hands-on experience in market strategy and global business development, combining international expansion (organic and M&A), with broadening product and customer scope. Managed internationalization of businesses in Europe, LATAM and USA settling subsidiaries, joint-ventures, distributors and M&A operations.

### **Academic experience**

Professor Neira has been teaching at the IE of Public Affairs since 2018 International Trade, Managing Multinational Corporations, Internationalization of Business and at several Masters degrees, including the IMBA and the MIM.

## **OTHER INFORMATION**

Office hours available by appointment, sending an email to [pneira@faculty.ie.edu](mailto:pneira@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.

#### **SDG GOALS**

The course SDG main goals are *Quality Education* to increase the number of people with relevant skills for financial success, educating for global citizenship; *Decent Work and Economic Growth* to innovate for economic productivity trying to improve resource efficiency in consumption and production and finally *Industry, Innovation and Infrastructure* to enhance research and upgrade industrial technologies.

## INTERPLANETARY RELATIONS

### IE University

Professor: **ANDREW BERTOLI**

E-mail: abertoli@faculty.ie.edu

Professor: **CHARLES KUSHNER**

E-mail: ckushner@faculty.ie.edu

Professor: **IBRAHIM AL-MARASHI**

E-mail: ial-marashi@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

### PREREQUISITES

### SUBJECT DESCRIPTION

**The Elevator Pitch: Dungeons and Dragons for IR on Mars.**

**(It's like the IE version of The Expanse... the ieXPANSE)**

Season 1 of **Interplanetary Relations** saw students plan and launch the first missions to colonize Mars using both public and governmental entities. The last generation has left you maps, mineral resources, and a population of 100,000 total humans living on Mars. They also left you new alliances that don't exist on Earth and shockingly little on decisive actions about International policy on Mars. No regulatory bodies were created on Mars, so for now all decisions made for Mars are being made millions of miles away.

Season 2 of **Interplanetary Relations** picks up right where the previous season ended. However the situations on Earth and Mars are becoming dramatically different. Students will self assign after session 6 to either Team Earth or Team Mars. Within each team, students will further self-assign to terrestrial entities, either private or state. For example, you could chose to represent Earth/USA or Mars/NASA. You could choose to be from Mars/SpaceX or Earth/SpaceX. Half the class will represent interests on Earth and the other half will represent interests on Mars, yet at the same time every student will have vested interests in both terrestrial bodies.

***This is a thematic course, it includes elements of media, games, simulations and other extracurricular means by which to encourage and improve your learning outcomes. It depends heavily on in-person participation!***

### OBJECTIVES AND SKILLS



The objective of this elective is to cultivate and test the mettle of your core competencies in vital areas of International Relations such as; International Relations Theory, International Law, and Peace and Conflict Resolution.

## METHODOLOGY

All course days planned as double sessions. The beginning of this course is devoted to lecture sessions to bring students up to speed on various topics such as History, Science and Science Fiction, Space Militarization. After the drop period ends we will begin the gameplay portions. Gameplay will usually follow a structure of Lecture session followed by Gameplay session. Some changes to this syllabus could be realized during the semester if for example we want to bring in an important guest to speak to the class, however those changes would only come after the mid-term quiz. Participation will matter not just in class, but also in the online discussion boards, maps, etc used throughout the course.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	26.67 %	20 hours
Exercises	13.33 %	10 hours
Group work	6.67 %	5 hours
Other individual studying	26.67 %	20 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### SESSIONS 1 - 2 (LIVE IN-PERSON)

**Welcome to Interplanetary Relations**

**Mars in the public imagination**

**Identity in the age of interplanetarianism**

*Try to review one of the recommended materials below before the first session*

*Book Chapters: Total Recall (Recommended) (IE Library)*

*Video: Total Recall (1990) (Highly Recommended)*

*Video: MARS (National Geographic, avail. Disney+) (Highly Recommended)*

*Video: The Martian (2015) (Highly Recommended)*

*Podcast: The War of the Worlds (original 1938 radio broadcast) (Youtube)*

*Book Chapters: The History of Science Fiction, chapter 1 (ced)*

*Article: A History of Social Science Fiction (Science Fiction Studies , Jul., 2003, Vol. 30, No. 2, Social Science Fiction (Jul., 2003), pp. 161-173) (ced)*

**Sessions led by Ibrahim Al-Marashi**

### SESSIONS 3 - 4 (LIVE IN-PERSON)

**The Complete History of the Space Race**

Session led by Ibrahim Al-Marashi covers the space race from the beginning to the current day.

*Book Chapters: John R. Moss,: "Mars for the Martians" in "The Theory of Self Determination".*

*Required. (ced)*

*Book Chapters: Carl Sagan: Pale Blue Dot: Chapter 1 Required (ced)*

*Book Chapters: Carl Sagan: Pale Blue Dot A Vision of the Human Future in Space - Chapter 22 (ced)*

*Article: Why Mars should be independent from Earth. Recommended. (BBC, 16th December 2015)*

*Video: The Right Stuff (either the 1980's movie or the 2021 Apple+ series) Recommended*

*Working Paper: US Military Lunar Base Program, 1960 (Required) (National Security Archive)*

**Sessions will be led by Ibrahim Al-Marashi**

## **SESSIONS 5 - 6 (LIVE IN-PERSON)**

### **The Militarization of Space**

**Session 5 led by Andrew Bertoli**

*Book Chapters: Paul Williams and Matt McDonald: Security Studies, chapters 1-3 and 38 (ced)*

*Book Chapters: Paul D. Williams and Matt McDonald: Security Studies, chapters 1-3 and 38 (ced)*

*Article: MILITARY USES OF OUTER SPACE: LEGAL LIMITATIONS, CONTEMPORARY PERSPECTIVES (JOURNAL OF SPACE LAW: VOL. 39: NO. 2) (ced)*

**Session 6 led by Ibrahim Al-Marashi**

## **SESSIONS 7 - 8 (LIVE IN-PERSON)**

### **SATELLITES AND CYBER WARFARE LECTURE**

**Session 7 led by Andrew Bertoli**

*Games & Simulations: Facing New Challenges in Space & Cyber Affairs: SpaceGov (IRE090056-U-ENG-HTM)*

### **SATELLITES AND CYBER WARFARE GAME**

**Session 8 led by Andrew Bertoli**

## **SESSIONS 9 - 10 (LIVE IN-PERSON)**

### **MID-TERM QUIZ**

**Session 9 led by Charles Kushner**

The mid-term will be a timed multiple choice exam, it will cover topics from the previous lecture sessions. Following the exam we will divide into our teams and participate in an escape room style game.

### **Martian Escape Room**

**Session 10 led by Charles Kushner**

## **SESSIONS 11 - 12 (LIVE IN-PERSON)**

### **International Law in Space**

**Session 11 led by Andrew Bertoli**

### **The Martian Land Grab**

A roll based game to compete for territory and resources on Mars.

**Session 12 led by Charles Kushner**

## **SESSIONS 13 - 14 (LIVE IN-PERSON)**

## **Negotiation tactics for the final frontier**

### **Session 13 led by Andrew Bertoli**

#### **Negotiation Game**

The roll based land grab game was sure to cause some bad blood between entities on Earth, Mars or both. Let's smooth things out by playing a friendly game of Cosmopoly, try to use the lessons learned in the lecture to dominate the other team!

### **Session 14 led by Charles Kushner**

## **SESSIONS 15 - 16 (LIVE IN-PERSON)**

### **TRUST LECTURE**

#### **Session 15 led by Andrew Bertoli**

*Article: The Inscrutable Intentions of Great Powers (International Security 39(3):48–88) (ced)*

*Article: Correspondence: Can Great Powers Discern Intentions? (International Security 40(3):197–215) (ced)*

#### **TRUST GAME**

It might be hard to trust each other after the negotiations, conversely you may all be feeling the love at this moment. Don't mind us we're just here to throw a wrench in the problem! This game will teach you how hard it is to trust, but also how very important it is. There will be no trust falls, we swear!

#### **Session 16 led by Charles Kushner**

## **SESSIONS 17 - 18 (LIVE IN-PERSON)**

### **The Solar System Summit**

#### **Sessions led by Charles Kushner**

Let's wrap this up in a nice neat package. Taking what we've learned from lectures and games over the duration of the course, we will be hosting the very first Solar System Summit. This will be a comprehensive summit to put down on paper how the various human settlements throughout the solar system wish govern themselves. It will cover the sovereignty of celestial bodies, the interplanetary laws that should be adopted henceforth, and possibly the creation of a celestial regulatory body similar to Earth's United Nations. Really the goals of the summit, the success of its outcomes will depend entirely on you. You will be leaving these words, laws and actions for a future generation of IE University Interplanetary Relations students.

## **SESSIONS 19 - 20 (LIVE IN-PERSON)**

### **Interplanetary Film Festival**

We will be screening the 1990 classic film Total Recall starring Arnold Schwarzenegger.

Following the film we will host a discussion about the film, the themes within, differences between the feature and the novel written in the 1960's and how these themes relate to our own fictionalized Mars.

The final essay will be due here.

Sessions led by Charles Kushner

## **BIBLIOGRAPHY**

### **Recommended**

- Nadine Barlow. (2014). *Mars: An Introduction to its Interior, Surface and Atmosphere*. 1st. Cambridge University Press. ISBN 1107644879 (Digital)

## EVALUATION CRITERIA

Participation in class discussions and games will be worth 10% of the grade. Adding posts in various discussion boards used throughout the course will be evaluated for 25% of the final grade. The mid-term quiz comprises another 25% of the final grade. The remaining 40% of the final grade will be earned based on the results of a 2000 word limit essay. The final essay may be about any subject relevant to the themes of the course, international relations and space. As a general rubric the highest marks will be awarded to essays which display original thought and proper use of academic research and ethics.

Criteria	Percentage	Comments
Class Participation	10 %	
Discussion Boards	25 %	
Mid-Term Quiz	25 %	
Final Essay	40 %	

## 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 11, 16 and 17** (envisioning the development of sustainable communities on Mars will help us bring those same ideas down to Earth, besides that this course is mainly about building partnerships and striving for peace and justice in our institutions). 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/>

### **RETAKE POLICY**

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

### **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: **ANDREW BERTOLI**

E-mail: [abertoli@faculty.ie.edu](mailto:abertoli@faculty.ie.edu)

### **ANDREW BERTOLI**

Andrew Bertoli is an assistant professor at IE University. His research explores such topics as how sports influence world politics, which types of leaders are the greatest threats to international stability, and the role that the internet has played in intensifying ideological conflicts. Prior to coming to IE, Andrew received a Ph.D. in political science and an M.A. in statistics from UC Berkeley, where he also taught courses on international security and research methods.

Professor: **CHARLES KUSHNER**

E-mail: [ckushner@faculty.ie.edu](mailto:ckushner@faculty.ie.edu)

### **CHARLES KUSHNER**

Charlie Kushner has a Bachelor's in Photography from Columbia College Chicago (2004), and a Master's in Corporate and Marketing Communications from IE Business School (2020). He had previously worked in Japan, Chicago and Spain for both governmental and private sectors. Mostly he has had a career in the production and publishing sector as a graphic designer from 2004 until 2015. In 2015 he had a sudden desire to change career paths. He has since then worked for IE University in the undergraduate programs of the School of Global and Public Affairs as a faculty manager and as an adjunct faculty member. His previously taught courses include Digital Skills For Success and Interplanetary Relations.

This professor is also a self described, geek / nerd and has a deep appreciation for all things sci-fi. He's an artist and a dreamer, a thinker and a wanderer. He likes to imagine the impossibly big and ponder the preposterously small. He just hopes his kids won't move to Mars.

Professor: **IBRAHIM AL-MARASHI**

E-mail: [ial-marashi@faculty.ie.edu](mailto:ial-marashi@faculty.ie.edu)

### **IBRAHIM AL-MARASHI**

Your professor is a geek/nerd who will litter his explanations of IR with references to Star Wars, Game of Thrones, and South Park. I would recommend watching these...at home, not in class.

Al-Marashi is an Associate Professor of history at California State University San Marcos. He is both a US and UK national, and obtained his doctorate from the University of Oxford. He has taught courses on conflict resolution at Sabanci University in Istanbul, Turkey, and the United Nations University of Peace in San Jose, Costa Rica. He regularly serves as a visiting professor at John Cabot University in Rome, Italy, Cattolica University in Milan, Italy, and for a summer school at Charles University in Prague, Czech Republic, and Ivan Franko University, in Lviv, Ukraine, and the Middlebury Institute of International Studies, in Monterey, California. He is also a practitioner of IR, having worked with the United Nations Education, Scientific and Cultural Organization (UNESCO), United Nations Development Program (UNDP), and other NGOs on project in Iraq.

## **OTHER INFORMATION**

Office hours available upon request, drop-ins accepted. Charles Kushner may be found in his office on the 18th floor (T-18.16) almost every day of the week.

## **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.



# **NATIONALISM, POPULISM AND RETRO-UTOPIANISM**

**IE University**

Professor: **OSCAR MARTINEZ TAPIA**

E-mail: [omartinez@faculty.ie.edu](mailto:omartinez@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## **PREREQUISITES**

NONE

## **SUBJECT DESCRIPTION**

### **UNPLUGGED III: NATIONALISM, POPULISM & RETRO-UTOPIANISM**

Western democracies and developing societies alike are living through interesting political transformations. It can probably be traced back to the late 20th century, but it has been especially since the election of Donald Trump and the Brexit in 2016 that political polarization and a new resurgence of nationalism, populism and other cross-cutting movements have arrived to our societies. Both on the left and the right of the political spectrum, these movements, oftentimes transformed in political parties, have challenged the supremacy of established parties and have entered the political competition with uneven electoral success. This course tries to offer some understanding to the confusion created by many different labels that puzzle political analysts everywhere. Concepts like "Alt-Right", "National-Populism", "Homo-nationalism", "Anti-feminism", "Paleo-reactionaries", "New-libertarianism" and "Retro-Utopianism", among many others, challenge the way in which we interact with the political system and, more importantly, seem to threaten elites in democracies that perhaps were too accommodated and comfortable in their power positions. Party systems have been changed/transformed and issues that were often kept out of the political debate due to certain "political correctness" have now invaded political discussion almost everywhere. Many explanations compete to fully understand the success of these movements including hyper-globalization, economic crisis, COVID pandemic, demographic and environmental apocalypses of all sorts, etc. But the interconnectness as well as the multidimensional character of these ideas keep challenging our proper understanding. This course aims to throw some light onto such mysterious and complex phenomena.

## **OBJECTIVES AND SKILLS**

- Understand the relevance of current, state-of-the-art scientific and political knowledge on the study of socio-political issues.



- Apply the basic concepts developed by readings to a complex changing reality.
- Gain the conceptual tools to study how the socio-political trends affect the policy process and, more generally, the life of everyone.
- Apply the analytical skills acquired regarding the former three points to study the following key (and interconnected) policy areas: party politics, electoral processes and political campaigning.

## METHODOLOGY

The course will be relying on active participation in class by students, engagement in discussion, contributing with ideas that "put dots together" and good attitude. In addition to a Final exam, students will have to complete individual assignments and a research paper. See below for details

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 %	75 hours

## PROGRAM

### SESSIONS 1 - 2 (LIVE IN-PERSON)

**Inequality: The Mother of all Evils?**

**Why & How Inequality Affects Democracy**

*Mandatory Readings:*

- Piketty, T. (2012). Intro in *Capital in the 21st Century*, Harvard Univ Press
- Piketty, T. (2014). Capital in the Twenty-First Century: a multidimensional approach to the history of capital and social classes, *The British Journal of Sociology*, Volume 65 Issue 4
- Milanovic, B. (2016). Global inequality : A new approach for the age of globalization. Retrieved from <http://ebookcentral.proquest.com> Created from bibliotecaie-ebooks on 2019-11-20 06:01:35

*Book Chapters: Piketty, T. (2012). Intro in Capital in the 21st Century, Harvard Univ Press (introduction) (ced)*

*Article: Capital in the Twenty-First Century: a multidimensional approach to the history of capital and social classes (The British Journal of Sociology) (ced)*

*Book Chapters: Inequality within Countries Introducing Kuznets Waves to Explain Long-Term Trends in Inequality (chapter 2) (ced)*

### SESSION 3 (LIVE IN-PERSON)

**Debate 1: Inequality & You**

Discussion on how Inequality affects each and everyone of us

## **SESSIONS 4 - 5 (LIVE IN-PERSON)**

### **Anomie & Nationalism. Globalism Firesback**

#### **The Paradox of Choice: Why More Choice is not always Good**

Mandatory Reading:

- Hirsch, P., Fiss, P. and Hoel-Green, A. (2009). A Durkhemian Approach to Globalization in *The Oxford Handbook of Sociology and Organization Studies: Classical Foundations*  
Edited by Paul Adler
- Ferraresi, M. (2020). Nationalists claim they want to redefine conservatism but they not sure what it is, *Foreign Policy* 4/10
- G. M. Tamás (2020). On Post-Fascism. How citizenship is becoming an exclusive privilege, *Boston Review Online*

*Book Chapters: A Durkhemian Approach to Globalization (ced)*

*Article: Nationalists claim they want to redefine conservatism but they not sure what it is (Foreign Policy) (ced)*

*Article: On PostFascism. How Citizenship Became a Privilege (Boston Review) (ced)*

## **SESSION 6 (LIVE IN-PERSON)**

**Debate 2: Students will present a 10-12 mins case on nationalism in a country of choice**

## **SESSIONS 7 - 9 (LIVE IN-PERSON)**

### **Populism & Democracy: Love Affair or Unhappy Marriage?**

Mandatory Readings:

- Hanspeter Kriesi. 2014. The Populist Challenge. *West European Politics*. 37(2), 361-378
- Peter Mair. 2006. Ruling the Void. *New Left review*. no. 42, (2006): 25-52
- Canovan, Margaret (1999): Trust the People! Populism and the Two Faces of Democracy. *Political Studies*, 47(1), 2-16
- Rovira Kaltwasser, Cristóbal (2012) The ambivalence of populism: threat and corrective for democracy, *Democratization*, 19:2, 184-208

Recommended Readings:

- Huber, Robert A. and Christian H. Schimpf (2017). On the Distinct Effects of Left-Wing and Right-Wing Populism on Democratic Quality. *Politics and Governance* 5(4)
- Martinez-Tapia, O. (forthcoming), Nationalism, Populism and Retro-utopianism (working paper)
- Rovira Kaltwasser, Cristóbal (2014). The Responses of Populism to Dahl's Democratic Dilemmas. *Political Studies* 62, pp. 470-487

*Article: The Populist Challenge (West European Politics ) (ced)*

*Article: The Ambivalence of populism (Democratization) (ced)*

*Article: Trust The people! (Political Studies) (ced)*

*Article: Ruling the Void? (new left review) (ced)*

*Article: Populism & Quality of Democracy (Politics and Governance) (ced)*

*Article: Populism & Dahl's Democratic Dilemma (POLITICAL STUDIES) (ced)*  
*Working Paper: How populist voters understand democracy. Evidence from Europe*

## **SESSION 10 (LIVE ONLINE)**

### **Debate 3: Direct Democracy**

Mandatory Readings:

- Altman, David (2010). *Direct Democracy World Wide*. Cambridge University Press. pp.41-59
- Schiller, Theo (2011). *Democracy, Direct*. In: Bertrand Badie, Dirk Berg-Schlosser & Leonardo Morlino (eds).: *International Encyclopedia of Political Science*. Sage Publications. pp. 559- 564
- Geibel, B., Kramling, A. & Paulus, L. (2019). *It Depends...Different Direct Democratic Instruments and Equality in Europe from 1990 to 2015*, *Politics and Governance* (ISSN: 2183–2463) 2019, Volume 7, Issue 2, Pages 365–379

*Book Chapters: Direct Democracy. More and Better democracy? (ced)*

*Article: It Depends...Different Direct Democratic Instruments and Equality in Europe from 1990 to 2015 (Politics and Governance) (ced)*

*Book Chapters: Direct Democracy (ced)*

## **SESSIONS 11 - 12 (LIVE IN-PERSON)**

### **Cultural Marxism: Why Too Many Hypsters May Hurt Democracy?**

Mandatory Readings:

- 'Cultural Marxism': a uniting theory for rightwingers who love to play the victim, Jason Wilson, *The Guardian*, 19 Jan. 2015
- The Dark Enlightenment, by Nick Land ([www.thedarkenlightment.com](http://www.thedarkenlightment.com))
- I'm a PhD student, and I can't wait to vote for Donald Trump, Pete Calautti, *Vox* Apr 4, 2016

*Article: Cultural Marxism (The Guardian, Mon 19 Jan 2015)*

*Multimedia Documentation: The Dark Enlightenment*

*Article: Im a PhD Student and I can't wait to vote for Donald Trump (vox.com, Apr 4, 2016)*

## **SESSION 13 (LIVE IN-PERSON)**

### **Homo-Nationalism & White Environmentalism: The World Upside-down?**

- How Gay Icon Renaud Camus Became the Ideologue of White Supremacy. The bizarre odyssey of the "great replacement" theorist shows that kitsch can kill, James McAuley, *The Nation*, June 2019
- Rainbows and Racism Marched Together in Sweden During LGBT Pride Week. What we saw when a march, organised by a right-wing nationalist under an LGBT Pride banner, met its counter-protest, Weronika Pérez Borjas, *Vice*, July 2016

- Environmentalism & White Nationalism: A shared Destiny, Michale Walker, *Counter-Currents*, Sept. 2018
  - Environmental Racist History, Jedediah Purdy, *The New Yorker*, Aug. 2015
- Article: How Gay Icon Renaud Camus Became the Ideologue of White Supremacy (The Nation, JUNE 17, 2019)*
- Article: Rainbows and Racism Marched Together in Sweden During LGBT Pride Week (Vice, July 30, 2016)*
- Article: Environmentalism & White Nationalism: A Shared Destiny (Counter-Currents, September 10, 2018)*
- Article: Environmentalism Racist History (The New Yorker, August 13, 2015)*

## **SESSION 14 (LIVE IN-PERSON)**

### **Retro-Utopianism: Everything Was Better Back When Everything Was Worse**

Mandatory Readings:

- Francis Fukuyama Postpones the End of History, Loise Menard, *The New Yorker*, Aug. 2018
  - Bell, D. (1971), *The Cultural Contradictions of Capitalism*, NY. Basic Books pp- 16-43
  - Jordan Peterson, Custodian of the Patriarchy, Nellie Bowles, *The New York Times*, May 18, 2018
- Article: Francis Fukuyama Postpones The End of History (The New Yorker, August 27, 2018)*
- Multimedia Documentation: Jordan Peterson, Custodian of the Patriarchy (The New York Times, May 18, 2018)*
- Book Chapters: The Cultural Contradictions of Capitalism (ced)*

## **SESSION 15 (LIVE IN-PERSON)**

### **FINAL EXAM**

## **EVALUATION CRITERIA**

### **Final Exam (45%)**

Students will be evaluated on the basis of an essay midterm exam. Students will be given FIVE questions a week before the exam from which the professor will select TWO for the examination. Ability to put an argument together alongside with the knowledge as well as topic connections will be valued. Student will receive the grade within two weeks of the examination.

### **Research Term Paper (25%)**

You are required to write a research term paper over the course of the semester. Final paper should have a working hypothesis that would be validated or not in the conclusion. The essay will be graded in view of their content, structure, sources, references, and writing style. See "Research Paper" document in the web of our course for details.

### **Participation & Discussion (15%)**

You are required to read all texts of the seminar and participate in the debates in class as well as delivering reading responses in the form requested by you professor. Further details regarding the reading statements, written assignments, standards for participation, and the exams will be provided at the beginning of the course.

### **IN-class Presentation (15%)**

Students will have to present in class according to professor's directions

Criteria	Percentage	Comments
Final Exam	45 %	
Research Paper	25 %	
Individual Work	20 %	
Class Participation	15 %	

### **GENERAL OBSERVATIONS**

Each student has four attempts over two consecutive academic years to pass this course. 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 1 (end of poverty), 2 (hunger zero) and 5 (gender equality), 10 (inequality reduction) and 16 (peace, justice and better institutions). 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.

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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.

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The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account. The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

Dates and location of the retakes will be posted in advance and will not be changed.

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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. The professor will advise the student on how to present said material. All written assignments have to 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: **OSCAR MARTINEZ TAPIA**

E-mail: [omartinez@faculty.ie.edu](mailto:omartinez@faculty.ie.edu)

#### **OSCAR MARTINEZ TAPIA**

Oscar Martínez-Tapia received a PhD in political science from Universidad Complutense de Madrid, where he also received a BA degree in Political Science and International Relations. In between, he received a Masters degree in Government from the University of Manchester (UK). He has been visiting fellow at the Center for the Study of Democracy (Univ. California, Irvine) and Harvard University. Outside academia, he has served as Communication Advisor (speechwriter) for the Vicepresident of Spain from 2005 to 2007. His research focuses on comparative analysis of parties and party systems with special attention to nationalist parties in Western Europe.

**OFFICE HOURS:** upon request.

Contact details: [omartinez@faculty.ie.edu](mailto:omartinez@faculty.ie.edu)

### **OTHER INFORMATION**

#### **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).
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. If connecting remotely, leave video feed on at all times.
5. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the professor 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”.
6. 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”.
7. 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.
8. 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.

UNIVERSITY



# **NEW TECHNOLOGY, HUMAN RIGHTS, AND HUMANITARIAN LAW**

**IE University**

Professor: **BORISLAVA KROUMOVA DJONEVA**

E-mail: [bkroumova@faculty.ie.edu](mailto:bkroumova@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## **PREREQUISITES**

The course is open to all IE students interested in the human rights dimensions of the development of new technologies. While it is an advantage to have some basic knowledge of International Public Law, it is not a prerequisite. It is also of benefit to have some prior knowledge of the main global and some regional international mechanisms and key players such as the UN, the Special agencies, ICRC, EU, WEF, NATO, etc.

## **SUBJECT DESCRIPTION**

In the last decade technologies have become a key factor for economic, social and political advantage on international arena. Every single day our society is faced with the fast and continuous introduction of new elements breaking the lines between the virtual and the non-virtual world. This raises questions of moral, political, financial and legal nature that no one could have imagined just a few years ago. Many are still awaiting answers, but legal experts have come up with at least some provisional measures which give some shape and direction to the debate. In order to create some sense of the boundaries between legal and illegal, the internationally-recognized, the prohibited, and the awkward space between them, the course has been designed from two different dimensions – technological and legal.

Technical developments subject to discussion shall be the use of internet, biometric data, personal data protection, big data, drones, autonomous arms, artificial intelligence and to some extent - biotechnologies. Cybersecurity challenges in the context of the COVID- 19 pandemic and the current armed conflicts will be included in the debate. The functioning, the regulations, or the need of it, will be discussed from Human Rgths and Humanitarian Law perspective. Some legal comparisons such as “Drone legislation in various EU member states” or “Internet regulation project” will be introduced. The transversality of the course consists in exploring the existing relevant international law instruments within the Human Rights Law, International Humanitarian Law, EU Law, Collective Security and the UN Global Agenda.

## **OBJECTIVES AND SKILLS**



The course on New Technologies, Human Rights and Humanitarian Law is designed to serve as a first step to some basic understanding of the complexity of the regulation of new technologies at a global level. It is intended to enable students to understand the human rights implications of new technologies and to respond to future technological challenges in the context of existing instruments of International Law. The second part of the course is focused on the use of the new technologies in armed conflicts, discussing their compliance with the internationally established humanitarian standards.

## METHODOLOGY

Some reading is to be envisaged, although not on extensive scale. The course will be as interactive as possible with live debates, research options and some practical tasks. Several group projects and at least one case simulation are programmed.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	32.0 %	24 hours
Discussions	21.33 %	16 hours
Exercises	13.33 %	10 hours
Group work	20.0 %	15 hours
Other individual studying	13.33 %	10 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

**Human rights – international system and functions. Universal Declaration of Human Rights 1947, UN HR legal framework, European Convention on Human Rights.**

*Book Chapters: Sir Nigel Rodley: International Human Rights Law, International Law, edited by Malcolm Evans (See Bibliography)*

*Other / Complementary Documentation: Office of the High Commissioner of Human Rights (legal instruments) (United Nations)*

*Other / Complementary Documentation: European Convention on Human Rights (European Court of Human Rights)*

*Book Chapters: Basic Human Rights (optional)*

Basic approach to the fundamentals of human rights: Origins, development of the concept during the last three centuries; the Universal Declaration of Human Rights as a milestone in world history. The French Revolution and the US Constitution.

### SESSION 2 (LIVE IN-PERSON)

**Human identity and new technologies. Bio-metric data use and HR. What is electronic face-identification? Voice, finger prints, bio material – who owns our body ? Legal and moral controversy.**

*Other / Complementary Documentation: International Convent of Civil and Political Rights (United Nations)*

*Article: Is Species Integrity a Human Right? A Right Issue Emerging from Individual Liberties and*

*New Technologies (Human Rights Rev (2014) 15:177–199) (ced)*

This session will be focused on the preservation of the species' integrity and the use of bio - material. Please, read the attached article in advance.

### **SESSION 3 (LIVE IN-PERSON)**

**The right of privacy. UN and European approach/GDPR. Privacy, elections' forecast and the right of democracy. Case study on the right of privacy. Big data and HR.**

**What is a big data and how does it function? Use in different political systems. Big data in urban areas and big data for security purposes.**

*Other / Complementary Documentation: International Convent of Civil and Political Rights (United Nations)*

*Other / Complementary Documentation: The Rights of the European Citizens (data protection) (European Commission)*

*Technical note: Directive 95/46/EC (General Data Protection Regulation) (Text with EEA relevance)*

*Technical note: The Carter Center's Global Standard of Democratic Elections*

*Article: The Panopticum is already here. The Atlantic, September 2020 (The Atlantic, 2020)*

Cambridge analytica case. European Court of Justice admission to jurisprudence: landmark case. Challenges in the post-COVID 19 era.

Prior to the session, students will be distributed tasks on the Big data use and regulation in a freely chosen state.

### **SESSION 4 (LIVE IN-PERSON)**

**The right to development and the NT. The NT as a catalyst for development.**

*Other / Complementary Documentation: The UN Declaration on the Right to Development, General Assembly resolution 41/128*

*Article: The Third Industrial Revolution (The Economist, Apr 21st 2012 ) (ced)*

*Technical note: The UN Global Agenda 2030*

The NT and the UN Development Agenda 2030. COVID19, digital transformation and the impact on Development Goals.

### **SESSION 5 (LIVE IN-PERSON)**

**Robots and the future. Artificial Intelligence. Distant or not that distant reality? What is the real status quo and how it would affect the basis of the HR framework.**

*Book Chapters: The Fourth Industrial Revolution (See Bibliography)*

*Book Chapters: Life 3.0 (optional) (See Bibliography)*

Update on the current developments of the AI - related legislation and ethics.

### **SESSION 6 (LIVE IN-PERSON)**

**Drones. History. Basic rules and drones classification. Civil use. Pros and contras. Human Rights and drones.**

*Article: Ethics for civil indoor drones: A qualitative analysis (International Journal of Micro Air Vehicles) (ced)*

*Book Chapters: The future of drone use: opportunities and threats from ethical and legal perspectives, 2016 (optional) (IE Library)*

## **SESSION 7 (LIVE IN-PERSON)**

**Debate on the privacy, human identity and HR. Drones legislation in various European states, US, Japan and Latin America.**

*Other / Complementary Documentation: European Union Drone Legislation (Drone Rules)*

*Other / Complementary Documentation: Federal Aviation Agency, US Government regulation (United States Department of Transportation)*

Student presentations and some discussion on the interrelation between drones, privacy and HR.

## **SESSION 8 (LIVE IN-PERSON)**

**Humanitarian law and why we should be familiar with it in the era of the technological boom. Basic concepts of International Humanitarian Law: ius belli and ius in bello.**

*Article: The Geneva Conventions of 1949 and their Additional Protocols (ICRC, 2010)*

*Article: The Practical Guide to International Humanitarian Law (Medecins sans frontieres)*

## **SESSION 9 (LIVE IN-PERSON)**

**What is a cyberwar and how it could be qualified by the International law standards. Are the victims of a cyber-attacks war victims?**

*Book Chapters: From Cold War to cyber war: the evolution of the international law of peace and armed conflict over the last 25 years (IE library)*

## **SESSION 10 (LIVE IN-PERSON)**

**New generation arms. Remote controlled arms. Drones in battles. UN Conference of Disarmament. Conventional weapons.**

*Other / Complementary Documentation: Study on Armed Unmanned Aerial Vehicles (UN Office on Disarmament Affairs)*

*Working Paper: An Action Plan on US Drone Policy: Recommendations for the Trump Administration (Stimson)*

*Article: Drones in humanitarian contexts, robot ethics, and the human–robot interaction. (Ethics and Information Technology, 22, 2020, p. 43-53, Springer)*

## **SESSION 11 (LIVE IN-PERSON)**

**Arbitrary executions and selected killings by unmanned aerial vehicles (arms) – Ukraine, Pakistan, Yemen, Palestine and other cases. Current developments on the concept of war.**

*Other / Complementary Documentation: Draft Convention on Crimes Against Humanity (International Law Commission)*

*Article: Drone strikes on Yemen don't make my country safer – or yours (The Guardian, Fri 10 Aug 2018)*

*Article: Enhancing Biological Weapons Defense (Lawfare, July 16, 2020)*

## **SESSION 12 (LIVE IN-PERSON)**

**Robots in war. Is it worth the exercise? Enhanced human being potential technics in war.**

*Article: Autonomous weapons systems, killer robots and human dignity. (Ethics and Information Technology (2019) 21:75–87) (ced)*

See also the articles from i) session 10: *Drones in humanitarian contexts, robot ethics, and the human–robot interaction*, Ethics and Information Technology, 22, 2020, p. 43-53, Springer and from ii) session 11: *Enhancing Biological Weapons Defence*, Lawfare, July, 2020

### **SESSION 13 (LIVE IN-PERSON)**

**International arms trade - challenges and practice . International Law perspective.**

*Article: Financial value of the global arms trade (SIPRI)*

*Other / Complementary Documentation: Arms Trade Treaty (UNODA)*

### **SESSION 14 (LIVE IN-PERSON)**

**Perspectives for the development, NT and HR. UN Secretary General's Strategy on New Technologies**

*Article: Complementing the surveillance law principles of the Court of Strasbourg with its environmental law principles. An integrated technology approach to a human rights framework for surveillance (Utrecht Law Review) (ced)*

*Working Paper: 2012 The right to benefit from scientific progress and its applications (United Nations)*

*Other / Complementary Documentation: UN Secretary General's Strategy on New Technologies (United Nations)*

### **SESSION 15 (LIVE IN-PERSON)**

**Final exam.**

*Other / Complementary Documentation: Declaration on the Use of Scientific and Technological Progress in the Interests of Peace and for the Benefit of Mankind, GAR 3384, 10 November 1974 (United Nations)*

End of term remarks.

### **BIBLIOGRAPHY**

#### **Recommended**

- Sir Nigel Rodley for the book edited by Malcolm Evans. *International Law, International Human Rights (chapter)*. Oxford University Press. ISBN 9780198791836 (Printed)

null

- Klaus Schwab. *The Fourth Industrial Revolution*. ISBN 9780241300756 (Printed)

null

- Max Tegmark. *Life 3.0*. New York Vintage Books. ISBN 9781101970317 (Printed)

null

- MSF /FRANÇOISE BOUCHET-SAULNIER. *The Practical Guide to Humanitarian Law*. Rowman&Littlefield. ISBN 9781442221130 (Digital)

null

## EVALUATION CRITERIA

All programmed group presentations will be graded. A mid-term short paper is scheduled before session 8. Extra research will be positively considered.

Students will also take a final exam. This exam will consist of a choice between two essay questions, each corresponding to the respective program content.

Ultimately, there will be a participation grade based on class attendance, input, behavior and interesting contributions to class discussions.

Criteria	Percentage	Comments
Final Exam	30 %	
Group Presentation	20 %	
Intermediate Tests	20 %	
Class Participation	15 %	
Individual Work	10 %	
Exceptional input	5 %	

## 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 Goals 1, 3, 4, 6, 7 and 9. 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](mailto: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/>

## **RETAKE POLICY**

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

## **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.

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## **PROFESSOR BIO**

Professor: **BORISLAVA KROUMOVA DJONEVA**

E-mail: [bkroumova@faculty.ie.edu](mailto:bkroumova@faculty.ie.edu)

### **BORISLAVA KROUMOVA DJONEVA**

Borislava Djoneva has law degrees from the University St. Climent, Sofia and UNED, Madrid and has specialized diplomacy at the University of Oxford, UK. During her career as an international law advisor and diplomat she has drafted and/or negotiated more than 30 bilateral and multilateral agreements. Ms. Djoneva has published numerous articles on international affairs and law. In the period 2018 - 2021 she has co-chaired the EUFASA Working Group of Legal Matters.

## **OTHER INFORMATION**

Office hours: Please request appointment prior to.

[bkroumova@faculty.ie.edu](mailto:bkroumova@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.





# **POLITICS AND SOCIETY IN SUB-SAHARAN AFRICA**

**IE University**

Professor: **GRACE OBADO**

E-mail: [gobado@faculty.ie.edu](mailto:gobado@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 6.0

Language: English

## **PREREQUISITES**

Basic knowledge of Africa's history, geography, economy, politics, society and diverse culture is recommended.

## **SUBJECT DESCRIPTION**

Mainstream media quite often depicts Africa as a continent replete with conflicts and poor governance. But in reality, what's the quality of political institutions, and how many armed conflicts are there in Africa today? On average, since the 90s armed conflicts have been falling, albeit a sharp increment in 2005, which still stands lower than the 1990s peak. Does this mean that governance is improving and armed conflicts are on the decline in the region? This course will go beyond media headlines and offer a comprehensive insight and analysis of governance and society and political conflicts in Sub-Saharan Africa. It will do so by focusing on political systems, African society, the nature of conflicts, actors, drivers, and their impact on the continent. We will also evaluate international and regional peacekeeping and peacemaking operations with a particular focus on the role of women in peacebuilding, with the objective of exploring innovative ways of achieving inclusive and long-lasting peace. The main topics will include a historical overview of governance and society and political conflict in Africa. We will also look at the role of mass media in political conflicts with a detailed analysis of ethnic conflicts and secession in the African context.

## **OBJECTIVES AND SKILLS**

Upon completion of this course, students will be able to:

- Acquire a broad based-based knowledge and analysis of Africa's political systems, nature of political institutions and political conflicts in Sub-Saharan Africa.
- Distinguish the types of political systems and political conflicts in Sub-Saharan Africa (INTER/INTRA)
- Evaluate the impact of political systems on the transformation of African society in the 21st century.
- Identify and examine the major actors of political conflict in Africa (Social groups, political parties, political representatives, citizens or insurgencies)
- Understand secession within an African context.

- Analyze conflict management and peacekeeping operations in Africa.

## METHODOLOGY

This course will be conducted in the following formats:

a.) Face-to-Face

b.) Asynchronous Sessions

\*Face-to-Face synchronous sessions will be conducted in a seminar/ lecture format. All students are expected to read the corresponding readings ahead of each session. Please note that it's mandatory for all students to participate in teamwork. Specific case studies (as reflected in the course syllabus) will be assigned to each group during the first two weeks of the course.

\*Asynchronous Sessions Asynchronous sessions do not take place in a fixed, 80-minute time slot; students can complete them at different times, though the range of time should be fixed. They resemble 'activities' rather than traditional classroom sessions. These activities can come in any number of forms: For example, recorded lectures, peer review of students' recorded presentations, watching documentaries and then responding to quizzes or writing short essay

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	10.0 %	15 hours
Discussions	4.67 %	7 hours
Exercises	13.33 %	20 hours
Group work	8.0 %	12 hours
Other individual studying	14.0 %	21 hours
TOTAL	50.0 %	150 hours

## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

**Introduction: Politics and Society in Africa** (Lecture and Discussion)

- Cultural Diversity
- Influence of the International System in Africa
- A continent in Transformation

*Book Chapters: African Politics and Society: A Mosaic in Transformation (Chapter 1: Understanding African Politics and Society) (See Bibliography)*

### SESSION 2 (LIVE IN-PERSON)

**Impact of colonization on political regimes and society in the post-independence era** (Lecture & Discussion)

*Video: The Scramble for Africa: A history of independence (Youtube)*

*Book Chapters: African Politics and Society: A Mosaic in Transformation (Chapter 3: Political and Economic Impact of Colonization) (See Bibliography)*

Documentary

### **SESSION 3 (LIVE IN-PERSON)**

**The Cost of Colonization of French West Africa- Case** (Lecture, Case & Discussion)

*Article: Black man's burden: The cost of colonisation of French West Africa (The Journal of Economic History) (CED)*

### **SESSION 4 (LIVE IN-PERSON)**

**African Political Thought** (Lecture & Discussion)

- Indigenous and Modern African Political Thought
- Ideologies that Undergirded Ancient African Political Systems from Antiquity to the Nineteenth Century
- Contributions of Western Thinkers to Modern African Political Thought

*Book Chapters: African Political Thought (Chapters 1-3) (See Bibliography)*

### **SESSION 5 (LIVE IN-PERSON)**

**African Political Thought Cont'd** (Cases & Discussion)

- Pan-Africanism and African Unity (Chapter 4) **Group assignment**
- Socialist- Populist Ideology ( Chapters 5 & 6) **Group assignment**
- Populist- Socialist Ideology Chapter 7) **Group assignment**
- Africanist- Populist Ideology (Chapter 8) **Group assignment**

*Book Chapters: African Political Thought ( Chapters 4-8) (See Bibliography)*

### **SESSION 6 (ASYNCHRONOUS)**

**Politics of the African Novel (Asynchronous Assignment)**

Peer review of students' recorded presentations on the political themes of African Novel- 36 Hours - Discussion Board

- Political Themes of African Novel during Early Years
- Emergence of the politically Committed African Novelists
- Politics of the African Novel in Perspective

*Book Chapters: African Politics and Society: A Mosaic in Transformation (Chapter 7: Politics of the African Novel) (See Bibliography)*

### **SESSION 7 (LIVE IN-PERSON)**

**Political Regimes in Independent Africa** (Lecture & Discussion)

*Book Chapters: African Politics and Society: A Mosaic in Transformation (Chapter 10: Democracy Experiences and Multiparty Politics) (See Bibliography)*

### **SESSION 8 (LIVE IN-PERSON)**

**Democratization in Africa** (Lecture & Discussion)

*Book Chapters: Democracy and Elections in Africa (Chapter 2) (IE Library)*

### **SESSION 9 (LIVE IN-PERSON)**

**Democratization Cases (Mauritius and Somalia)-** (Lecture and In-class presentation)

*Book Chapters: Democratization in Africa. Chapters 1, 5 & 8 (See Bibliography)*

## **SESSION 10 (LIVE IN-PERSON)**

**Civil Society and State in Africa** (Lecture & Discussion)

*Book Chapters: Africa in World Politics (In pursuit of Autonomy: Civil Society and State in Africa).*

*Chapter 6 (See Bibliography)*

## **SESSION 11 (ASYNCHRONOUS)**

**Identity, Ethnicity, and Class** (Asynchronous assignment)

Peer review of students' recorded presentations on the political themes of African Novel- 36 Hours - Discussion Board

- Ethnic dimension of African politics and society
- Ethnic intermediaries and the creation of ethnic compacts
- Class divisions in African society
- Class cooperation and conflict

*Book Chapters: Political Parties in Africa: Ethnicity and Party Formation. Chapter 1 (IE Library)*

## **SESSION 12 (LIVE IN-PERSON)**

**Dominance of Ethnic and Nonethnic parties** (Cases: Kenya, Ghana, and Namibia)

*Book Chapters: Political Parties in Africa: Ethnicity and Party Formation. Chapters 3 - 5 (IE Library)*

## **SESSION 13 (LIVE IN-PERSON)**

**Religion and Politics in Africa** (Lecture, Case & Discussion)

*Book Chapters: African Political Thought (Chapter 2: The Influence of Islamic Values and Ideas on Indigenous African Systems and Institutions from the 10th -19th Century) (See Bibliography)*

## **SESSION 14 (LIVE IN-PERSON)**

**Women and Gender in Pre-Colonial Africa** (Lecture & Discussion)

*Book Chapters: African Politics and Society: A Mosaic in Transformation (Chapter 2: Women and Gender-Pages 42-44) (See Bibliography)*

## **SESSION 15 (LIVE IN-PERSON)**

**African Women in politics in the 21st Century** (cases)

*Article: Women and Politics in Africa: The Case of Uganda - Parliamentary Affairs, Volume 55, Issue 1, 1 January 2002, Pages 119–128 (Parliamentary Affairs, Volume 55, Issue 1, 1 January 2002, Pages 119–128) (CED)*

*Article: Women in Politics in Kenya: an Analysis of Participation and Barrier (Multidisciplinary Journal of Gender Studies Vol. 7) (CED)*

## **SESSION 16 (LIVE IN-PERSON)**

## MID TERM EXAM

### SESSION 17 (LIVE IN-PERSON)

#### **Ideology and Politics of Development** (Lecture & Discussion)

- Evolution of African Development ideologies
- Ideology and development choice
- Ideology and development performance

*Book Chapters: African Politics and Society: A Mosaic in Transformation (Chapter 6) (See Bibliography)*

### SESSION 18 (LIVE IN-PERSON)

#### **Trends that are Transforming African society in the 21st Century:**

Economic and Population Growth (Lecture & Discussion)

*Article: Harnessing the Demographic Dividend in Africa through Lessons from East Asia's Experience. (Journal of Comparative Asian Development) (CED)*

*Video: Don't Panic- Hans Rosling (Outside Class Viewing) (Youtube)*

### SESSION 19 (LIVE IN-PERSON)

#### **Urbanization in Africa** (Lecture & Case)

*Book Chapters: Africa's Business Revolution: How to Succeed in the World's Next Big Growth Market (Chapter 2 - Trend 1) (IE Library)*

### SESSION 20 (LIVE IN-PERSON)

#### **Digital Adoption** (Lecture & Case)

*Book Chapters: Africa's Business Revolution: How to Succeed in the World's Next Big Growth Market (Chapter 2, Trend 5) (IE Library)*

### SESSION 21 (LIVE IN-PERSON)

#### **Digital Adoption** (Lecture & Case)

The impact of and frugal technology on African societies

*Article: Frugal Innovation and Development: Aides or Adversaries? (European Journal of Development Research (2016) 28, 143–153) (CED)*

*Article: Sustainable Energy Solutions: Akon Lighting Africa Decision (Official Journal of Indian Institute of Management Calcutta 46, no. 3 (2019): 253–66) (CED)*

### SESSION 22 (LIVE IN-PERSON)

#### **Challenges facing African society in the 21st Century:**

#### **Political Conflict** (Lecture & Discussion)

Overview of violent conflicts in Africa

*Book Chapters: War and Conflict in Africa. Part I: Contexts- Chapters (1 & 2) (See Bibliography)*

## **SESSION 23 (LIVE IN-PERSON)**

**Nature and Causes of conflicts in Africa (Case- Sierra Leon Leon)- Neopatrimonialism**  
(Lecture, Cases, and Discussion)

*Book Chapters: War and Conflict. Part II- Ingredients- Chapter 3 (See Bibliography)*

## **SESSION 24 (LIVE IN-PERSON)**

**Peacemaking and Peacebuilding** (Lecture & Debate)

*Book Chapters: Towards a New Pax Africana : Making, Keeping, and Building Peace in Post-Cold War Africa. Policy Research Seminar Report, No. 46. Cape Town, South Africa. (IE Library)*

*Article: UN Peacekeeping in Africa and Good Governance : Challenges and Prospects.*

*(Potchefstroom Electronic Law Journal 2 (1): 1–48)*

*Article: African Union and Conflict Management in Africa : An Analysis (Journal of African Union Studies 10 (1): 71–88) (CED)*

## **SESSION 25 (LIVE IN-PERSON)**

**Political Stability:**

Terrorism (Cases) - (Lecture & Cases)

*Book Chapters: Al-Shabaab in Somalia : the history and ideology of a militant Islamist group, 2005-2012 (IE Library)*

*Book Chapters: Boko Haram The Rise, Success, and Continued Efficacy of the Insurgency in Nigeria (IE Library)*

## **SESSION 26 (LIVE IN-PERSON)**

**Climate Change in Africa** (Lecture & Case)

Pastoral Conflicts

*Book Chapters: War and Conflict / Chapter 4- Pages 105-113) (See Bibliography)*

## **SESSION 27 (LIVE IN-PERSON)**

**Africa in world politics** (Lecture & Discussion)

*Book Chapters: Africa in world politics (Part i, Chapters 1 & 2) (See Bibliography)*

## **SESSION 28 (ASYNCHRONOUS)**

**China in Africa**

Peer review of students' recorded presentations on China in Africa- 36 Hours - Discussion Board

*Book Chapters: China's Second Continent: How a Million Migrants Are Building a New Empire in Africa. New York: Knopf, 2014. (IE Library)*

*Working Paper: China, Africa, and the International Aid (African Development Bank Group, No 107 - April 2010)*

## **SESSION 29 (LIVE IN-PERSON)**

Review session

## **SESSION 30 (LIVE IN-PERSON)**

### **FINAL EXAM**

## **BIBLIOGRAPHY**

### **Compulsory**

- Schraeder, Peter J.. (2004). *African Politics and Society: A Mosaic in Transformation*. 2nd ed.. Wadsworth. ISBN 9780534567699 (Printed)

null

- Guy Martin. (2012). *African Political Thought*. First. Palgrave Macmillan. ISBN 9781403966339 (Digital)

null

- Paul D. Williams. (2016). *War and Conflict in Africa*. 2nd ed.. Polity Press. ISBN 9781509509041 (Printed)

null

### **Recommended**

- Arriana Lissoni, Jon Soske, Natasha Erlank et Al.. (2011). *One Hundred Years of ANC: Debating Liberation Histories Today*. First. Wits University Press. ISBN 9781868146000 (Digital)

null

- Diamond, L. and Plattner, Marc F.. (1999). *Democratization of Africa: Progress and Retreat*. 2nd ed.. John Hopkins University Press. ISBN 9780801894931 (Digital)

null

- John W. Harberson and Donald Rothchild. (2017). *Africa in Word Politics*. Sixth. Westview Press. ISBN 9780813350288 (Digital)

null

## **EVALUATION CRITERIA**

### **A) CLASS PARTICIPATION**

Participation will take place in Face-to-Face sessions and in the asynchronous sessions through using the discussion board.

Three main criteria will be used in reaching judgment about your class participation:



Depth and Quality of Contribution: The most important dimension of participation concerns what it is that you are saying. A high-quality comment reveals the depth of insight, rigorous use of case evidence, consistency of argument, and realism.

Moving Your Peers' Understanding Forward: Great ideas can be lost through a poor presentation. A high-quality presentation of ideas must consider the relevance and timing of comments and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.

Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once the threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of "airtime", quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to "go looking for you". You should be attempting to get into the debate on a regular basis.

## B) GROUP PRESENTATIONS

Each group must present one case in a Face-to-Face session and another case (recorded presentation) in an asynchronous session (Session 4).

Good case briefs are concise, but also provide a fact-based rationale for your recommendations and implementation plan. The rationale should reflect a good understanding of the important issues of the case and may integrate previous material from the class or your experience. You might also note factors that argue against your recommendation, and how your implementation plan might minimize the impact of these factors.

## C) MIDTERM & FINAL EXAMS

Both midterm and Final exams will be Face-2-Face but if the circumstances do not allow, they will be held online.

The evaluation will be based on class participation, Group Write-ups and Presentation and I Exams as indicated below:

Criteria	Percentage	Comments
In-class + Forums	10 %	
MIDTERM EXAM	20 %	
Synchronous Group Presentation	20 %	
Asynchronous Group Presentation	20 %	
FINAL EXAM	30 %	

## 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 1,5,8,9,10,15,16 &17. 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

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.madridoffice@ie.edu](mailto:bir.madridoffice@ie.edu)) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

## RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

## 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](mailto: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.

#### FLEXIBILITY

Course structure will be adaptable to the public health situation.

If social distancing is no longer necessary, the split Face-to-Face sessions will be re-combined. If COVID-19 returns, we will be fully prepared to effectively transfer Face-to-Face sessions to Videoconferences.

## PROFESSOR BIO

Professor: **GRACE OBADO**

E-mail: [gobado@faculty.ie.edu](mailto:gobado@faculty.ie.edu)

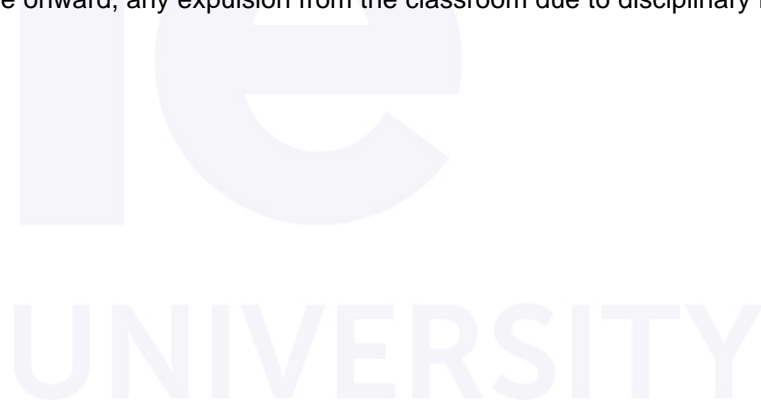
### **BEATRICE GRACE ALUOCH OBADO**

Grace Obado holds a BA (Licenciatura) in Political Science and Sociology, A postgraduate Diploma in Human Rights, and Ph.D. studies in International Relations, all from Universidad Complutense de Madrid. She is Associate Professor of International Relations and Sustainable Development at IE University and IE Business School. She serves on the board of Africa 2.0 International Foundation and Oryx Impact. She also sits on the advisory board of Spain's Casa Africa. She has spoken at many conferences in Africa, Europe, Asia and the USA, including most recently, Africa in the perspective of G20 Conference and Africa Business Conference at Harvard Business School.

## OTHER INFORMATION

### 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).
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.



# **PUBLIC AFFAIRS AND LOBBYING**

**IE University**

Professor: **MIGUEL GIMENEZ DE CASTRO**

E-mail: mgimenezd@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## **PREREQUISITES**

In general, there are no mandatory prerequisites.

Students are recommended to refresh the concepts studied at "PUBLIC OPINION AND POLITICAL COMMUNICATION" and "INTERNATIONAL INSTITUTIONS AND GLOBAL GOVERNANCE" courses if they have attend them.

## **SUBJECT DESCRIPTION**

Public Affairs, jointly with Communications, are increasingly the most strategic functions in today's business. Public Affairs professionals not only aim to influence public policy, but also build and maintain strong relationships with key stakeholders and reinforce a company's reputation. Therefore, to understand and manage political, regulatory and competitive environments is key in order to better anticipate challenges and opportunities, and maximize and deliver business-value for companies, in the long term and in a sustainable manner.

The Public Affairs function, now a days, englobe the management of all the relationships an organization (public or private) has with all its key stakeholders, and combines different disciplines such as government relations, stakeholders management, media communications, crisis management, corporate and social responsibility, and strategic corporate communications advice.

This course will provide students a core background in the central topics of Public Affairs and the knowledge to elaborate a professional Public Affairs Strategy.

We will start revising the basic concepts in Public Affairs, Lobby and Advocacy, and how this function fits in a company ?s organization. Afterwards, we will focus on the process of policy formation and the wider corporate communications and reputational context in which public affairs operates. This will provide a broad foundation on which subsequent issues will be viewed.

We will discuss and work the different phases (research, planning, execution and evaluation), tactics, tools and disciplines required to define and implement a professional Public Affairs Strategy, in order to elaborate our own one. An analytical perspective is applied to encourage students to take a reflective approach in examining their own project.

We will also analyse the different regional and external factors (cultural, economic, political, social), with special focus in Middle East and Africa Regions, that need to be taken into consideration to define an effective International Public Affairs Strategy.

Finally, we will talk about Ethics and Transparency in modern Public Affairs and we analyse how we measure results (metrics).

Through the entire course we will discuss cases from different industries, sectors and countries to better understand and work the different concepts.

The course is designed to provide students with a deep understanding on the Public Affairs function as well as with the conceptual tools needed to design and implement a (local / international) Public Affairs strategy and execute effective lobby and advocacy campaigns. Students will learn how to engage with key stakeholders in order to explain organisational policies and views on public policy issues, assisting policy makers in amending or laying down better policies and legislations.

## OBJECTIVES AND SKILLS

The aim of this course is to enable students to develop specialist knowledge and expertise in the contexts, concepts and practical tools of public affairs. It is designed for both generalist International Relations, Communication, Law or Business Administration students wishing to enhance their understanding of this discipline and for those willing to specialize in public affairs as a career.

Students will receive a strong foundation in Public Affairs, Lobby and Advocacy. Students will also analyze challenges and problems in Public Affairs and come up with possible solutions to those problems. This course will take a practical, interactive and applied approach to international Public Affairs through the analysis of case studies, presentations and active class discussion.

The aim of this course is that students:

- Get to know basic concepts in Public Affairs, lobby and advocacy. Understand the role of the public affairs function.
- Achieve a general understanding on typologies of political systems and government structures.
- Learn how to elaborate a Public Affairs Strategy and a lobby/advocacy campaign. Understand the policy formation and decision-making processes within these systems.
- Learn how to identify key stakeholders and define an effective stakeholder's management Plan.
- Become familiar with the tactics used in Public Affairs.
- Develop an understanding on regional external factors (cultural, political, economic, social) that conditionate a Public Affairs Strategy, with special focus on
  - Middle East and Africa Regions.
  - Develop competences and abilities to influence effectively. Storytelling applied to Public Affairs
  - How to operate ethically

## METHODOLOGY

This course is designed an interactive lecture, with many elements of a seminar.

A typical session might begin with an introduction of the covered topics and an overview of the assigned readings done by the professor. From there, a talk will follow with remaining time devoted to class discussion or – during this time – students will engage in team projects that entail analysing a case study.

Lectures present the concepts, which are then crystallized during discussions.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	29.33 %	22 hours
Discussions	20.0 %	15 hours
Exercises	20.0 %	15 hours
Group work	20.0 %	15 hours
Other individual studying	10.67 %	8 hours
TOTAL	100.0 %	75 hours

## **PROGRAM**

### **SESSION 1 (LIVE IN-PERSON)**

Introduction to Public Affairs.

- Role and responsibilities of Public Affairs Department.

### **SESSION 2 (LIVE IN-PERSON)**

Typologies of political and democratic systems and government structures

### **SESSION 3 (LIVE IN-PERSON)**

Designing a Public Affairs Strategy Part I.

- Overview
- Goals Setting
- Defining Public Affairs Goals and KPIs
- Research Methodologies and Stakeholder Mapping/Analysis

### **SESSION 4 (LIVE IN-PERSON)**

Designing a Public Affairs Strategy Part II

- Planning and Stakeholders Management
  - How to prepare a Public Affairs Plan
  - How to prepare a Stakeholders Engagement Plan
  - Executing and Budgeting a Public Affairs Plan
- Metrics

### **SESSION 5 (LIVE IN-PERSON)**

Lobby

- Definition, Strategies and Tools.
- Lobby in the EU

### **SESSION 6 (LIVE IN-PERSON)**

Practical Session. Lobby Exercise.

- Teams choose from a list of topics (e.g. VTC - Uber vs Taxi, Touristic Apartments - Airbnb vs Hotels/Neighbours, etc)
- Students will practice teamwork under pressure, and learn how to define key messages, prepare arguments in defence of their position, and draft an action plan (evaluate when, where and to whom)

### **SESSION 7 (LIVE IN-PERSON)**

Public Affairs & Communications.

- Political Communication
- Storytelling for advocacy campaigns

### **SESSION 8 (LIVE IN-PERSON)**

Advocacy.

- Definition, Strategies and Tools. Grassroots Advocacy: Definition, Strategies and Tools  
Grassroot Campaigns - Advocate Acquisition: Four Strategies to Grow Your Grassroots  
NetworkGrassroots Mobilization: How It Works

### **SESSION 9 (LIVE IN-PERSON)**

Communications & Advocacy

- Advocacy, messaging and positioning
- Messaging for government and public affairs audiences
- Business Cases.

### **SESSION 10 (LIVE IN-PERSON)**

Practical Session. Advocacy Exercise.

- Students have to prepare and present a Grassroot campaign.

### **SESSION 11 (LIVE IN-PERSON)**

Corporate Reputation and Corporate Social Responsibility

- UN Sustainable Development Goals
- Thought-leadership and CEO-Activism

### **SESSION 12 (LIVE IN-PERSON)**

Protocol and Business Culture in different regions.

### **SESSION 13 (LIVE IN-PERSON)**

Crisis Management

### **SESSION 14 (LIVE IN-PERSON)**

Lobby and Ethics. Towards responsible Public Affairs, Lobby and Advocacy

### **SESSION 15 (LIVE IN-PERSON)**

Final Exam.

### **BIBLIOGRAPHY**

#### **Recommended**

- Frank Luntz.. *Words That Work: It's Not What You Say, It's What People Hear.*  
ISBN 9781401309299 (Digital)



- Moises Naim. *The End of Power: From Boardrooms to Battlefields and Churches to States, Why Being In Charge Isn't*. ISBN 9780465065684 (Digital)
- Stuart Thomson. *Public affairs : a global perspective*. ISBN 9781910692134 (Digital)
- Stuart Thomson, Steve John. *Public affairs in practice : a practical guide to lobbying*. ISBN 9780749444723 (Digital)
- Andreas Geiger. *EU lobbying handbook*. ISBN 9781475117493 (Digital)
- Phil Harris, Craig S Fleisher. *The SAGE Handbook of International Corporate and Public Affairs*. ISBN 9781473957916 (Digital)
- Juan Francés. *¡Que vienen los lobbies! : el opaco negocio de las influencias en España*. ISBN 9788423346271 (Digital)
- David L Helfert. *Political communication in action : from theory to practice*. ISBN 9781626376809 (Digital)
- Jonathan Gottschall. *The storytelling animal : how stories make us human*. ISBN 0544002342 (Digital)

## EVALUATION CRITERIA

Evaluation is based on attendance, participation, team projects and final exam.

Participation and active involvement in class discussions are highly encouraged.

- Final Exam: 40%
- Class participation: 20%
- Intermediate Tests:Lobby Exercise: 20%
- Advocacy Exercise: 20%
- Class Participation (20%): Passive attendance to the class does not constitute participation. Students are expected to be very proactive and engaged in the class discussions, providing examples and contributing to enrich the discussion with thoughtful comments. Students may be called randomly during lecture to contribute to the class discussion. Furthermore, students might be asked to make short presentations to the class. Individual participation in these presentations will also be evaluated towards the participation grade.

Lobby and Advocacy Exercises (40% - 20% each exercise): There will be two practical sessions / exercises during the course.

Final Exam (40%): 10 questions questionnaire on the subjects explained during the course.

Criteria	Percentage	Comments
Final Exam	40 %	
Individual Work	20 %	
Individual Work	20 %	
Class Participation	20 %	

## GENERAL OBSERVATIONS

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



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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 Goals 16 and 17. Session 11 is dedicated to the UN SDGs and other sessions will refer to the goals as well. 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.

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

### **RETAKE POLICY**

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

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- 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](mailto: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: **MIGUEL GIMENEZ DE CASTRO**

E-mail: [mgimenezd@faculty.ie.edu](mailto:mgimenezd@faculty.ie.edu)

**MIGUEL GIMENEZ DE CASTRO**

### **Academic Background**

- B.A. Business Administration and Management - CUNEF (Spain)
- M.A in International Relations & Foreign Trade - Aliter International Business School (Spain) - Extension certificates in International Business Management - UCLA and UC Berkley (US)
- M.A in Political and Institutional Communication - Universidad Carlos III (Spain)
- Postgraduate degree in Public Affairs Management - ICADE / Mas Consulting (Spain).
- Master in Internet Business - ISDI

### **Academic Experience**

- Collaborated and taught master-lessons at Escuela Internacional de Comunicación and CUNEF Alumni workshops.
- Since 2019, collaborates also with Universidad Europea de Madrid and ICAI in different programs.

### **Corporate Experience**

Endowed with more than 15 years of international experience in Public Affairs, Stakeholders Management and Corporate & Crisis Communications, mainly in Europe, Africa and the Middle East.

He has built up and manage the local and/or Regional Corporate Communication and Public Affairs departments for large industrial groups, such as Repsol, ArcelorMittal and thyssenkrupp, participating in projects in over 45 countries, and start-ups like Jannarely Automotive, a low-scale sport car manufacturer based in Dubai.

He is currently Head of Communications at IBM for Spain, Portugal, Greece and Israel.

## **OTHER INFORMATION**

### **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.

# **PUBLIC DIPLOMACY AND NATION BRANDING**

**IE University**

Professor: **ALANA MOCERI**

E-mail: amoceri@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## **PREREQUISITES**

## **SUBJECT DESCRIPTION**

Does having a positive reputation among foreign publics help a country achieve its foreign policy goals? Public diplomacy and nation branding and their relationship with soft power theory is one of the most contested subjects related to international relations. It is also a subject that is deeply misunderstood by the general public. Its concepts and theories draw from the work of scholars in political science, public relations and communication as well as practitioners from diplomatic corps around the world.

## **OBJECTIVES AND SKILLS**

The immensely quotable title of Dale Carnegie's infamous book, "How to win friends and influence people" strikes at the core of soft power. Countries can sometimes get what they want not just by military force or economic might but by winning friends in the world and the influence that comes with the power of attraction. While the academic jury remains out in terms of putting evidence behind this idea that was originally conceptualized by Joseph Nye, countries all over the world spend taxpayer money on public diplomacy activities and nation branding in order to bolster their soft power. Cities, multinational companies, NGOs and other non-state actors are also practicing public diplomacy, sometimes helping and other times casting a shadow on their country's image. In this course, we will examine both the academic and profession side soft power, public diplomacy and place branding.

## **METHODOLOGY**

I love teaching and approach it with an eye towards the skills you'll need for the future. With a phone in your pocket at all times, there is no need to memorize much of anything but no matter what you do, you will need to be able to think critically, communicate clearly and find ways to work productively in teams. This is why we'll discuss and debate the assigned readings and podcasts and why you will speak, write and present, sometimes on your own and others in teams. I believe that classes are learning communities that depend on the points of views and contributions from everyone in the group and that we can have a lot of fun while we do this.

The first five sessions of the course will focus on the conceptual and theoretical foundations of soft power and public diplomacy and the last ten sessions will focus on the practice of public diplomacy. I have assigned several podcasts that you can find free of cost on Apple Podcasts, Spotify and probably on other platforms. Most are about 30 minutes long and will bring to life the realities and current trends in PD. I have also assigned news articles and academic readings which will always have a class activity attached to them (quiz, discussion, group work, etc) that I will announce as the course progresses. It looks like a lot but don't get overwhelmed! Many of these are optional and I have carefully curated the ones that are required. These will all count towards "in class activities" grade. We will also have visits with practicing professionals from local embassies and other agencies and you will gain real-world experience with public diplomacy through a challenge based learning project with a public diplomacy team.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10 hours
Discussions	20.0 %	15 hours
Exercises	20.0 %	15 hours
Group work	26.67 %	20 hours
Other individual studying	20.0 %	15 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### FOUNDATIONS

In these sessions, we will study the conceptual and theoretical foundations of soft power, public diplomacy and place branding.

### SESSION 1 (LIVE IN-PERSON)

China's Soft Power Push

This session will include a syllabus and reading quiz so please come prepared!

*Article: China's Soft Power Push (Foreign Affairs v94 n4 (Jul/Aug 2015) 99-107) (CED)*

*Article: Why China's Global Image Is Getting Worse (Council on Foreign Relations, January 24, 2022)*

### SESSION 2 (LIVE IN-PERSON)

Why do countries want soft power?

*Article: Soft power: the evolution of a concept (Journal of Political Power v14 n1 (20210102): 196-208) (ced)*

*Podcast: People, Places, Power Episode 19: Public Diplomacy and Place Branding (Apple Podcasts)*

*Article: A Feminist Reformulation of Joseph Nye's Question: What is moral foreign policy? (Center on Public Diplomacy, May 21, 2020) (Optional)*

### **SESSION 3 (LIVE IN-PERSON)**

What does foreign public opinion have to do with soft power?

*Article: Does Public Diplomacy Sway Foreign Public Opinion? Identifying the Effect of High-Level Visits (The American Political Science Review v115 n4 (Nov 2021): 1342-1357) (ced)*

*Article: In Search of Soft Power Does Foreign Public Opinion Matter for US Foreign Policy? (World Politics , July 2012, Vol. 64, No. 3 (July 2012), pp. 555-585) (ced) (Optional)*

### **SESSION 4 (LIVE IN-PERSON)**

Who practices public diplomacy?

*Article: The Legitimacy and Effectiveness of Non State Actors and the Public Diplomacy Concept (Public Diplomacy Theory and Conceptual Issues. ISA Annual Convention, San Diego, April 1-4, 2012) (ced)*

*Podcast: People, Places, Power episode 10, Can individuals make a difference? (Apple Podcasts)*

*Article: The Boundaries of Public Diplomacy and Nonstate Actors: A Taxonomy of Perspectives. (International Studies Perspectives (2019) 20, 63–83) (ced) (Optional)*

*Article: Why Do We Need Non-state Actors in Public Theoretical Discussion of Relational, Networked Public Diplomacy (Journal of International and Area Studies v22 n1 (20150601): 57-77) (ced) (Optional)*

### **SESSION 5 (LIVE IN-PERSON)**

Measuring soft power success

*Podcast: People, Places, Power Episode 22: Meet the goodest, the Good Country Index for 2022 (Apple Podcasts)*

*Podcast: People, Places, Power Episode 23: Issues in the Index, the Nation Brands Index 2021 (Apple Podcasts)*

*Video: 2021 Report from the Elcano Royal Institute: "España: imagen y marca ¿Cómo nos ven, cómo somos? Encuesta Country RepTrak®" (Youtube) (Optional)*

## **THE PRACTICE OF PUBLIC DIPLOMACY**

In these sessions we will look at how public diplomacy is practiced via cases, guest speakers and projects.

### **SESSION 6 (LIVE IN-PERSON)**

Guest speaker from local embassy (details TBA)

*Podcast: People, Places, Power Episode 22, Systems and structures: organizing public diplomacy (Apple Podcasts)*

### **SESSION 7 (LIVE IN-PERSON)**

Cultural Diplomacy: intro and the case of Thailand's Pad Thai campaign

*Podcast: People, Places, Power podcast: Episode 9: Culture, decorative or useful? (Apple Podcasts)*

*Article: Cultural diplomacy: beyond the national interest? (International Journal of Cultural Policy,*



21:4, 365-381) (ced) (Optional)

## **SESSION 8 (LIVE IN-PERSON)**

Cultural diplomacy: education and Spain's Casas

*Article: Explaining Spain's Casas: An Instrument of Networked Public Diplomacy (The Hague Journal of Diplomacy, v10 n2 (2015 01 01): 215-224) (ced)*

## **SESSION 9 (LIVE IN-PERSON)**

Digital diplomacy

*Podcast: #DigitalDiplomacy Podcast: Shaun Riordan on Strategic #DigitalDiplomacy (Apple Podcasts)*

*Podcast: People, Places, Power podcast: Episode 9: Digital disruption: new technology and the balance of soft power (Apple Podcasts)*

*Book Chapters: The Strategic Use of Digital and Public Diplomacy in Pursuit of National Objectives. (Optional)*

## **SESSION 10 (LIVE IN-PERSON)**

Media and international broadcasting

*Podcast: People, Places, Power Episode 25 The media, friends of foe of country image? (Apple Podcasts)*

*Article: When Covid Hit, China Was Ready to Tell Its Version of the Story (The New York Times, 2021) (ced)*

*Article: Mocerri, A.: What's at Stake for Spain's Global Image in the Dispute Over Catalonia (World Politics Review, Feb. 27, 2019)*

## **SESSIONS 11 - 12 (LIVE IN-PERSON)**

Group Presentations

## **SESSION 13 (LIVE IN-PERSON)**

City diplomacy

*Podcast: People, Places, Power Episode 6, Cities and International Image (Apple Podcasts)*

*Video: USC Annenberg Center for Public Diplomacy: City Diplomacy: Framework or Patchwork? (Youtube)*

## **SESSION 14 (LIVE IN-PERSON)**

*Article: Public Diplomacy of Multilateral Organizations: The Cases of NATO, EU, and ASEAN (Center on Public Diplomacy at the Annenberg School, June 2015)*

*Article: Digital Diplomacy and International organizations (Center on Public Diplomacy, Mar 11, 2021) (Optional)*

## **SESSION 15 (LIVE IN-PERSON)**

Guest speaker: Spain audiovisual hub of Europe

Article: Mocer, A.: *Spain Wants to Be Hollywood's Go-To Film Location* (*World Politics Review*, June 9, 2022)

## EVALUATION CRITERIA

Criteria	Percentage	Comments
In class activities based on readings and podcasts	20 %	This grade reflects scores on quizzes, activities and a pro-active contribution to class discussions based on the required readings and podcasts.
Embassy challenge	40 %	A representative from an embassy will give a talk about their work and also present a real-life public diplomacy challenge they are facing. You will work in groups to come up with a solution to this challenge which you will present to the embassy team during sessions 11 and 12 and receive feedback from them.
Paper	40 %	You will write a 2000-word paper comparing the public diplomacy programs of two countries.

## 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 Bachelors 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 X, Y and Z (Define goals here). 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](mailto: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/>

#### RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

#### 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.

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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".
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### PROFESSOR BIO

Professor: **ALANA MOCERI**  
E-mail: [amoceri@faculty.ie.edu](mailto:amoceri@faculty.ie.edu)

**ALANA MOCERI**

Alana Mocerí is an international relations analyst, writer, and professor at the IE School of Global and Public Affairs. She has earned a reputation for distilling complex international trends and events to their core causes and practical impacts, guiding her students, readers, and viewers to understand the why, how, and what next of our interconnected world.

Ms. Mocerí's main areas of expertise are politics and communication in the U.S., the EU, and Spain, including public diplomacy, global governance, electoral campaigns, public opinion, disinformation campaigns and grassroots and transnational activism. Bilingual in English and Spanish, she is a regular contributor to *World Politics Review*, Spain's leading daily newspaper *El País*, and top foreign affairs publication *esglobal*, among others and her work has been featured in Fareed Zakaria's *Global Briefing* newsletter. Ms. Mocerí has also appeared on numerous TV and radio programs around the world, including Sky News, Television Española (TVE), Tele5, La Sexta, RT and VIVOplay. She has given a TEDx talk titled "Journalism for Action", is a member of the World Economic Forum's Expert Network and was recognized by the UCLA Alumni Association's 'Excellence in Action' series.

Ms. Mocerí works in Madrid, Spain as a professor at IE School of Global and Public Affairs and has given guest lectures and seminars in Spain, the U.S. and Germany. She holds a BA in Political Science from UCLA, a master's degree in Politics and Democracy from UNED and is currently pursuing her PhD. She has worked both as a paid professional and as a volunteer on political and non-profit campaigns, including Barack Obama's ground-breaking presidential run in 2008. She founded Democrats Abroad Spain, which she led for five years and currently serves on the board of directors of THRibune, Tribune for Human Rights.

## **OTHER INFORMATION**

Office hours available by appointment. Just contact me at: [amoceri@faculty.ie.edu](mailto:amoceri@faculty.ie.edu)

# SOCIAL ENTREPRENEURSHIP

**IE University**

Professor: **WAYA QUIVIGER**

E-mail: wquiviger@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

**PREREQUISITES**

**SUBJECT DESCRIPTION**

**OBJECTIVES AND SKILLS**

**METHODOLOGY**

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	30.67 %	23 hours
Discussions	14.67 %	11 hours
Exercises	13.33 %	10 hours
Group work	26.67 %	20 hours
Other individual studying	14.67 %	11 hours
<b>TOTAL</b>	<b>100.0 %</b>	<b>75 hours</b>

**PROGRAM**

**SESSIONS 1 - 2 (LIVE IN-PERSON)**

**Introduction to Social Entrepreneurship: Definitions and Examples**

Required readings:

*Article: "The Meaning of Social Entrepreneurship" by J. Gregory Dees (The Fuqua School of Business., May 30, 2001) (ced)*

*Article: Social Entrepreneurship: The Case for Definition, By Roger L. Martin & Sally Osberg Spring 2007 (Stanford Social Innovation Review Spring 2007) (CED)*

*Article: Yunus, M. 2009. "Creating a world without poverty: Social business and the future of capitalism": Public Affairs, Global Urban Development Volume 4 Issue 2 (GLOBAL URBAN*

*DEVELOPMENT Volume 4 Issue 2 November 2008) (ced)*

- Pls come prepared to discuss your definition of social entrepreneurship and bring an example of a social enterprise you find interesting.

### **SESSIONS 3 - 4 (LIVE IN-PERSON)**

#### **The Fortune at the Base of the Pyramid: Understanding and Addressing the Needs of the World's Poorest**

Required readings:

*Book Chapters: Prahalad, C.K., 2006. The Fortune at the Bottom of the Pyramid, Eradicating Poverty through Profits. New Jersey: Wharton School Publishing. (Chapter 1) (CED)*

*Article: Is the Bottom of the Pyramid Really for You?, Ashish Karamchandani, Mike Kubzansky, Nishant Lalwani (HBS R1103J-PDF-ENG)*

*Practical Case: RHCF: Reaching Primary Healthcare to the BoP in rural India (HBS IMB435-PDF-ENG)*

### **SESSIONS 5 - 6 (LIVE IN-PERSON)**

#### **Harnessing the Power of Microfinance to Serve the Poor**

Required readings:

*Article: Making Microfinance More Effective, Dean Karlan, Jake Kendall, Jonathan Zinman, Rebecca Mann, Rohini Pande, Tavneet Suri (HBS H035AV-PDF-ENG)*

*Article: Under Fire, Microfinance Faces Falling Out of Favor, Vijay Govindarajan (HBS H007JK-PDF-ENG)*

*Practical Case: Emerging Hope Lanka: Empowering Rural Women in Sri Lanka (HBS SMU821-PDF-ENG)*

### **SESSION 7 (LIVE IN-PERSON)**

Guest speaker(s)

### **SESSION 8 (ASYNCHRONOUS)**

#### **Frugal Innovation: Building a Successful Social Enterprise with Limited Resources**

Readings for sessions 8&9

Required readings:

*Article: What Frugal Innovators Do, Navi Radjou and Jaideep Prabhu, Dec. 10, 2014 (HBS H01R3K-PDF-ENG)*

*Article: Beyond Great Ideas: A Framework for Scaling Local Innovations, Dilip Soman, Vandana Kumar, Murray Metcalfe, Joseph Wong (HBS ROT180-PDF-ENG)*

### **SESSION 9 (LIVE IN-PERSON)**

#### **Frugal Innovation: Building a Successful Social Enterprise with Limited Resources, Part 2**

Readings for sessions 8&9

Required readings:

- ? What Frugal Innovators Do, Navi Radjou and Jaideep Prabhu, Dec. 10, 2014

? Beyond Great Ideas: A Framework for Scaling Local Innovations, Dilip Soman, Vandana Kumar, Murray Metcalfe, Joseph Wong

*Practical Case: Jayaashree Industries: Revolutionizing Sanitary Pad Use in India (HBS SMU109-PDF-ENG)*

## **SESSION 10 (ASYNCHRONOUS)**

### **Achieving Scaling and Financial Sustainability**

Required readings:

*Working Paper: Making Hybrids Work: Aligning Business Models and Organizational Design for Social Enterprises (HBS CMR593-PDF-ENG)*

*Article: Should Nonprofits Seek Profits?, William Foster, Jeffrey Bradach (HBS R0502E-PDF-ENG)*

*Practical Case: The Spinach King: Scaling Opportunity in Social Enterprise, South Africa (HBS W19662-PDF-ENG)*

*Practical Case: BRAC in 2014, Bangladesh (HBS 715414-PDF-ENG)*

## **SESSION 11 (LIVE IN-PERSON)**

### **Achieving Scaling and Financial Sustainability**

Required readings:

**Same readings as for session 10:**

Working Paper : Making Hybrids Work: Aligning Business Models and Organizational Design for Social Enterprises

Article : Should Nonprofits Seek Profits?, William Foster, Jeffrey Bradach

Practical Case : The Spinach King: Scaling Opportunity in Social Enterprise, South Africa

Practical Case : BRAC in 2014, Bangladesh

## **SESSIONS 12 - 13 (LIVE IN-PERSON)**

### **Financing Social Enterprises and Measuring Impact**

Required readings:

*Article: A New Approach to Funding Social Enterprises, Antony Bugg-Levine, Bruce Kogut, Nalin Kulatilaka (HBS R1201K-PDF-ENG)*

*Article: Social Impact Investing Will Be the New Venture Capital (HBS H009ZJ-PDF-ENG)*

*Practical Case: Acumen Fund: Measurement in Impact Investing (A), Alnoor Ebrahim, V. Kasturi Rangan (HBS 310011-PDF-ENG)*

## **SESSION 14 (LIVE IN-PERSON)**

Final Presentations

## **SESSION 15 (LIVE IN-PERSON)**

Final exam/report

## **EVALUATION CRITERIA**

## EVALUATION CRITERIA

The breakdown of the final grade is as follows.

Participation:	10%
Group Presentations:	40%
Final Report:	50%

### **Class Participation (10%):**

Criteria used to measure participation:

- Depth and quality of the contribution (whether your comments are relevant and interesting).
- Frequency of your contributions, whether you actively participate in every class and not just a few.
- whether you participate in group presentations and during the Q&A
- whether you volunteer to lead a case study discussion
- you can also participate via email by sending me comments or relevant articles/video links that add to the class discussion.
- Note that if you miss class, regardless of the cause of your absence, you automatically miss the opportunity to contribute to the class discussion and your grade could be affected.

### **Group Presentations (40%):**

- Groups will do 2 presentations throughout the term (each worth 20%)
- Please submit your slides to the professor the day of the presentation
- Instructions will be posted and distributed in class.

### **Final exam/report (50%):**

Detailed instructions will be distributed.

## 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 faculty 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. The professor will advise the student on how to present said material. All written assignments have to be submitted through Turnitin, 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 BIE 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 BIE 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.

### 6.3 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).
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). If connecting remotely, leave video feed on at all times.
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.

6.4 Technology: Cell-phones will not be allowed in synchronous class. Faculty should formally ask students to put them away at the beginning of any synchronous session. Hybrid participants must maintain their video feeds on.

Criteria	Percentage	Comments
Final Report	50 %	
Class Participation	10 %	
Group Presentations	40 %	

### PROFESSOR BIO

Professor: **WAYA QUIVIGER**

E-mail: [wquiviger@faculty.ie.edu](mailto:wquiviger@faculty.ie.edu)

**WAYA QUIVIGER**



Waya Quiviger first joined IE Business School as Managing Director of the International MBA program. From 2009 to 2018, she was the Executive Director of the Master in International Relations. She is currently a Professor of Practice and the Executive Director of the Transatlantic Relations Initiative at IE School of Global and Public Affairs. Waya was also the lead coordinator of the annual Transatlantic Conference in collaboration with the Belfer Center at the Harvard Kennedy School and the Fundación Rafael del Pino. Waya Quiviger holds an M.Sc. in Politics of the World Economy from the London School of Economics (LSE), a Master in International Management from the Ecole Des Hautes Etudes Commerciales (HEC) and a Bachelor of Commerce from McGill University (CA).

Prior to joining IE, Waya worked for the World Economic Forum in Geneva, Switzerland as Manager of the Global Leaders for Tomorrow (GLTs), a community of outstanding young leaders, many of them social entrepreneurs. She has also consulted for the Women's Forum and the Club de Madrid. Ms. Quiviger teaches Global Governance & International Organizations and Aid, Development and Social Entrepreneurship in various undergraduate and graduate programs, as well as a Partnership and Multi-Stakeholder Engagement course in the Master in International Development. She also teaches social entrepreneurship and social innovation in the Master in Management and Global Executive MBA. She is the recipient of several awards for outstanding teaching. Her research interests include social innovation, social entrepreneurship, design thinking, global governance, intergovernmental institutions and international relations. Waya is a member of the Spanish Leadership Network of the Fundación Rafael del Pino.

## **OTHER INFORMATION**

IE  
UNIVERSITY

# **SUSTAINABLE INNOVATION TO EMPOWER IMPACTFUL MANAGEMENT AND BUSINESS**

**IE University**

Professor: **CONCEPCIÓN GALDÓN SANZ-PASTOR**

E-mail: [cgaldon@faculty.ie.edu](mailto:cgaldon@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## **PREREQUISITES**

There are no prerequisites

## **SUBJECT DESCRIPTION**

Students will be exposed to sustainable innovation driven by exponential technologies. In any sector or career path, the potential impact of innovation and technology to revolutionize your ability to advance the fight against prevalent issues such as poverty, lack of access to health and education or climate change is invaluable. By exposing students to examples of innovation in the most constrained circumstances, the course seeks to dispel the persistent myth that innovation is always resource intensive and limited to but a few heroic figures covered in popular press. Although most people might consider NGOs or International Organizations as the natural space for those interested in impact driven careers, there is actually a broad diversity of opportunities fitting for all profiles.

## **OBJECTIVES AND SKILLS**

- Develop a sustainability mindset, integrating the social, environmental and economic components
- Understand the opportunities that the combination of technological innovation and sustainability will create in the next few years.
- Learn how to apply cutting edge technology to sustainable business models in various industries
- Understand the upside and also the potential risks of technology from a sustainability perspective (environmental, social and economic)

## **METHODOLOGY**

The course will combine in class discussions, with workshops, group work and social entrepreneurs as guest speakers. Students will have an active participation presenting materials for class discussion/debate in most sessions. Using the tools they will learn in the course, each group will generate a technology-based innovation proposal for a social project and present their work to the class.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15 hours
Discussions	26.67 %	20 hours
Exercises	13.33 %	10 hours
Group work	33.33 %	25 hours
Other individual studying	6.67 %	5 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

#### Sustainable Innovation as a career path

Most people might consider NGOs or International Organizations as the natural space for those interested in sustainability- driven careers. However, there is actually a broad diversity of business-related opportunities for those who wish to become international decision makers with the skills to rethink strategy, leveraging innovation to navigate the complexities of sustainable business management from an Environmental, Social and Governance (ESG perspective). Environmental and social concerns are ever more prevalent in all sectors and functional areas of companies. ESG (environment, society and governance) has become a critical lever to attract investors, impact finance has become a thriving sector and social impact consulting firms are growing exponentially. In this session we will discuss opportunities for students in the course.

*Article: Big Four accounting firms rush to join the ESG bandwagon (Financial Times) (Financial Times, AUGUST 30 2021)*

### SESSION 2 (LIVE IN-PERSON)

#### Poverties: What is poverty, wealth, inequality or well-being

The definition of poverty has been evolving, from a strict income per day towards more complete definitions that seek to capture the difficulty or impossibility of individuals and families to achieve basic levels of well-being and satisfaction of needs. Similarly, the concept of inequality, its measurement and the way it materializes in the daily experience of different people in different countries conditions many of the forces that drag companies to take an active role in its reduction. In this session we will discuss these concepts, ways to capture them, and their relationship to business and the natural environment.

*Article: Don't forget the 95% – why Europe needs to seize opportunities of labour migration (Euractiv, 26 feb 2021)*

### SESSION 3 (LIVE IN-PERSON)

#### Social Innovation in the Internet Era: Mobile first, IoT and Big Data

The widespread access to the Internet, the digitalization of the economy and the proliferation of mobile-based solutions (apps) already revolutionized many sectors in the last decade. Nowadays, this revolution is reaching far beyond most people's expectations. Mobile first has become a mantra not only for those wanting to sell luxury services to millennials in Europe, but also for organizations trying to support underserved populations in remote regions. In this session, we will discuss the immense potential for social innovation of the combination of accessible mobile technologies with Internet of Things and Big Data.

**Preparation for class:** Find use cases of these technologies applied to social/environmental impact.

## **SESSION 4 (LIVE IN-PERSON)**

### **VR/AR based Social Innovations/ 3D Printing**

Being able to physically reach classrooms or mentally conceptualize abstract concepts were big barriers limiting equal access to learning in the past. Not anymore. Nowadays, Virtual Reality and Augmented Reality allow us to convey learning and cultural experiences in more powerful and accessible ways. In this session, we will discuss the different applications and challenges of VR and AR technologies and specific use cases in the Education and Culture sectors.

In addition, we will discuss in this session the wealth of opportunities in various sectors brought about by additive building methods (3D Printing)

**Preparation for class:** Find use cases of these technologies applied to social/environmental impact.

## **SESSION 5 (LIVE IN-PERSON)**

### **Social impact of tech: closing the digital divide**

The unprecedented technological progress we are experiencing is an invaluable tool to confront prevalent issues such as poverty, lack of access to health or education. However, it also generates new challenges for sustainability at a social level. In this session, we will discuss critical challenges being debated today such as the exacerbation of inequality through the digital divide or the potential loss of jobs to accelerated technological advances.

Preparation for class: Watch assigned video and read short article and consider the following questions:

- What are the main problems the digital divide creates for society and the environment?
- What are the main problems the digital divide creates for business?
- What are the main barriers/challenges to closing the digital divide?

*Video: Astro Teller: Technology with a Purpose #GOALKEEPERS17 (Youtube)*

*Article: The Digital Divide and the Perfect Inequality Storm (COBS Insights, May 14, 2020)*

## **SESSION 6 (LIVE IN-PERSON)**

### **Frugal Innovation**

Social Innovation initiatives are typically implemented in contexts with limited resources available and with the aim to reach big volumes of people. Frugal innovation is a framework that aims at reducing complexity of the projects in order to limit their cost and boost their volume.

*Practical Case: Beyond Great Ideas: A Framework for Scaling Local Innovations (HBS ROT180-PDF-ENG)*

**Preparation for class:**

- Read article assigned (5 pages)
- Find examples of frugal innovations in social/environmental impact.

## **SESSION 7 (LIVE IN-PERSON)**

### **Human Centered Design (HCD): Design Thinking**

Design Thinking, the most renowned HCD methodology, developed in Silicon Valley, California, has been adapted to service design, as well as product design and has been implemented in corporations, hospitals, governments and social organizations. Through empathy (listen, observe, and understand), multiple iterations and constant improvement, the services are increasingly molded to social reality. This session will provide a general overview of the Design Thinking Methodology.

*Technical note: Why Design Thinking Works (HBS R1805D-PDF-ENG)*

## **SESSION 8 (LIVE IN-PERSON)**

### **Environmental impact of tech: the need for green technology**

Technology is a powerful source of solutions to protect the environment and, at the same time, it also poses new challenges for it. In this session, we will discuss critical challenges being debated today such as the carbon footprint of digital technologies and the need for green software.

Preparation for class: Read assigned reading and find existing projects using technology to protect the environment or aimed at reducing the carbon footprint of technology use. As well as digital technologies, consider other technologies such as biotech, new material development, products designed for circularity,...

*Technical note: How Green Is Your Software? (HBS H05V47-PDF-ENG)*

*Other / Complementary Documentation: Business Schools for Climate Leadership (BS4CL)*

## **SESSION 9 (ASYNCHRONOUS)**

### **Blockchain for Sustainability**

In 2009 Blockchain was born, a technology that has already changed the world. In this discussion forum, we will understand Blockchain's applications to social entrepreneurship in the context of a case about a fair trade coffee venture. We will discuss specific examples of how social entrepreneurs worldwide are using this technology, and other 4.0. technologies to protect people and planet and create new opportunities for inclusion.

*Technical note: Coda Coffee and Bext360 Supply Chain: Machine Vision, AI, IoT, and Blockchain (HBS TB0539-PDF-ENG)*

**Preparation for class:** Read the case assigned and consider the following questions, which we will discuss on the online forum

1. How does Bext360's SAS solution ensure transparency?
2. What are the key strengths and limitations of their system?
3. How can Coda sell the value of their partnership with Bext360 to their wholesale and retail customers? And to their suppliers?

## **SESSION 10 (LIVE IN-PERSON)**

### **Circularity as the solution to achieve and sustain an environmentally conscious economy**

Since all of us alive today can remember, we have been producing and consuming goods as if resources were endless, following a linear mindset. We produce items and dispose of them such that it is extremely difficult and expensive to ever use the material again in other forms. In doing so, we turn valuable resources into waste. The circular economy proposes new production and consumption patterns that are more respectful of the limited natural resources on earth. According to the Ellen MacArthur Foundation, a circular economy is based on the principles of designing out waste and pollution, keeping products and materials in use, and regenerating natural systems.

Preparation for class: Read the assigned readings and find an example of a circular economy project to share with the class.

*Article: What is a circular economy? (Ellen MacArthur Foundation)*

*Article: Recycling and the circular economy: what's the difference? (Ellen MacArthur Foundation)*

## **SESSION 11 (LIVE IN-PERSON)**

### **Regeneration: Pioneering the frontier of business value for all.**

Renowned economists and management scholars have defended for decades the role of business as a force for good. However, most companies committed to sustainability resign themselves to operating without generating harm. The regenerative approach pushes the frontier of sustainable business one step further to inspire companies to leave a world that is better than the one they found.

*Article: What is regenerative capitalism and why is it important?, 2022, Chris Stokel-Walker, (World Economic Forum, Jan 24, 2022)*

## **SESSION 12 (ASYNCHRONOUS)**

### **Responsible consumer/business behaviors boosted by innovation and technology**

In this session, we will discuss the technology-driven cultural/social changes that have led to this new scenario in which clients, companies and investors are displaying more sustainable behaviors. Building on the example of circularity, students will advance their understanding of how human core elements, which drive consumer behaviour and our ability to actually engage with technology, continues to be critical, in conjunction with technology development.

*Article: Who Cares About Organizational Purpose and Corporate Social Responsibility, and How Can Organizations Adapt? A Hypermodern Perspective (HBS BH1064-PDF-ENG)*

*Technical note: The future of sustainable fashion (Mckinsey & Company, December 14, 2020) (CED)*

Reflect on the following questions, which we will discuss on the online forum:

1. Do you personally relate to the description of the hypermodern individual?
2. Considering that only a subset of the population actually cares about organization purpose, does it make sense to invest in developing sustainable technologies?
3. How might the % of consumers who care for the sustainability of their products evolve in the future?
4. Can you find other articles/sources about future trends of consumer behaviors driven by technology?

## **SESSION 13 (LIVE IN-PERSON)**

### **Sustainable Leadership**

Business leaders are facing a reality in which the complexity of the contexts in which they operate is increasing and the quality of the information on which they have to make decisions is not always adequate due to the speed and nature of the changes. Making decisions that consider the sustainability of the company from a systemic point of view is not easy and requires well-trained leaders, willing to take on challenges and determined to work with all relevant actors in contexts of high uncertainty. In this session we will discuss the critical principles to keep in mind when leading a sustainable organization.

*Article: Innovating for Shared Value (HBS R1309H-PDF-ENG)*

## SESSION 14 (LIVE IN-PERSON)

### Funding Social Innovation: Sustainable Finance

The role of finance in our world is absolutely critical. If we want the right things to happen, we need the right kind of funding. Awareness about the impact of economic choices has increased among consumers and investors, who now factor social and environmental considerations into their daily decision-making. Consequently, a whole sector has developed within the financial industry that cares for social and environmental impact and seeks returns beyond financial. Sustainable finance poses immense opportunities for social innovators seeking to grow their projects. Some concepts we will discuss are Impact Investment, ESG, Social Impact Bonds.

#### Preparation for class:

Find examples of sustainable finance.

## SESSION 15 (LIVE IN-PERSON)

### Final presentations of group projects

## EVALUATION CRITERIA

Your final grade in the course will be based on both individual and group work of different characteristics that will be weighted in the following way:

Criteria	Percentage	Comments
Class Participation	25 %	
Individual Presentation	25 %	
Final Group Report	30 %	
Group Presentation	20 %	

### CLASS PARTICIPATION

Three main criteria will be used in reaching judgment about your class participation:

- Depth and Quality of Contribution: The most important dimension of participation concerns what it is that you are saying. A high quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism.
- Moving Your Peers' Understanding Forward: Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.
- Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of "airtime", quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to "go looking for you". You should be attempting to get into the debate on a regular basis.



## **FINAL GROUP PRESENTATION/ REPORT:**

Each student, individually, will write a report that presents an analysis of a matter (for example waste management in the fashion industry or difficulties of behavior change with respect to CO2 emissions) that combines social and environmental challenges that might be solved applying innovation and technology. The report will take a challenge, analyze it and propose a strategy or range of possible strategies, analyzing challenges and opportunities associated with them. To do this, students will be able to use secondary data sources and also interviews with experts involved in the topic they are writing about.

The reports should consist of a maximum of 8 pages + annexes and they will be evaluated according to the following criteria:

- Depth of analysis
- Use of data (comparison with other players, trends, interviews...)
- Strength of the argument
- Rigor in the presentation of conclusions, recommendations and alternatives

In addition to the report, you will deliver your presentation during session 15. You will have a total of 10 minutes for your presentation followed by Q&A

## **INDIVIDUAL ESSAY**

Imagine you are a blogger specialized in sustainable innovation and you are writing the next post for your blog:

- Find a startup/project that is working in the intersection of Tech/innovation and Sustainability (aligned with the SDGs, so there are many options).
- Contact and interview them. Get as much insider information as possible. What do the interviews and information tell you?
- Write an essay describing the project, its impact and its novelty/innovation.
- You will be evaluated in the depth of your analysis, use of compelling arguments, presentation of the conclusions, novelty of the Company solutions.
- Your essay should be 2 pages + annex (add there links, data...) or less. It should be delivered by sesión 14, end of day.
- You can submit the report before if you want to, window will be from sesión 10 to 14.

## **GENERAL OBSERVATIONS**

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

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 should contact the professor during the first two weeks of the course.

## **ATTENDANCE**

Attendance is **mandatory** at IE University, as it is an essential factor of IE's learning methodology, a continuous process of learning through participation in class, other students' contributions and presentations, among others. While we do closely monitor attendance in each course, we also consider our students responsible for their own agenda and commitments. 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. Having established the rule, we strongly discourage to use this buffer as granted, we highly recommend to attend 100% of the classes as it will improve your learning outcomes, it will increase the class performance and it might improve your participation grade.

Extreme cases involving emergencies such as: extended hospitalizations, accidents, serious illnesses and other contexts involving force majeure, are to be consulted with the Program Management team for assessment of the situation and corresponding documentation, so that Program Management can support and guide each student optimally.

### **RETAKE POLICY**

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.
- Dates and location of the retakes will be posted in advance and will not be changed.

### **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. The professor will advise the student on how to present said material. All written assignments have to be submitted through Turnitin, 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. 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 Academic Ethics Committee. Very high similarity scores will be automatically flagged and forwarded to the Academic Ethics Committee. 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: **CONCEPCIÓN GALDÓN SANZ-PASTOR**

E-mail: [cgaldon@faculty.ie.edu](mailto:cgaldon@faculty.ie.edu)

### **CONCEPCIÓN GALDÓN SANZ-PASTOR**

Concepción Galdón is IE University's Social Innovation Director/Academic Lead. At IE she has the mandate to promote Social Innovation academic content across Schools and Programs, encourage more research in Social Innovation and reach out to organizations and partners interested in Social Innovation. Concepción is professor of Entrepreneurship and Innovation at IE. Concepción is also President of the social Venture Puentes Global, which she co-founded in 2009. She's a member of Ashoka Spain's Venture Board and sits on several Impact Fund's Investment Committees/Advisory Boards.

Concepción is an Economist by Universidad Autónoma de Madrid. She holds a Master in Public Administration and International Development by Harvard Kennedy School. Concepción holds a PhD in International Economy and Development by Universidad Complutense de Madrid, who granted her and Outstanding Award for her Doctoral Dissertation. Her PhD research focuses on the use of technology in social entrepreneurship. She has published papers in peer reviewed journals and chapters in books. She writes contributions for mass media regularly and is a speaker at international conferences.

Her past professional experience includes the foundation of an NGO, UN's Procurement Service, Santander Bank's Latin America Division and Liberia's Government under Ellen Johnson-Sirleaf, Nobel Peace Prize 2011.

## **OTHER INFORMATION**

# THE AGE OF E-SPORTS: THE FUTURE IS NOW

**IE University**

Professor: **MIGUEL PANIAGUA**

E-mail: [mapaniagua@faculty.ie.edu](mailto:mapaniagua@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1º

Category: OPTIONAL

Number of credits: 3.0

Language: English

## PREREQUISITES

Previous knowledge of the matter for the correct development of the learning process is not necessary.

## SUBJECT DESCRIPTION

The IE University esports Elective Course focuses on the business of esports, the most popular sport amongst young people in the current times.

## OBJECTIVES AND SKILLS

The student will learn the culture of esports, its audience and fan base as well as familiarize himself with the different game genres that conform the microcosmos of this new industry. The student will acquire the necessary tools to learn how to create an esports club as well as develop and implement an esports event.

## METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	30.67 %	23 hours
Discussions	13.33 %	10 hours
Exercises	16.0 %	12 hours
Group work	20.0 %	15 hours
Other individual studying	20.0 %	15 hours
TOTAL	100.0 %	75 hours

## PROGRAM

## **SESSION 1 (LIVE IN-PERSON)**

What are esports? Are esports the sport of the future?

## **SESSION 2 (LIVE IN-PERSON)**

Why we play? Why we enjoy watching other people play? The genetics of the gaming culture.

## **SESSION 3 (LIVE IN-PERSON)**

Competitive gaming culture: from the cybercafés to the big stadiums

## **SESSION 4 (ASYNCHRONOUS)**

Which are the main esports: an overview of the main e-games

## **SESSION 5 (LIVE IN-PERSON)**

The agents of esports I: The Publishers

## **SESSION 6 (LIVE IN-PERSON)**

The agents of esports II: The Clubs

## **SESSION 7 (LIVE IN-PERSON)**

The agents of esports III: The Sponsors

## **SESSION 8 (LIVE IN-PERSON)**

The agents of esports IV: The Organizers. Event planning and strategy in esports

## **SESSION 9 (LIVE IN-PERSON)**

The agents of esports V: The Players: who are they? How are they? Why are they shining stars?

## **SESSION 10 (LIVE IN-PERSON)**

League of Legends: "LOL" is not only "laughing out loud"

## **SESSION 11 (LIVE IN-PERSON)**

Counter Strike-Global Offensive: The best spectator e-game

## **SESSION 12 (LIVE IN-PERSON)**

The streamers: Twitch; Amazon had a vision

## **SESSION 13 (ASYNCHRONOUS)**

The Asia Case: Asia is the continent in which esports are as mainstream as traditional sports.

## SESSION 14 (LIVE IN-PERSON)

The challenges of the esports industry: media, monetization, regulations.

## SESSION 15 (LIVE IN-PERSON)

Group presentations and reports by the students

## EVALUATION CRITERIA

Final grades in the course will be based on both individual and group work of different characteristics that will be weighted in the following way:

Criteria	Percentage	Comments
Class Participation	25 %	
Two group case write-ups	35 %	
Final group presentation & report	40 %	

## PROFESSOR BIO

Professor Miguel A. Paniagua is one of the biggest Spanish experts on US sports. He has developed a very successful career both as a sports journalist and as a sports manager for the last three decades. He has been a key component in many recent Spanish sports radio shows, such as "Carrusel Deportivo", "El Larguero", or "Tiempo de Juego", where he is nicknamed "El profesor". His articles have appeared in prestigious Spanish and US publications, such as El País or Sports Illustrated.

- Office hours: In order to provide feedback and respond to any doubts Professor Miguel A. Paniagua will be available from xx.xx to xx:xx on class day.
- Contact details: [mapaniagua@faculty.ie.edu](mailto:mapaniagua@faculty.ie.edu)

Professor: **MIGUEL PANIAGUA**

E-mail: [mapaniagua@faculty.ie.edu](mailto:mapaniagua@faculty.ie.edu)

## MIGUEL PANIAGUA

## OTHER INFORMATION

In this course, Professor Miguel A. Paniagua will be assisted by Dr. Marcos Anton, journalist and a highly respected expert in the investigative field of esports. Professor Paniagua will also be assisted by Mr. Fernando Cardenete, esports expert from Mediapro, a well known Spanish multimedia group. Mr. Cardenete is also a widely recognized figure in esports.

## ADDITIONAL MATERIALS

The following books and articles recommended for use in this course will be:

- Taylor, T. (2012). Raising the Stakes: E-Sports and the Professionalization of Computer Gaming. Cambridge, Estados Unidos: The MIT Press.
- Wagner, M. (2006). On the Scientific Relevance of eSports. En H. R. Arabnia, J. Arreymbi, V. A. Clincy, O. Droegehorn, J. Lu, A. M. G. Solo, J. A. Ware y S. Zabir (Eds.).
- Proceedings of the 2006 International Conference on Internet Computing & Conference on

- Computer Games Development, ICOMP'06, (pp. 437-442). CSREA Press.
- Carrillo, J.A. (2016). De jugadores a espectadores. La construcción del espectáculo mediático en el contexto de los e-sports. En J. Sánchez-Navarro, A. Planells, V. Navarro y D. Aranda (Coords.), *Juego digital II. Análisi. Quaderns de Comunicació i Cultura*. 55, 1-16.
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  - Hutchins, B. (2008). Signs of meta-change in second modernity: the growth of e-sport and the World Cyber Games. *New Media & Society*, 10(6), 861-869. doi: 10.1177/1461444808096248
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  - Antón, M. y García, F. (2014). Deportes electrónicos. Una aproximación a las posibilidades comunicativas de un mercado emergente. *Questiones Publicitarias*, 1(19), 98-115.





## **TRANSITIONAL JUSTICE**

**IE University**

Professor: **NIKOLINA ZIDEK**

E-mail: [nzidek@faculty.ie.edu](mailto:nzidek@faculty.ie.edu)

Academic year: 23-24

Degree course: **FOURTH**

Semester: 1<sup>o</sup>

Category: **OPTIONAL**

Number of credits: 3.0

Language: English

### **PREREQUISITES**

No prerequisites required except for interest in contemporary history and conflict zones.

### **SUBJECT DESCRIPTION**

Transitional justice is “a response to systematic or widespread violations of human rights. It seeks recognition for victims and promotion of possibilities for peace, reconciliation and democracy. Transitional justice is justice adapted to societies transforming themselves after a period of pervasive human rights abuse” (ICTJ). These efforts include mutually related core elements such as criminal prosecutions, reparations, truth commissions, gender justice, memorialization efforts and security sector/institutional reform. The list is not definite, since every society invests its own efforts and there is no recipe for a successful transitional justice, but each society should choose its own path.

This course aims to offer an overview of the evolution of transitional justice as a discipline and its mechanisms in practice by studying cases from different latitudes. After an introduction, definitions, historical background, general considerations and main issues, the course will focus on the core elements applied to case studies: criminal prosecution- international (ad hoc – ICTY and ICTR and permanent- ICC) and national; “indigenous”, “traditional” or “informal” justice mechanisms; truth-seeking initiatives: truth commissions; memory and memorializations, reparations, lustrations; justice and police sector reform; demobilization, rehabilitation and reintegration (DRR); rewriting history: educational and cultural institutions. Geographically, cases will be studied from the countries such as Former Yugoslavia, Rwanda, South Africa, Cambodia, Nepal, Argentina, Chile, Brazil, Spain, Colombia and Tunisia. The last session will be a debate on results and reconciliation as the final goal of transitional justice.

### **OBJECTIVES AND SKILLS**

1. To become familiar with the most recent discussions and authors in the fields of transitional justice, drawing on interdisciplinary studies.
2. To get acquainted with the main mechanisms of transitional justice and their implications.
3. To provide students with the necessary background in order be able to identify the central issues in a given geographical context.
4. o develop the capacity of drawing conclusions from given case studies and offer possible

solutions for the current and future post-conflict societies.

## METHODOLOGY

The course will be conducted in a seminar/ lecture format; it will include lectures and seminar discussions both on scholarly readings and on students' work.

The students will present case studies assigned to them in the previous class or will be engaged in in-class simulations.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	26.67 %	20 hours
Exercises	13.33 %	10 hours
Group work	0.0 %	0 hours
Other individual studying	33.33 %	25 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### SESSIONS 1 - 2 (LIVE IN-PERSON)

In the first session, we give an overview of the course structure and discuss the in-class presentation topics/case studies that will be distributed by the next session. Then, we shall introduce the concept of transitional justice, its main issues, debates, and mechanisms.

In the second session, we will give an overview of the historical development of transitional justice mechanisms from the earliest isolated cases to the modern transitional justice until today.

*Book Chapters: Chapter 1: Olivera Simic, (Ed.): An Introduction to Transitional Justice (See Bibliography)*

*Article: Samuel P. Huntington: How countries democratize. (Political Science Quarterly Volume 124 Number 1 2009) (ced)*

*Technical note & tutorials: Transitional Justice (FTR020007-U-ENG-VID)*

*Book Chapters: Chapter 2 in Olivera Simic (Ed.), Andrew G. Ritter: An Introduction to Transitional Justice (See Bibliography)*

*Article: Ruti Teitel: Transitional Justice Genealogy. (Harvard Human Rights Journal / Vol. 16) (ced)*

### SESSION 3 (LIVE IN-PERSON)

#### RETRIBUTIVE TRANSITIONAL JUSTICE - INTERNATIONAL TRIALS

In this session, we will give an overview of the main events in the development of international criminal justice until today. We will also delve into the complexity of the feasibility of international criminal justice and the International Criminal Court (ICC) situation. Finally, we shall study the issue of competencies and complementarity of national courts and ICC and the interaction between international politics and justice. The session will also pinpoint some seminal cases from international criminal tribunals.

After an introduction and the lecture by the professor, and based on the readings for Session 3 and the uploaded video, we will have a discussion the following questions:

- 1) Can there be peace without justice?
- 2) How would you evaluate the development of international criminal justice since 1990s?

*Book Chapters: Chapter 3 in Olivera Simic, (Ed.), Rachel Kerr: An Introduction to Transitional Justice (See Bibliography)*

*Working Paper: Paul Seils: Handbook on Complementarity: An Introduction to the Role of National Courts and the ICC in Prosecuting International Crimes (ICTJ)*

*Video: Global Justice & Human Rights Trials (PBS)*

## **SESSION 4 (LIVE IN-PERSON)**

### RETRIBUTIVE TRANSITIONAL JUSTICE: INTERNATIONAL AND DOMESTIC TRIALS (CASE STUDIES)

After the explanatory Session 3 on criminal justice, in this session, the previously selected students will carry out presentations of case studies on ad hoc international criminal tribunals, hybrid courts, and International Criminal Court, as well as success and failure stories of domestic trials (Argentina and Croatia).

Depending on the topic they choose, the students will receive specific instructions and materials for their case presentations by the professor. There will be two presentations on international criminal justice (15 minutes each) and two presentations on domestic trials (15 minutes each). Finally, there will be 20 minutes of live discussion with students on the presented cases and the TJ mechanism in general.

Case studies presentations and discussion:

International Criminal justice: *Ad hoc* international criminal tribunals, hybrid courts, and International Criminal Court

Domestic trials: Argentina, Croatia

## **SESSION 5 (LIVE IN-PERSON)**

### “INDIGENOUS”, “TRADITIONAL” OR “INFORMAL” JUSTICE MECHANISMS

After an introduction by the professor, the previously selected students will carry out presentations of case studies (15 minutes each) on informal justice examples. Finally, there will be 20 minutes live discussion with students on the presented cases and the TJ mechanism in general. Depending on the topic they choose, the students will receive specific instructions and materials for their case presentations by the professor.

Case studies:

Rwanda (gaçaca), Northern Uganda (Mato Oput), Bosnia and Herzegovina (Women's Court), Argentina (Trials for Truth)

*Book Chapters: Chapter 8, in Olivera Simic, (ed.), Lars Waldorf: An Introduction to Transitional Justice (See Bibliography)*

## **SESSION 6 (LIVE IN-PERSON)**

### TRUTH COMMISSIONS

After an introduction by the professor, the previously selected students will carry out presentations of case studies (15 minutes each) on truth commissions examples. Finally, there will be 20 minutes live discussion with students on the presented cases and the TJ mechanism in general. Depending on the topic they choose, the students will receive specific instructions and materials for their case presentations by the professor.

Case studies:

Truth Commissions: South Africa, Guatemala, US, or any other relevant truth commission.

*Book Chapters: Chapter 5. An Introduction to Transitional Justice (See Bibliography)*

*Article: Democratizing Truth: An Analysis of Truth Commissions in the United States (International Journal of Transitional Justice, 2021, 15, 510–532) (ced)*

## **SESSION 7 (LIVE IN-PERSON)**

### AMNESTIES

This session will introduce the debate of "peace vs. justice" by analyzing the issue of amnesties, their context, and the main elements - it will finally present different types of amnesties. The previously selected students will carry out presentations of case studies on amnesty laws and reparations (15 minutes each). Depending on the topic they choose, the students will receive specific instructions and materials for their case presentations by the professor in due time. Finally, there will be 20 minutes live discussion with students on the presented cases and the uploaded lecture by Kevin Heller.

Case studies: Spain, Chile, Afghanistan and/or Uruguay

*Book Chapters: Chapter 6, in Olivera Simic (ed.); Agata Fijalkowski: An Introduction to Transitional Justice (See Bibliography)*

*Article: Rethinking amnesties: atrocity, accountability and impunity in post-conflict societies (Contemporary Social Science Vol. 6, No. 1, 107–128, February 2011) (ced)*

*Video: Transitional justice and the role of amnesties (Youtube)*

## **SESSION 8 (LIVE IN-PERSON)**

### REPARATIONS

This session will present the issue of reparations and the implications of reparation laws and the main debates and issues surrounding the reparations in practice. After an introduction by the professor, the previously selected students will carry out presentations of case studies on reparations (15 minutes each). Depending on the topic they choose, the students will receive specific instructions and materials for their case presentations by the professor in due time. Finally, there will be 20 minutes live discussion with students on the presented cases and the TJ mechanism in general.

Case studies: Japanese American Internment; German reparations to the Jews after WWII, Belgian apology to Congo, French apology to Algeria

*Book Chapters: Chapter 9. An Introduction to Transitional Justice. (See Bibliography)*

*Book Chapters: Introduction. The Handbook of Reparations (IE Library)*

## **SESSION 9 (LIVE IN-PERSON)**

### CAN WE TEACH OLD DOGS NEW TRICKS? LUSTRATION AND VETTING

This session will treat the issue of what should we do with the old structures and institutions. One of the possible measures is lustration and vetting - especially of the parliaments and other state institutions. We will then discuss the issue of the need for urgent measures, on the one hand, the time factor on the other (some reforms take time), and how to find a balance between the two.

After an introduction by the professor, the previously selected students will carry out presentations of case studies on lustration and vetting in Eastern Europe and Iraq (15 minutes each). Depending on the topic and case, the students will receive specific instructions and materials for their case presentations by the professor in due time. Finally, there will be 20 minutes live discussion with students on the presented cases and the TJ mechanism in general.

Case studies: Lustration and vetting in Central and Eastern European countries, de-Baathification in Iraq

*Book Chapters: Chapter 7, in Olivera Simic (ed.); Lavinia Stan: An Introduction to Transitional*

*Justice (See Bibliography)*

## **SESSION 10 (LIVE IN-PERSON)**

### **CAN WE TEACH OLD DOGS NEW TRICKS? JUSTICE AND POLICE SECTOR REFORM**

This session will treat the issue of what should we do with the old structures and institutions. One of the possible measures is the justice and police sector reform. We will then discuss the issue of the need for urgent measures, on the one hand, the time factor on the other (some reforms take time), and how to find a balance between the two.

After an introduction by the professor, the previously selected students will carry out presentations of case studies on justice and police sector reform - of their choice from the list (15 minutes each). Depending on the topic and case, the students will receive specific instructions and materials for their case presentations by the professor in due time. Finally, there will be 20 minutes live discussion with students on the presented cases and the TJ mechanism in general.

Case studies: Police and/or justice sector reform in Chad, Eastern Zaire, Kosovo or Spain (or any other country of interest)

*Practical Case: Police Reform in Situations of Forced Displacement (ICTJ, July 2012)*

*Working Paper: Addressing Corruption Through Justice-Sensitive Security Sector Reform (ICTJ)*

## **SESSION 11 (LIVE IN-PERSON)**

### **DEMOBILIZATION, REHABILITATION AND REINTEGRATION (DRR)**

Case studies: Colombia (combatants), Child soldiers (Sierra Leone), reintegration of women victims of wartime sexual violence (DRC).

After an introduction by the professor of the main elements and implications of Demobilization, Rehabilitation and Reintegration (DRR), the previously selected students will carry out presentations of three case studies of different types of DRR: the former guerrilla combatants in Colombia, the child soldiers in Sierra Leone and the reintegration of women victims of wartime sexual violence in DRC or Yazidis in Iraq (15 minutes each). Depending on the topic they choose, the students will receive specific instructions and materials for their case presentations by the professor in due time. Finally, there will be a 20 minutes live discussion with students on the presented cases and the TJ mechanism in general.

*Book Chapters: Lars Waldorf: Introduction, in Patel, A. C.; De Greiff, P.; Waldorf, L. Disarming the Past : Transitional Justice and Ex-Combatants; Social Science Research Council: New York, 2010. (ced)*

*Working Paper: Transitional Justice and DRR: the case of Colombia. International Center for Transitional Justice (ICTJ, June, 2009)*

*Article: Zeynep Kaya: Iraq's Yazidis and ISIS: The Causes and Consequences of Sexual Violence in Conflict (LSE Middle East Centre Report | November 2019) (ced)*

*Working Paper: Heykoop, Cheryl, and Phillip Cook Child Participation In The Sierra Leone Truth & Reconciliation Commission: Considering The Broader Cultural Context (UNICEF Innocenti Research Centre)*

## **SESSION 12 (LIVE IN-PERSON)**

### **MEMORIALS AND MEMORIALIZATION**

In this session, we will present the main debates regarding the memory of the past violence through memorialization projects (monuments, museums, commemorations).

After an introduction by the professors, the previously selected students in this session will carry out presentations of case studies of memory and memorialization - (15 minutes each). Depending on the topic and case, the students will receive specific instructions and materials for their case presentations by the professor in due time. Finally, there will be 20 minutes of live discussion with students on the cases from the syllabus, the cases presented in class, and the TJ mechanism in general.

Case studies:

The Valley of the Fallen (Spain), Anniversary of the Liberation from Auschwitz, toppling of Confederate and Columbus monuments in the US

*Book Chapters: Chapter 12: MEMORY AND MEMORIALIZATIONS, in Olivera Simic (ed.); An Introduction to Transitional Justice (See Bibliography)*

*Article: Site of memory and dismemory: the Valley of the Fallen in Spain. Journal of Genocide Research (Journal of Genocide Research, 2014 Vol. 16, No. 4, 463–48) (ced)*

*Multimedia Documentation: Additional case study material: Yasukuni Shrine: Controversy, history and peace (CGTN August 2020)*

*Video: Additional case study material: South Korea's 'comfort women' statues featuring PM Abe 'lookalike' spark anger in Japan (Youtube)*

## **SESSION 13 (LIVE IN-PERSON)**

### EDUCATION AND HISTORY

In this session, we will present the main debates regarding the memory of the past violence and what kind of history will be taught to future generations.

After an introduction by the professor, in this session, the previously selected students will carry out presentations of case studies on Education and History teaching - of their choice from the list - the 1947 British India Partition, Armenia, Ghana, the European colonization of the Americas or any other (15 minutes each). Depending on the topic and case, the students will receive specific instructions and materials for their case presentations by the professor in due time. Finally, there will be 20 minutes of live discussion with students on the presented cases and the TJ mechanism in general.

Case studies:

Education and history teaching: the 1947 British India Partition, Armenia, Kenya, Ghana, the European colonization of the Americas, history education on WW2 in the country of your choice, how do we measure Holocaust education?

*Book Chapters: History Education in the Midst of Post-conflict Recovery: Lessons Learned, in History Can Bite : History Education in Divided and Postwar Societies; Eckert. Schriftenreihe, Band 141; V & R unipress: Göttingen, 2016.*

*Article: Grandpa Wasn't a Nazi: The Holocaust in German Family Remembrance (INTERNATIONAL PERSPECTIVES 54, American Jewish Committee, 2005)*

*Video: 'Learning History that is not yet History' (Youtube)*

## **SESSION 14 (LIVE IN-PERSON)**

### TRANSITIONAL JUSTICE IN BALANCE; RECONCILIATION AS THE FINAL GOAL OF TRANSITIONAL JUSTICE

In this session we will review the whole course and stress the main takeaways through a live discussion with students.

*Book Chapters: Chapter 13, in Olivera Simic (ed.), Andrew G. Reiter: An Introduction to Transitional Justice (See Bibliography)*



*Working Paper: Roger Duthie: JUSTICE MOSAICS How Context Shapes Transitional Justice in Fractured Societies - Research Report. International Center for Transitional Justice (ICTJ), 2017*  
*Book Chapters: Transitional Justice and Reconciliation: Theory and Practice, in B. Austin, M. Fischer, H.J. Giessmann (eds.) 2011. Advancing Conflict Transformation. The Berghof Handbook II. Opladen/Framington Hills: Barbara Budrich Publishers. (ced)*  
*Article: Transitional justice in the world, 1970-2007: Insights from a new dataset (Journal of Peace Research, 47 (6) 803 - 809) (ced)*

## SESSION 15 (LIVE IN-PERSON)

FINAL EXAM

Essay type questions: 1 obligatory, and 1 optional - out of 3 offered.

## BIBLIOGRAPHY

### Compulsory

- Olivera Simic. (2020). *An Introduction to Transitional Justice*. 2nd edition. Taylor and Francis. ISBN 9780367893668 (Printed)

Textbook

null

## EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	10 %	
In-class presentation	20 %	
Final exam	40 %	
Final short paper	30 %	

### A. CLASS PARTICIPATION

Three main criteria will be used in reaching a judgment about your class participation:

1. Depth and Quality of Contribution: The most important dimension of participation concerns what it is that you are saying. A high-quality comment reveals the depth of insight, rigorous use of case evidence, consistency of argument, and realism.
2. Moving Your Peers' Understanding Forward: Great ideas can be lost through the poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.
3. Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, the quality of your comments must improve. In particular, one must be especially careful that in claiming more than a fair share of "airtime", quality is not sacrificed for quantity. Finally, your attempts at

participation should not be such that the instructor has to “go looking for you”. You should be attempting to get into the debate on a regular basis.

#### **B. IN - CLASS ASSIGNMENTS**

During the course, the students will prepare presentations on the topics given in the previous class. The presentations are going to be concise summaries, case studies, and presentations of one side or aspect of a transitional justice mechanism in question.

The objective of this process is to give you practice in presenting and understanding relevant issues in Transitional Justice. It also increases class participation and makes the class more dynamic.

#### **C. INDIVIDUAL WORK - SHORT PAPER**

Each student will write one short paper (5 pages) related to topics of particular interest to you and related to the course syllabus, issues that aroused curiosity in you, or related discussions. Focus on current issues and originality will be highly valued. The project will give you the opportunity to reflect on what you have learned in class and apply it to some particular country or region. More details of the project will be provided at the start of the course. The topic should be discussed with and approved by the instructor before you begin work on it. It is a good idea to start thinking about potential paper topics early in the semester and come see me discuss your ideas. All papers will be graded using Turnitin.

#### **D. FINAL EXAM**

The final exam in a form of an essay will be a summary of the main topics of the course and current issues. It will consist of one (1) obligatory question/topic (50% of the final exam grade) and one (1) out of three (3) elective questions/topics (bearing 50% of the final exam grade).

### **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 4, 5, 10 and 16 (inclusive and equitable quality education, gender equality and empowerment of all women and girls, reducing inequality within and among countries, and promoting peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels). 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**



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 from 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.madridoffice@ie.edu) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

### **RETAKE POLICY**

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, who are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

### **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 the 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](mailto: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: **NIKOLINA ŽIDEK**

E-mail: [nzidek@faculty.ie.edu](mailto:nzidek@faculty.ie.edu)

### NIKOLINA ŽIDEK

Nikolina Židek is Adjunct Professor at IE School of Global and Public Affairs since 2016. She is also member of the Research Group “Lugares, marcas y territorios de memoria” (Places, marks and territories of memory) of the Memory Studies Nucleus, Institute for Economic and Social Development/Instituto de Desarrollo Económico y Social (IDES) in Buenos Aires.

She was an invited lecturer at the Advanced Study Course in Human Rights and Genocides, Universidad del Museo Social Argentino (UMSA) in cooperation with Luisa Haraibedian Foundation, Buenos Aires, Argentina (2017-2019). She was also a post-doctoral fellow at the Center for Southeast European Studies - University of Graz, Austria (2020) and at the Center of Advanced Studies of Southeastern Europe - University of Rijeka (2021 and 2022).

Dr. Židek holds a PhD in political science from the Complutense University in Madrid and a Masters degree in International Studies from the Diplomatic School of Madrid in cooperation with the Complutense University. She wrote her PhD thesis on Transitional justice and EU enlargement to Croatia and Serbia. Before entering the academia Dr. Židek was previously working for 12 years as Croatian professional diplomat. She was posted in Croatian Embassies in Madrid and Buenos Aires.

Her areas of expertise are transitional justice and human rights, memory politics, the Balkans, diaspora politics, and democratization processes.

## OTHER INFORMATION

Office hours: to be communicated according to the course schedule (an hour before or after class or by appointment face to face or through Skype or Zoom)

Contact details:

email: [nzidek@faculty.ie.edu](mailto:nzidek@faculty.ie.edu)

# **UNDERSTANDING INTERNATIONAL PUBLIC FINANCE: IFI POLICIES FOR GROWTH AND FINANCIAL STABILITY**

**IE University**

Professor: **GREGORIO BUSTOS SERRANO**

E-mail: [gbustos@faculty.ie.edu](mailto:gbustos@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## **PREREQUISITES**

Basic knowledge on microeconomics, macroeconomics and international finance.

## **SUBJECT DESCRIPTION**

The field of international public finance is a fascinating subject for economists, business people and policy makers that want to understand how governments and international finance institutions understand and manage public finance.

Public finance is the study of the role of the government in the economy. It is the branch of economics that manages government revenue and government expenditure of the public authorities, and the adjustment of one or the other to achieve desirable effects and avoid undesirable ones.

In this course students will acquire a general knowledge of the three main function of public finance:

- Management of income and expenditure by optimum utilization of the resources
- Managing economic growth and price stability in the economy
- Providing the necessary needs and infrastructure to the public

Corporations, countries and citizens base their daily decisions on the development and expectations of effective public financing.

Students will study the role of the International Financial Institutions (IMF, World Bank, etc.) in advising and supporting governments on public policies to achieve sustainable economic growth and financial stability.

## **OBJECTIVES AND SKILLS**

1. Knowledge of the main concepts on public finance
2. Identification and handle of key sources of information to secure a critical interpretation of topics related to public finance

3. Develop the capacity to analyze context, processes, or situations to make use of the skills on public finance
4. Apply critical thinking in developing arguments on debates about international comparative public finance that allow for making sound business decisions
5. Strengthen personal skills: communication, teamwork, time management, and methodological rigor

## METHODOLOGY

The subject will be taught in lectures (theory and concepts) together with practical activities (business cases) covering real issues.

The mandatory text-book ...

Most sessions will start with a lecture of the professor on the indicated subject. Students are asked to participate to clarify specific issues or general doubts. After the lecture and Q&A, the assigned articles and cases will be discussed in class. It is mandatory to read the assigned materials and prepare the cases.

There will be an individual paper on a topic related to the subject. This assignment will have between 8-10 pages. Topics will be agreed with the professor. This assignment is due before the final examination.

A group assignment is also part of the class. This assignment must be presented and exposed to the class in the last sessions of the course. Topics and preparations will be agreed with the professor.

Participation in class, discussions, exercises and team work will help to strengthen the learning process.

Individual studying and self-initiative are key for examinations and satisfactory learning.

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 %	75 hours

## PROGRAM

### SESSIONS 1 - 2 (LIVE IN-PERSON)

#### Session 1-2 Introduction to International Public Finance and the role of International Financial Institutions

*Working Paper: IMF Annual Report 2021*

*Article: 'The IMF undergoes structural reform', (The Economist, Feb 15th 2020) (ced)*

*Article: Battling stigma. The IMF is in search of a role, and a happier reputation (The Economist, Mar 26th 2009) (ced)*

*Article: Arvind Subramanian, 'How the IMF Failed Greece', (Project Syndicate, August 2015)*

*Article: Joseph Stiglitz, 'Europe's Attack on Greek Democracy', (Project Syndicate, June 2019)*

Article: Raja Khalidi, 'A Financial New Deal for Palestine', (Project Syndicate, May 2021)

Article: Mohamed A.El-Erian, 'How the IMF Can Battle Gradual Irrelevance', (Project Syndicate, November 2019)

## **SESSIONS 3 - 4 (LIVE IN-PERSON)**

### **Session 3-4 Public Income and Public Expenditures**

Working Paper: Tax Policy Center Report;

Article: Hans Eichel; Yannis Palaiokrassas 'Smart Taxes', (Project Syndicate, May 31, 2012)

Article: J. Bradford Delong; 'Saved by Taxes'. (Project Syndicate, Dec 29, 2006)

Article: Kemal Dervis, 'Getting Carbon Border Taxes Right', (Project Syndicate, Feb 11, 2020)

Article: Kenneth Rogoff, 'Why Wealth Taxes are not Enough', (Project Syndicate, Nov 4, 2013)

Article: Andrés Velasco, 'Austerity According to St. Augustine', (Project Syndicate, Mar 30, 2012)

## **SESSIONS 5 - 6 (LIVE IN-PERSON)**

### **Session 5-6 Public Investment and Public Debt**

Book Chapters: Turner, A. (2015), *Between Debt and the Devil: Money, Credit, and Fixing Global Finance*, Princeton, NJ, Princeton University Press (IE Library)

Article: 'Picking Winners, Saving Losers: The Global Revival of Industrial Policy', (*The Economist*, 5 August 2010) (ced)

Article: S.K. How much is too much? (*The Economist*, 3 June 2015) (ced)

## **SESSIONS 7 - 8 (LIVE IN-PERSON)**

### **Session 7-8 Public Growth and Price Stability**

Article: Summers, L. H. (2016), 'The Age of Secular Stagnation: What It Is and What to Do about It', (*Foreign Affairs*, 95(2)) (ced)

Article: Varoufakis, Yanis (2022) 'Inflation as a Political Power Play Gone Wrong'; (Project Syndicate, Jun 22, 2022)

Article: Krueger, Anne (2022), 'How to Fuel Inflation and Harm the Environment' (Project Syndicate, Jun 21, 2022)

## **SESSIONS 9 - 10 (LIVE IN-PERSON)**

### **Session 9-10 Public Financing and Innovation**

Book Chapters: F. L., and Keller, M. R. (2011), *State of Innovation: The US Government's Role in Technology Development*, Boulder, CO, Paradigm. (Not Available at IE Library)

Book Chapters: Mariana Mazzucato: *The Entrepreneurial State*

Article: Arthur D. Little, *The Role of Government in Fostering Innovation* (adlittle.com)

## **SESSION 11 (ASYNCHRONOUS)**

### **Session 11. IFI: IMF Article IV Report**

- Read the most recent IMF Article IV on a specific country.
- Write an executive summary on it and comment on the country's actions on the specific recommendations

## **SESSION 12 (ASYNCHRONOUS)**

### **Session 12. IFI: World Bank**

Assignments:

- Read the most recent World Bank report on a specific country.
- Write an executive summary on it and comment on the country's actions on the specific recommendations

## **SESSION 13 (ASYNCHRONOUS)**

### **Session 13. IFI: Others (European Commission - Country Report)**

- Read the most recent other IFIs report on a specific country.
- Write an executive summary on it and comment on the country's actions on the specific recommendations

*Other / Complementary Documentation: 2022 European Semester: Country Reports*

## **SESSION 14 (LIVE IN-PERSON)**

### **Session 14. Group Presentations / Review Final Exam**

Assignments:

- Group Presentations: Report and presentation on a country comparison on main Public Finance indicators including IFI's reports

## **SESSION 15 (LIVE IN-PERSON)**

### **Session 15. FINAL EXAM**

## **EVALUATION CRITERIA**

<b>Criteria</b>	<b>Percentage</b>	<b>Comments</b>
Final Exam	40 %	Short questions
Individual Work	20 %	8-10 pages
Group Presentation	30 %	Country Analysis
Class Participation	10 %	Active participation

## **PROFESSOR BIO**

Professor: **GREGORIO BUSTOS SERRANO**

E-mail: gbustos@faculty.ie.edu

### **GREGORIO BUSTOS SERRANO**

Received a Master's degree from the Harvard Kennedy School of Government. Also received a Master's degree on International Management from the Thunderbird Graduate School, and a B.A. from St. Andrews College (Summa Cum Laude). He has advanced degrees from the Deusto Business School and IESE.

He has more than 20 years of experience in multinational positions in the automotive industry. Leading financial and strategy departments in Germany, Spain, and several countries in Asia. He has led negotiations with local and international authorities on foreign direct investments and business developments. Expert on new technologies, including new electric cars.

Experienced on economic development based on the Economic Complexity method developed by the Center for International Development of the Harvard Kennedy School. He has led public initiatives such as “Spain 2030” and “Cambridge Manifest on Spanish Science”. He has written several articles for Spanish and international news-papers.

## **OTHER INFORMATION**





# War, Peace, International Relations and Philosophy of Right. Immanuel Kant vs Carl Schmitt: A Philosophical Confrontation

IE University

Professor: **ÁLVARO CORTINA URDAMPILLETA**

E-mail: [acortina@faculty.ie.edu](mailto:acortina@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1º

Category: OPTIONAL

Number of credits: 3.0

Language: English

## PREREQUISITES

There are no prerequisites for this course.

## SUBJECT DESCRIPTION

As we can see well nowadays the questions of war, peace, political order and the idea of the source of right are not just philosophical issues but real questions and real problems. The German philosophers Immanuel Kant, in the Enlightenment, and Carl Schmitt, in the XX Century, have shaped political thinking, philosophy of right and international relations throughout contemporary history. This course introduces the students to the most important topics of these two fascinating frameworks but also puts both in debate. Philosophy started as a dialectical discipline. We will see to what extent Kant and the controversial Schmitt are opposed or not: their confronted views on the most universal political-philosophical issues may inspire us to understand the current situation of the global world and current issues like the war in Ucraina.

The course provides students with the theoretical foundations for a critical understanding of central issues of two complex political thinkers as well as an authoritative outlook on the emergence and evolution of contemporary thought, from XVIII Century to post-Second World War.

Students will develop the ability to read, understand, digest and debate the ideas covered in the course. This will ultimately allow them to fully understand the complex origins of current political systems, claims and conflicts. They will see the present issues of global politics and modern political thought with a new deeper perspective.

## OBJECTIVES AND SKILLS

Objectives

1. Providing students with basic concepts central to political theory and acquainting them with foundational texts.
2. Placing ideas in their historical context.
3. Explaining key arguments for and against different values and institutional arrangements.

## Skills

1. Use of and sensitivity towards primary texts.
2. The analysis and critical assessment of arguments and theories.
3. The ability to formulate and express a persuasive interpretation.

## METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	40.0 %	30 hours
Discussions	13.33 %	10 hours
Exercises	46.67 %	35 hours
Group work	0.0 %	0 hours
Other individual studying	0.0 %	0 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

General introduction. Works of Immanuel Kant and Carl Schmitt.

Kant: What is Enlightenment?

*Book Chapters: Kant: political writings. Ed. Hans Reiss. Cambridge University Press, 1994, pp 54-61 (See Bibliography) (Optional)*

### SESSION 2 (LIVE IN-PERSON)

Kant: The perpetual peace

*Book Chapters: Kant: political writings. Ed. Hans Reiss. Cambridge University Press, 1994, pp. 93-130 (See Bibliography) (Optional)*

### SESSION 3 (LIVE IN-PERSON)

Kant: Idea for a Universal History with a Cosmopolitan Purpose

*Book Chapters: Kant: political writings. Ed. Hans Reiss. Cambridge University Press, 1994, pp. 41-54 (See Bibliography) (Optional)*

### SESSION 4 (LIVE IN-PERSON)

Kant: Groundwork of the Metaphysics of Morals

Summary of Kant's ethics. No specific readings needed.

### SESSION 5 (LIVE IN-PERSON)

Kant: Metaphysics of Morals (I)

*Book Chapters: Kant: political writings. Ed. Hans Reiss. Cambridge University Press, 1994, pp. 131-*

136 (See Bibliography) (Optional)

### **SESSION 6 (LIVE IN-PERSON)**

Kant: Metaphysics of Morals (II)

*Book Chapters: Kant: political writings. Ed. Hans Reiss. Cambridge University Press, 1994, pp. 136-176 (See Bibliography) (Optional)*

### **SESSION 7 (LIVE IN-PERSON)**

Kant: Metaphysics of Morals (III)

*Book Chapters: Kant: political writings. Ed. Hans Reiss. Cambridge University Press, 1994, pp. 136-176 (See Bibliography) (Optional)*

### **SESSION 8 (LIVE IN-PERSON)**

Schmitt: Political Romanticism

*Book Chapters: Political Romanticism. Trans Guy Oakes The MIT Press Year: 1991, pp. 215 (IE Library) (Optional)*

### **SESSION 9 (LIVE IN-PERSON)**

Schmitt: Political Theology: Four Chapters on the Concept of Sovereignty.

*Book Chapters: Political Theology: Four Chapters on the Concept of Sovereignty . Trans. George Schwab The MIT 1986, pp. 48 (IE Library)*

### **SESSION 10 (LIVE IN-PERSON)**

Schmitt: Political Theology: Four Chapters on the Concept of Sovereignty.

*Book Chapters: Political Theology: Four Chapters on the Concept of Sovereignty . Trans. George Schwab The MIT 1986, pp. 48 (IE Library) (Optional)*

### **SESSION 11 (LIVE IN-PERSON)**

Schmitt: The Concept of the Political

*Book Chapters: The Concept of the Political: Expanded Edition; foreword by Tracy B. Strong; with Leo Strauss's notes University Of Chicago Press 2007, pp. 159 (IE Library) (Optional)*

### **SESSION 12 (LIVE IN-PERSON)**

Schmitt: The Leviathan in the State Theory of Thomas Hobbes: Meaning and Failure of a Political Symbol

*Book Chapters: The Leviathan in the state theory of Thomas Hobbes: meaning and failure of a political symbol. Trans. G. Schwab. Greenwood Publishing 1996, pp.121 (IE Library)*

### **SESSION 13 (LIVE IN-PERSON)**

Schmitt: Theory of the Partisan.

*Book Chapters: Theory of the partisan. Trans G. Ulmen. Telos Press, 2007, p. 120 (IE Library)*

## SESSION 14 (LIVE IN-PERSON)

Schmitt: *The Nomos of the Earth in the International Law of the Jus Publicum Europaeum*. Part IV: The New Nomos of the Earth.

*Book Chapters: The Nomos of the Earth in the International Law*. Trans. G. Ulmen, Telos Press 2003 (IE Library)

## SESSION 15 (LIVE IN-PERSON)

-Schmitt: *The Nomos of the Earth in the International Law of the Jus Publicum Europaeum*. Part IV (II)

-Kant and Schmitt: a summary

*Book Chapters: The Nomos of the Earth in the International Law* . Trans. G. Ulmen. Telos Press 2003, pp. 214-320 (IE Library) (Optional)

## BIBLIOGRAPHY

### Recommended

- Höffe, O.. *Immanuel Kant*. 1994. SUNY. ISBN 0791420949 (Digital)

See the section on Politics and Ethics.

null

- VVAA. (2017). *The Oxford Handbook of Carl Schmitt*.. Jens Meierhenrich and Oliver Simons, eds.. Oxford University Press. ISBN 9780199916 (Digital)

null

- Ojakangas Mika,. (2006). *A Philosophy of Concrete Life: Carl Schmitt and the political thought of late modern*. Peter Lang. ISBN 3039109634 (Digital)

null

- Kant, I.. (1994). *Kant: political writings*. Ed. Hans Reiss. ,. Cambridge University Press. ISBN 0521391857 (Digital)

null

- Flikschuh, Katrin. *Kant and modern political philosophy*. Cambridge University Press, 2004. ISBN 0511033737 (Digital)

null

## EVALUATION CRITERIA

This class is built around a set of core readings. Along the course we will read together those texts. The reading in class may promote the active discussion of classics.

The **Individual Presentation** only requires to study one of these texts: lectures or chapters of books. The student may be able to explain the contents of the text.

The **Short Essay** will deal with a concrete topic from the Kant/Schmitt confrontation. The student may choose his/her topic, but it has to quote at least one of the two philosophers and develop his ideas. It will be a 7 pages essay (including both the title page and the bibliography page; interline space: 1.5).

### **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, Peace, Justice and Strong Institutions and Partnerships for the goals. 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**

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.

### **RETAKE POLICY**

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account. The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

Dates and location of the retakes will be posted in advance and will not be changed.

### **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](mailto: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.

<b>Criteria</b>	<b>Percentage</b>	<b>Comments</b>
Individual Presentation	20 %	
Individual Work	80 %	

### **PROFESSOR BIO**

Professor: **ÁLVARO CORTINA URDAMPILLETA**

E-mail: [acortina@faculty.ie.edu](mailto:acortina@faculty.ie.edu)

#### **ÁLVARO CORTINA URDAMPILLETA**

Álvaro Cortina (Bilbao, 1983) is doctor in Philosophy (Leiden University/Diego Portales University, 2019), degree in Philosophy from the University of Navarra (2006) and master in Philosophy from the Complutense University of Madrid (2013). He has written three books: *Deshielo y Ascensión* (Jekyll&Jill, 2013), *Bergson and the Aristotelian model of immanente teleology* (Leiden University, 2019) and *Abisal* (Jekyll&Jill, 2021); and soon will publish his fourth: *El espejo y el oráculo. De lo sublime estético a lo práctico mundano en Arthur Schopenhauer* (Guillermo Escolar, 2022). Besides he writes regularly for several magazines and newspapers like *El Cultural*. He has studied and taught in Santiago de Chile, Paris, Berlin and Leiden.

## **OTHER INFORMATION**

Office hours available by appointment: Friday Morning before or after the course.

Email:

[acortina@faculty.ie.edu](mailto:acortina@faculty.ie.edu) or [alvarocortina@hotmail.com](mailto:alvarocortina@hotmail.com)

## **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,



# ETHNICITY AND NATIONALISM

**IE University**

Professor: **EMMY LINDSTAM**

E-mail: [elindstam@faculty.ie.edu](mailto:elindstam@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>o</sup>

Category: OPTIONAL

Number of credits: 3.0

Language: English

## PREREQUISITES

There are no prerequisites for this course.

## SUBJECT DESCRIPTION

What is a nation? Who “truly” belongs to the nation and how do feelings of national belonging condition political behaviour? Do we choose who we are and why do certain identities appear to matter more to people in some contexts than in others? What are the consequences of how we perceive the nation for democratic outcomes and violent conflict? These are some of the many questions we will cover in this course on nationalism and ethnicity. In this course, students will learn about key concepts and theoretical approaches in the study of nationalism and ethnicity, acquiring different analytical tools to help analyze important socio-political identities from a scientific perspective.

## OBJECTIVES AND SKILLS

At the end of this course, students should be familiar with key concepts and theoretical approaches to the study of identity, nationalism and ethnicity. Students should be familiar with classic theories of nationalism, as well as recent research published in top journals on the topics of nationalism and ethnicity. Students should also have a general understanding of how social identification can be measured and studied empirically. Specifically, students will be able to:

- Discuss and compare different understandings of national and ethnic identities.
- Show an understanding for different forms of nation-building as well as the role of the state and cultural entrepreneurs in constructing and sustaining different ideas of nationhood.
- Show an understanding for the consequences of national and ethnic identities for political behavior, democracy and violent conflict.
- Apply important concepts and theories to current societal challenges and events.
- Develop and formulate their own research questions within the subfield.
- Show a general understanding of the different types of measures and approaches available for theory testing.

## METHODOLOGY

To achieve these learning outcomes, we will read scholarship from political science and related disciplines that utilize a variety of social science methods to understand the origins, persistence, and implications of social identification in general, and ethnic and national forms of group identification in particular. Through a mix of lectures, discussions, case studies, group exercises, workshops and simulations we will acquire new theoretical insights, as well as put them into practice. Each session will be divided roughly into two parts. The first part of the session will be lecture-style (although questions and discussions are welcome). We will cover material from the readings and discuss examples. The second part of the session will be more practical. We will carry out discussions and group activities, applying what we discussed in class.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	29.33 %	22 hours
Discussions	9.33 %	7 hours
Exercises	22.67 %	17 hours
Group work	6.67 %	5 hours
Other individual studying	32.0 %	24 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### SESSIONS 1 - 2 (LIVE IN-PERSON)

#### What is a Nation? Nation-Building and National Identity

Mandatory Readings:

- Mylonas, Harris & Maya Tudor. 2021. "Nationalism: What We Know and What We Still Need to Know." *Annual Review of Political Science*. 24:109-132.
- Reicher, Stephen & Nick Hopkins. 2001. *Self and Nation: Categorization, Contestation and Mobilization*. Sage. Lonon. **Ch. 1**

Recommended Readings:

- Anderson, Benedict. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso. London. **Ch 1**.
- Michael Billig. 1995. *Banal Nationalism*. Sage. London. **Ch 3**.
- Connor, Walker. 1978. "A Nation is a Nation, is a State, is an Ethnic Group is a..." *Ethnic and Racial Studies*. 1(4): 377-400.
- Wimmer, Andreas. 2018. *Nation Building: Why Some Countries Come Together While Others Fall Apart*. Princeton University Press. **Ch 1**.

Article: *Nationalism: What We Know and What We Still Need to Know (Annual Review of Political Science) (CED)*

Book Chapters: *Self and Nation: Categorization, Contestation and Mobilization (Chapter 1: The National Question) (CED)*

Book Chapters: *Imagined Communities: Reflections on the Origin and Spread of Nationalism (Chapter 1: Introduction) (CED) (Optional)*

Article: *A Nation is a Nation, is a State, is an Ethnic Group is a... (Ethnic and Racial Studies, 1:4, 377-400) (CED) (Optional)*

*Book Chapters: Banal Nationalism (Chapter 3) (See Bibliography) (Optional)*

*Book Chapters: Nation Building: Why Some Countries Come Together While Others Fall Apart (Chapter 1: Relational Theory and Nested Methods) (CED) (Optional)*

## **SESSIONS 3 - 4 (LIVE IN-PERSON)**

### **Do We Choose Who We Are? The Nature of Identity**

Mandatory Readings:

- Tajfel, Henri & John Turner. 1986. "The Social Identity Theory of Intergroup Behavior." in *The Psychology of Intergroup Relations*.
- Kalin, Michael & Nicholas Sambanis. 2018. "How to Think About Social Identity". *Annual Review of Political Science*. 21:239-257.

Recommended Readings:

- Chandra, Kanchan. 2006. "What is Ethnic Identity and Does it Matter?". *Annual Review of Political Science*. 9: 397-424.
- Fouka, Vasiliki & Marco Tabellini. 2021. "Changing In-Group Boundaries: The Effect of Immigration on Race Relations in the United States". *American Political Science Review*. 1-17.
- Posner, Daniel. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi". *American Political Science Review*. 98(4): 529-545.
- Sambanis, Nicholas & Moses Shayo. 2013. "Social Identification and Ethnic Conflict.". *American Political Science Review*. 107(2): 294-325.
- Wimmer, Andreas. 2013. *Ethnic Boundary Making: Institutions, Power, Networks*. Oxford University Press. **Ch 3**.

*Book Chapters: The Social Identity Theory of Intergroup Behavior (Political Psychology) (CED)*

*Article: How to Think About Social Identity (Annu. Rev. Political Sci. 2018. 21:239–57) (CED)*

*Article: What is Ethnic Identity and Does it Matter? (Annu. Rev. Polit. Sci. 2006. 9:397–424) (CED) (Optional)*

*Article: Changing In-Group Boundaries: The Effect of Immigration on Race Relations in the United States (American Political Science Review (2021) 1–17) (CED) (Optional)*

*Article: The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi (The American Political Science Review, Nov., 2004, Vol. 98, No. 4 (Nov., 2004), pp. 529-545) (CED) (Optional)*

*Article: Social Identification and Ethnic Conflict (American Political Science Review Vol. 107, No. 2 May 2013) (CED) (Optional)*

*Book Chapters: Ethnic Boundary Making: Institutions, Power, Networks (ch. 3) (See Bibliography) (Optional)*

## **SESSIONS 5 - 6 (LIVE IN-PERSON)**

### **National Belonging and Political Behavior**

Mandatory Readings:

- Simonsen, Kristina. 2020. "Politics Feeds Back: The Minority/Majority Turnout Gap and Citizenship in Anti-Immigrant Times." *Perspectives on Politics*. 19(2): 406-421.
- Haas Nicholas & Emmy Lindstam. 2022. "My History or Our History? Historical Revisionism

and Entitlement to Lead". *Working Paper*.

Recommended Readings:

- Charnysh, Volha; Lucas Christopher & Prerna Singh. 2015. "The Ties that Bind: National Identity Salience and Pro-Social Behavior Toward the Ethnic Other". *Comparative Political Studies*. 48(3): 267-300.
- Verkyten, Maykel. 2017. "Dual Identity and Immigrants' Protest against Discrimination: The Moderating Role of Diversity Ideologies". *Group Processes and Intergroup Relations*. 20(6): 924-934.
- Fouka, Vasiliki. 2019. "How do Immigrants Respond to Discrimination? The Case of Germans in the US During World War I." *American Political Science Review*. 1-18.
- Hopkins, Nick & Leda Blackwood. 2011. "Everyday Citizenship: Identity and Recognition." *Journal of Community & Applied Social Psychology*. 21: 215-227.

Due: **Essay 1** – Response paper based on 3-4 mandatory or suggested readings from Sessions 1-4.

*Article: Politics Feeds Back: The Minority/Majority Turnout Gap and Citizenship in Anti-Immigrant Times (Vol. 19/No. 2; Perspectives on Politics) (CED)*

*Working Paper: My History or Our History? Historical Revisionism and Entitlement to Lead (July 3, 2022) (CED)*

*Article: The Ties that Bind: National Identity Salience and Pro-Social Behavior Toward the Ethnic Other (Comparative Political Studies 2015, Vol. 48(3) 267– 300) (CED) (Optional)*

*Article: Dual Identity and Immigrants' Protest against Discrimination: The Moderating Role of Diversity Ideologies (Group Processes & Intergroup Relations 2017, Vol. 20(6) 924– 934) (CED) (Optional)*

*Article: How do Immigrants Respond to Discrimination? The Case of Germans in the US During World War I (American Political Science Review) (CED) (Optional)*

*Article: Everyday Citizenship: Identity and Recognition (Journal of Community & Applied Social Psychology 21: 215–227 (2011) (CED) (Optional)*

## **SESSIONS 7 - 8 (ASYNCHRONOUS)**

### **Is There a Good Nationalism?**

Mandatory readings

- Brown, David. 1999. "Are There Good and Bad Nationalisms?" *Nations and Nationalisms*. 5(2): 281-302.
- Recent newspaper articles and opinion pieces will be made available to students

Due: **Essay 2** – Opinion piece on topic: "Is there a Good Nationalism?"

*Article: Are There Good and Bad Nationalisms? (Nations and Nationalism 5 (2), 1999, 281-302) (CED)*

## **SESSIONS 9 - 10 (LIVE IN-PERSON)**

### **Identity and Nationalist Violence**

Mandatory readings:

- Schrock-Jacobson, Gretchen. 2012. "The Violent Consequences of the Nation: Nationalism and the Initiation of Interstate War." *Journal of Conflict Resolution*. 56(5): 825-852.

- Nair, Gautam & Nicholas Sambanis. 2019. "Violence Exposure and Ethnic Identification: Evidence from Kashmir." *International Organization*. 72: 329-363.

Recommended Readings:

- King, Elisabeth. 2014. *From Classrooms to Conflict in Rwanda*. Cambridge University Press. **Ch 1.**
- Cederman, Lars-Erik; Weidemann, Nils & Kristian Skrede Gleditsch. 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review*. 105(3): 478-495.
- Nicholas Sambanis. 2000. "Partition as a Solution to Ethnic War: An Empirical Critique of the Theoretical Literature". *World Politics*. 52: 437-483.
- Scott Strauss. 2015. *Making and Unmaking Nations: War, Leadership and Genocide in Modern Africa*. Cornell University Press. **Ch 3.**

Article: *The Violent Consequences of the Nation: Nationalism and the Initiation of Interstate War* (*Journal of Conflict Resolution* 56(5) 825-852) (CED)

Article: *Violence Exposure and Ethnic Identification: Evidence from Kashmir* (*International Organization* 73, Spring 2019, pp. 329–63) (CED)

Article: *Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison* (*American Political Science Review* Vol. 105, No. 3 August 2011) (CED) (Optional)

Article: *Partition as a Solution to Ethnic War: An Empirical Critique of the Theoretical Literature* (*World Politics* 52 (July 2000), 437-83) (CED) (Optional)

Book Chapters: *From Classrooms to Conflict in Rwanda* (1. Moving Education from the Margins to the Mainstream) (CED) (Optional)

Book Chapters: *Making and Unmaking Nations: War, Leadership and Genocide in Modern Africa* (Chapter 3: A Theory of Genocide) (CED) (Optional)

## SESSIONS 11 - 12 (LIVE IN-PERSON)

### Workshop: Studying Nationalism and Identity Empirically

#### Mandatory readings

- Huddy, Leonie; Del Pone, Alessandro & Caitlin Davies. 2021. "Nationalism, Patriotism, and Support for the European Union." *Political Psychology*. 6: 995-1017.
- Jacobs, Carly & Elizabeth Theiss-Morse. 2013. "Belonging in a "Christian Nation": The Explicit and Implicit Associations between Religion and National Group Membership." *Politics and Religion*. 6: 373-401.

#### Recommended Readings:

- Atkin, David; Colson-Sihra, Eve & Moses Shayo. 2021. "How Do We Choose Our Identity? A Revealed Preference Approach Using Food Consumption." *Journal of Political Economy*. 129(4): 1193-1251.
- Lindstam, Emmy; Mader, Matthias & Harald Schoen. 2021. "Conceptions of National Identity and Ambivalence towards Immigration." *British Journal of Political Science*. 51:93-114.
- Shayo, Moses. 2009. "A Model of Social Identity with an Application to Political Economy: Nation, Class, and Redistribution." *American Political Science Review*. 103(2): 147-174.

Article: *Nationalism, Patriotism, and Support for the European Union* (*Political Psychology*, Vol. 42, No. 6, 2021) (CED)

Article: *Belonging in a “Christian Nation”: The Explicit and Implicit Associations between Religion and National Group Membership* (*Politics and Religion*, 6 (2013), 373–401) (CED)

Article: *Conceptions of National Identity and Ambivalence towards Immigration* (*British Journal of Political Science* (2021), 5 1, 93– 114) (CED) (Optional)

Article: *How Do We Choose Our Identity? A Revealed Preference Approach Using Food Consumption* (*Journal of Political Economy*, 2021, vol. 129, no. 4) (CED) (Optional)

Article: *A Model of Social Identity with an Application to Political Economy: Nation, Class, and Redistribution* (*American Political Science Review* Vol. 103, No. 2 May 2009) (CED) (Optional)

## **SESSIONS 13 - 14 (LIVE IN-PERSON)**

### **Case Studies and In-Class Simulation**

Material to prepare each case study (opinion pieces, newspaper articles, videos etc.) will be made available prior to this session.

Due: **Essay 3** – Research Note

## **SESSION 15 (LIVE IN-PERSON)**

Final Exam

## **BIBLIOGRAPHY**

### **Compulsory**

- Stephen Reicher and Nick Hopkins. (2001). *Self and Nation*. Sage. ISBN 9780761969204 (Digital)

### **Recommended**

- Andreas Wimmer. (2013). *Ethnic boundary making : institutions, power, networks*. ISBN 0199980535 (Digital)

## **EVALUATION CRITERIA**

### **Detailed requirements:**

**Class participation and forum discussions:** In preparation for each session, you are expected to read the mandatory readings before class so that you attend the seminar prepared and participate actively in class discussions. In addition, I list helpful background readings, including books and journal articles, that relate to the core readings. You should be aware that some of the readings rely on more advanced quantitative methods. You are not being asked to grasp these in detail. Nevertheless, you should make sure that you can identify the questions the authors are asking and the arguments they are propounding. In addition to your active participation in class, you are expected to participate in forum discussions online on topics of relevance to the class material.

**Short essays:** You will be asked to write three short essays during the course of this class. Each essay will be approximately 3 pages long. The first essay is a response paper in which you will be asked to select a number of articles from the mandatory and suggested readings and analyze these papers in depth. The second essay is an opinion piece in which – based on the assigned readings – you will be asked to elaborate and take a stance on the question “Is there a good nationalism?” The final essay is a short research note in which you are expected pose a research question and explore this question empirically, using survey data.

**Final exam:** The final exam will be a comprehensive exam covering the material discussed in class.



<b>Criteria</b>	<b>Percentage</b>	<b>Comments</b>
Final Exam	40 %	
Class Participation + Discussion Questions	15 %	
Essay 1	15 %	
Essay 2	15 %	
Essay 3	15 %	

## **PROFESSOR BIO**

Professor: **EMMY LINDSTAM**

E-mail: [elindstam@faculty.ie.edu](mailto:elindstam@faculty.ie.edu)

Emmy Lindstam is an Assistant Professor at IE University. She received her Ph.D. from the Center for Doctoral Studies in Social and Behavioral Sciences at the University of Mannheim in 2022. During her studies, she was a visiting PhD student at UC Berkeley and a pre-doctoral fellow at CESS-Nuffield Flame University in Pune. She holds a master's degree in Political Science from the University of Mannheim and a bachelor's degree in Political Science and Public Administration from the University of Barcelona. Emmy carries out research in the areas of comparative politics and political psychology, with a focus on identity politics and a regional interest in Europe and India. More information can be found at [emmylindstam.com](http://emmylindstam.com).

## **OTHER INFORMATION**

### **GENERAL OBSERVATIONS**

Each student has four attempts over two consecutive academic years to pass this course. 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 should contact the professor during the first two weeks of the course.

### **ATTENDANCE**

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. Having established the rule, we strongly discourage to use this buffer as granted, we highly recommend to attend 100% of the classes as it will improve your learning outcomes, it will increase the class performance and it might improve your participation grade. Extreme cases involving emergencies such as: extended hospitalizations, accidents, serious illnesses and other contexts involving force majeure, are to be consulted with the Program Management team for assessment of the situation and corresponding documentation, so that Program Management can support and guide each student optimally.

### **RETAKE POLICY**



Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility). Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

### **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.

### **OTHER INFORMATION**

- Office hours: by appointment.
- Contact details: [elindsta@faculty.ie.edu](mailto:elindsta@faculty.ie.edu).

### **CODE OF CONDUCT IN CLASS**

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). If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names. 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). 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". 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". 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. 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.

## INTERNSHIP

### IE University

Professor: **ANDREW BERTOLI**

E-mail: [abertoli@faculty.ie.edu](mailto:abertoli@faculty.ie.edu)

Academic year: 23-24

Degree course: FOURTH

Semester: 1<sup>st</sup>

Category: OPTIONAL

Number of credits: from 6 to 30

Language: English

## PREREQUISITES

IE University and the partner organization hosting the internship must sign an Educational Cooperation Agreement prior to the start of the internship.

The Agreement outlines the relationship between the student, the collaborating organization, and the University. The Agreement must be followed, whether the internship was obtained through the IE Careers department or directly by the student.

The student may not do the internship at an organization where he/she has a prior or current contractual relationship or a close family connection, played a founding role, holds shares, or retains any ownership.

IE University cannot sign an Educational Cooperation Agreement if the internship is scheduled to end more than two months after the student's expected graduation date (if, for instance, the student is expected to finish in July of their 4<sup>th</sup> year, the internship could not continue after the 30<sup>th</sup> of September).

If the internship takes place outside of the Spanish territory, the student must inform the University at least (15) days prior to departure so insurance can be arranged.

Some countries require visas for curricular internships. In such cases it is the student's responsibility to research and obtain the visa, although the Student Services Office may provide support. IE University and the partner organization hosting the internship must sign an Educational Cooperation Agreement prior to the start of the internship.

The Agreement outlines the relationship between the student, the collaborating organization, and the University. The Agreement must be followed, whether the internship was obtained through the IE Careers department or directly by the student.

## SUBJECT DESCRIPTION

Curricular internships are considered part of the students' academic training and are supervised by the university. They are designed to give students the opportunity to apply the knowledge and skills they have acquired during their course work in a professional context, to learn the working practices of a professional organization, and to be exposed to real-life business activities and situations. The curricular internship helps prepare students for future professional activities, facilitates their employability, and promotes their entrepreneurial abilities.

The internship is considered an elective course. The student may choose among the following options (the student may work more hours if the student, the professional tutor, and the academic tutor agree):

- A 6 ECTS internship, requiring a minimum of 180 hours of work
- A 15 ECTS internship, requiring a minimum of 450 hours of work
- An 18 ECTS internship, requiring a minimum of 540 hours of work
- A 30 ECTS internship, requiring a minimum of 900 hours of work

Curricular internships should be carried out during the last final semesters of the last academic year of the Program when their elective credits are allocated. However, students may begin their internships as early as the end of the previous academic year to complete the hours necessary to obtain the number of credits they have selected.

## OBJECTIVES AND SKILLS

- Deepen and apply knowledge and skills previously acquired studied in coursework
- Specialize in a specific area within the field of International Relations
- Become familiar with different methods of analysis
- Apply theoretical knowledge in a professional context

## METHODOLOGY

The student is responsible for carrying out the curricular internship according to the rules laid out in the Educational Cooperation Agreement, and in accordance with the general policies of IE University and of the collaborating organization, including but not limited to all policies related to respect and confidentiality.

At the beginning of the internship, the student will join the collaborating organization at the agreed upon date. Thereafter, he or she will comply with the agreed upon schedule, in accordance with the attendance policy established in the Educational Cooperation Agreement.

The collaborating organization will assign a professional tutor who will be responsible for supporting, supervising, and evaluating the student in the professional context throughout the internship. The professional tutor will provide assistance to the student to resolve issues of a professional nature that are relevant to the fulfillment of the internship.

IE University will assign an academic tutor to provide academic support for the student over the course of the internship. The professional tutor and the academic tutor will coordinate the activities established in the Educational Cooperation Agreement, including any necessary adjustments.

Throughout the internship, the student will maintain contact with the academic tutor according to the procedure proposed by the tutor at the beginning of the internship and will communicate any issues that might arise during the internship.

The student's performance and development in the internship will be evaluated through a final evaluation report completed by the professional tutor, as well as a midterm essay and a final reflective essay graded by the academic tutor. The number of hours dedicated to the different activities below will depend on whether the student is doing the internship for 6, 2, 5, or credits.

Please consult the Additional Documentation section of your online Campus to take a look at the expected distribution of your workload during your internship.

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%	450 hours

## PROGRAM

SESSION 1

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## EVALUATION CRITERIA

0% -Midterm Reflection Essay.

The Midterm questionnaire is a touchpoint that confirms that the first half of the internships is following the contract details. As such it should cover answer the following:

- Why did you choose this internship?
- What were your expectations prior to beginning the internship? In what ways has your experience aligned with or diverged from those expectations?
- What have you learned so far and what challenges have you faced?
- How can you apply specific concepts and skills from your course work to what you are experiencing during the internship?
- What are your goals for the remainder of the internship?

50% -Final Reflection Essay. An 8-10page 12-pt font double-spaced analytical reflection evaluated by the academic tutor.

The Final Reflection Essay picks the Midterm structure asking the student to reflect on their growth and experiences for at least 8 pages report and on their experience in the internship overall. As such it should cover answer the following:

- What additional skills or knowledge did you develop in this internship since you wrote the mid-term essay?
- In what ways apart from those discussed in the previous essay can you apply specific concepts and skills from your course work to what you are experiencing the internship?
- What were some of the challenges that you came across in the internship? How did you address them and what did you learn in the process?
- How do you think your experience in this internship will affect your future professional or academic path?
- Overall, how would you change your experience and how were you changed by it?

50% -Professional Evaluation. A report providing an overall evaluation of the student's work performance by the professional tutor.

### Obtaining a "Fail" grade.

The academic tutor may give the student a failing grade in the ordinary call in the following cases:

- 1 If the final essay does not meet the minimum requirements or if the evaluation of the collaborating organization does not justify a passing grade.
- 2 If the student fails to deliver the midterm and or final essays or any other documentation required by the academic tutor on time and under the conditions specified without a justified cause.
- 3 If the student fails to show up for work the minimum of hours agreed with the professional tutor or to deliver the scheduled essays by the agreed deadlines. If the student cannot fulfill the agreed

upon schedule because of illness and/or IE policy for justified absences such absences must be justified with proper documentation to both professional and academic tutors.

4 Furthermore, students will receive a failing grade if they fail to meet their agreed-upon obligations with the collaborating institution including but not limited to those regarding attendance schedule responsibilities confidentiality or other internal rules.

Students will fail their corresponding credit load in the following cases:

- The student is made redundant by the collaborating institution due to breach of contractual obligations.
- The student decides to end their internship before the completion date specified in the Agreement or prior to fulfilling the number of hours needed to receive the corresponding credits. It is of foremost importance that any issues faced by the student be communicated to the Professional Tutor prior to student's informing the collaborating institution of their desire to resign.
- The student fails to start a previously confirmed mandatory curricular internship.

Criteria	Percentage	Comments
Individual Work	0%	Midterm Reflection Essay
Final Exam	0%	Final Reflection Essay
Other	0%	Professional Evaluation

## PROFESSOR BIO

### ANDREW BERTOLI

Andrew Bertoli is an assistant professor at IE University. His research explores such topics as how sports influence world politics, which types of leaders are the greatest threats to international stability, and the role that the internet has played in intensifying ideological conflicts. Prior to coming to IE, Andrew received a Ph.D. in political science and an M.A. in statistics from UC Berkeley, where he also taught courses on international security and research methods.

Professor ANDREW BERTOLI

E-mail [abertoli@faculty.ie.edu](mailto:abertoli@faculty.ie.edu)

## OTHER INFORMATION

If you wish to contact me or arrange a meeting use my email address [abertoli@faculty.ie.edu](mailto:abertoli@faculty.ie.edu)